



Oxford Level 5

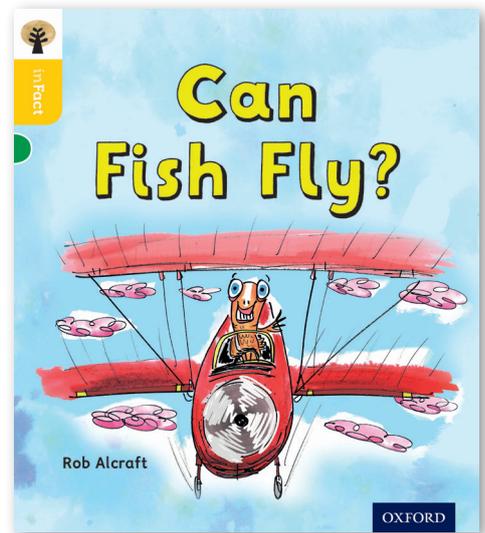
Can Fish Fly?

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Text types: non-chronological report; discussion

Curriculum link: Science



Synopsis

This book looks at some surprising answers to questions about animals using a 'true or false' quiz format. Readers will find out the answer to each question and some more details about each amazing animal.

Group/Guided reading

Introducing the book

- Look together at the cover of the book and read the title. Say: *What do you think – can fish fly? How do fish usually move about?*
- Read the blurb together and support the children to understand that they will need to guess whether the facts in the book are true or false.
- (*Predicting*) Read pp4–5 together and stop to take children's answers to the true/false question. Have a group vote and see if the majority think the fact is true or false.
- Now read p6. Ask: *How many brains do you have? Where is your brain?* Encourage the children to try and imagine what it might be like if parts of their body had separate brains.

Strategy check

- As they read, encourage the children to sound out and blend new words, e.g. 'f-l-y-i-ng'.
- This book includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There is also a high-frequency tricky word in the book. Support the children with this word, explaining that it is tricky but also very common and useful. If the word is too difficult, simply read it for them:

their

- There are a number of topic words used in the book. These include common words that may not conform to the phonics teaching that children will have learned at this point, and subject-specific vocabulary that may be unfamiliar. They are listed and defined on the inside front cover. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the book independently:

taste hippopotamus sunscreen sweats glides

During reading

- Ask the children to read the book aloud and help them where necessary. Praise and encourage them as they read.
- After reading p7, ask: *Do you think it is true that camels store drinking water in their humps?* Gather the children's predictions and encourage them to give reasons, before turning to p8 to find out the answer.
- On p9, ask: *What do we use sunscreen for? When do we use it?* Then discuss why a hippopotamus might need sunscreen, prompting the children to think about the climate where hippos live.
- (*Summarizing*) When the children have read pp11–12, ask them to tell you about butterflies in their own words.
- After reading ppl4–15, ask: *Why might it be useful for a fish to glide?* Get the children to point out the information on the pages that answers this question.
- (*Questioning*) Encourage the children to look back through the book and to ask any other questions they might have about the animals. You could model this for them, e.g. say: *I wonder what camels eat.*

Returning to the book

- Turn to p16. Tell the children that the Glossary explains the meanings of certain words. These words appear in **bold** in the book. Tell them to look out for these words when they read the book independently and encourage them to use the Glossary when they read the book again.
- (*Clarifying*) Draw the children's attention to the Index on p16. Tell them that an index is an alphabetical list of words that can be found in the book, with references to the pages they appear on. Say that you would like to find out more about a camel's humps and challenge the children to use the Index to turn to a page that will help you with this.

Independent reading

- Introduce the book as in the Group/Guided reading section above.
- Encourage the children to read the book as independently as possible. Remember to give them lots of encouragement and praise.
- As they read, encourage the children to sound out and blend new words, e.g. t-r-ue, f-a-l-se, o-c-t-o-p-u-s, u-s-ed.
- This book also contains a number of topic words, which children may need more support with at this stage, but which enrich the book. They are listed and defined on the inside front cover. If a word is too difficult, simply read the word for them.
- Remind the children to use the pictures to support their comprehension when reading the text.

Speaking and listening

- In small groups, ask the children to discuss which animal from the book is the most interesting or surprising. Encourage them to support their opinions using facts from the book.
- Ask each group to prepare a short presentation about one of the animals from the book, to share with the rest of the class. Explain that they should talk about the surprising things they found out about their chosen animal.

