

THE FISH GOT BIGGER

Activity Book and Teaching Guide

By Rachel Espinosa • Illustrated by Syama Vallabha Dasi

This program is designed to be used with the 2007 edition of *Letters and Sounds*, available for free download from www.standards.dfes.gov.uk or www.teachernet.gov.uk/publications; email: dfes@prolog.uk.com; phone: +44 (0)845-60-222-60

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1 2 3 4 5 6 7 8 9 10 Printed in the United Kingdom

CCV and CCVC words

Before introducing the written words, ensure that the children understand their meanings. Note that *gran* means *grandma* in the UK and other countries. It is suggested that you use either Synthetic Phonics **or** Inductive Whole-word Phonics.

Synthetic Phonics

Introducing CCVC words

Display a CVC word on a board or on paper which can be preceded by one consonant to become a CVCC word (e.g. *top* + *s* = *stop*, *led* + *b* = *bled*, *lap* + *c* = *clap*, *lip* + *f* = *flip*). Cover the first consonant and sound-talk and read the remaining CVC word, e.g. *top*. Ask the children to read the word again, this time revealing the whole word. Point to the first letter and exaggerate the first sound /ssss/, then slide your finger across to the CVC word, *top*, and read. Repeat. Sound-talk and blend if necessary. Repeat with other words. First complete the words beginning with *s* (e.g. *skid*, *skit*, *spot*). Then follow this procedure with words beginning with *f* (*flap*, *flip*, *Fred*).

Move to words where the initial sound in the letter can not be sustained (e.g., *trip*, *trap*, *grip*, *plot*).

When all words containing CVC words have been used, work through each of the word families using sound-talk. If a child needs assistance on a particular word, try covering the first letter or letter group in the word until the child can confidently blend the CVC sounds in the word.

Inductive Whole-word Phonics

Discuss the meaning of any possibly unfamiliar words from the word families. Then go through the word families one list at a time using spell-say (*b-r-a-d*, *brad*) and repeat for the first word of each list. See if children can then read the rest of the words in the list. Use spell-say if needed.

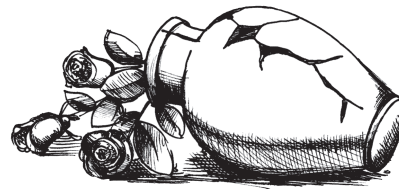
Go through the word families first reading down the columns then across the columns. Using word cards have the children place them in one stack face down. The children then turn over a word from the stack and read it before continuing with the rest of the words. Have the children use a timer and help them to record the time it took them to read all the words. Repeat, this time, trying to read the words in less time. Children can also work in pairs or small groups, taking turns reading a word from the stack.

Making consonant blends

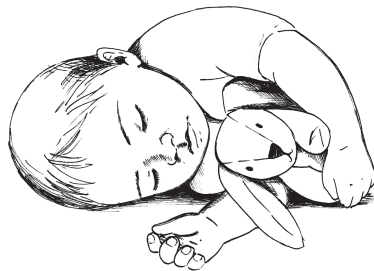
NOTES FOR PARENTS AND TEACHERS: Ask the children to read the first word in each group, and then discuss how adding a new letter at the beginning makes a new word. If using Synthetic Phonics, have children blend sounds. Ask the children to suggest what the new word is.



led + b = bled



rash + c = crash



nap + s = snap



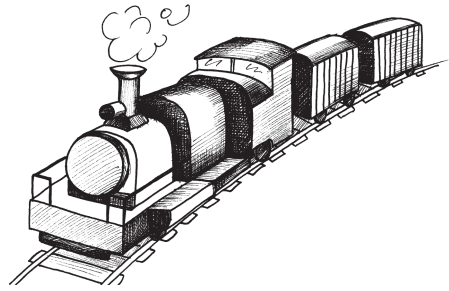
wing + s = swing

Word families

bled	clam	drab	thrill
blob	clap	drag	thrush
blot	clip	drip	trap
bloom	clod	drop	track
bleed	clog	drug	trim
Brad	club	drum	trip
brag	clown	droop	trot
brat	clear		tree
brass	clearer		treetop
	clearest		train
brim	crab		trash
bring	crash		trail
broom	crib		twig
brush	crop		twin
brain	crush		
brown	creep		
	crown		

