Introduction:

1. Whether preparing for a read aloud or recommending to an independent reader, demonstrating real fishing gear will help set the stage for introducing this book – tackle box, rod, bait, etc. Either the actual items or photographs will work. Have non-fiction books about fishing available (listed above) for display and reference.

2. Ask students whether they have ever gone fishing. What do you already know about fishing? What would you bring with you? What would it feel like to catch a fish? Would you put it back or take it home to eat it?

3. Display the cover of the book. Ask students to predict what the book is about. What does it mean when it says, "A novel in verse." Engage discussion about storytelling with poems. Have you written a poem? Could you tell a whole story with poems? There are many types of poems. Do poems have to rhyme? Display the structure of the book – each “chapter” is a poem. Ms. Wissinger identifies they type of poem. Quickly review the most common types of poetry.
Story time Activities:

1. **Write Poetry.** Ask students if they have a favorite type of poem from the book. Using the Poet’s Tackle Box provided by Ms. Wissinger (pages 108-119), discuss and teach 3-4 types of poems. Then break students into groups and have them rotate through the Poetry Centers (e.g., concrete, acrostic, haiku, free verse). At each center have examples of the type of poetry, fun paper, pens, etc. Leave time at the end of the activity for students to share their poems.

2. **Compare and contrast** with another book written in verse. *Like Pickle Juice on a Cookie* by Julie Sternberg (part of the Eleanor series) is a similar ATOS level – 3.2, but there are many great books written in verse. A list may be found at: [http://www.whatdowedoallday.com/2015/03/chapter-books-written-in-verse.html](http://www.whatdowedoallday.com/2015/03/chapter-books-written-in-verse.html).

   Example if using *Like Pickle Juice on a Cookie*:
   - How did the author in each book use poetry to tell the story?
     - Sternberg uses all free verse. Wissinger uses many types of poetry.
   - Who is telling the story?
     - Eleanor tells the whole story in *Pickle*. Dad, Sam and Lucy all tell the story in *Fishing*.
   - What is the setting?
     - *Pickle* is urban (Brooklyn). *Fishing* is in nature (lake).
   - What is the message in each book?
     - *Pickle* is about fitting in and saying goodbye to someone you love. *Fishing* is about fishing, family and siblings.

   **ADDITIONAL ACTIVITIES**
   Matthew Cordell is the illustrator for both books.
   - How are his drawings the same or different? What is conveyed by the drawings? How do they help tell the story?

   Have students list similarities/differences or use a Venn diagram.

   Using cooperative learning groups, have students complete a story web for each book.

   Subjective analysis/critical thinking/writing – which book did you like better? Why? Students write a brief paragraph or two explaining their reasoning. May share their writing at the end of the activity.

3. **Author Study.** Wissinger’s website (above) is a valuable resource for examining her other writing. *Gone Fishing* is her first book. The inspiration came from a poem she wrote, “Night Crawlers.” As students to consider: Where do authors get their ideas? How did Ms. Wissinger go from poems to a book written with poems? This interview provides great background on Ms. Wissinger: [http://younginklings.org/2013/04/17/spontaneous-poetry/](http://younginklings.org/2013/04/17/spontaneous-poetry/)

   She also does school visits and virtual visits and may be contacted through this link: [http://tamerawillwissinger.squarespace.com/connect/](http://tamerawillwissinger.squarespace.com/connect/)

4. **Illustrator Study.** Matthew Cordell is a prolific illustrator. His website (above) does not yet display *Gone Fishing* however all of his other books are available as well as his comments on each. Students will know many of his other books, *Trouble Gum, Justin Case*, etc. and will identify with his work. There is also a written interview with him at: [http://joannamarple.com/2015/05/matthew-cordell-illustrator-interview/](http://joannamarple.com/2015/05/matthew-cordell-illustrator-interview/)
Have as many of his books available as possible and break students into learning groups to explore his illustrations. Encourage them to draw based on inspiration from his work.

5. **Reader's Theater.** *Gone Fishing* lends itself to a wonderful reader's theater. Break students into groups of 3-4 (consider having two Sams as most of the poems are in his voice and a Lucy and a Dad). Students can read to each other or perform in front of the larger group. Multiple copies of the book will be needed.

6. **Arts and Crafts.** Here’s a great Pinterest board with tons of crafty fish ideas: [https://www.pinterest.com/knstanley/gone-fishing-theme/](https://www.pinterest.com/knstanley/gone-fishing-theme/) For younger readers there is a color sheet and activity sheet attached.

**Discussion Questions:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why doesn't Sam want Lucy to go on the fishing trip?</td>
<td>Too squirmy, too loud, will bring her “girl” stuff. It’s his special time with Dad.</td>
<td>5-7</td>
</tr>
<tr>
<td>How does Sam feel when Dad says Lucy can go?</td>
<td>Angry, sad.</td>
<td>22-25</td>
</tr>
<tr>
<td>How does Lucy feel?</td>
<td>Happy, excited.</td>
<td>27</td>
</tr>
<tr>
<td>Who catches the first fish?</td>
<td>Lucy</td>
<td>52-53</td>
</tr>
<tr>
<td>Who catches the most fish? How many?</td>
<td>Lucy - 8</td>
<td>61</td>
</tr>
<tr>
<td>When does Sam realize that Lucy has been a supportive sister and he has not been a supportive brother?</td>
<td>Gulp Amends</td>
<td>79 87</td>
</tr>
</tbody>
</table>

**Open-ended Questions**

- Have you ever not wanted your brother or sister to go somewhere with you or play with you? How did you feel? How do you think it made them feel?
- Is Sam a good brother? Why or why not?
- Is Lucy a good sister? Why or why not?
- Does Dad do the right thing letting Lucy come with them? Why or why not?