

Curriculum Visions

**Reading
Comprehension**

Writing

Story

for

- **river**
- **food chains**
- **environment**



Caught one!



“Caught one,” shouted Alex, as his line went taut and he started to reel it in. Alex was standing on the outside bend of a small river, where the water was deepest, and there was a pool of water immediately below his feet.

He thought he had won the race to beat his brother and dad, but just then Fred also shouted out “got one!” from the other bank. Fred had chosen a place on the inside bank where he could wade a bit towards the middle of the water because the inside bend was shallow.

They were about to call it quits when dad shouted out from the distance “I’ve got one, too!”. Dad was right in the middle of the river with his waders on, and he wasn’t even dropping a line in the water. Instead, he was just flicking it across the surface.

Each of them collected their catches in keep nets and gathered together to see what they had. Each one of the fish was different! Alex has been fishing with a maggot, Fred had been fishing with a piece of bread, and dad, well dad had been fishing with what he called a fly, but was really just some whisps of coloured string and a flat piece of metal.

In the end they called it quits, which, of course, was the best possible outcome. Then they each took the hooks from the mouths of the fish and let them swim back into the river. And that, of course, was the best possible outcome for the fish, too.

Caught one!

Teacher objectives and outcomes

This story is written to be used with a number of teaching units such as:

- environment
- conservation
- habitats
- food chains
- Personal relationships
- welfare and protection of wildlife
- river systems and processes

Students should be aware that meandering rivers have different materials on the inside and outside of the bends, and that they also have different depths of water. This, in turn, means they are different habitats, and so different species of fish will be found at each location. Some fish (for example trout) also feed on insects flying just above the water, so students should not look entirely within the water for the food chain. The food chain is in 'Science at School 4B Habitats', or use the search for habitats.

Use 'The River Book' to see an example of a meandering river, and how it can be conserved.

Outcome: students will understand that a river is a complex place which can be home to a variety of species. They will also understand about being kind to wildlife when they do not need them as food. By implication, they will understand that if a river is dredged or straightened, the river will have fewer habitats and so fewer species. Dredging can be done in an environmentally friendly way if a little care is taken.

Caught one!

Comprehension questions

1. What was different between the depth of water on the inside bend and the outside bend of the river?
2. What were the three different kinds of bait used to catch the fish?
3. Why was releasing the fish the best possible outcome on this occasion?
4. What is meant by the word 'immediately' in this story?
5. What image do you get from using the word 'flicking'?
6. Why was a maggot used?

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Comprehension answers

1. What was different between the depth of water on the inside bend and the outside bend of the river?

(ans: it was deep below the outer bend – the river cliff.)

2. What were the three different kinds of bait used to catch the fish?

(ans: Maggot, bread, artificial fly.)

3. Why was releasing the fish the best possible outcome on this occasion?

(ans: as they didn't need to catch the fish for food, they released them carefully, and without harm. Everyone won, or tied, the race, and the fish got to go free.)

4. What is meant by the word 'immediately'?

(ans: this is where immediately is used to mean a place, rather than a time. Another word would be 'directly'.)

5. What image do you get from using the word 'flicking'?

(ans: using a sharp movement of the wrist. Emphasise that the word tells about the process of fishing. Discuss other words such as pulling, whipping, and dragging, to see if they are as appropriate.)

6. Why was a maggot used?

(ans: it is a natural part of the food chain, and so will attract carnivorous fish.)