



Reading Roundup



Fishing in the Air

Written by Sharon Creech
Illustrated by Chris Raschka

Reading Roundup
Partners



Introduction

Gather the students around you so that they are able to see the illustrations of the book. Most classrooms will have an area rug defining this space. Introduce yourself and tell the students that you are excited to share *Fishing in the Air*, written by Sharon Creech and illustrated by Chris Raschka.

Before Reading

“Early in the morning, when the sky was still blue-black,” a father and son set off on a simple fishing trip. However, the trip is more about catching memories than catching fish. The father remembers his childhood and fishing trips with his own father. The son helps his father understand the continuing relationships from one generation to another.

During Reading

- Begin reading the book by starting on the title page. Hold the book so that students are able to see the illustrations. Give plenty of time for students to “read” and think about the pictures. Continue to read through **page 16**.

- **Page 16 – P** – *“I caught the air, I caught the breeze, and I took them home with me.” These words are repeated over and over again throughout this story. I wonder what the father means as he repeats these words to his son.* (Accept all responses. As the story unfolds, children may begin to understand better the figurative language of these words.)

- **Page 21 – T/T** – *The father closes his eyes and he describes his childhood home. Turn and talk to your partner about how closing his eyes helps him tell his son about his past.* (Closing his eyes helps the father remember and visualize his childhood home.) *“I caught a bubble of breeze.” The father caught a bubble of breeze as he remembers his childhood. There are these words again. The father catches just a bubble of breeze. I’m still wondering what these words mean.*

- **Page 29 – T/T** – *The father continues to share fond memories of his childhood relationship with his father. He asks his son, “Where is that father and that boy?” The son reeled in his fishing line and said, “Right here.” Let’s think about what the son might be saying. Turn and talk to your partner about what the son is saying to his father.* (The father/son relationship is continuing from one generation to another. The son and father are creating their own memories, just as the generation before.)

- **Page 31 – T/T** – *“At the end of the day...We caught the air! We caught the breeze!” These are the words repeated again and again. Now that the story is closing, turn and talk to your partner about how your ideas about the meaning of these words have changed?* (It’s not as important to know the answer as it is to have a supportable idea. Consider sharing your own thoughts by saying something like, “I’m not sure what these words mean, but I’m thinking the air and breeze are memories. You might want to think about that and decide if this makes sense to you.”)

After Reading

Fishing in the Air is a book that makes me think about many things. I think about relationships from the past, relationships I have now, and relationships I will have in the future. I invite you to cast your line, catch some air and breeze, and take them home. Think about good memories, hold on, and never let them go.

Remember, it’s important to make good memories with people we love and trust. That’s how we pass relationships from one generation to another.

Vocabulary

generation – people who are living at the same time – used for discussion

cast – threw, pp. 16, 27

reeled – wind up, pp. 22, 27, 29

bobber – object that bounces on top of the water, pp. 17, 26

