



Teacher's Book 3

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Dad Goes Fishing



Key words

fishing	sea
fish	speed-boat
dinner	pier
beach	boot
fishing-line	bottle
crocodile	shell
rocks	catch
crab	fly
shark	angry
diver	asleep

Main structures

I'm going to ...
He goes ...
No, it isn't a ...
It's a ...

What you need

- A cardboard box containing picture cards of a fish, a crocodile, a crab, a shark, a diver, a boot, a bottle and a shell. These can be made by enlarging the pictures on pages 78–79 on a photocopier. If you like, cut out the objects, attach a paper clip to each of them and make a 'fishing-line' by attaching a magnet to a piece of string.
- Photocopied worksheets (pages 8–9). Adapt, if necessary, for more confident children by cutting the words off the bottom of the page.
- Cassette/CD if required.

Before reading

- Pre-teach or revise *beach*, *rocks*, *pier* and *sea* by drawing a simple beach scene on the board. Talk about the picture using mime and language familiar to the children and ask *Do you like swimming, fishing, playing on the beach?* etc. to elicit *Yes. No.* etc.
- Say *Fishing today! I'm going to go fishing. I like fishing! Mime or use your fishing-line to fish in your box. Say Look! A fish! Make the object appear gradually and say No, it isn't a fish. It's a ... crocodile!* etc. Throw the crocodile back and repeat with other objects. Encourage the children to join in with you as the language becomes familiar. End the activity by catching a fish and say *Yes! A fish!*

Reading the story

- Hold up a copy of the book and say *Here's Dad. Dad likes fishing.*
- Point to the title and read or play *Dad Goes Fishing*. Point to the back cover and read *Dad goes fishing but where are the fish?* Point to your beach scene and ask *Where are the fish?* Point to places on the picture

and suggest *By the rocks? By the pier? or Here?* to elicit the children's ideas. Say *Let's see.*

- Open your book to page 2 and show the children. Read or play "*Fishing today!*" says Dad. "*I'm going to catch a big fish for our dinner.*"
- Introduce the rest of the book in a similar way, using the pictures and mime to help the children understand. On pages 5 and 8 encourage the children to predict what Dad has caught, saying *What is it?*
- Ask *Where are the fish? By the rocks?* etc. to elicit the children's ideas. If you like, end by showing the children the picture on page 17 to elicit *In the fish shop!*
- Give out the books and read the story again. On page 3 pause, as indicated, after *It's* and encourage the children to say or read *a pink crocodile* with you. Continue in this way.

After reading

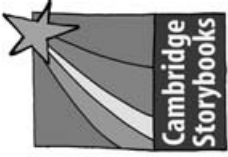
- (Optional) Volunteers come out to the front of the class, fish objects out of the box used in the Before reading activity and say *Look! A fish!* The rest of the class say *No, it isn't a fish. It's an old boot!* or *Yes! A fish! Yes! It is a fish!* etc.
- Give out the worksheets and display a copy, preferably enlarged. Point to the first dialogue. Read it out and encourage the children to join in with you. Do the same with the other dialogues, encouraging the children to complete the dialogues orally.
- Read *Write the missing words* and point to the words at the bottom of the worksheet. Encourage the children to find the answers or to check their work by looking in their books.
- Children who finish quickly could act out the dialogues in pairs.

Extra activities

- 1 Photocopy a set of cards from pages 78–79 for each pair of children. The children take it in turns to hold up a card and say *Look! A fish!* Their partner says *No, it isn't a fish. It's a shell!* etc.
- 2 See Introduction page 3, Games. The children play *Pairs* or *Snap!* using the pictures on pages 78–79.

Dad Goes Fishing

Name _____



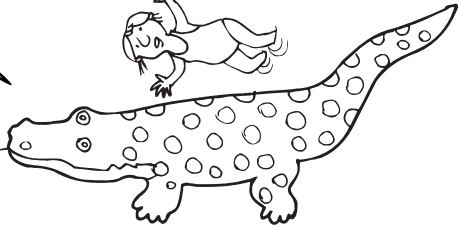
Write the missing words.

1

Look!
A fish!



No, it isn't a fish.
It's a pink crocodile.



2

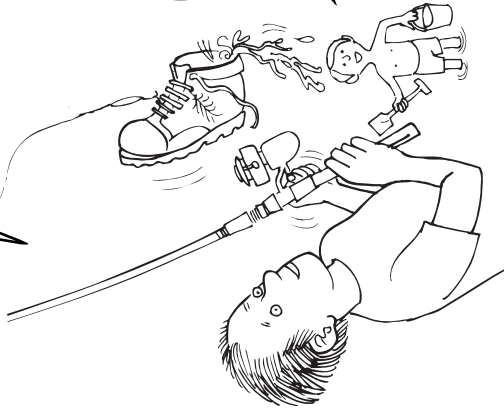
Look! A
fish!



No, it isn't a fish.
It's a

3

Look!
A fish!



No, it isn't
a fish. It's an
.....
.....

4

Look!
A fish!



No, it isn't a fish.
It's an



angry diver crab ~~pink crocodile~~ old boot

9