

# MRS RUSH-AROUND AND LILY'S FISH

by Joy Allcock and Ann-Marie Parker

Early Level 7

Teacher guide by Barb Freeman and Joy Allcock

## Phonemic Awareness

### 1. Deleting sounds

#### Initial sounds

What word do we make if we say *play* without the 'p' – *lay*

*fold* without the 'f' – *old*

*nice* without the 'n' – *ice*

*stuck* without the 's' – *tuck*

*door* without the 'd' – *or*

#### Final sounds

What word do we make if we say *went* without the 't' – *when*

*gold* without the 'd' – *goal*

*need* without the 'd' – *knee*

*fold* without the 'f' – *foal*

*looked* without the 't' – *look*

### 2. Making new words

What new word do we make if we swap the 'f' in *fish* for ...

'd' – *dish*

'w' – *wish*

What new word do we make if we swap the 'n' in *nice* for ...

'm' – *mice*

'r' – *rice*

What new word do we make if we swap the 'm' in *from* for ...

'g' – *frog*

'th' – *froth*

'k' – *frock*

What new word do we make if we swap the 'm' in *mum* for ...

'd' – *mud*

'g' – *mug*

'k' – *muck*

'sh' – *mush*

## Phonics

### NOTE

The 'sh' sound can be written in many different ways: *ship, chef, sugar, tissue, station, special, anxious, tension, ocean*.

The most common way of writing this sound at the start and end of words is **sh**. In most words that young children meet in their early reading experiences, the 'sh' sound will be written **sh**. For this reason, Mrs Rush-Around and Lily's Fish only introduces this **sh** spelling pattern for the 'sh' sound.

When you introduce the sound, children may suggest words where the 'sh' sound is written differently such as *Sean, Charlotte* and *station*. If you colour-code the spelling patterns for the 'sh' sound, you will demonstrate that this sound can be written in other ways too.

### 1. Introducing the 'sh' sound

Practise making the sound. Ask students to repeat the words *shoe, ship, show* and to listen to the 'sh' sound at the start of these words.

### 2. Brainstorming words that contain the 'sh' sound

Brainstorm words that begin with a 'sh' sound.

(*she, shy, shed, shop, shine*)

Brainstorm words that end with a 'sh' sound.

(*crash, fish, wish, wash, mash*)

Ask students if they know any words that have a 'sh' sound inside the word.

(*fishing, station, wished, washing*)

### 3. Looking for the spelling patterns for the 'sh' sound

Count the sounds in the word *ship*. Draw three sound boxes on the board.

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Write the word *ship* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the 'sh' sound:

sh	i	p
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Count the sounds in the word *she*. Draw two sound boxes on the board.

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Write the word *she* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the 'sh' sound:

sh	e
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Explain that the 'sh' sound can be written in other ways too, especially when it is in the middle of words, but in *Mrs Rush-Around* and *Lily's Fish* all the 'sh' sounds will be written **sh**.

#### 4. Find the words that contain the 'sh' sound in *Mrs Rush-Around* and *Lily's Fish*

As students read *Mrs Rush-Around* and *Lily's Fish*, ask them to listen for words that contain the 'sh' sound. When the book has been read, go back and re-read it, a page at a time. Ask students to identify the 'sh' words on each page and write them on the board. Ask students to identify the spelling pattern for the 'sh' sound in each word. Highlight these spelling patterns in a different colour as students identify them.

### Vocabulary Development

#### 1. Categories

Think of as many words as you can that go with being in a school play: *outfit, costume, dressing up, sewing, fabrics, make-up, acting, props, script, role play, performing, pretending, reading lines, learning lines* etc.

Think of as many words as you can that go with fish: *water, sea, lake, river, swimming, bubbles, tail, fins, scales, goldfish, bowl, shimmery, school*, (as in a 'group' of fish), *fishing line, net, bait, food, eat, 'fish and chips'* etc.

Think of as many words as you can for things you might find in a dressing-up box: *scarf/scarves, wig/wigs, dresses, shirts, pants, trousers, cape/capes, necklaces, broaches, belts, shawls, shoes, masks, helmet/helmets, dagger, wand, bow and arrow* etc.

Think of all the things you might need for sewing an outfit: *fabric, pattern, material, sewing machine, needles, thread, pins, pin cushion, cotton, scissors, tape measure* etc.

