# The Big Fish

Lesson Plan

Max and May see a very big fish in the sea.
What big white teeth!

**Ladybird Readers**

Starter B

The Big Fish

CEFR Level Pre-A1
Text type: modern story
Word count: 93
Lexile measure: 150L

## Lesson objectives

### Letters and sounds

*s t ea ai ay*

### Vocabulary focus

Sea: *boat, sail, sea, swim*
Sea creatures: *fish, tail, long, teeth, white*
General: *behind, take a photo, worry*

### Aims

- read/listen to and respond to the story
- identify and recognize focus sounds in words
- recognize key words in context
- follow a sequence of events

### Resources

Reader
Activity Book
Flashcard download 1–14
Audio download (UK/US) tracks 1, 2, 8

### Timing: 30–40 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 10 minutes for **Before reading**, 10 minutes for **During reading**, and 10 minutes for **After reading**. Additional time can be used for further activities.

## Lesson plan

### Before reading

Make sure that the children are comfortable with the **Picture words** at the start of the Reader, and give them the opportunity to go through the wordless version of the story, **Look at the story**. Both of these are available as an audio recording (Audio track 1).
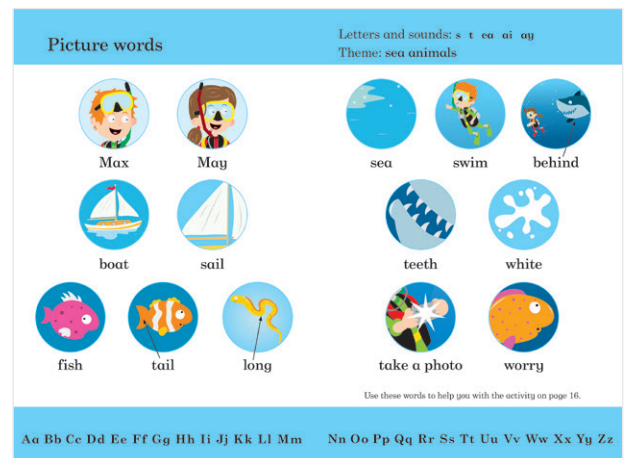


Read out or play the recording of the **Picture words** (Audio track 1). Point to the pictures as the children hear the words. Ask:

> *Where are Max and May? Can a fish/Max/May swim?*

Show the children the front cover of the book, and ask:

> *What is this? Where does it live?*
> *What are in its mouth?*

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Signal to the children that you are about to read or listen to the story. You might like to use an instrument for this, such as a bell or a triangle, or whisper to the children to create an atmosphere of calm expectation.

## During reading

Read out or play the recording of the story (Audio track 2). As you read or listen, point to the words. At this stage, the children do not need to have their Readers open, but if they do ask them to point to the words as well.

After each page, stop and ask the children simple questions to check their understanding. For example, ask: *What can May see? What is Max doing?*



Read the story again. This time, teach the children some actions to mime at appropriate points in the story, for example: *swim, long tail, take a photo, worry, eat, big teeth*. As you read, prompt the children to mime the actions.

## After reading

Ask the children which words they can remember from the story. Point to these words in the story and ask the children to repeat them.

Ask the children to open their Readers at the **Picture words**. Encourage them to find words from the story that have a particular sound. Ask: *Can you find a word with the /s/ sound? Can you find a word with the /ay/ sound?*

Ask the children to point to the words. Point to the correct words and encourage the class to repeat the words after you.

Give the children time to turn the pages of the story themselves. Ask questions, for example:
> *Did you like the story? Who is your favorite character? What is in the sea?*

Use the activities in the Reader and Activity Book to reinforce key sounds and vocabulary, and to check children's understanding of the story. The chant on Activity Book page 16 (Audio track 8) will help to develop children's pronunciation and phonics skills.

## Differentiation

### Extra support

Assign each child a word containing a key sound from the story. Call out a sound, such as **/ay/**, and ask the children whose word contains that sound to stand up. Those who stand up or sit down at the wrong time are "out". Gradually say the sounds more quickly. The winner is the last child who is left "in".

### Extension

Play "I want to eat you!" One child stands with their back to the other children. This child is "the big fish". The other children move in a line towards the big fish, whispering *I can swim*, while pretending to swim. When they get close, the big fish turns round and says *I want to eat you*, then tags as many children as they can. The last child to be tagged is the winner.

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