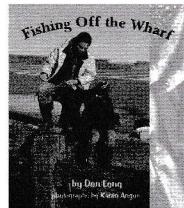


Fishing Off the Wharf

by Don Long

photographs by Karen Angus



Book Summary

A girl and her father go fishing for herring – and later enjoy their catch.

Features of the Book

- The variety of factual information in the text.
- The detail in the photographs.
- The summary of information on page 16.
- The frequency and variety of verbs.
- The technical language.
- The graphics that complement the photographs.
- The repeated blends – “fl” and “ch”.
- The contractive apostrophes – “don’t”, “you’ll”, “we’ve”, “can’t”, “It’s”, “that’s”, “I’m”, and “There’s”.

Purpose

Fishing Off the Wharf can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- discussing new vocabulary and extending understanding;
- developing effective strategies for reading unknown words within a story;
- writing in a similar style to that of the story;
- writing about the steps in a procedure.

Introducing the text

Ask any of the children who have gone fishing to share their experiences with the rest of the group. Many will relate to the pleasure of eating fish and chips, and this could be the starting point for your discussion.

Discuss the title and locate the word “wharf”.

Read the names of the author and photographer.

Reading the text

- Discussing new vocabulary and extending understanding.
- Developing effective strategies for reading unknown words within a story.

Title page – Discuss the photograph.

- Is it a clue to the setting of the story?

Read the title again.

Pages 2 and 3

- Where are the father and daughter going?

Discuss the activity of gathering the bait and what bait is used for.

- Can you tell what day of the week it is?

- What are they picking off the rocks?

Pages 4 and 5 – This page describes the way that the “chum” bait is made.

- What are they doing with the mussels/bread? How will they use this?

Pages 6 and 7 – Discuss the environment of the wharf and some of the things that happen there.

Pages 8 to 11 – Consider the sequence of the fishing activities. Introduce the language involved in describing a sequence, for example, “first”, “next”, “then”, “as soon as”, and so on.

Pages 12 and 13

- What happens to the fish?

- Do you think the girl likes this?

Pages 14 and 15

- Why do you think that they enjoy going fishing?

Point out the additional information on page 16 for later reference.

The children now read the book independently.

Revisiting the text

Identify and list all the terms to do with fishing.

- Why do you think the word “chum” on page 4 has quotation marks?

Discuss what the child means when she says “that’s it”, “head for home”, and “ends up”.

Following Up

■ Writing in a similar style to that of the story.

■ Writing about the steps in a procedure.

■ Encourage the children to write about another activity they have experienced. Suggest that they use the vocabulary “first”, “next”, and “then” and that they incorporate as much detail as they can.

■ Complete the blackline master opposite.