

Guided reading

SECTION

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using his ‘big imagination’ as he dawdles? Point out the words: ‘Dreaming up a story, his tallest story yet’. Which phrase tells us that Tiddler was not concentrating and watching where he was going? Point out the words: ‘Lost inside his story, he didn’t see the fishing boat’.

Ask the children if they can guess what story Tiddler was dreaming up. Encourage the children to look at the illustration showing Tiddler stuck inside a green bottle, with penguins attempting to release him.

Before turning the page, invite the children to suggest what will happen next. Point out that the next line of the story will end with a word that rhymes with ‘yet’.

Do the children notice that the word ‘NET’ is not only in capital letters, but also in a larger font? How does this reflect the horror of the story? Explain that this time it is not Tiddler’s imagination, but a real, dangerous situation; the large, capital letters help to illustrate the drama.

Can the children guess what time of day it is? Explain that the word ‘meanwhile’ shows that these events are happening at the same time that Miss Skate is calling the register.

Discuss why Tiddler appears happy when he enters the fishermen’s net. Does he realise what is happening? Encourage the children to describe how Tiddler will feel when he opens his eyes. Can the children recognise the irony of the words “TIDDLER’S LATE!”?

Spread 8

Ask the children who is watching the clock and missing Tiddler the most. Point out that the numbers on the clock are Roman numerals. Write the numbers 1 to 12 in Arabic numerals. Underneath write the Roman equivalents.

Ask the children to work out how late Tiddler is by 12 o’clock. Can they tell what the fish are having for lunch? How does the illustrator reinforce the sadness of Tiddler’s situation when the fishermen haul in the fishing net? The children may not use the term ‘pathetic fallacy’, but they may notice how hard it is raining.

Ask the children what ‘hauling’ means. What

does it suggest about the fishermen’s load? Does it look heavy? Discuss why the pilot of the shipping boat looks more cheerful than the fishermen. Could it be because he is dry and under cover? Discuss why the gulls might be gathering around the boat.

Spreads 9 and 10

Ask the children how Tiddler differs from the fish that are not thrown back to sea. Do they notice that he is smaller? Draw their attention to the word ‘ocean’, which is synonymous with ‘sea’. Tiddler is lost in unfamiliar waters. Discuss how he might be feeling.

Where do the ‘strange lights’ that glimmer come from? Tell the children about neon fish that glow in the dark depths of the sea, and angler fish which have a light ‘lure’. Compare the word ‘glimmered’ to ‘glowed’ and ‘shimmered’. Ask the children if fish really can fly. Explain that there are several species of so-called ‘flying fish’, whose large fins enable them to glide through the air. Can the children say what the ellipsis at the end of spread ten tells the reader?

Explain that it shows the sentence continues on the next page, and that a significant event is about to happen.

Spreads 11 and 12

Ask the children which word of the story Tiddler hears is most likely to attract his attention. Do they guess it is his name? Point to his name as you read the story, waiting for the children to say it at the beginning of each sentence.

Discuss how Tiddler would feel on hearing his own story being retold. Can the children spot Tiddler in the shoal of anchovies as they take him to meet the shrimp? Encourage them to explain how he is recognisable using comparative words, such as ‘bigger’ and ‘fatter’.

Invite the children to notice that each creature named as the storyteller is the next one that Tiddler visits in his attempt to find his way home. For example, the whale says “I heard it from a herring”, so Tiddler approaches the herring, who

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