



Lines, nets buckets and bait. Let's go down to the sea.

'Come on, Grandpa, hurry up. A big fish is waiting for me!

Author

Christine Kodomichalos was raised in a family of ten with two dogs, three birds, and a turtle. Growing up in the southern suburbs of Sydney, she spent most of her time climbing trees and paddling down rivers with her siblings. Today she lives by the beach in Sydney, Australia and still loves outdoor adventures. In fact, many of her stories are inspired by the fun she has had exploring nature with her family. When Christine is not writing, she is working in primary schools as a diverse learning teacher. Christine has a Masters in Inclusive Education and is passionate about creating opportunities for all children to shine.

'A Big Fish is Waiting for Me!' was inspired by the grandparents of Port Stephens, a fishing town on the NSW coast of Australia. Many children stay with their grandparents during the school holidays, where each day they try with all their might to catch a fish for dinner.

Illustrator

Born in Santa Margherita Ligure, Italy, **Alessandra Micheletti** now lives in Bergamo. Alessandra graduated from the Academy of Fine Arts where her ability to engrave, draw and paint earned her a scholarship throughout her studies. Alessandra is very active in all fields of illustration – from novels to advertising campaigns, and also holds courses in etching, drawing and watercolour in high schools, clubs and libraries in Italy.

Story Themes

Grandparents: A touching story that explores the special relationships between children and grandparents.

Perseverance: Everyone, except Evie seems to be catching fish. Evie doesn't give up, until she catches something even better than a fish.

Nature: The story explores through its words and illustrations many sea side creatures. It also has a subtle message about sustainability.



Before Reading

- Show the cover of the book and read the title. Then ask the following questions:
 - What do you think the story will be about?
 - Whose hand do you think the girl may be holding?
- Read the blurb. Then ask the following questions:
 - Whose hand do you think the girl is holding now?
 - What do you think will happen in this story?
 - Have you ever been fishing before? What was it like for you?

During Reading

Read the story the first time without interrupting or stopping, other than for making predictions. During the second read, stop at examples of alliteration and assonance. Explain that these are poetic techniques used by authors to make their writing more emotive, memorable and enjoyable to read out loud. Say some of the phrases together. Describe how it feels when you say phrases that use alliteration and assonance.

After Reading

- What was the story about?
- How did Evie feel at the beginning of the story? *Optimistic, hopeful, happy*
- How do you know this? *Evie is hurrying grandpa along. She says, 'A big fish is waiting for me.' The illustrations show her jumping ahead and leading Grandpa.*
- How did Evie feel in the middle of the story? *She is becoming frustrated, annoyed and disheartened.*
- How do you know this? *Evie kicks over her bucket. She asks, 'Why do fish hide from me?' The illustrations show raindrops, or tears, dripping down her face.*
- Why do you think she lets the octopus go, instead of eating it for dinner?
- Why do you think Grandpa tells Evie silly stories? Which one of his silly stories do you like best?
- Discuss family and loved ones (mum, dad, siblings, grandparents) and the activities that you like to do with them. Highlight that sometimes it's not about simply doing the activity with our loved ones, but the good times we have with them. Even though Evie wanted to catch a fish with Grandpa, Grandpa made sure that the time they spent together was fun by telling her silly stories.



English

Kindergarten / Prep and Year 1

Sequencing - BLM1

- Read the story
- Cut out, sequence and colour the images.
- Variation: Cut and sequence the images. Then write a description to match the images

Procedure - BLM2

- Write a procedure on how to make a toilet roll octopus.

English

Year 2 and Year 3

Vocabulary - BLM3

- After reading the story, go back and read page 12.
- Highlight the word 'scowls.' I wonder what this word may mean? Have you ever heard it before? Can you think of another word or synonym for scowl?
- As a class fill in BLM3 for the word, 'scowls.'
- Repeat the activity independently or as a group for dashing (page 10), scuttle (page 4) and squabble (page 19).

Book Review

- Write a book review for 'A Big Fish is Waiting for Me!'

Grandpa's Silly Stories

- Grandpa tells Evie many silly stories in the book. Can you make up your own silly story for Evie? I wonder if you could include alliteration or asonance in your story too?



Creative Arts

Kindergarten / Prep - Year 3

Toilet Roll Octopus - BLM4

- Follow the instructions to make your own toilet roll octopus.



You will need:

- | | |
|----------------------------|-------------------|
| 1. A toilet roll | 5. Glue |
| 2. Paint and paint brushes | 6. Scissors |
| 3. Spot stickers | 7. A black marker |
| 4. Googly eyes | |

What to do:

Step 1: Paint your toilet roll and leave it to dry.

Step 2: Draw 8 lines from the base of the toilet roll to the middle.

Step 4: Cut along the 8 lines and turn them out to create the legs.

Step 5: Place spotty stickers along the legs to create suckers.

Step 6: Stick on the googly eyes.

Step 7: Draw a mouth for your octopus.

Colouring Page and Find-a-word - BLM5 & 6