

The Seagull and the Fish

Teacher's Notes

Early Level 7

Literacy Connections

Word Count: 125 words (including title)

Reading Skills:

Reading for sense

Using growing HFW knowledge to read the text

Using picture cues and comprehension to predict what happens next

Decoding Skills

High Frequency Words: the, and, saw, was, down, it, for, too, came, out, no, today, away

Word Study: Positional language:

Over, down, under, up, behind, out, away

Verbs (doing words):

flew, swam, dived, hit, splash, looked, hid

Text Features:

Simple sentence structure

Exclamation marks

Tenses

Content Connections

- Many living things share environments. For example, people, birds and sea-life
- People have a responsibility to care for the environment
- Food chains
- Animals have adaptations and behaviours that protect them from predators

Content Words:

seagull, fish, sea, seaweed, water

Suggested Activities

- Locate positional language during close reading
- Discuss with the students the nature of verbs (doing words). Brainstorm a list together and encourage the students to use these new words in their writing.
- Explore characterization with these questions
 - What was the seagull/fish thinking?
 - How did the seagull/fish feel at the beginning, middle and end of the story?
 - What changed for the seagull/fish during the story?
 - What will the seagull/fish do next?
- Learn to spell some of the High Frequency Words so that the students can use them independently.
- Think about what other animals may live in the sea
 - That the fish may eat
 - That the seagull may eat
- Notice the man in the boat. Talk about what he is doing. Lead this discussion to re-call "fishing tales" (an idea for further writing).
- The illustrations have been washed with water-colour. They also show landscapes. Use these as a model for your own water-colour landscapes.
- Talk about how the fish protected itself from the seagull. Notice other animal adaptations or characteristics that are used for protection.