Match words to pictures

broom



tree



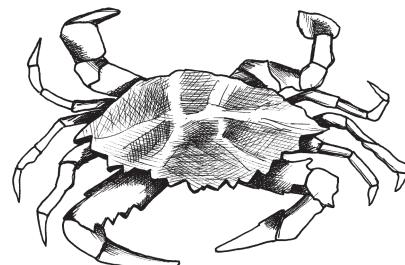
train



crib



crab



NOTES FOR PARENTS AND TEACHERS: Have the children read the words, using spell-say or sound-say. Then have them name the pictures and then draw lines that match. Help as needed.

Word families

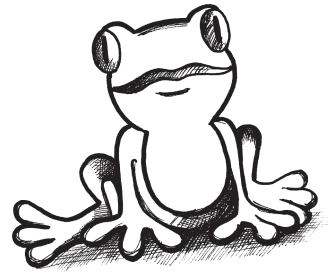
flag	glad	plan	scarf
flap	glass		scoop
flat	Glen	plod	scooped
fled		plop	
flip	grad	plot	skid
flit	grab		skin
flop	gran	plug	skip
flair	grass	plum	skit
float	Greg	plus	slam
floating	grin	plain	slap
Fran	grip		sled
Fred	green		slid
fresh	grain		slim
frog	groan		slip
from	growl		slit
frown			slop
			slot

Word families

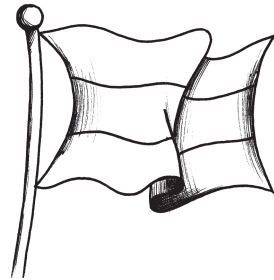
small	span	stab	swam
smaller	spat	Stan	swim
smallest	sped	stem	swing
smart	speck	step	swum
smash	spin	stop	sweet
smell	spit	stub	
smear	spot	stung	
snag	spun	stool	
snap	spoon	stain	
snip	spool	stair	
sniff	spear	star	
snob	spoil	start	
snub	sport	starlight	
snug	spark	steep	
sneer	speech	steer	

Match words to pictures

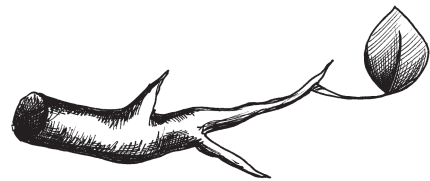
star



swim



twig



flag



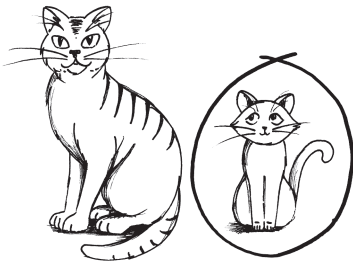
frog



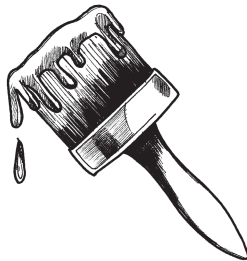
NOTES FOR PARENTS AND TEACHERS: Have the children read the words, using spell-say or sound-say. Then have them name the pictures and then draw lines that match. Help as needed.

