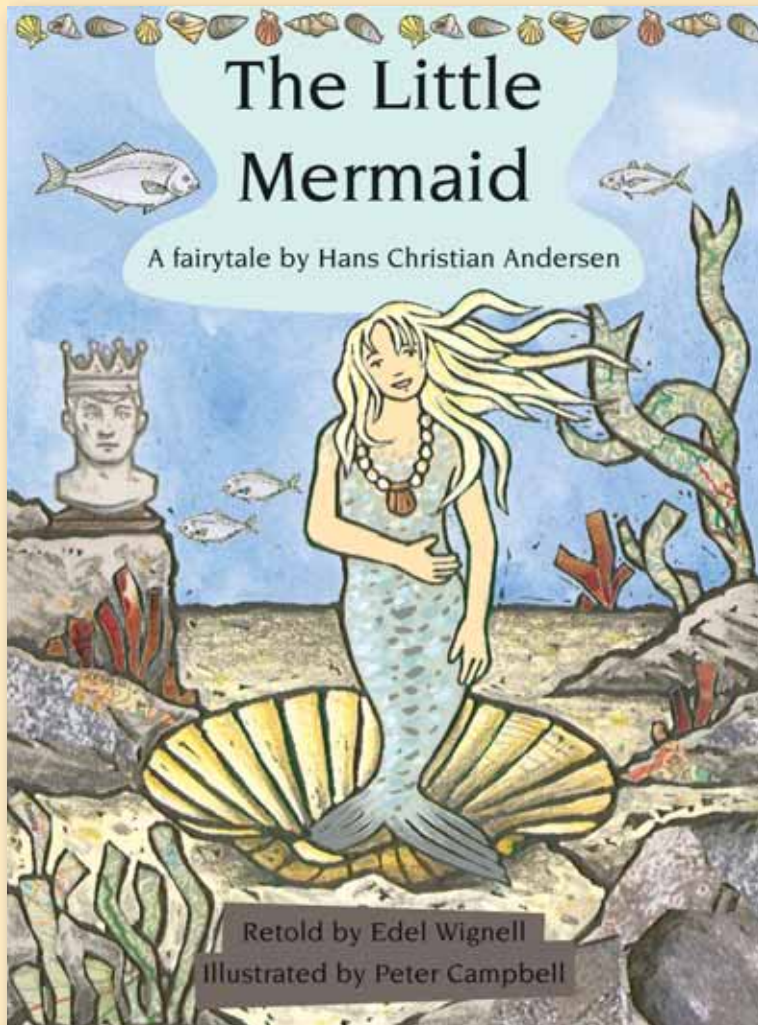




Level 25

Book g



Level	25
Word Count	740
Text Type	Fantasy Narrative (Fairytale)
High-Frequency	above, below
Word/s Introduced	



The Jungle
Adventure Story

Surviving in
the Tundra

Accident on the
Bike Track

Rice - From Paddy
Field to Plate

Eat Your Vegies

So You Want to
Be a Teacher?

The Little Mermaid

Nocturnal Animals

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students 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 we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



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

BEFORE READING

Have the students read the title and the name of the author on the front cover, as well as the names of the person who retold the story and the illustrator. Ask the students – *Have you heard this story before? What country did Hans Christian Andersen come from? What do you already know about this story?*

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

Pages 2–3 *How many mermaids were there? What was the treasure of the youngest mermaid?*

Pages 4–5 *At what age can the mermaids rise to the surface of the ocean?*

Pages 6–9 *What did the mermaids often see when they rose to the surface?*

Pages 10–11 *Why did the little mermaid hold the prince all night above the water?*

Pages 12–13 *Why was the little mermaid sad when she returned to the ocean floor?*

Pages 14–15 *Why did the little mermaid want to become a human? How long do sea people live?*

Pages 16–17 *What did the little mermaid give to the sea witch in exchange for the potion to make her a human?*

Pages 18–19 *Why couldn't the little mermaid talk when she was discovered by the prince?*

Pages 20–23 *What must the little mermaid do to become a mermaid again?*

Page 24 *Why did the little mermaid leap into the waves?*

AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book.

Ask the students to list the differences between life above the ocean's surface and life on the ocean floor.

**Developing Specific Skills**

Spelling patterns – *ea* words – *treasure, ocean, sea*

Ask the students to list examples of *ea* words from the text.

Sentence beginnings – discuss some examples from the text and have the students complete the BLM.



Find a copy of the original story by Hans Christian Andersen and read it to the students.

Discuss the similarities and differences in the two versions.

Discuss aspects of language, plot, and character.

Find two other stories by Hans Christian Andersen (or two other fairytales) and complete the BLM about the characteristics of fairytales with the students.

MEANING MAKER

Throughout this story there are many bargains struck whereby one character trades with another. Discuss these bargains with the students and have them complete the BLM.

TEXT CRITIC

This story can be described as a tragedy – a sad or serious story with an unhappy ending. Ask the students – *Why do you think Hans Christian Andersen wrote this story? Was he trying to teach a lesson to others? If so, what is the lesson?*

Sentence Beginnings

Sentence beginnings are important because they can be used to grab the reader’s attention and make them want to continue reading the story. They can also set the mood and feeling of the story. Fairytales such as *The Little Mermaid* often start with the words *Once upon a time...* These words tell the reader that they are reading a fairytale.

Write some other common sentence beginnings in stories you have read.

Look at other sentences in the story and write down the ones you think have good beginnings that grab your attention or set the mood. Here is one to start with –

That very year, one sister turned 15 and rose up to the surface.

On a separate sheet of paper, try to write some interesting sentence beginnings of your own. Read them to your partner to see what they think.

25g The Little Mermaid

Name _____

Throughout this story there are many bargains struck whereby one character trades with another. Reread the book, then complete the table and questions below. The first one has been done for you.

Character 1	Character 2	Trade
Little Mermaid	Sea Witch	Magic potion for beautiful voice

Which one of these do you think was the most difficult bargain?

Would you have done what these characters did?

Were there any winners in these bargains?

25g The Little Mermaid

Name _____

Now that you have read some different fairytales, you can see that some fairytales share certain characteristics. Complete this table about the fairytales you have read. You may add or change characteristics.

	The Little Mermaid	Fairytales 2	Fairytales 3
Beginning words			
Setting			
Characters			
Villain			
Victim			
Hero			
Problem			
Magic			
Solution			
Ending			

On a separate sheet of paper, write your own fairytale including some or all of the fairytale characteristics.