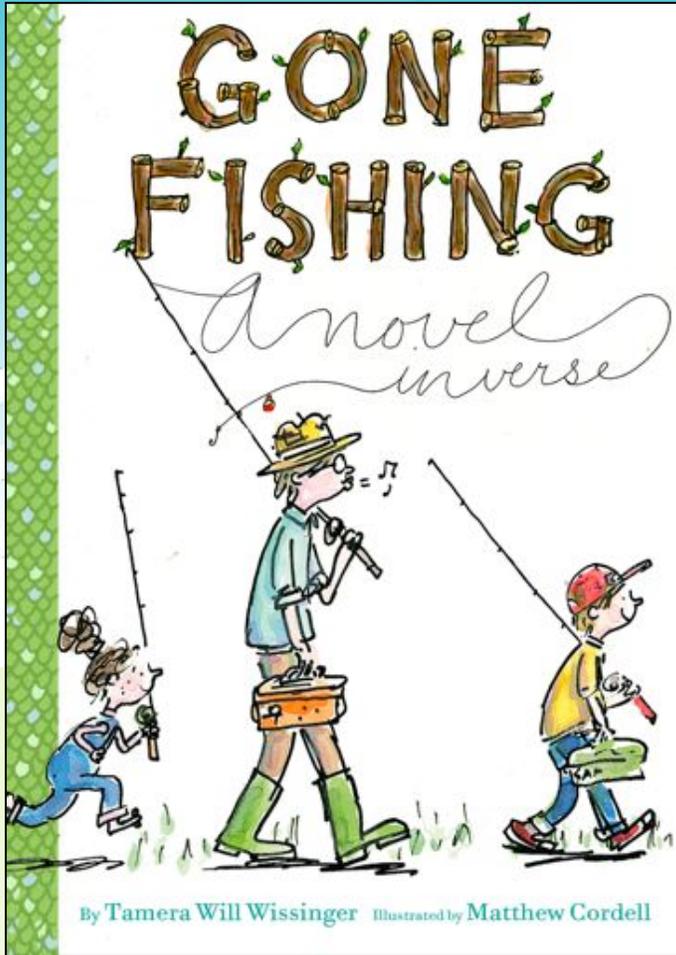


Teacher's Guide

Aligns with English Language Arts Common Core Standards



Gone Fishing: A Novel In Verse

By Tamera Will Wissinger
Illustrated by Matthew Cordell

Nine-year-old Sam loves fishing with his dad. So when his pesky little sister, Lucy, horns in on their fishing trip, he's none too pleased:

“Where’s my stringer?
Something’s wrong!

This princess doll does not belong!”

All ends well in this winsome book of poems – each labeled with its proper poetic form. Together the poems build a dawn-to-dusk story of a father-son bond, of sibling harmony lost and found – and most of all, of delicious anticipation. Charming line drawings animate the poetry with humor and drama, and the extensive Poet’s Tackle Box at the end makes this the perfect primer to hook aspiring poets of all ages.

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Books for Young Readers



Questions To Examine Before Reading *Gone Fishing*

- By looking at the illustrations by Matthew Cordell on the cover of *Gone Fishing*, what do you think this story will be about? How can you tell?
- What can you tell about the characters’ moods from the illustrations on the cover? How do you know these things?
- What potential conflicts can happen when someone goes fishing?
- What information do you know about going fishing?
- What questions do you have before reading based on the illustration and title?

This Teacher’s Guide aligns with Common Core State Standards for English Language Arts-Literacy RL sections: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9, 4.10, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10