Write the missing letter group

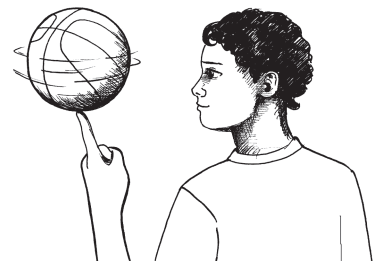
br fl sm cr sp tr st sn



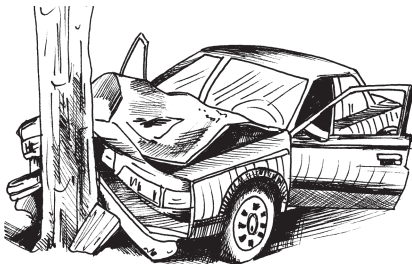
all



ush



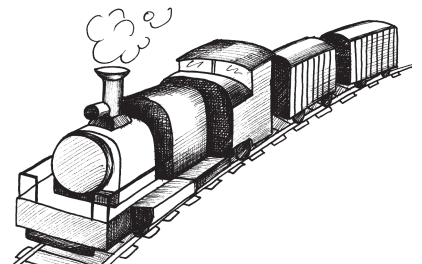
in



ash



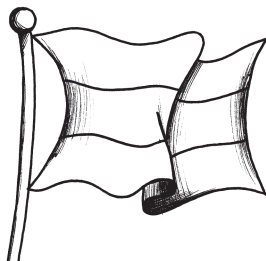
ool



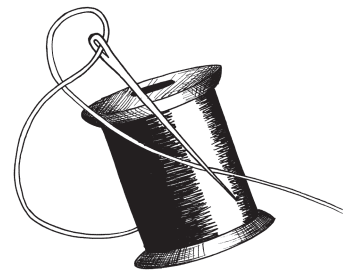
ain



ap



ag



ool

NOTES FOR PARENTS AND TEACHERS: Have children name all the pictures. The children then fill in the missing letter groups to complete the word which describes the picture. Some letter groups will be used more than once. Help as needed.

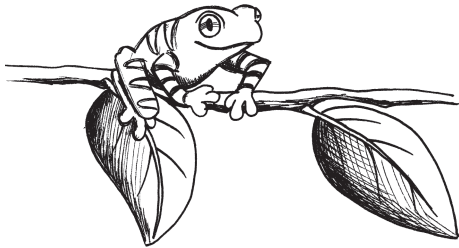
Mark the phrase that matches the picture



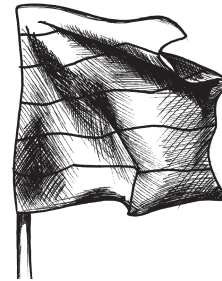
- ☐ a plain scarf
☐ a plot scoop



- ☐ a grass treetop
☐ a plum tree



- ☐ a slop clog
☐ a small frog



- ☐ the flag flaps
☐ Stan claps



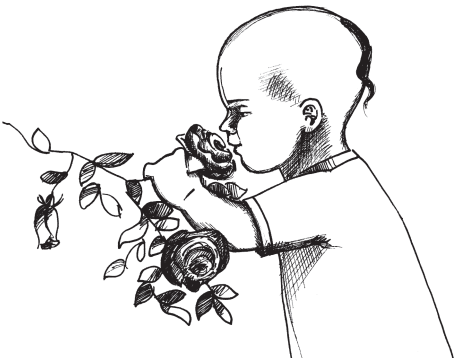
- ☐ a fresh smash
☐ a clown grins



- ☐ Fred frowns
☐ Glen's spoon

NOTES FOR PARENTS AND TEACHERS: Have the children mark the box next to the phrase that best describes the picture.

Mark the sentence that matches the picture



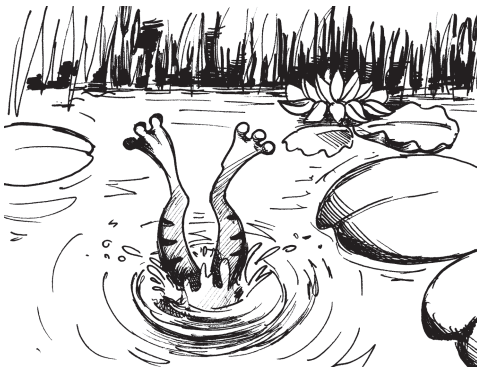
☐ It smells fresh.

☐ It smells Fred.



☐ It stung me!

☐ It stub me!



☐ The frog went plod
into the plot.

☐ The frog went plop
into the pond.



☐ The club can smash.

