

# A Bad Day Fishing – Read Aloud Lesson Plan

written by Paige Hulseley with illustrations by Daniel Wlodarski

## Book summary:

The adventurous tale of Jack and Bud, a young boy and his pup. The pair sets off for a day of fishing and encounters mishaps and muddy mayhem along the way. It's enough to make anyone want to give up, but not Jack – and not when there are fish to be caught!



Purchase your copy here: <https://www.paigehulseley.com/books> also available on Amazon

---

## Lesson plan



## Lesson overview:

This lesson is discussion-based with teacher guidance. The goal is to model comprehension skills with students and to promote collaboration with peers. The teacher will “STOP!” and discuss periodically throughout the text by asking students a variety of questions. The questions are aligned with specific pages from the book and will prompt students to dig deeper into the text.

Reading skills incorporated in the lesson:

- Identifying character traits
- Identifying the setting
- Author’s message
- Problem/solution
- Making predictions
- Identifying again and again patterns

Notes:

- Students will need to be paired up with a buddy during this read-aloud. I would do this ahead of time so students know who to “turn and talk to” when asked. After students share with a partner, I typically call on a few students to share with the group.
- Sticky note the pages beforehand so you don’t forget to stop!
- The “stops” are noted by page numbers so you know when to stop and ask the questions.
- For this lesson, Page #1 will start on the page that begins with.. “Jack woke with...”

Asking questions helps engage students throughout the text and helps them practice essential comprehension skills. The teacher's guidance and modeling encourage students to share their thinking about the text.



Page 1

Discussion Comments and Questions:  
What do you notice about the illustrations?  
Call on a few students, responses will vary

Do you see anything in Jack's room that you have in your own room? What is your favorite item in your room?  
Have students turn and talk to share their answers.



Page 4

Discussion Comments and Questions:  
The book explains that Jack's first stop is to dig up some worms. Why would Jack need worms to go fishing?

Have you ever gone fishing before? What else might you need fishing?  
Ask students to turn and share their answers with a partner.



Page 6

Discussion Comments and Questions:  
Oh no, Jack sees dark clouds rolling in. What does this usually tell us?  
Answers will vary

Why does rain mean trouble for Jack?  
Answers will vary



Pages  
9 & 10

Discussion Comments and Questions:  
There are no words on these pages, however there is still a lot we can discuss! First, let's pause and think about what we see.

I notice this Cardinal bird has appeared on every page (turn through previous pages to show students where the Cardinal is). Let's keep our eyes on this as we keep reading.

I am also noticing Jack's face. How do you think he is feeling?  
Answers will vary, but follow up by asking students why they think Jack feels this way. For example, "You said Jack looks sad. Why do you think he would be sad in this moment?"

Lastly, let's look at Bud. How do you think he is feeling?  
Students will notice Bud is actually happy for treats!



Page 11

Discussion Comments and Questions:

Character traits are a combination of different qualities that make a character, such as feelings, thoughts, personality, and the choices the character makes. These traits make them who they are.

On this page, what is a character trait you can use to describe Jack?

Guide students for character traits such as determined, showing perseverance, excited, having a growth mindset, dedicated, etc.



Page 15

Discussion Comments and Questions:

\*Ask students to share predictions before showing them illustrations

Share your prediction with a partner. What will Jack do now that his pole has broken?

Answers will vary



Pages  
17 & 18

Discussion Comments and Questions:

Often in stories, authors will repeat certain phrases or actions to catch the reader's attention. If you notice this when reading, you should stop and ask yourself why this might be happening. In this book, something keeps happening again and again to Jack. Please raise your hand and share if you have an idea of what that is.

Answers will vary, but the goal is for students to recognize that Jack keeps ALMOST catching a fish. Also that Jack isn't giving up.



Page 23

Discussion Comments and Questions:

In many stories, authors will try to teach readers a lesson. This is called the author's message. What do you think the author's message is in this story? Turn and share with a partner.

Answers will vary, but growth mindset and perseverance are good examples



Page 25

Discussion Comments and Questions:

The story ends with Jack back at his house and excited about his big fish. Is the main setting Jack's house? If not, where do you think the main setting is?

\*Younger students may need more guidance on what the setting is

Jack had a clear problem in this book. What was it? How was it solved?

Turn and share with a partner first