Do you know the names of different kinds of fish? (*goldfish, tropical fish, snapper, kingfish, trevally, gurnard, sprats, groper, cod, shellfish, flounder, trout* etc. )

#### 2. Same and different

How is a *play* the same as a *film*? How is it different?

How is a *fish* the same as a *shellfish*? How is it different?

How is a *goldfish* the same as a *fish* that lives in the sea? How is it different?

How is *shiny* the same as *shimmery*? How is it different?

*Mrs Rush-Around and Lily's Fish* by Joy Allcock and Ann-Marie Parker

Word-level Readers      Gilt Edge Publishing 2009

Teacher notes written by Barb Freeman and Joy Allcock

### 3. Word meanings

What does *folding the washing* mean? What other things might you *fold*?

“Lily *rushed* home from school.” What other words could be used instead of *rushed*?

What does *shopping* mean? Explain how you go *shopping*.

When Lily and Mrs Rush-Around were making the outfit, they *cut* and *shaped* the fabric. How do you think they did this?

They *tucked* and *pinned* the fabric. How do you think they did this?

## Comprehension

### 1. Before reading

Introduce the book by discussing the cover picture and the title. Why do you think Lily is attaching a note with *fish* written on it to the door? What is Lily’s mum doing? Why do you think Lily’s mum is called Mrs Rush-Around?

Read the back cover. Lily needs a fish outfit for the school play. Have you ever been in a school play? Did you wear an outfit? Where did it come from? Did someone have to make it for you?

### 2. During reading

Ask questions such as the following to check understanding and background knowledge:

Pages 2–5 How do you think Lily is feeling when she rushes in the door? How do you know that? What is her mum doing? Do you think she is listening to Lily?

Pages 6–7 What do you think Mrs Rush-Around is thinking when she sees Lily’s note before she goes shopping?

Page 8 Why does Mrs Rush-Around look shocked when Lily asks if she has made her outfit? What are they having for dinner? Why did Mrs Rush-Around buy fish for dinner?

Pages 9–11 What do you think Mrs Rush-Around is thinking when she goes shopping again? How do you think Lily feels when she asks her mum again if she has made her outfit for the play? How do you know that? What did Mrs Rush-Around buy this time? Why do you think she did that?

Pages 12–16 Why is Lily holding her mum’s hand on page 12? Is it a good idea for Lily to go with her Mum to the shops? Why? Do you think Mrs Rush-Around is clever? Why do you think that? How do you think Lily is feeling in the picture on page 16? How do you think Mrs Rush-Around is feeling?

### 3. After reading

Ask questions such as the following to establish and build on understanding.

Do you think Lily was pleased to be a fish in the school play? Why do you think that?

Do you think Mrs Rush-Around was pleased that Lily was going to be a fish in the school play? Why do you think that?

Was Mrs Rush-Around concentrating on what Lily was asking her to do? Why do you think that?

What did Lily do to remind her mum about making the fish outfit? How did Lily help her mum make the outfit (look at pages 4, 14 and page 15.)

How do you help yourself remember the things you have to do?

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#### **4. Retelling and sequencing**

Photocopy the images from the story. Students arrange the pictures in order to retell the story. They can retell the story in their own words, orally or in writing.

#### **5. Link to writing**

What else could Lily have written on the note that would have helped her mum remember to buy the things for the fish outfit?

Ask students to write the note they would have written if they had been Lily.

Think of an outfit you could make. What would you need to make it? Write a list of these things.

How would you make it? Write a plan for how you would make it.

### **Fluency**

#### **1. Sequencing and matching text with pictures**

Photocopy the images from the story and the sections of text (Activity sheet 1). Students select the appropriate text to go with each picture and read the passages aloud, checking that the story sequence makes sense.

#### **2. Word cards**

Photocopy the word cards onto cardboard and cut them up.

### **High-frequency words**

The high-frequency words are grouped into decodable words and non-decodable words.

Students could read the cards as an independent activity in pairs or in groups. One approach is for one student to hold up each card and the other student(s) to read the word. Alternatively “deal” out the cards to students in the group. Each student places their words face down. In turn, students turn over one card and have a try at reading it. If the student can’t read their word, someone else in the group has a try at it.