☐ The clap can snob.

NOTES FOR PARENTS AND TEACHERS: Have the children mark the box next to the sentence that best describes the picture.

Tricky words: *have*, *some*

NOTES FOR PARENTS AND TEACHERS: Say the word *have*, and ask the children to suggest oral sentences using the word *have*. You can model some also. Then write some simple sentences using known words with *have*, such as “Will you have a nap?” “Have a plum.” Repeat for the word *some*, using sample sentences, such as “Some cows are napping.” “Some trains crash.” Then ask the children to read the sentences on this page independently. You might also want to do some oral work comparing *has* and *have*.



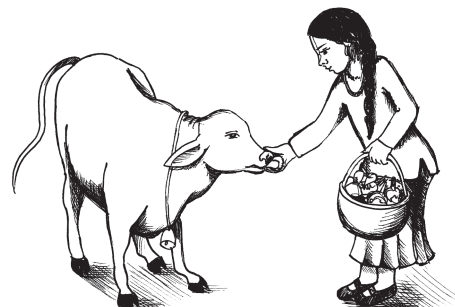
I have a drum.



They have a gift.



Some trees are small.



She got some scraps for the cow.



“Can I have some plums?” asked Glen.

Tricky words: was, from

NOTES FOR PARENTS AND TEACHERS: Say the word *was*, and ask the children to suggest oral sentences using the word *was*. You can model some also. Then write some sentences using known words with *was*, such as “He was waiting on the porch.” “She was napping.” Repeat for the word *from*, using sentences, such as “I ran from the shop.” “This is from town.” Then ask the children to read the sentences on this page.



He was swimming.



She was cooking.



I ran from the dog.



It can jump from the tree.



This was a gift from Sita.

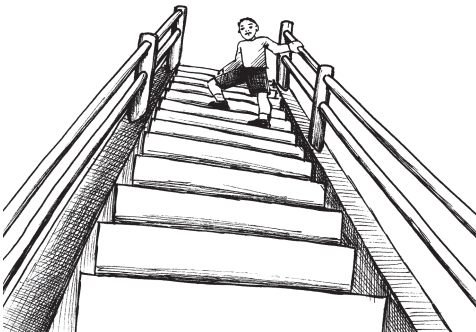
Mark the sentence that matches the picture



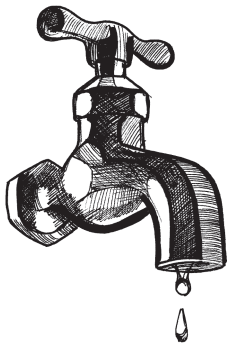
- ☐ Stan can skip as fast as Fran.
- ☐ Bring a plum-red hat for Jagannath.



- ☐ The frog was floating in the pond.
- ☐ The children scoop water from the jar.



- ☐ The small fish swim in the fresh water.
- ☐ Fred went to the top of the steep steps.



- ☐ Drip drop went the tap.
- ☐ The plums smell sweet.

NOTES FOR PARENTS AND TEACHERS: Have the children read the sentences, using sound-say or spell-say. Ask the children to mark the box next to the sentence that best describes the picture.

Circle the correct word to complete the sentence



I need help with my work.
I will ask dad. He is
smart. swing. slim.



This vest is too big. I will
ask the shopkeeper for a
vest that is
swam. spins. smaller.



Greg is singing at the
temple. He asks Vikram
to pass him the
drug. drum. droop.

NOTES FOR PARENTS AND TEACHERS: Have the children look at the picture and read the sentences and the three choices, and then complete the text by circling the word that makes the most sense.

Circle the correct answer

It can be seen on a tree or
in a shop. It is sweet. You
can turn it into jam.

a drum.
It is a plum.
a plug.

It can be green or pink. It
flaps in the wind. It can be
on top of a cart.

a grab
It is a crab.
a flag.

You can cut it and it will not
growl. It can be big or small.
It can be green. It has bark.

a tree.
It is a free.
a trot.

