

Real-life experience activity – Making fish balls

Learning Objectives

- To understand and enjoy the process of making *fish balls*
- To identify and name the *letter F*
- To learn the shape and form of the *letter F*
- To name some objects that begin with the *letter F*: *fish balls*, *fish*

Teaching Procedures

Before RLEA

Giving children chances to listen to and say the letter name

Reinforcing letter identification

Giving children chances to listen to and say the associated word

- Talk with children and tell them that it is time for snacks.
- Invite children to suggest what food to make.
- Tell children that you want to make some *fish balls* but you have no *fish* (show a photo of *fish balls* if needed).
- Tell children that your friend *Big Letter F* can help.
- Introduce the character *Big Letter F* (a stick puppet) and invite children to greet *Big Letter F*. Prompt children to say: *Hello, Big Letter F*.
- Invite children to find *Big Letter F*'s box which contains some materials needed for making *fish balls*.
- Compare the shape of *Big Letter F* (a stick puppet) with the name on the box (*F*).
- Invite children to take out the realia (a pre-cut *fish*) from *Big Letter F*'s box and encourage children to name the item.
- Talk with children about the *fish* (e.g., color, size and smell).
- Show children other materials that are needed to make the *fish balls*: water, electric cooker, spoon, fork and plate.
- Invite *Big Letter F* to make *fish balls* together.

During RLEA

Giving children chances to listen to and say the associated word

- Invite children to make *fish balls* together by guiding them to:
 - pour water into the pot.
 - switch on the electric cooker to boil the water.
 - scoop out the meat of the *fish* with a spoon.
 - make the meat into the shape of *fish balls*.
- Provide children with ample chances to listen to and name the item: *fish*.
 - Ask: *What is this?*
- Invite children to watch the meat turning into *fish balls* while cooking.
 - Ask: *What is this? What are we making?*
- Guide children to thank *Big Letter F* for giving them the *fish* for making *fish balls*.

After RLEA

(A) Exposing children to the shape and form of the letter F

Drawing children's attention to the letter shape

Introducing the letter form to children

Practising the formation of the target letter

Relating associated words to the target letter

- Guide children to look at the shape of the letter *F* by showing the shape of the letter *F* on the stick puppet. Say:
 - *There are three lines in Big Letter F – one long line and two short lines.*
 - *Look! Big Letter F looks like a fish* (show/draw a fish with the letter *F* embedded).
- Write the letter *F* on the whiteboard while saying the verbal path.
- Guide children to name it: *Big letter F*.
- Repeat one more time if needed.
- Invite children to follow you to do skywriting of the letter *F* with their 'magic pen' (finger).
- Stick photos of *fish balls* and a *fish* on the whiteboard. Show the realia to help children recall if needed.
- Guide children to make association between the letter *F* and the words '*fish balls*' and '*fish*' by guiding them to say: *F for 'fish balls/fish'*.

(B) Eating fish balls

- Invite *Big Letter F* to eat the *fish balls* with children.
- Invite children to eat the *fish balls* together.
- Have the stick puppet of *Big Letter F* go around the tables to talk with children when they are eating the *fish balls*.

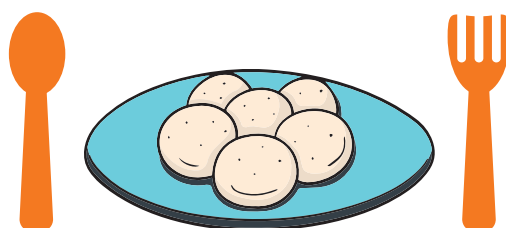
Some suggested language:

- *What are you eating?*
- *What is this?*
- *Do you like the fish balls?*



Teaching Aids

- a stick puppet (*Big Letter F*)
- a *fish-shaped letter F*
- a letter box named *F*
- photos of *fish balls* and a *fish*
- a pre-cut *fish*, water
- spoons, an electric cooker, plates, forks





Storytelling – Frog Likes Fish Balls

Learning Objectives

- To understand and enjoy the story
- To participate in the process of storytelling by saying the words that begin with the *letter f*: *fish balls*, *fish* and *frog*
- To identify and name the *letter f*
- To learn the shape and form of the *letter f*
- To differentiate the *letter F* and the *letter f*

Teaching Procedures

Before Storytelling

Giving children chances to listen to and say the letter name

Reinforcing letter identification

- Show children the character *Big Letter F* (a stick puppet).
- Tell children that she has a little sister and show them *Small Letter f* (a stick puppet).
- Invite children to greet *Small Letter f*. Prompt children to say: *Hello, Small Letter f*.
- Tell children that *Big Letter F* cannot visit her friend *Frog* today because she is ill. She asks *Small Letter f* to visit *Frog* and bring presents to him.
- Tell children that the presents for *Frog* are in *Small Letter f*'s bag.
- Invite children to find *Small Letter f*'s bag.
- Compare the shape of *Small Letter f* (a stick puppet) with the name on the bag (*f*).
- Invite children to take out the cutouts of *fish balls*, *flower* and *fish* (from *Small Letter f*'s bag) and revise the names of the items with children.
- Invite children to go visit *Frog* with *Small Letter f*.

During Storytelling

Giving children chances to listen to and say the associated words

- Tell the story with cutouts and a stick puppet.
- Help children understand and enjoy the story with the use of voice, facial expressions, gestures and sound effects.
- Tell children that *Small Letter f* arrives at *Frog*'s home (a pond). Invite children to say 'hello' to *Frog*.
- Tell children that *Frog* is hungry and *Small Letter f* takes out the things from her bag and gives them to *Frog*.
- Invite children to participate in the story by saying the words and taking out the cutouts that begin with the *letter f*:
 - *Frog! Frog! A fish/a flower/some fish balls for you!*
- Invite children to predict the development of the story.

