



Book Summary

A girl and her grandfather make a stew using vegetables and fish.

Repeated Phrases

All the _____
went into the pot.

Text Type – Procedural

Materials

- copies of words and punctuation for this book from page 134
- copies of BLM, pencils, markers
- paper, scissors, glue, examples of some of the vegetables described in the story

Fish Stew for Supper

by *Don Long*

photographs by *Dean Zillwood*

Set F

Skills and Strategies

Reading *Fish Stew for Supper* will reinforce the following objectives and give the children the opportunity to:

- W** identify high-frequency or interest words
- S** understand that text must make sense and use cues to monitor this
- T** monitor reading and ensure that it is making sense, using meaning and structural and visual information from the story
- prepare for independent writing using a variety of methods

Word Study

- High-frequency words: All, for, Some, the, went, We
- Punctuation: periods, exclamation point, capital letters
- Phonics and phonemic awareness:
 - p – peas, pepper, pot, potato
 - S, s – Stew, Some, Supper, salt, stew, supper
 - F, f – Fish, fish, for
 - th – the
 - sh – fish
 - onsets and rimes – f/ish, p/ot
 - compound word – into

Speaking and Listening

Use this text to help the children:

- respond to simple questions about the content of the story;
- share own experiences related to the content of the story.

The Guided Reading Lesson

Introducing the text

Have a selection of vegetables ready and ask the children if they know what they are and what sort of a meal could be made with them. Encourage the children to share their experiences of helping an adult cook.

Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the photographer to the children. Now use the outline below to support the children as they read and discuss their way through the book.

Cover – *In this story, a girl helps prepare a fish stew. What could be in the pot?*

Title page – Together, read the title and the names of the author and the photographer again. *What ingredients are they going to put into their stew?*

Page 3 – *What happens when you cut an onion? Where are they putting the onion? What does “onion” begin with?*

Page 5 – *Can you see what is happening here? What other ways can you cook a potato?*

Page 7 – *How is the girl helping on this page? What do you think she might be saying?*

Page 9 – *What went into the pot this time? Discuss where we get peas from and how they grow. What do you think they will put in the pot next?*

Page 11 – *Were you right? What does the word “tomato” begin with?*

Pages 12 and 13 – *Can you remember what kind of stew they are making? Can you find that word on the page?*

Discuss the end sound of “fish” and the letters that make that sound.

Pages 14 and 15 – *Can you see what is happening here? Will they put all the salt and pepper in? Can you find the word “some”? What is special about the “s”?*

Page 16 – *How do you think the fish stew tasted? Discuss the exclamation point and how you might say the words.*

The children can now read the book again independently.

Revisiting the Text

- Locate the word “pot” in the text and write it on the board.
- Show the children how, using the “ot” rime, the word can be changed to make other words.
- Repeat this process with the word “all” and this rime.
- Identify the word “stew” and practice articulating the “st” sound for this blend (onset).
- List other words the children may know that begin with the same sound.
- Using the words and punctuation for this book from page 134, reassemble the sentences with the children.

Following Up

- Prepare for independent writing using a variety of methods.
- Prepare labels for each of the vegetables you used to introduce the story. The children cut a pot shape out of colored (black) paper. They can draw pictures of vegetables for their stew and glue these onto the pot. Help them to write a sentence to describe what they have added to the pot.
- B** On the BLM activity opposite, children practice writing “went” and “the” and draw the stew in the pot below.