

Teacher's Guide

Lesson Ideas for Your Classroom

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HOW TO USE THIS GUIDE

Dipnetting with Dad is an incredible book. These lesson plans split the book into two parts to accommodate its length. Each part ends with activities to check for understanding. Of course, there are many additional ways this book can be used as a teaching guide. For example, the illustrator included species of animals which are actually found in the area — you will find these amazing, vibrant images offer much to further explore. Another idea is to have students close their eyes while the teacher describes a roaring river scene to visualize prior to reading. Ultimately, it is a fantastic representation of a time-honoured tradition that takes place right in our own backyard. Perhaps you, someone you know, or even your students have gone dipnetting and can share a personal story.

We sincerely hope you and your students enjoy getting to know this book!

BC Curriculum:

PLOs for English Language Arts & Social Studies

Prescribed Learning Outcomes supported by this resource:

English Language Arts – Reading & Viewing

Grades 2, 3, 4 & 5

- B1 demonstrate comprehension of grade-appropriate literary texts
- B5 use strategies before reading and viewing (accessing prior knowledge to make connections, making predictions)
- B6 use strategies during reading to construct and confirm meaning (predicting, making connections, figuring out unknown words)
- B7 use strategies after reading to confirm and extend meaning (writing a response)
- B8 respond to selections they read or view, by making text-to-self, text-to-text, and text-to-world connections

Social Studies

Grade 3

- B3 identify cultural similarities and differences

Grade 4

- B1 distinguish characteristics of various Aboriginal cultures in BC
- D2 describe technologies used by Aboriginal people in BC
- E3 describe Aboriginal peoples' relationship with the land and natural resources

Grade 5

- E2 describe the location of natural resources within BC, including fish and marine resources
- E3 explain why sustainability is important

Part One pages 1-28

BEFORE READING

Access students' prior knowledge. Below are two ideas for class discussion:

a) Teacher asks students if they or someone they know have ever gone fishing. Teacher asks a variety of guiding questions, such as:

- What do you wear to go fishing? (i.e. life vest, waders)
- Where do you go? (i.e. shore, lake, river, ocean)
- What equipment do you need? (i.e. boat, life vest, rods, line, bait)
- What seasons can you go fishing? (i.e. summertime, winter ice fishing)

b) Teacher asks students if they or someone they know have gone on a day trip (or overnight trip). This includes hiking, camping, fishing, etc. Teacher asks a variety of guiding questions, such as:

- What do you need to bring in order to be comfortable on your trip?
(i.e. pillow for the car ride, drinks/water, a cooler with enough food, proper clothing for the weather)
- What might happen if you do not plan ahead for your trip?
(i.e. we might get cold, hungry, thirsty)

DURING READING

Pause a few times throughout reading to allow students to make connections to the story and/or characters, and to clarify new vocabulary words (there is a glossary at the end of the book).

*Part One concludes at [page 28](#) – The boy is carrying a big sack of fish up the goat trail, and Dad buckles him into the car. “I slept all the way home.”

AFTER READING

Review the story so far with students.

What has happened? Which characters have we met so far?

Primary grades: [Worksheet A1](#) (three versions)

Have students draw and/or write about their favourite scene so far.

Encourage them to include details where appropriate.

Intermediate grades: [Worksheet B1](#)

See worksheet for instructions.

Part Two pages 1-28

BEFORE READING

Review Part One with students. Go over last day's worksheet if desired.

- Which characters have we met so far?
- Who might we meet in the next part of the story?
- The men are on their way home. Who might be waiting for them?
- What might happen when they arrive home with all that salmon?
- What jobs might they all have to do now?

DURING READING

Again, pause periodically during reading to allow students to make connections to characters and story, and to clarify new vocabulary words (see glossary).

AFTER READING

Review the story with students. Ask guiding questions to deepen understanding.

- What was your favourite part, and why? What connections did you make?
- What kinds of traditions do you have in your family?
- What activities or skills have been passed down to you by family members? (i.e. baking, cooking, singing special songs, playing instruments, playing a game)

Primary grades: Worksheet A2

Have students choose one vocabulary term by circling it.

Students will represent it by drawing it as it appears in the story.

There is space for students to write a few words or complete sentences.