After Storytelling

(A) Exposing children to the song: *Frog Likes Fish Balls*

- Tell children that *Small Letter f* and *Frog* are so happy that they want to sing a song with them.
- Hold the cutout of *Frog* and sing the song once with actions and pointing to help children understand the song.
- Invite children to sing the song with the teacher and do actions together.
- Sing the song for a few more times until children are familiar with the tune of the song.
- Show the song sheet.
- Tell children that there are many *letter fs* in the song.

(B) Exposing children to the shape and form of the *letter f*

Drawing children's attention to the letter shape

Introducing the letter form to children

Practising the formation of the target letter

Relating associated words to the target letter

Reinforcing letter identification

Differentiating the shapes of the upper case and the lower case of the letter pair

- Guide children to look at the shape of the *letter f* by showing the shape of the *letter f* on the stick puppet. Say:
 - *Look! Small Letter f has a small round head. It looks like a frog (show/draw a frog with the letter f embedded).*
- Write the *letter f* on the whiteboard while saying the verbal path.
- Guide children to name it: *Small letter f*.
- Repeat one more time if needed.
- Invite children to follow you to do skywriting of the *letter f* with their 'magic pen' (finger).
- Stick photos of *fish balls*, a *fish* and a *frog* on the whiteboard.
- Guide children to make association between the *letter f* and the words '*fish balls*', '*frog*' and '*fish*' by guiding them to say: *f* for '*frog/fish/fish balls*'.
- Invite a few children to identify and circle the *letter fs* in the song.
- Show the stick puppet of *Big Letter F* to children.
- Ask children to compare the shapes of the two stick puppets (*F* and *f*) and discuss their features. Say:
 - *Both of them have short hands and a body, but Big Letter F has a flat/big head and Small Letter f has a round/small head.*
- Write the *letter F* on the board and guide children to name the letter.
- Invite a few children to identify and circle the *letter Fs* in the song.
- Invite *Small Letter f* to sing the song together with children for a few times.
- Tell children that the song sheet will be displayed in the classroom.

Teaching Aids

- stick puppets (*Big Letter F* and *Small Letter f*)
- a *frog-shaped letter f*
- a bag named *f*
- a background picture of a pond
- photos of *fish balls*, a *frog* and a *fish*
- a song sheet
- cutouts of *Frog*, a *fish*, a flower and *fish balls*



Story: Frog Likes Fish Balls

One day, *Small Letter f* went to visit *Frog* and she wanted to give him some presents. She arrived at the pond and saw *Frog*. *Frog* was hungry and he wanted to eat some food.

Small Letter f took a flower out of her bag and gave it to the *frog*. *Small Letter f* said, '**Frog! Frog! A flower for you!**' *Frog* was jumping around and did not hear *Small Letter f*. *Small Letter f* said loudly, '**Frog! Frog! A flower for you!**' *Frog* heard *Small Letter f* this time and said, 'Thank you, *Small Letter f*. But I don't want to eat a flower. I want to eat something else.'

Small Letter f took a *fish* out of her bag and gave it to the *frog*. *Small Letter f* said, '**Frog! Frog! A fish for you!**' *Frog* was jumping around and did not hear *Small Letter f*. *Small Letter f* said loudly, '**Frog! Frog! A fish for you!**' *Frog* heard *Small Letter f* this time and said, 'Thank you, *Small Letter f*. But I don't want to eat a *fish*. I want to eat something else.'

Small Letter f took *fish balls* out of her bag and gave them to the *frog*. *Small Letter f* said, '**Frog! Frog! Some fish balls for you!**' *Frog* was jumping around and did not hear *Small Letter f*. *Small Letter f* said loudly, '**Frog! Frog! Some fish balls for you!**' *Frog* heard *Small Letter f* this time and said, 'Thank you, *Small Letter f*! I love *fish balls*!' *Frog* shared the *fish balls* with *Small Letter f* and they ate happily together.

Song: Frog Likes Fish Balls (Tune: Skip to My Lou)

Frog! Frog! A flower for you.
Frog! Frog! A flower for you.
Frog! Frog! A flower for you.
Thank you, *Small Letter f*.

Frog! Frog! A fish for you.
Frog! Frog! A fish for you.
Frog! Frog! A fish for you.
Thank you, *Small Letter f*.

Frog! Frog! Some fish balls for you.
Frog! Frog! Some fish balls for you.
Frog! Frog! Some fish balls for you.
Thank you, *Small Letter f*.



Other possible real-life experience activities and extended activities

- Making a *fish* craft by painting two *fish* templates and stuffing and stapling them together
- Making fairy dust by sprinkling some baby powder on a table and letting children make the *letter F* or *f*
- Finger painting the *letter F* or *f*
- Making a fan
- Playing a game: Touch and feel
 - Prepare a bag full of objects starting with the *letter F* or *f* (e.g., toy frog, fan and flower).
 - Invite children to close their eyes and give them an object to feel.
 - Invite children to guess the name of that object.
- Drawing flowers to decorate a vase template



Suggested books



Book Title

1. *Feathers for Lunch*
2. *Hooray for Fish!*
3. *My "f" book*
4. *One Fish Two Fish Red Fish Blue Fish*

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