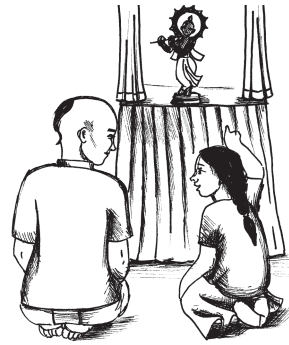
It jumps and can have spots.
It can be green and swims
in ponds.

a frown.
It is a frog.
a from.

NOTES FOR PARENTS AND TEACHERS: Have the children read the clues. Then they should circle the correct answer. Use spell-say or sound-say as needed.

Match speech bubbles to pictures

This scarf
is small with
some spots.



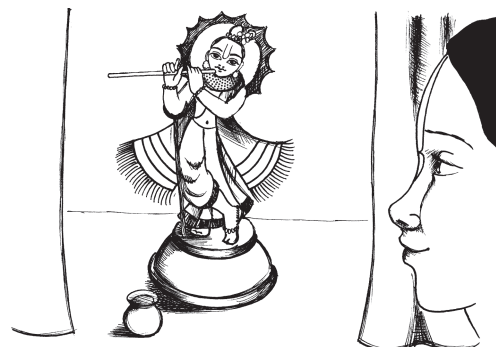
Krishna will
be warm this
winter.



Dad, let's
bring a gift
for Krishna.



I will be glad
to help you
get a gift.



NOTES FOR PARENTS AND TEACHERS: Have the children read the speech bubbles, using sound-say or spell-say as needed. Discuss the pictures. Ask the children if they can spot the difference between the top two pictures (In one, the girl is talking, and in the other, the dad is talking). Photocopy the page and cut out the speech bubbles and pictures. Have the children place the pictures in the right order and match the speech bubbles to the right pictures by slightly overlapping them and gluing them on paper. Help as needed.

Mark the correct word to complete the sentence

You can scoop
some

☐ sand.

☐ tree.

If you put a log in a
pond it will

☐ growl.

☐ float.

It is hard to frown
if you see a

☐ spoil.

☐ clown.

Mum was glad to
hear I was a good

☐ sport.

☐ steer.

At dusk you can
see the bigger

☐ stars.

☐ start.

For Krishna I will
fast from

☐ grin.

☐ grains.

NOTES FOR PARENTS AND TEACHERS: The children should choose the correct word to complete the sentence by putting a mark in the correct box.

CREATING THE ATMOSPHERE

Discuss how long it takes for an animal to grow from a small baby to a full sized adult. Discuss how long in days, weeks, and years. Discuss how big a fish can grow. Listen to the children's explanations and experiences. Help them to increase their vocabulary and confidence by repeating back to them what they have said, indirectly correcting grammar if necessary and adding or changing a word or so. Ask the children if they have heard of Matsya Avatar and to share their knowledge.

INTRODUCING THE BOOK

Look at the cover. Ask the children if they can see anything unusual about the fish (a horn). Have the children read the title. Read the back cover blurb to the children and ask them to predict what the story might be about. Go through the book, discussing illustrations and text:

pp. 2-3: "Who might this man be in the picture?" (king) Ask the children to find the word *king* in the text. "What has the king done?" (scooped water) "What has the king got in his hands?" (a small fish and water) "What might the king do with the fish?"

pp. 4-5: "What do you think the illustrator is telling us here?" (The fish doesn't want to go back in the water because the big fish will eat him.)

pp. 6-7: "Look at the illustration; what has the king done now?" (put the fish somewhere safe) Ask the children to scan the text and find the word that says where the king put the fish. (jug)

pp. 8-9: Point out the exclamation marks in the text. Ask the children to read the page with expression.

pp. 10-11: "Where is the fish now?" (a big well) Have the children find the word *bring* in the text.

pp. 12-13: "Look at the picture; what's happening now?" (The fish got bigger.) Ask the children to find the words *float* and *swim* in the text.

pp. 14-15: Ask the children to read the text to themselves and find the word that says where the fish is now. (pond) Point to the exclamation marks: "What are these called? Why has the author used them?"