Writing activity

- Ask each child to draw a picture of an animal from the book and to label any parts they can. If necessary, prompt them to look at the labels in the book to help them.
- Encourage them to write a short sentence about their chosen animal. Encourage them to say their sentence aloud before they start writing.
- The pictures could be compiled into a class animal book.

Cross-curricular activity

Science

- Support the children to find some more pictures or videos of flying fish, using books or the Internet.
- Discuss the special long fins of the flying fish and how they help them to glide. Talk about how they are similar and different from birds' wings.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- With support, can answer simple questions/find information in response to a direct question. (R) (Standard 2, 12)
- Can use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations (e.g. raid, play, plate) or graphemes that have more than one sound (e.g. bread, beach; shower, flowing; crib, rice). (READ) (Standard 2, 13)
- Is beginning to identify when reading does not make sense and attempts to self-correct. (READ) (Standard 2, 15)

Letters and Sounds: Phase 5

inFact Level 5 books are designed to support children with the transition from phonic readers to richer reading with highly decodable non-fiction. These books cover non-fiction topics using natural language, with a high proportion of phonically decodable words and a selection of high-frequency words. Each book also has a limited number of non-decodable or unfamiliar topic words to enrich the language and ensure that children learn something new.

ENGLAND The National Curriculum in England: English programme of study, Year 1

	National Curriculum objectives	Book-related assessment pointers
Spoken Language	ask relevant questions to extend their understanding and knowledge (SpokLang.2)	Check the children can ask questions about the animals in the book.
	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)	Check the children play a part in discussions and listen to others.
Reading	apply phonic knowledge and skills as the route to decode words (Y1 ReadWord.i)	Check the children actively use their phonics knowledge while reading.
	being encouraged to link what they read or hear read to their own experiences (Y1 ReadComp.ii)	Check the children can relate some information to their own experiences.
Writing	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1 WritVoc.iii)	Check the children are able to punctuate their sentences correctly.
	saying out loud what they are going to write about (Y1 WritComp.i)	Check the children compose their sentences aloud before starting to write.

SCOTLAND Curriculum for Excellence: Literacy experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. (LIT 1-02a)	Check the children play a part in discussions and listen to others.
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)	Check the children actively use their phonics knowledge while reading.
	I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG 1-19a)	Check the children can relate some information to their own experiences.
Writing	I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. (LIT 1-21a)	Check the children are able to spell words according to the rules they have learned.
	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. (LIT 1-20a / LIT 2-20a)	Check the children write appropriate sentences for their pictures.

WALES Curriculum for Wales: Foundation Phase Framework, Year 1

	Framework objectives	Book-related assessment pointers
Oracy	show understanding of what they have heard by asking questions to find out more information (Y1_OracList.10)	Check the children can ask questions about the book.
	contribute to conversations and respond to others, taking turns when prompted (Y1_OracColl.1)	Check the children play a part in discussions and answer questions.
Reading	apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.5i)	Check the children actively use their phonics knowledge while reading.
	use personal experience to support understanding of texts (Y1_ReadComp.4)	Check the children can relate some information to their own experiences.
Writing	use spelling strategies such as sound–symbol correspondence and segmenting (Y1_WritHGPS.6)	Check the children are able to spell words according to the rules they have learned.
	talk about what they are going to write (Y1_WritMean.4)	Check the children compose their sentences aloud before starting to write.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Level 1/2

	Levels of Progression	Book-related assessment pointers
Talking and listening	ask and answer questions for specific information (L1_com_talk.2)	Check the children can ask questions about the book.
	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)	Check the children play a part in discussions and answer questions.
Reading	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)	Check the children actively use their phonics knowledge while reading.
	talk about what they read and answer questions (L1_com_read.5)	Check the children can relate some information to their own experiences.
Writing	write words using sound-symbol correspondence (L1_com_writ.4i)	Check the children are able to spell words according to the rules they have learned.
	talk about what they are going to write (L1_com_writ.1)	Check the children compose their sentences aloud before starting to write.

Can fish fly? Follow. 12 answers 12. Flying fish can jump out of the water and sail through the air for over 100 feet, the record is 45 seconds out of the water. <https://www.youtube.com/watch?v=Q9XfvYGs> noselessman 2 years ago. 0. Most fishes cannot fly. But some fishes can. We call them flying fish. Here's a video with some flying fish. I have seen this kind of fish in nature, and they are real. Life - Flying Fish Fly | Fish. 36 views. View more. Related Questions. Why do fish fly?