

# Trish and the Fish

## Teacher Resources

**Word Count:** 170

**ATOS:** 1.5

### High-Frequency Words:

a	good	I	my	out	she	yellow
are	have	into	name	put	the	you
ball	her	like	of	said	to	
find	here	me	one	saw	we	



### Focus Skill: sh Digraph

This book features words with the sh digraph for decoding practice.

### Decoding Skills:

- Set 1 Skills: Letter-Sound Correspondence, Word Building, CVC Words
- Consonant Blends
- Consonant Digraphs

### Discussion Questions:

1. Where are Trish and her mom at the beginning of this story? How do you know?  
*Possible Answers: a carnival; a fair; an amusement park / there are rides in the background; there are game stalls; the ball toss is a carnival game*
2. What name does Trish give to her fish? Do you think that is a good name? Why or why not?  
*Possible Answers: Dash / yes, because the fish swims fast*
3. What else will the fish need besides what Trish and Mom got from the pet shop?  
*Possible Answers: fish food; water; a filter*
4. How does Trish feel about having a fish? Support your answer with evidence from the text.  
*Possible Answers: happy; excited / she is smiling; she says "I am glad you are my fish"*



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### Extension Activity:

# My Fish-y Sentence



**Materials:** My Fish-y Sentence printable, pencil, crayons

**Purpose:** Students will practice sounding out and writing words with the sh digraph.

### Procedure:

1. Print My Fish-y Sentence printable.
2. Sound out the sh digraph words in the Word Bank on page 3 of the printable.
3. Choose at least one word from the Word Bank to use in a sentence about Dash.
4. Write your sentence on the lines below the picture of Dash on page 1 of the printable.
5. Add to the picture to illustrate your sentence. Color your picture.

### Variations:

- Students can complete this activity independently, in partners or small groups, or one-on-one with a helper. Each student should complete their own copy.
- Extra practice: encourage students to recreate Dash's tank from the story. Include the items that Trish put in the tank and choose those words from the Word Bank. Students can write sentences or just list the words on the lines below.
- Extra practice: encourage students to choose words from the Word Bank and practice writing them on the sentence lines (page 2) before writing their sentences on page 1.
- Challenge: encourage students to use more than one sh digraph word in their sentences, or write multiple sentences.
- Challenge: encourage students to think of sh digraph words to include in their sentences without using the Word Bank.