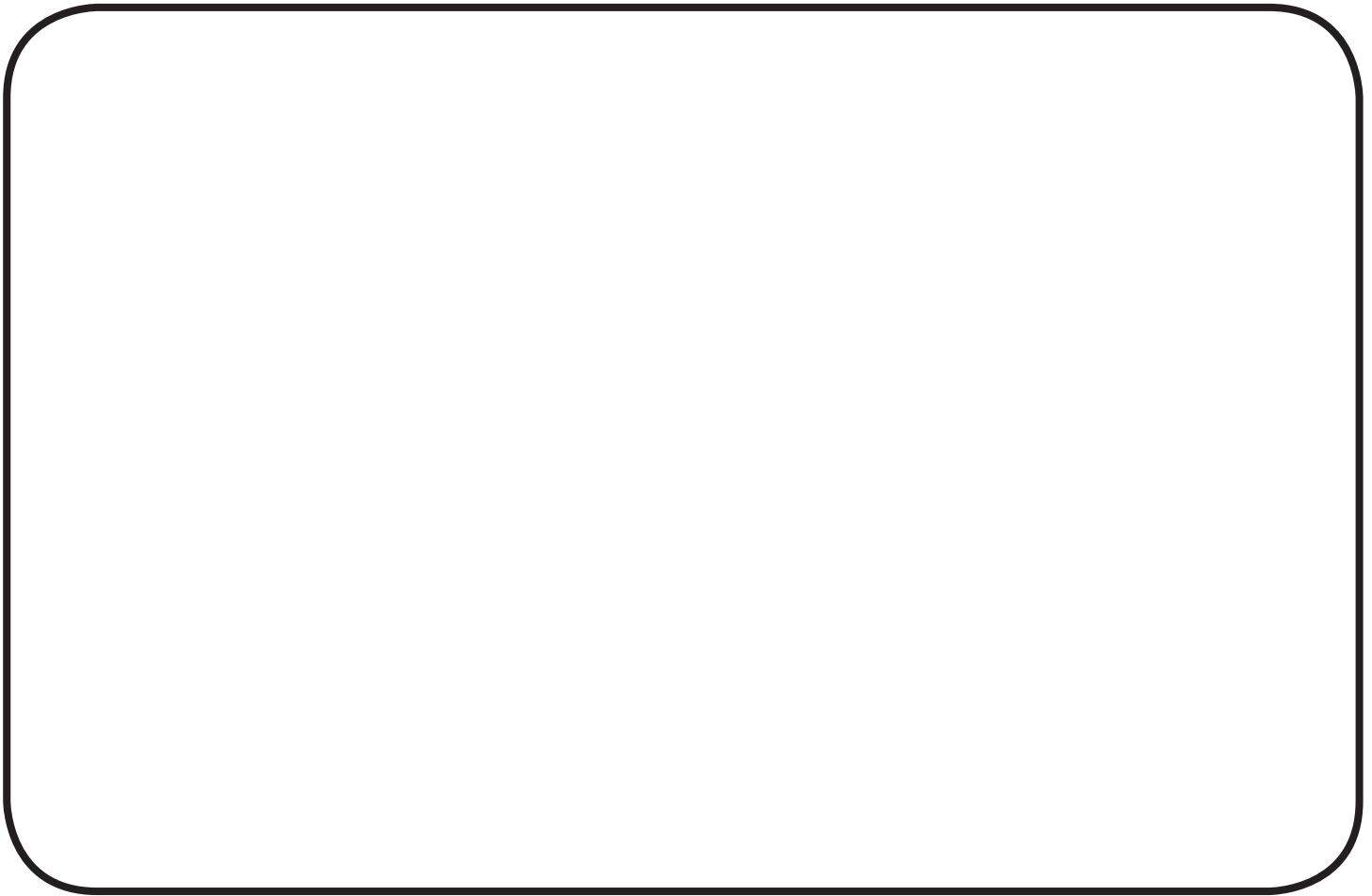
Intermediate grades: Worksheet B2

See worksheet for instructions.

Bonus: Use Worksheet A1 to have students draw and/or write about a family tradition they have, or about a skill passed on to them by someone older.

