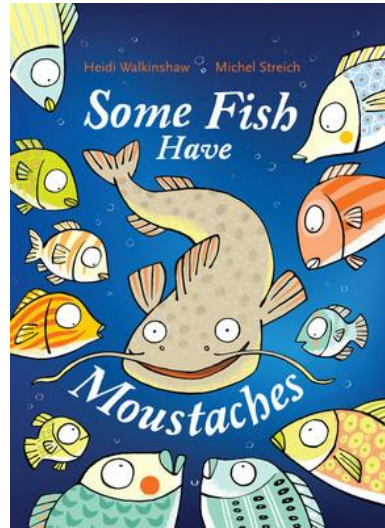


# Some Fish Have Moustaches

## Teaching Points



'Be yourself'

**Topic/Theme:** Our uniqueness is special and should be celebrated. Being different can be hard. Being brave in your own skin and celebrating yourself for who you are is a powerful tool.

**Main Idea:** There are big fish and small fish, round fish and long fish, and fish of all shapes and sizes. But did you know that there are also fish that have ... moustaches?

**Discuss:** Uniqueness/being different  
What are all the fun things about being unique?

What can be some problems we may encounter for looking different?

## English Textual Concepts:

**Character:** Students understand that characters in imaginative texts are visual, verbal, and aural representations of people who participate in the narrative.

**Perspective:** Students understand that personal experience and interest shape their opinions and choices.

**Theme:** Students understand that the ideas in texts invite them to reflect on their own behaviour and values.

## Illustrators Style - In this book:

Michael Streich likes to feature:

- Use cartoon style imagery
- Emphasis on the eyes of the fish
- Use of bright colours for engagement

## Authors Style-In this book:

Heidi Walkinshaw likes to feature:

- **Rhyme**
- **Bold font** to emphasis and push down on words
- **Points of ellipses:** They make us excited to read on; it's not finished yet!
- **Use of adjectives/noun groups:** to describe the qualities

Created by Sally Cribb

### Book introduction

- Provide one or two sentences that introduce the main idea and central problem.
- Use illustrations on the back/and or front cover to support.

#### Pose the following questions:

- What do you think the story will be about?
- What is the animal on the front cover?

### Introduce Vocabulary:

There might be some words that are unfamiliar to students, such as the words below. Structure an activity around learning these words (and/or other unfamiliar words in the book) and their meanings.

- moustache
- outspread
- gnash
- flair
- panache

### Creative/Experimental

- Draw your own unique fish. Label the features of your fish using adjectives
- Create an under the sea diorama with lots of different and unique fish.
- Paper plate fish. Children can choose their own colours and decorations for their unique fish.

**Learning Intention:** Think about and reflect on what we read

**Purpose (This is because-TIB):** Gaining a better understanding of what we read helps us to make meaning and learn about the world around us

#### Success Criteria (What I'm looking for-WILF):

- I can connect what I am reading to another experience
- I can use evidence from a text and my own experiences to make a prediction
- I can question what I read
- I can summarise the main ideas from a text
- I can visualise to get into the world of a story
- I can use monitoring strategies to make sure my reading is right

### Book reading

- Use expression, dramatic pauses, eye contact, vary the pace of reading Enhance a few words or phrases by: pointing to illustrations, gesturing dramatically or inserting one or two definitions.
- Think out loud
- Link illustrations to text
- Get in the world of the story
- Showing anticipation 'I wonder..'
- Empathising with characters
- Modelled text may form the stimulus for writing task to follow.

# Literacy

## Playing with words

- Word Locator: Find the words that rhyme in the book.
- Word detector: Find the adjectives in the book.

## Writing

- **Imaginative:** You are a fish for the day in the ocean. Write what you would do
- **Informative:** Write an information report on fish
- **Persuasive:** Write a letter to a parent persuading them to get you a fish as a pet

## Comprehension

### Literal

- Where do fish live?
- Give a brief description of one of the fish in the story?
- What do fish have on their body?
- What are the fish called that move like horses?
- Can you name any of the fish in the story?
- Can you describe any other fish in the story?
- What is your favourite fish in the story and why?

### Inferential

- What does a fish on a moustache help it do?
- How are you different from your friend?

## Sentence structure

Complete the following sentences by adding an adjective:

1. The \_\_\_\_\_ fish swam in the ocean.
2. The spotty fish was swimming in the \_\_\_\_\_ ocean.
3. There are \_\_\_\_\_ fish.
4. My fish has \_\_\_\_\_ scales.