pp. 16-17: Say, "I'm going to have a sneaky look at the next page." Turn the page and look, not letting the children see. "Ohhh! Can you guess what has happened now?" Listen to the children's responses, then turn the page for the children to see. "What happened?" (The fish got bigger.) Ask the children to point to the sentence on the page that says, "The fish got bigger."

pp. 18-19: "Oh dear! This water looks big enough, but I can see some things in this water that the fish may not like very much. Can you see them?" (sharks) Ask the children to find the word *sharks* in the text, as well as the words *have* and *some*.

pp. 20-21: Read the page together. Discuss the different font sizes of the words *bigger*.

pp. 22-23: Discuss the illustration. Ask the children who they can see in the illustration (Krishna), and who they don't see anymore (the fish). Discuss what might be happening.

p. 24: Read the last page with the children. You can discuss how Krishna as a fish saved the king from a great flood.

QUICK REVIEW OF WORDS

It is best if the children have completed all the activities in this book up to this point. Quickly review the word families on page 2. Review the words *have*, *some*, *was* and *from*.

READING THE BOOK

Choose one of the following three methods to read the book:

Synthetic Phonics

First read each page and then have the children repeat, using the sounds of the letters or letter groups being taught, reading as follows: “The /f-i-sh/ got /b-i-g-er/ bigger.” The children should then repeat the same way. Only sound-say the phonetic words whose sounds have been taught, not other high frequency words, such as *said*. Phonetically learned words with which a particular child is completely familiar (which should be many of them at this point) do not need to be sound-said. After reading a page with sound-say, read it normally, and have the child repeat. Children who are struggling can point to each word. Ask the child at various places in the story to predict what he or she thinks might happen next. Then you can ask if their prediction was correct or what actually happened. Some children may need more help than others.

Inductive Whole-word Phonics

First read each page and then have the children repeat, using the letter names (not the sounds of the letters) being taught, reading as follows: “The f-i-s-h fish got b-i-g-g-e-r bigger.” The children should then repeat the same way. Only spell-say the phonetic words whose sounds have been taught, not other high frequency words, such as *said*. Phonetically learned words with which a particular child is completely familiar (which should be many of them at this point) do not need to be spell-said. After reading a page with spell-say, read it normally, and have the child repeat. Children who are struggling can point to each word. Ask the child at various places in the story to predict what he or she thinks might happen next. Then you can ask if their prediction was correct or what actually happened. Some children may need more help than others.

Guided Reading

The children read every one or two pages at a time to themselves. If the child reads correctly, give specific praise, such as, “You figured out *scooped*. How did you know what that word was?” Check that the children read without pointing. Ask the child at various points in the story to predict what he or she thinks might happen next. If a child stumbles over a word or reads it incorrectly, give help through referring to the word’s letter names, phonemes (letter sounds), the pictures, or to what has already happened in the story or on the page. You can also refer to the list of word families in this book to help the child figure out a word.

AFTER READING THE BOOK, RETURNING TO THE TEXT

Word review exercise

Ask the children to find two words that rhyme with each other and appear frequently in the text. (*king* and *bring*) Discuss the different meanings and spellings of the words *to* and *too*. Have the children look through the book to find words and sentences that are written in a way to help us read with expression. (For example, words that are printed larger or darker, or sentences with exclamation marks) Have the children read these words and sentences to each other with appropriate expression.

How does the character feel exercise

Show page 19 and think aloud about how you decide the fish might be feeling. Say, “How might the fish be feeling?” Then answer the question out loud by referring to the words and/or the pictures, or to how the story is progressing. For example, you could say, “Maybe the fish is feeling scared. In the illustrations he is looking with wide eyes at some sharks next to him. In the text, it says that the sharks will have him for dinner!”

Have each child pick a page and describe (to the

adult or to a partner) what one of the characters is feeling and how that decision was reached (using specific examples from the words, pictures, or story flow). Encourage children to use words other than *happy* and *sad*.