To prepare for a game of snap, make duplicate sets of the cards. Shuffle the cards and deal them out to a pair or group of three students. Each student reads the word as they place it on the pile. All students aim to “snap” any pair of words that appears on the pile.

### **Phonics focus cards**

When you prepare the phonics focus cards, print them out in colour or use a blue marker pen to colour-code the ‘sh’ spelling patterns.

## Activity sheet 1

Lily rushed home from school.  
"Mum," she shouted, "I'm going to be a fish in the school play. I need an outfit!"

Mrs Rush-Around was folding the washing.  
"A fish," she said. "How nice."  
Lily wrote a note and stuck it on the door.

Mrs Rush-Around went shopping.  
She saw the note on the door.  
"Fish, fish, fish," she said, I must remember fish!"

Lily rushed home from school.  
"Mum!" she shouted, "have you made my outfit yet?"

Mrs Rush-Around looked shocked.  
"Not yet," she said, "but we're having fish for dinner."

Mrs Rush-Around went shopping.  
She saw a note on the door.  
"Fish, fish, fish," she said, I must remember fish!"

Lily rushed home from school.

"Mum!" she shouted, "have you made my outfit yet?"

Mrs Rush-Around looked shocked.

"Not yet," she said, "but I got two lovely goldfish."

"The play is tomorrow," said Lily. "Let's go shopping now."

Mrs Rush-Around and Lily rushed out to the shops.

There were shelves full of fabrics. They chose a shiny, shimmery one.

That night, Mrs Rush-Around and Lily cut and shaped, tucked and pinned.

Lily was a shiny, shimmery fish.

She had the best outfit in the play!

Decodable high-frequency words

home	from	she
I'm	going	to
be	a	fish
in	play	I
an	was	and
it	on	went
must	remember	you
made	my	looked



not	but	got
is	let's	go
night	had	

Non-decodable high-frequency words

two	lovely	out
were	shouted	there
one	school	said
wrote	door	saw
they		

Phonics focus words

rushed	she	fish
shouted	Rush	shops
washing	shiny	shelves
shocked		
shopping		
shimmery		
shaped		
goldfish		

## Retelling and Sequencing



## Reading Running Record

Name..... Text Title **Mrs Rush-Around and Lily's Fish**  
 Age..... Level **7**  
 Date..... Seen / Unseen (circle)  
 Recorder:.....

**Analysis:**

Error rate 1:.....Accuracy.....(%) Self-correction rate 1:.....

Level (circle)      Easy      Instructional      Difficult

**Analysis:**

Information Used (Meaning **M**) (Structure/Syntax **S**) (Visual **V**)  
 When decoding successfully

When decoding an unknown word

When attempting self-correction

Pg	Title: <b>Mrs Rush-Around and Lily's Fish</b>	E	SC	E MSV	SC MSV
2	Lily rushed home from school.  "Mum," she shouted, "I'm going to  be a fish in the school play. I  need an outfit!"				

3	Mrs Rush-Around was folding the washing.				
4	"A fish," she said. "How nice."				
5	Lily wrote a note and stuck it on the door.				
6	Mrs Rush-Around went shopping.  She saw the note on the door.  "Fish, fish, fish," she said, "I must remember fish!"				
7	Lily rushed home from school.				

	<p>"Mum!" she shouted, have you made my outfit yet?"</p>				
8	<p>Mrs Rush-Around looked shocked.</p> <p>"Not yet," she said, but we're having fish for dinner."</p>				
9	<p>Mrs Rush-Around went shopping.</p> <p>She saw the note on the door.</p> <p>"Fish, fish, fish," she said, "I must remember fish!"</p>				
10	<p>Lily rushed home from school.</p> <p>"Mum!" she shouted, have you made</p>				

	my outfit yet?"				
11	Mrs Rush-Around looked shocked.				
	"Not yet," she said, "but I got two lovely goldfish."				
12	"The play is tomorrow," said Lily.				
	"Let's go shopping now."				
13	Mrs Rush-Around and Lily rushed out to the shops.				
14	There were shelves full of fabrics.				
	They chose a shiny, shimmery one.				
	That night, Mrs Rush-Around and Lily				



15	cut and shaped, tucked and pinned.				
16	<p>Lily was a shiny, shimmery fish.</p> <p>She had the best outfit in the play!</p>				
Running word count: 199 (including title)					