

EDUCATOR'S  
RESOURCE



# Fishing with Grandma

by Susan Avingaq and Maren Vsetula  
Illustrated by Charlene Chua

# Fishing with Grandma

## About the Book

Adventure begins when Grandma takes her two grandchildren out for a trip to the lake. After showing the kids how to prepare for a fishing trip, Grandma and the kids enjoy a day of jigging in the ice for fish. Grandma shows them every step they need to know to complete a successful fishing trip, from what clothes to wear, to how to drill and clear holes in the ice, to how to make a traditional Inuit jigging rod. By the end of the day, the kids have a yummy meal of Arctic char, and they have also learned everything they need to know to go out on the lake on their own.

## About the Authors

Susan Avingaq was born on the land and moved to the community of Igloolik, Nunavut, in the mid-1970s. She loves to go camping and fishing whenever she can, and often brings new people along to teach them these land skills. She enjoys sewing and teaching younger people important cultural practices. She is an extremely resourceful person and thinks that this is an important quality to pass on to the younger generation. She has many grandchildren, with whom she likes to share her stories.

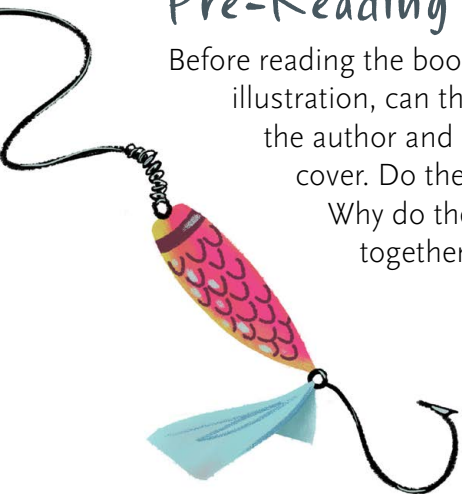
Maren Vsetula is a teacher and educational writer for Inhabit Media. She loves to spend as much time on the land as she can, hiking, fishing, paddling, and dogsledding. She has lived and worked in Nunavut for over a decade.

## About the Illustrator

Charlene Chua worked as a web designer, senior graphic designer, web producer, and interactive project manager before she decided to pursue illustration as a career. Her work has appeared in *American Illustration*, *Spectrum*, and SILA's *Illustration West*, as well as several art books. She illustrated the children's picture books *Julie Black Belt: The Kung Fu Chronicles* and *Julie Black Belt: The Belt of Fire*. She lives in Hamilton, Ontario, with her husband and two cats.

## Pre-Reading Discussion Questions

Before reading the book out loud, hold it up and show the cover to the class. From this cover illustration, can they guess what time of year this story takes place? How? Point out the author and illustrator names and ask if anyone knows why those names are on the cover. Do they know what an illustrator does? Do they know what an author does? Why do they think this book has two authors? How might two people work together to write a story?





## During and Post-Reading Discussion Questions

The following questions and discussion points can be used during and after reading *Fishing with Grandma*. Provide students with the chance to voice their own opinions, share their experiences, ask questions, or point out anything else they may notice about the book.

- Have you ever been fishing? Has a grandparent taken you fishing? How was it the same, or different, than the fishing adventure in this book? What kind of equipment does your family need for fishing? Have you caught any fish?
- In one of the pictures, the boy is holding a big fish. Have you or someone in your family ever caught a fish that large? What kind of fish was it? Can you guess what types of fish this family might catch? Have you ever eaten Arctic char? Do you like it?
- Who are the main characters of the story? Even though the boy is the one telling the story, we never find out his name. What do you think it might be? Does the family in this book look anything like your family? What does your grandma look like?
- Not all grandmas like to go fishing. What other things do grandmas like to do? What are some activities you like to do with your grandma, grandpa, or other favourite adults? Who is your favourite adult to do fun things with? Why?
- Does your grandma sew, like the grandma in the story? Do other people in your family sew? Do you? What types of things have you, or your family, made by sewing?
- Do you know any string games? Which ones? What might be some other good games to play when visiting your grandma's house?
- Which picture was your favourite in the book? Why did you like it? Do you think the illustrator did a good job helping to tell the story of the fishing trip?
- What are some of the things the family sees as they ride to the lake? Have you ridden on an ATV? If not, would you like to? Would you like to be the driver? Does your grandma know how to drive an ATV?
- Grandma explains "how to test the ice to make sure it was safe to walk on." Do you remember how she tests the ice? Would you feel safe fishing out on the ice? What clothes would you bring to stay warm if you went ice fishing?
- The boy in the story says, "I was pretty sure my *anaanatsiaq* knew everything!" Do you think your grandma knows everything? What are some things you can learn from your elders?
- While the kids are jigging, "The ice was alive with wonderful sounds." Can you remember what some of the wonderful sounds were?
- The outing is successful, and they catch many more fish than the family can eat. What do they do with the extra fish? Do you think it's important to think of others and to share your food? Does your family and community think this is important? What are some ways you can share with your elders and other people in your community?
- At the end of the story, Grandma says, "It is important to learn traditional skills and to know how to be prepared. Knowing what to bring, where to go, and what to do will help you to always have successful trips." What are some things that you know how to do and that you are prepared for? Who helped you learn those things?
- What do you think their next adventure with Grandma might be? Will it be an outdoor adventure or an indoor one? What are some things you like to do outdoors? Indoors? Which do you like better?

# Extension Activities

## Language Arts

- Write a story (with drawings, if you'd like) about an adventure or activity you've had with your grandmother or other elder relative or friend.
- Write a story from the point of view of the fish! (Examples: How silly the humans look, lying on the ice. Which colour lure is the hardest to resist? Is it cold under the ice?)
- It might be fun to write a story with a friend, the way the two authors of this story did. Try this! The story can be about anything you want.

## Art

- Draw a picture with all your family members in it. Then label each person and hang all these family pictures on your classroom wall. Or the teacher can collect all the pictures and make a class photo album with them.
- Make a poster showing all the Inuktitut terms in the story using drawings and labels: *alianait*, *anaanatsiaq*, *atii*, *inuksuit*, *tuuq*.

