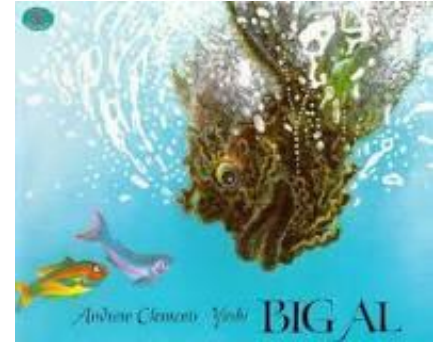


# Big Al

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Big Al is the loneliest fish in the ocean. He tries to make friends but he is so BIG and UGLY that all the little fish are afraid of him. Then one day, a net drops silently from above and catches all the little fish! Find out how Big Al helps the little fish and becomes the most beloved fish in the sea!

## Possible strategies for instruction:

### *Comprehension:*

- **Use prior knowledge to connect with text:**
  - In the beginning of the book, Big Al does not have any friends and is lonely. Have you ever felt lonely?
  - Big Al tries to make friends by doing things he thinks the other fish will like. Can you think of a time you tried to make new friends?
  - Big Al saves the little fish, but gets stuck in the net himself. How do you think he is feeling? How do you think the little fish feel?
- **Make and adjust predictions; use text to confirm:**
  - Big Al tries to make friends by disguising himself and acting silly but the other fish are still scared. Have students predict whether Big Al will be successful each time he tries a new strategy to make friends. Confirm the predictions with evidence from the text.

### *Accuracy:*

- **Use the pictures... do the words and the pictures match:**
  - Remind students that pictures can help us figure out the words in the story. Some words that can be confirmed with the pictures: scary, friend, lonely, wrapping, seaweed, puffed, bumping, bulged.
- **Flip the sound:**
  - Remind students that vowels and some consonants make more than one sound and sometimes we need to try different sounds to find the word that sounds right and makes sense. Model flipping the sound with words from the text such as: was, have, teeth, stop, very, flopped.

### *Fluency:*

- **Read text as the author would say it, conveying the meaning or feeling:**
  - Big Al and the little fish feel many emotions throughout the story, which are supported by the pictures. Model for students how to read the text with feeling based on the pictures. Several words are written in all caps. Discuss with students that the author does this to emphasize the words and model how they should be read to convey feeling.
- **Use punctuation to enhance phrasing and prosody, (end marks, commas, etc.):**
  - There is a wide range of punctuation used in the story (exclamation marks, question marks, commas, ellipses) to indicate a change in reading rate or intonation. Use sentences from the story to model this strategy, showing students which punctuation caused you to change your rate or intonation. For example: But then one scratchy little grain of sand got stuck in his gills- and he...and hehe...and he sn...and he SSSNEEEEEEEZED.

### *Expand Vocabulary:*

- **Tune into interesting words and use new vocabulary in speaking and writing:**
  - Point out and discuss 2-3 interesting vocabulary throughout the story making a big deal over each word. For example: "Listen to this word, disguise. I love the sound of this word. What do you think it means? Listen to the sentence and see if you can figure out the meaning from clues in the sentence or picture." Write each word on the class word collector. Review words daily. Some possible words to use are: disguise, bubbled, thumping, bulged, tangled, fierce.

*This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.*