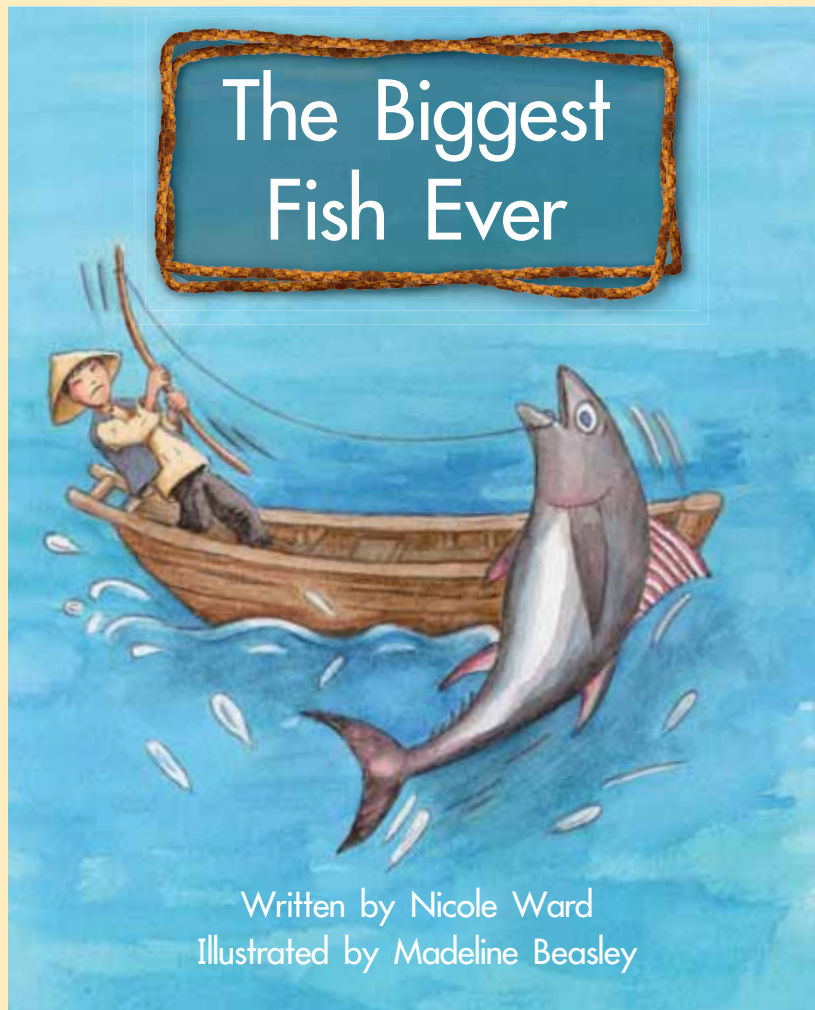




Level 16

Book d



Level	16
Word Count	366
Text Type	Narrative
High Frequency	about, ever
Word/s Introduced	

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to look at the cover and title page and predict what this story will be about. Explain that it is a fiction text. Discuss the difference between fiction and nonfiction. Have any of the children gone fishing before? What is good about fishing?

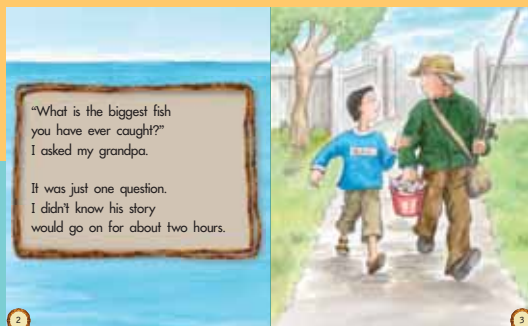


Encourage the children to think about their reading strategies. Discuss what they do when they need to decode an unfamiliar word.

AFTER READING

Ask the children to look at the picture and predict who these characters might be and how they are related. What might they be talking about?

Explain that this book is a narrative and that a narrative has a problem that is resolved by the end of the story. Ask the children to think about what the problem might be as they are reading.

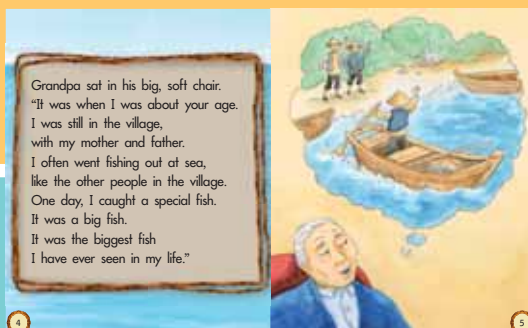


Ask the children what the boy asked his Grandpa and how long Grandpa’s story went on for. Have them refer to the text to answer.

Ask the children to point out the word *ever*. Ask them to spell it without looking at the text, then place it into sentences to clarify meaning. Ask the children to find the y-ending word *story*. Identify the contraction *didn’t*. Which two words it is made from?

Ask the children what Grandpa is thinking about. How do we know he is thinking? Discuss the thought bubble.

Explain to the children that punctuation helps make stories readable. Punctuation tells us when to stop, start, and use expression. Look at the punctuation on page 4 and discuss its use.



Ask the children how old Grandpa was when he caught the fish. Ask them to locate the information in the text. What did most people in the village do?

