



TITLE: THE FISHERMAN  
AND THE GOLDEN FISH  
LEVEL: J



## INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book is about a fisherman who catches a golden fish that can grant wishes. The fisherman's wife asks for all kinds of things. Let's see what happens."
- "Turn to pages 2 and 3. The fish tells the fisherman he will not taste good because he is really an enchanted prince."
- "Now turn the page. The fisherman's wife thinks the fisherman should ask for a cottage."
- "Now turn the pages to see what else the fisherman's wife asks for."
- "Turn to page 15. How do you think the fish is feeling?"
- "Turn back to the beginning and read about the fisherman and the golden fish."

## READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level J Prompting Guide for a list of desired reading behaviors and suggested actions to take.

## DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- Ask students why they think the fisherman's wife kept asking for more things.
- Ask students if this story reminds them of any other story they have read.

## FOLLOW-UP TEACHING

Based on your observations of the students' reading, select one or two teaching points that will be most helpful to all of the students. You might:

- Have the students locate the word *golden*. Make the word with magnetic letters. Slide the word, in parts, to the left (*g-old-en* or *gold-en*). Tell the students they can break a word apart into smaller familiar parts.
- Practice reading the book together a bit faster to develop fluency and phrasing.



## You Will Need:

- Pocket chart
- 🔄 **Synonym word cards** (ask, baby, back, begin, below, call, car, close, earth, end, finish, giant, grab, huge, infant, question, rear, shut, start, take, under, vehicle, world, yell)

## EXTEND KNOWLEDGE OF WORDS AND LETTERS

*In this lesson students will learn that some words have the same meaning and they are called synonyms.*

### Steps:

The 🔄 icon indicates that some of the resources needed to complete these steps are available for downloading at [pioneervalleybooks.com/pawprints](http://pioneervalleybooks.com/pawprints).

1. Say "Today we are going to learn something new about words."
2. Select one pair of the synonym word cards and place them next to each other in the pocket chart.
3. Ask "What do you notice about these words?" Discuss how they mean almost the same thing.
4. Say "Words that have almost the same meaning are called synonyms."
5. Place the synonym word cards randomly in the pocket chart and have volunteers match up the correct synonyms.

## SUPPORTING ENGLISH LANGUAGE LEARNERS

*Consider what additional challenges the lesson might present for second language learners.*

- Check to see that students are familiar with some of the vocabulary, such as *enchanted*, *cottage*, and *ruler*.
- Ask students to repeat the language structure in the new book several times.

*For the Lesson Extension Activity for this book, go to [pioneervalleybooks.com/pawprints](http://pioneervalleybooks.com/pawprints).*