Questions To Examine While Reading *Gone Fishing*

- Why do you think Sam is so upset that Lucy is coming on the fishing trip?
- What are possible reasons for Lucy wanting to go on the fishing trip with Sam and her dad?
- At the start of the book, Sam expects many things out of his day of fishing. List some of these.
- The reader sees only Lucy's side of the conversation in the poem "Fishing for Pretend." We know Sam is responding, but we can't see his side of the conversation. Rewrite the scene as if it were dialogue with his words so we can see a two-way exchange between Sam and Lucy.
- In "A Fishy Spell," how does Sam feel about his sister taking his fishing gear? Find specific words and lines that help to show his view.
- The poem "Up And At 'Em" is a Dramatic Poem for Three. Describe how the three unique points of view build on each other to tell a specific story.
- Compare the two poems "Gone Fishing" and "Up and At 'Em." What is Sam's mood in the first poem? Find specific words and phrases to show this. How does his mood change in the second poem? Find words and phrases to support this. Explain why his mood changes.
- Look at the two sides of Sam and Lucy's dialogue in the poem "I See Something." What does it appear is most interesting to Sam? Explain how you know this. What do you think is most important to Lucy? Explain how you know this.
- In the poem, "Catching Fish is Such a Blast," how are Lucy's views about catching fish different from Sam's views?
- The poem "Fishing Score" talks about the fish that Lucy has caught (and the ones that Sam has not caught.) Explain what is ironic about Lucy catching eight fish and Sam not catching any.
- In the poem "Fishing Flop," discuss how Sam's mood shifts from the start of the poem to the end of the poem.
- In the poem "Gulp," why does Sam start to feel guilty? In this poem, Sam begins to wonder whether he was wrong in not wanting Lucy to come on the fishing trip with him. What different things happen to make him feel this way?
- In the poem, "Amends," why do you think Sam's "heart hip-hops" when Lucy calls him "hero?" Why is the poem called "Amends?" What does the word mean? How can it relate to Sam?
- In Sam's poem "Hooked," what do you think has him hooked? Why?
- How does Sam's view of Lucy change in the poem "Fish Tales?" Show examples from the poem to demonstrate the way his thinking has changed.

Teachers interested in using *Gone Fishing* to instruct a 3rd, 4th, or 5th grade poetry unit may be interested in the ***Gone Fishing* Mentor Text Lesson Plan** developed by Elementary School Teacher and Poet Marcie Flinchum Atkins. A link to the poetry lesson plan can be found at tamerawillwissinger.com/for-readers-writers/

Questions To Examine After Reading *Gone Fishing*

- *Gone Fishing* is a father and son fishing adventure and sibling rivalry. Give examples from the text that show how you know both of these things.
- *Gone Fishing* is a novel in verse. Explain what this term means. How is this story similar to a traditional novel? How does the story differ from a traditional novel? Describe how the story builds from one section to the next.
- We read books for enjoyment, but sometimes we discover that books can teach us things. What has *Gone Fishing* taught you? Describe in detail.
- How does this book examine the idea of luck, both good and bad? Discuss ways each work in the book.
- What is the author's message about family? Explain your view using specific examples from the book.
- Sam, Lucy, and his Dad narrate the book. Why do you think the author chose have multiple narrators?
- Find three examples of cause and effect in the story. Describe each in detail.
- Explain how Matthew Cordell's illustrations contribute to what is conveyed in Tamera Will Wissinger's *Gone Fishing* to create mood and emphasize aspects of characters and setting in the book.
- How is setting important to this book? Analyze the settings and give specific examples of how they contribute to the overall theme/message of the novel.
- Compare and contrast Sam and Lucy. How are they different? How are they alike?
- Sam and Lucy are very different from each other in the way they approach fishing. Describe each person's views of fishing and what each of them feels should be done while fishing. Both techniques were successful and they each caught fish, so in your opinion, which person's view do you like the most? Why?
- Sam's sister, Lucy, ends up coming on the fishing trip that Sam thought he was going on alone with his dad. Describe a time when someone else was included in something you wanted to do alone. What was the end result? Did you end up okay with having that person along? Or did you still wish you had done it alone? Explain.
- Distinguish how your view of Lucy is different from Sam's view and her Dad's view of her.
- Examine the character of Sam. How does he change throughout the course of the book? Trace his progression from the start to the end and use specific examples to show his transformation.
- What did Sam think would happen when bringing his sister along on the fishing trip? How did she change those expectations?

Rachele Alpine, National Board Certified English Teacher and Author of *Canary* (Medallion Press, 8/13), wrote the questions in this guide. Tamera Will Wissinger designed the guide.