Name: _____ Date: _____

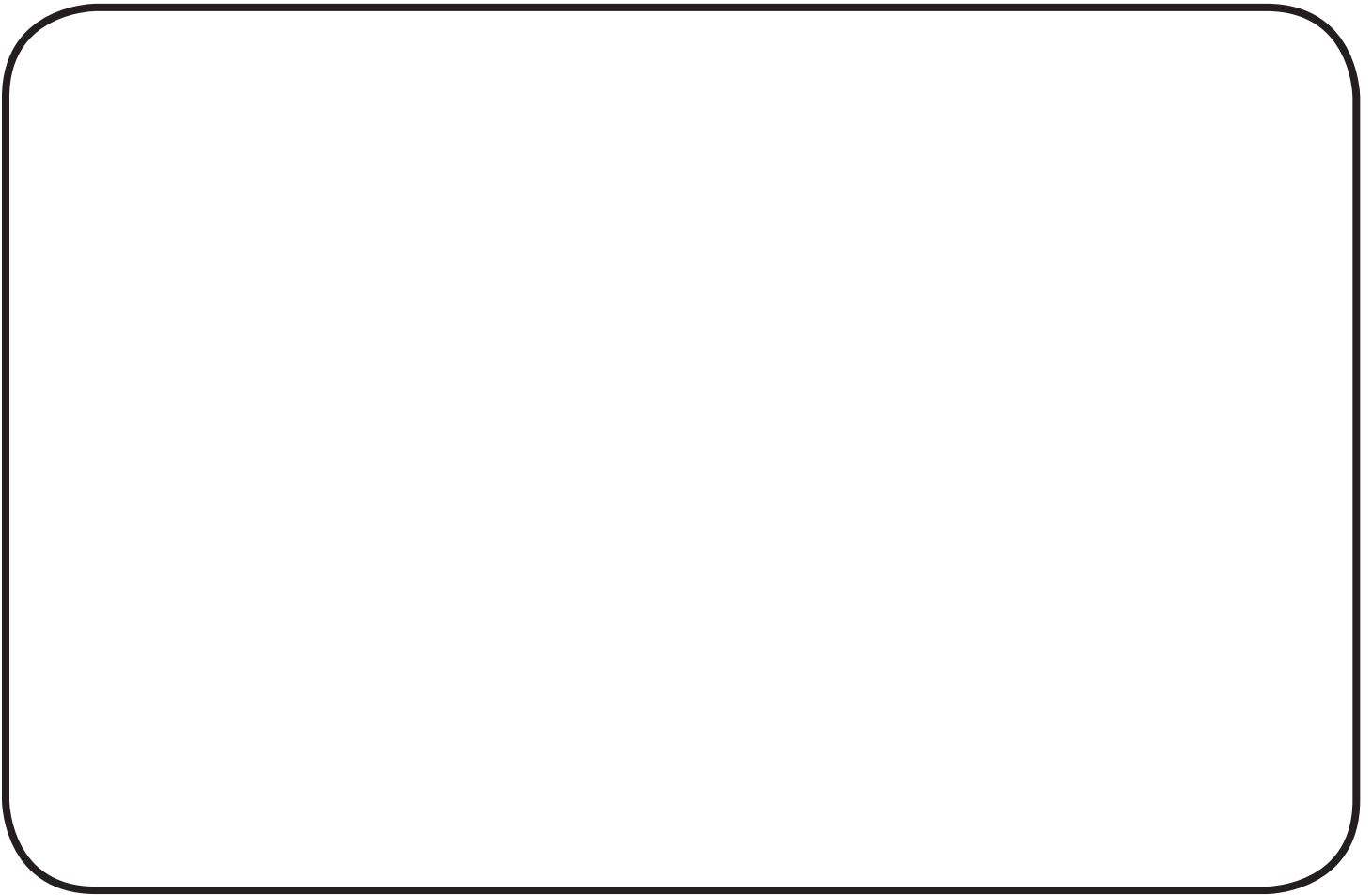
Dipnetting with Dad



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____ Date: _____

Dipnetting with Dad



Name: _____ Date: _____

Dipnetting with Dad



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____ Date: _____

Dipnetting with Dad



sockeye salmon

drying fish

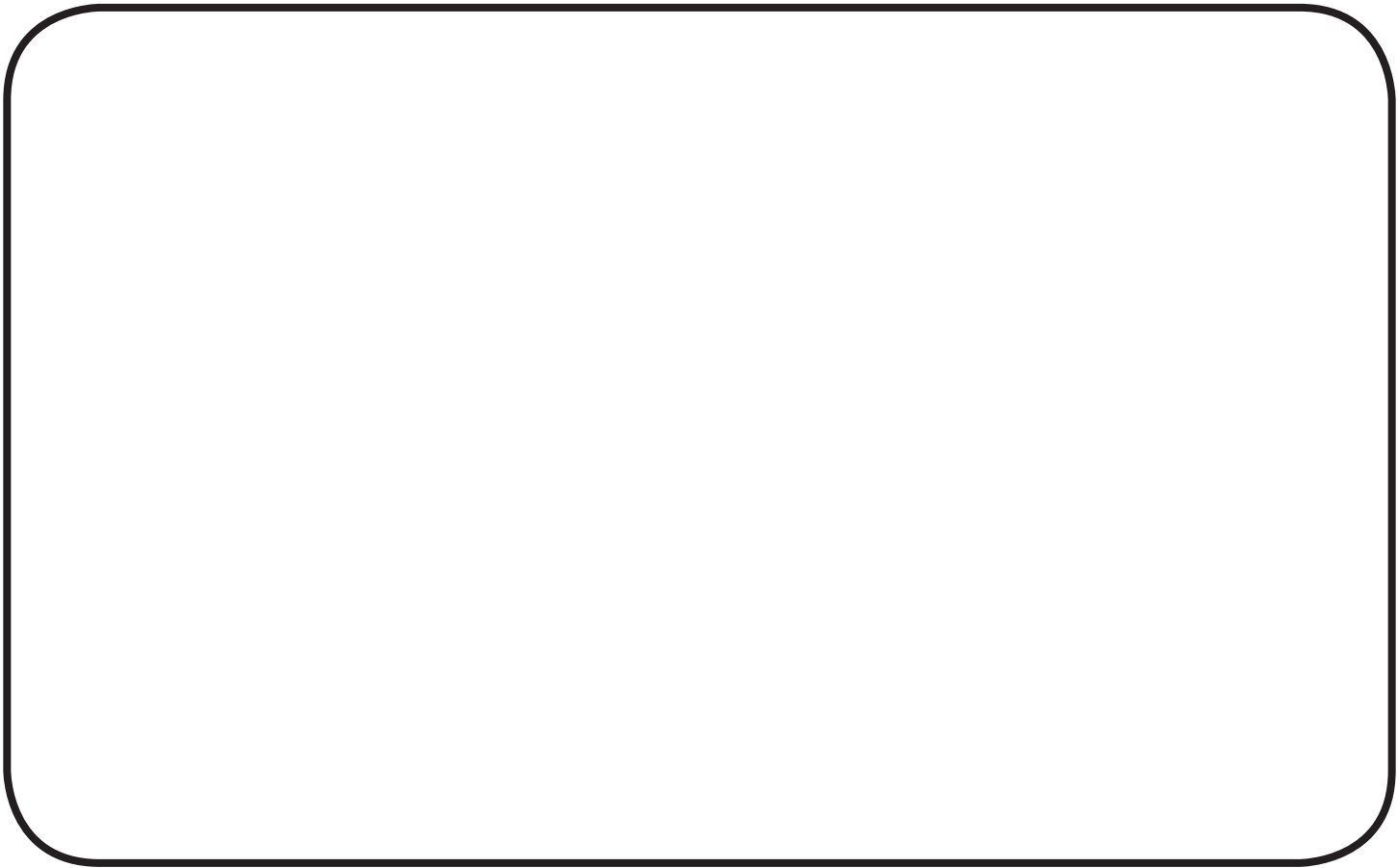
dipnetting

river

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____ Date: _____

Dipnetting with Dad



sockeye salmon

drying fish

dipnetting

river

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

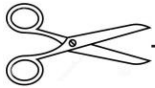
Name: _____ Date: _____

Dipnetting with Dad

First, carefully cut out each sentence strip below.

Next, arrange them in the correct order in the boxes above.

Finally, when they are in order, glue each strip into place.



The boy catches his first ever river sockeye salmon!

Grandpa, Dad and the boy go to Grandpa's for a traditional sweat in his specially built lodge.

Dad ties the boy to a hook bolted into the rock wall.

Dad raises his hand to stop fishing,
and reminds the boy he has to carry his share.

Dad and the boy carefully check their
fishing net and patch any holes they find.

Dipnetting with Dad

B1 ANSWER KEY

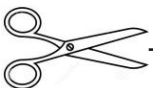
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Name: _____ Date: _____

Dipnetting with Dad

Answer the following questions using complete sentences.

5

- 1) At the bottom of the windy goat trail next to the river, Dad makes sure the boy stays safe before they start fishing. What does Dad do? Why? (2 marks)

- 2) On the way to the river, Grandpa told stories to pass the time. Why is it so important to show respect when near the river? (1 mark)

- 3) There is a certain way to keep the fire going in order to properly dry the fish. Explain what the fire should look like and why this is important. (2 marks)

Dipnetting with Dad

B2 ANSWER KEY

- 1) At the bottom of the windy goat trail next to the river, Dad makes sure the boy stays safe before they start fishing. What does Dad do? Why? (2 marks)

Dad ties a rope around the boy and secures the end by tying it in a double knot to the metal hook in the rock wall. Dad does this so the boy does not fall into the river while he is fishing.

- 2) On the way to the river, Grandpa told stories to pass the time. Why is it so important to show respect when near the river? (1 mark)

Grandpa says that “the river is no place to play around. It is fast and strong, and it doesn’t forgive.” The river can be a dangerous place, so it is important to stay safe.

- 3) There is a certain way to keep the fire going in order to properly dry the fish. Explain what the fire should look like and why this is important. (2 marks)

The fire should be smokey without any flames. This is important to prevent the fish from burning.