Keystone words exercise

Remind the children that in different books, or on different pages in a book, certain words are very important. Ask children to say what word is most important in the sentence on page 9, “The fish got bigger” (bigger) and to discuss why (because it describes what is happening to the fish). Find other keystone words on other pages in the book.

Thought pictures exercise

Show the children the text on page 24 (The big fish pulled the king on a boat). You can also write the text on the board or a piece of paper. Explain to the children how you make pictures in your mind when you read, like having a video in your mind. Ask the children to pretend there is no picture in the book, make a thought picture from that sentence and share it with a partner.

Finding answers exercise

Model for the children how to find an answer by looking in the text. Ask the question, “Where will the King put the little fish he just scooped from the water?” (pp. 2–3) and then both show and explain how you use the book to get the answer from both the picture and text. For example, you could say, “On page 5, I can see there is a big fish with sharp teeth in the water and in the text the fish says No! On pages 6 and 7, I can see and read that the king puts the fish in a jug.”

Have the children find answers to the following questions and explain the reasons for their answers. This can be done with a partner or as group work. Every child should answer at least one factual question and one inferential question. It is best if all children answer all questions. For the inferential questions, there is no “right” answer, and what is most important is for children to explain their process and reasoning based on the book.

Fact questions

- ♦ Where did the king put the fish, after the fish got too big for the jug? (a well)
- ♦ Who was the fish? (Krishna)
- ♦ How did the king feel about helping Krishna? (glad)
- ♦ What did the big fish pull the king on? (A boat)

Inferential questions

- ♦ Why did the king scoop the water?
- ♦ What was the last water the king put the fish in?
- ♦ Why did the fish pull the king?

Each child should now read the book out loud with fluency and expression. If needed, model this first.

FURTHER ACTIVITIES

- ♦ Read a more detailed description of the Matsya Avatar. SB 8.24
- ♦ Have the children retell and perform the story by providing props, puppets and/or toys.
- ♦ Have two children play the roles of the fish (Matsya Avatar) and the king.

The king scooped
with them. The fish
was in them.



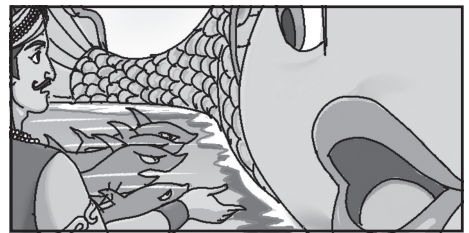
king

The fish pulled it.
The king was in it.



boat

They were in the
water too. They have
fish for dinner.



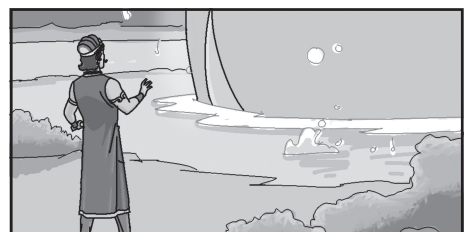
sharks

The king took the
fish there. It was too
small.



hands

The fish pulled him.
He was glad to help.



pond

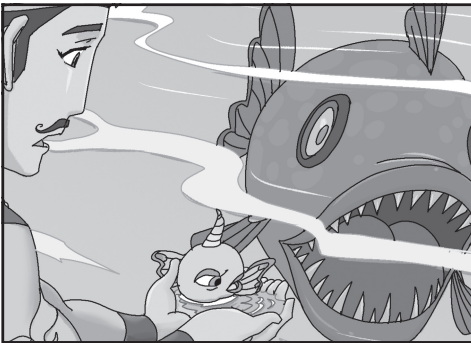
NOTES FOR PARENTS AND TEACHERS: The children should use the clues to find out what word makes both sentences true. Have children draw a line to the correct word.

