

# Going Fishing

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## Overview

In this story, a boy and his dad get ready to go fishing together, with the enthusiastic help of the family dog. The subtle text changes from page to page provide opportunities to observe children's awareness of visual and syntactic information. *Let's Go* (Magenta) and *Keep Trying* (Yellow) are two other Ready to Read texts that feature the relationship between a father and son. There is an audio version of this text on the Ready to Read CD *Readalong 2002*.

**Curriculum links:** science, social studies

## Text features

(Focus on only one or two per session.)

- the high-frequency words “and”, “Dad”, “get”, “go”, “I”, “in”, “My”, “the”, “we”
- the rime “et” in “get” and “net”
- the verbs ending in “ing” – “fishing”, “Fishing”, “Going”
- the upper-case and lower-case forms of “f” in “Fishing and “fishing”
- the two forms of the verb “get” – “get”, “gets”
- the topic-specific vocabulary – “bait”, “fishing lines”, “net”
- the label “fish bait” on the box on page 3
- the comma on page 7
- the final sentence running over two pages.

## Setting the scene

Bring a fishing line or other fishing equipment into the classroom or use the cover illustration to start a discussion about the children's experiences of going fishing. *Have you ever been fishing? What did you take with you? Did you catch any fish?* Include the word “bait” in your discussion and ensure that the children understand what it is.

If the children are unfamiliar with fishing, you could read them the Ready to Read book *Fishing off the Wharf*.

## The first reading

Focus on the cover illustration. *What are the people holding? What are they doing?* Ask the children to attempt the title themselves. Encourage them to cross-check the initial consonant and the “ing” endings on each word. *Could that word be “fishing”?* *How do you know?* Read the names of the author and the illustrator. Encourage the children to predict what might be in the bucket. (The contents are revealed on the title page).

Listen to the children read the text themselves, offering support as necessary.

Page 2 – Some children may say “rods” for “lines”. If so, recall the previous discussion. *Look at the illustration. Is the boy holding a rod? Prompt the children to cross-check the initial letter of the word. Could that word be “rods”? Why not? What letters in the word will help you? Read the page again. Who is telling the story?*

Page 3 – *Who is this page about? Can you show me the word that tells you? What is Dad getting?* Refer to the earlier discussion if the word “bait” causes difficulty. Note which children notice the change from “get” to “gets”. NESB children may need support with this syntax.

Page 7 – Observe which children notice the subtle change from “gets the” to “gets in”. Point to the comma at the end of the line. *What’s this? What does it mean? What is going to happen next?*

Page 8 – If the children have difficulty with “all”, prompt them with the initial sound and an expansive gesture. *Who is going in the car? That’s right, they all are.*

Encourage the children to think critically. *Who are they waving to? Have they got everything?*

## Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text, observing their attention to the print details. Listen particularly for the “s” ending on “gets”. Locate some of the high-frequency words in the text. *How many times can you find the word “the”? Can you write the word without looking at the book?*

Locate the words “get” and “gets” in the text. Write them on the whiteboard and talk about the difference the “s” makes to the sound of the word. Write the word “play” on the board. *How would I make this word into “plays”?* Put the words into sentences. *I play with Katy. Katy plays with me.* Do the same with “look”. This is particularly useful for NESB children, who often have difficulty with verb endings.

Locate the word “fishing” in the text. Write it on the whiteboard. *How could you change this word into “fish”?* Locate the word “go” on page 7. *How could you make this word into “going”?* Use the whiteboard and ask the children to do the same with “play” and “look”. Read the list of words together, emphasising the “ing” ending. Make up some oral sentences using these words. *Tell me the letters we need to write “ing”.*

Reread page 4. *What do you notice about this sentence? Write “get” and “net” on the whiteboard. Can you tell me another word that rhymes? How would I write “wet”? Or “bet”?* Write the words as a list, so that the children can see the pattern. Have fun chanting the list and picking out individual words. *Which word is “let”? How do you know?*

Locate the upper-case and lower-case forms of the word “fishing” in the text. Talk about why words sometimes need to have capital letters.

Discuss the items collected for the fishing trip. *Why would they need a net? A bucket? Why are there corks on the hooks? Where is the bait kept? Why?*

Talk about the fishing trip. *How long are they going for? How do you know? Where are they going to fish?*

## Suggestions for further activities

Listen to the story on the Ready to Read CD *Readalong 2002* and read along with the book.

Make a list of the things the characters took with them on the trip. Make the list into a sentence, using commas.

Play a magnetic fishing game, using high-frequency words as the “fish”.

Draw and caption a picture of what you like doing with your mum or dad.

Talk about the little red fish on the front cover. Ask the children to draw a fish and write a sentence describing it.

Read some library books about fish.

Read *Fishing Off the Wharf* to the children.