Ask the children to find the word *about*. Have them place it in sentences to clarify meaning. Have the children locate the word *big*. Discuss synonyms as words with similar meanings. Brainstorm synonyms for *big*.

Ask the children what is happening in this picture. Why does Grandpa have his eyes closed? Is he sleeping or thinking?

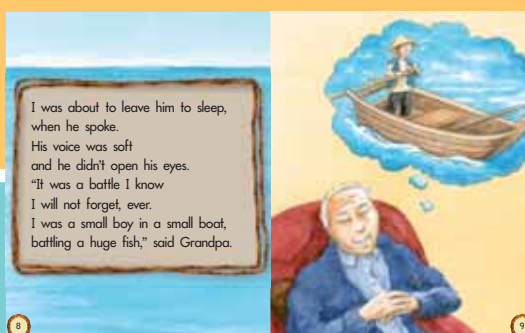


Ask the children what the boy asked Grandpa to do. Ask them to point out the boy's words. Discuss the use of speech marks in direct speech.

Ask the children to point out the word *all*, then spell it without looking at the text. Have them count the syllables in the word *Grandpa*.

Ask the children to cover the text and tell you what Grandpa is thinking about. How do we know he is thinking? Is he thinking about the future or the past?

Can the children predict some text for this picture? Encourage the children to use vocabulary and style similar to that of the author.



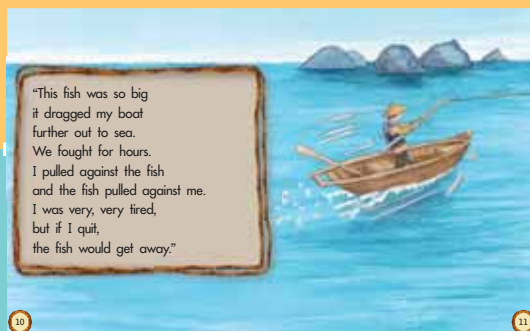
Ask the children what Grandpa was having a battle with when he was a boy. Talk about what it might have felt like battling with such a big fish.

Ask the children to find the word *know* and identify the vowel digraph – *ow*. Have them name the silent letter in this word, then discuss other words with the same silent letter.

BEFORE READING 10/11

Ask the children to cover the text and describe what is happening here. Can they predict what might happen? Might Grandpa fall out of the boat? Ask the children to think of adjectives that describe how he might be feeling.

Can the children predict what the problem in this narrative will be? How will it affect the main character, Grandpa?



AFTER READING

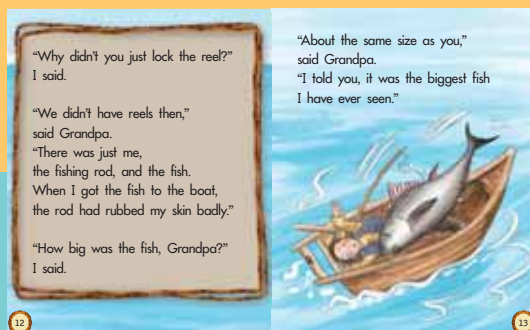
Ask the children what the fish did to Grandpa's boat. How long did Grandpa fight with the fish? Encourage the children to locate the information in the text.

Ask the children to find the word *if* and place it in their own sentences to clarify use and meaning. Have them find the word *hours*. Talk about the *ou* vowel diphthong.

BEFORE READING 12/13

Cover the text and discuss the shock that Grandpa received. What has happened? What is very special about this fish?

Remind the children that their reading needs to make sense. Encourage them to check that it sounds right.



Ask the children to find the word *Why* and put it in sentences to clarify meaning. What is the word with the vowel digraph *ee*? Talk about what reels are and why Grandpa did not have them when he was a boy.

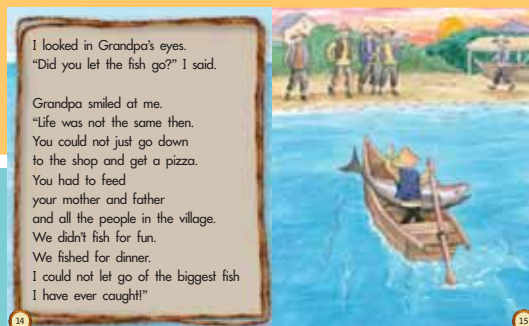
AFTER READING



Ask the children what they think is happening in this picture. What do they think all the fishermen are going to be talking about today? How might Grandpa be feeling at the moment?



Ask the children to tell you what they think of this story so far and give their reasons. Do they think the author has come up with a good idea for a story?



Ask the children why Grandpa could not have let go of the fish. What does this tell us about how the people in his village lived?



Ask the children to identify the words *mother* and *father*. Look for the word *caught* and discuss its variant vowel. Talk about the silent consonants *gh* and list other words with the same feature.



Ask the children what is happening in this picture. What do they think Grandpa might dream about now?



Have the children think back to the problem in the story. Was the problem solved?



Ask the children what root word *asleep* comes from.



Ask the children what they liked most about this book and whether they might recommend it to their friends.

16 d The Biggest Fish Ever

Name _____

Circle the words with suffixes.

big

sleeping

boat

sea

dripped

small

know

being

forget

trying

cleaning

Here are three words with suffixes.

Put the words in sentences.

fishing

fisher

fished

16 d The Biggest Fish Ever

Name _____

Find three synonyms for each of these words.

big

small

Draw a picture from the story.

