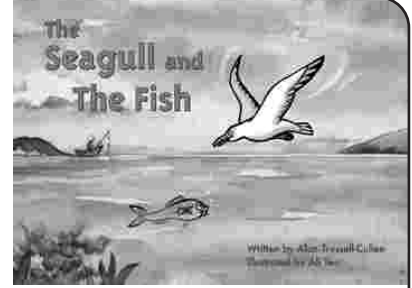


## Early Lesson Plan

### The Seagull and the Fish

Early Level 7



#### Lesson rationale

The students will

- Use information from the text and from personal experience to draw conclusions
- Recall a sequence of events

#### Before the lesson

Familiarize yourself with the story, the comprehension strategies, the lesson plan and the follow-up activity. Prepare any resources that you may need for the lesson.

#### Reading and thinking

Discuss with the students the comprehension strategies that are the focus of this lesson.

Introduce the book to the students by showing them the cover illustration and reading them the title.

Before reading the story ask the students to tell you what they know already about seagulls and fish. You could record the students' ideas if you wish but it is not a priority. Congratulate them on their knowledge and tell them that it will help their understanding of the story.

Begin reading the story on page two. At the end of page five ask the students, *Why was the seagull looking for fish? And, Why was the fish looking for seagulls? What do you think might happen next?*

Read page six through to the end of page nine. *Why did the seagull dive down? Why did the fish dive down? What do you think will happen next?*

Read pages 10 and 11. Continue to discuss the story with the students, praising and encouraging them to use both the information from the story and their personal experiences.

Read pages 12 and 13, questioning as outlined above. Continue to encourage their prediction of the story as it evolves.

Read pages 14 to the end of the story.

*What will the seagull do now? What will the fish do now?*

**More thinking**

Using a series of sequence boxes (FUS1) ask the students to recall and record what happened to the fish and the seagull in the story. If this is a new skill for the students, choose either the fish or the seagull to follow through the story. Use the text and illustrations as a prompt. If the students are more skilled, ask that they plot the sequence of events, incorporating both the fish and the seagull and the interactions between them. How the students interpret the actions, reactions and interactions between the fish and the seagull will show you the depth of understanding each student has attained.