



About the Book

Text Type: Fiction/Personal Narrative Page Count: 24 Word Count: 1,588

Book Summary

A young boy tells the story of the fishing contest he has entered. Determined to win the prize of a fishing pole and reel, he sets off for his special fishing spot. His granddaddy, also a fisherman, wants to win the prize, too. Little does the boy's granddaddy know that the boy has a secret plan for the prize. Written in a regional dialect, this story ends with a surprising twist that readers may or may not have predicted.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions
- Identify problems and solutions in text
- Understand when to use the pronouns *I* and *me*
- Divide words into syllables

Materials

Green text indicates resources available on the website

- Book—*Fishing in Simplicity* (copy for each student)
- Chalkboard or dry erase board
- **Problem and solution, pronouns, syllable worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

Content words:

Story critical: *catfish* (n.), *crawdads* (n.), *enchanted* (adj.), *fiberglass* (n.), *fishing* (n.), *intolerable* (adj.)

Enrichment: *Louisiana* (n.), *persimmons* (n.), *remnant* (n.)

Before Reading

Build Background

- Make a mind map with *fishing* in the center. Ask students to share what they know about fishing. Draw lines from the center to add the information they provide.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Tell students that a fun way to read that will help them understand a story is to use the information they read to make guesses about what will happen in the book.
- Model how to make a prediction as you preview the book.
Think-aloud: Let's look at the front cover. I see a fish with a line in its mouth. That makes me think someone has caught it. On the back cover, I see a boy sitting at the top of some old stairs. When I look closely, I see a fishing line in the water. Maybe the boy caught the fish on the front cover. I can't see a fishing pole, though. Since the title of the book is Fishing in Simplicity, I wonder if maybe Simplicity is the name of the pond the boy is fishing in. I'll have to read the story to find out.
- Encourage students to make predictions about what they think they will read about the boy in the book. Tell them that what he says and does will give them hints about what will happen next.
- Show students the title page. Talk about the information that is written on the page (title of book, author's name, illustrator's name).
- As students read, they should use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, prefixes, and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Model how to apply word-attack strategies. Direct students to page 3. Have them find the word *Simplicity*. Tell students that they can look at the letters the word begins with to help them sound out the word. Tell them that they can look for the root word of the unfamiliar word to try to figure out its meaning. Ask students what they think the root word is (*simple*). Tell students that once they have an idea of what the unfamiliar word means, they can use the context clues. Tell them that sometimes a context clue will be in the same sentence, but at other times they must continue reading in order to make sense of an unfamiliar word. Ask students to explain how the context clue in the last sentence confirms that the meaning of the root word fits in the sentence.

Set the Purpose

- Tell students to make predictions about what they think is going to happen in the story as they read. Remind them to revise or confirm their predictions as they learn more about the characters and the story.

During Reading

Student Reading

- **Guide the reading:** Have students read to page 11. Tell them to underline the words or phrases in the book that tell something about the boy. If they finish before everyone else, they can go back and reread.
- When they have finished reading, have students identify the characters (the boy). Have students tell the words and phrases they underlined. Ask them what they learned about the boy.
- Model making, revising, and confirming predictions.
Think-aloud: Part of my prediction was right—the story has something to do with fishing. I need to revise, or change, my other prediction because I found out that Simplicity is the name of the town the boy lives in and not the name of the pond where he fishes. Now I also know that the story is about a fishing contest. I wonder who's going to win. Let's keep reading to find out.
- Ask students what they think the boy might do next. As they read, remind them to pause and think about a prediction they made that was confirmed by something they read in the story. Tell them to revise their predictions if they learn something that makes them think differently than when they began reading.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Discuss how making predictions about what might happen keeps students actively involved in the reading process and helps them remember what they've read.

Teach the Comprehension Skill: **Problem and solution**

- **Discussion:** Ask students if they were surprised by the boy's "secret plan" or if they had predicted it. Ask them to share other predictions they made and to tell whether or not the predictions turned out as they expected.
- **Introduce and model:** Review or explain that one way to understand a story is to think about one of the problems a character has and how he or she plans to solve it.
- Write the following on the board and tell students that there are usually four parts to problem solving:
 1. *Identify the problem.*
 2. *Ask why the character has the problem.*
 3. *Ask what will happen if the problem isn't solved.*
 4. *Think of solutions to the problem.*
- Explain that first they must identify the problem. Next, they need to think about why the character has the problem. Third, they need to think about what will happen if the problem isn't solved, and fourth, they need to think of how the problem can be solved.
- **Check for understanding:** Draw a problem/solution chart on the board (see the [problem-and-solution worksheet](#) for the format). Ask students to identify the first problem the boy has (He doesn't have a fishing pole). Have them tell why the boy has the problem (He doesn't have any money to buy a fishing pole). Ask them to explain what will happen if the problem isn't solved. (He will keep fishing with the line and bobber he has). Have them tell how he plans to solve the problem (He plans to win the catfish contest).
- **Independent practice:** Give students the problem-and-solution worksheet to complete. Discuss their responses.



Have students use the last page of their book to write a short paragraph telling what they think about the boy's granddaddy letting the boy sleep late on the morning of the contest. Have students share their paragraphs with the group.

Build Skills

Grammar and Mechanics: **Using I and me**

- Write the words *I* and *me* on the board. Explain that these words are *pronouns* that are used when a person is talking about himself or herself.
- Review subjects (who or what a sentence is about) and predicates (what the subject is, was, or does). Explain that the pronoun *I* is used when it is the subject of a sentence. For example, *I live in Simplicity, Louisiana*. Explain that the pronoun *me* is used in the predicate of a sentence. For example, *The principal called me to the office*. Tell students that either *I* or *me* is used last when naming others and themselves. For example, *Granddaddy and I like to fish*. *The principal called for Jim and me*.
- Have students turn to page 11. Ask them to find a sentence in which the pronoun *I* is the subject. Then have them find a sentence in which the pronoun *me* is in the predicate.
- **Check for understanding:** Have students complete the [pronouns worksheet](#). Discuss their responses.

Word Work: Syllables

- Review or explain that words are made of small parts called *syllables*. Tell students that each syllable in a word has a vowel sound. A word has as many syllables as it does vowel sounds.
- Write the word *fish* on the board. Say the word. Ask students to hold up fingers to show the number of vowel sounds they hear in the word.
- Write the word *Louisiana* on the board. Say the word slowly. Ask students to say the word slowly and listen for the number of vowel sounds. (5)
- **Check for understanding:** Have students complete the [syllable worksheet](#). Discuss their responses and post their pictures.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Have students work with partners to write another chapter for *Fishing in Simplicity*. Have them identify examples of figurative writing in the story and use it, where appropriate, in their stories. Tell students they can also use expressions they have heard their parents or grandparents use. Have students share their chapters with the group.

Visit [Writing A-Z](#) for a lesson and leveled materials on narrative writing.

Social Studies Connection

Have students watch a local newscast or read an age-appropriate news article. Have them identify one problem and solution they read or heard about. If they read about a problem for which no solution was offered, ask students to think of one. Have students report their problems and solutions to the class.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- make, revise, and confirm predictions about fictional text while reading
- use a worksheet to identify and record problems and solutions in a fiction story
- identify and use the pronouns *I* and *me* in text and on a worksheet
- recognize and divide syllables in content vocabulary on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)