Circle or write the correct word based on the story book



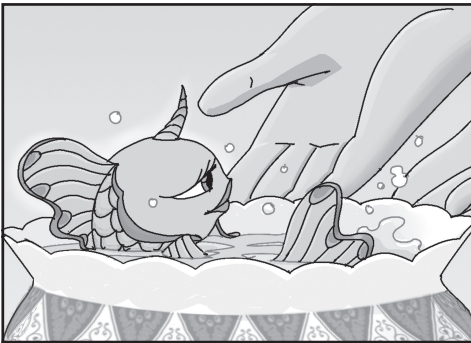
A small fish was in his
_____ too!

band hand sniff



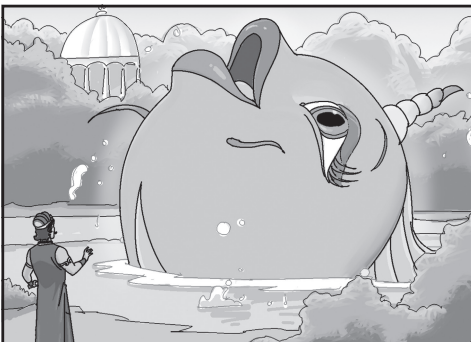
“_____ big fish will
have me for dinner.”

Plain Have Some



“Then I will _____ you with
me in this jug,” said the king.

bring broom brim



It is not a big pond. It is
too _____.

small smaller smallest

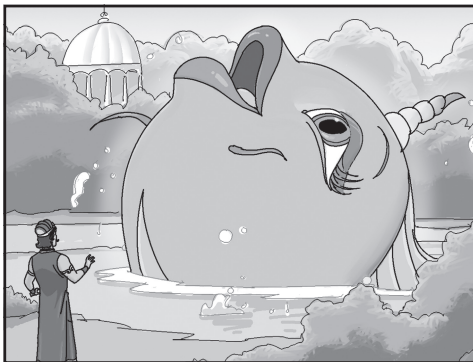
NOTES FOR PARENTS AND TEACHERS: The children should read each sentence, using sound-say or spell-say as needed. Then they should read the three words and decide which goes in the blank. They should then write the word in the blank. It is good if they orally spell and say the word they have written. If a child is unable to write the word, he or she can circle the word that goes in the blank.

Write the missing word that fits the clues



I am the .

I scooped water into my hands.



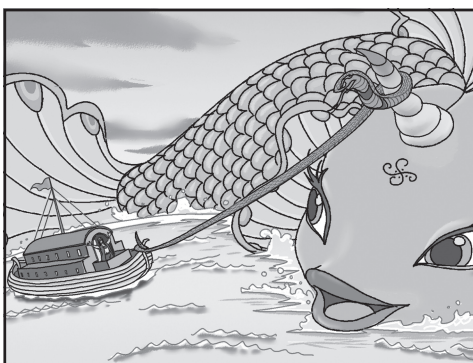
I get bigger. I need room

to and
.



I am the fish and I am

.



The big fish pulled the king

on a .

NOTES FOR PARENTS AND TEACHERS: Have the children fill in the missing words. Use the amount of letters, the context, and pictures as clues. If children are struggling with this, they can refer to the book.

The King's Story Map



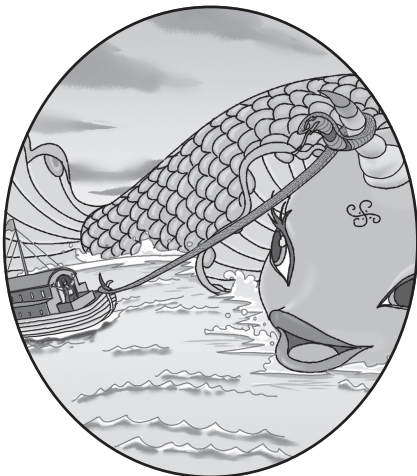
The king scooped the fish.



He took the fish in a jug.



He said the pond was **big**.



The king was pulled on a boat.



He put the fish in a big well.

NOTES FOR PARENTS AND TEACHERS: Have the children complete the story map. Look at all the pictures. Read and discuss what happened at each place. Have the children start at the star and ask them where the king went next, then draw a line to the next picture. When the map is complete, encourage children to use the map to retell the story to partner.