



Read Aloud: *Big Al*

Standard Connection:
ELA.RL. PK4.1-7, 9-10
ELA.SL.PK4.1-4, 6
ELA.L.PK4.1, 1c, 4, 6

Enduring Understanding(s):

- Like humans, animals are part of interdependent communities that are affected by and adapt to the environment that surrounds them.
- Animals have unique characteristics. Some of these characteristics help them to survive in their habitat.

Essential Question(s):

- How do animals form communities, work together, and use and adapt to their environment?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Big Al</i> • vocabulary word picture cards 	<p>disguise: to change or hide the way something looks</p> <p>clever: having a bright, sharp, and quick mind</p> <p>steered: to cause to move in a specific direction</p> <p>clumsy: without grace or control</p> <p>tremendous: very large in degree or size; huge</p>	

First Read	
Preparation: Set up materials.	
Children will: <ul style="list-style-type: none"> • listen to the story read aloud for enjoyment • connect to background knowledge 	
“Our read-aloud book for this week is another fiction book. It’s called <i>Big Al</i> . The book’s author is Andrew Clements and the illustrator is Yoshi.”	Show front cover, point to title and author and illustrator.
“Big Al was a very scary-looking fish but also a very friendly fish. Did Big Al’s appearance match his personality?”	pp. 2-4 Children respond.
“Big Al cried big salty tears into the big salty sea.’ Why was Big Al sad?”	p. 5 Children respond.
<p>“Big Al tried to change who he was to make new friends. In what ways did he change?”</p> <p>“Have you ever changed who you were to make new friends? How did you change?”</p>	pp. 6-14

<p>“Do you think Big Al was brave for what he did?”</p> <p>“Can you remember a time when you were brave?”</p>	<p>pp. 15-20 Children respond.</p>
<p>“Do you think Big Al was finally happy at the end of the story? Why or why not?”</p>	<p>pp. 21-24 Encourage children to share opinions. Children respond.</p>
<p>Discussion Question(s):</p> <ul style="list-style-type: none"> • What makes Big Al a special fish? • How does Big Al feel at the beginning of the story? What about the end? 	

Second Read

Children will:

- develop vocabulary
- comprehend a story
- recognize key inferences within the story

Spark a group discussion among the children on the following inferences from the story:

- Friendship is very important. Friends help one another.
- Size does not determine success; you can do great things if you are small.

Ask children’s opinions on these inferences. Do they believe them to be true? Why or why not?

Discussion Question(s):

- What strategies did Big Al use to try to make friends?
- How do the author and illustrator help us understand Big Al is lonely?

Third Read

Children will:

- further build vocabulary
- make self-to-text connections

Explore the following character's feelings with the children. Ask them to explain which part of the book made Big Al feel each feeling:

- Excitement and comfort: Big Al finds friends.
- Scared: Al was scared when he was caught in the net.
- Determined: The fish are determined to help Big Al.
- Brave: The fish save Big Al.
- Happy: In the end, Big Al is happy.

Discussion Question(s):

- What does this story remind you of?
- Can you tell a partner about a time you felt like Big Al?

Fourth Read

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Question(s):

- How does this story make you feel?
- Can you tell a partner about different feelings you have felt like Big Al?
- What caused you to feel that way?