Making Decisions
- Appendix J: Sample Resolutions
- Internet/computer access

Great Conservationists
- Pencil

Tackling Tackle
- Appendix K: Tackle Craft Instructions
- Appendix K: Tackle Craft Pictures
- Appendix K: Tackle Cue Cards
- Appendix K: Tackle Transparencies
- A wide sampling of tackle*
- Tackle craft supplies
- A clear tank with water
- Fishing line

Got Skills?
- Appendix L: Knot-testing Experiment
- Appendix L: Getting Rigged
- Rope for practice knots
- Eye bolts or shower curtain rings
- Hooks and fishing line*
- A sampling of tackle*
- Tires/hoops/Backyard Bass®*

Golden Rules
- Appendix M: A Key to Common Wisconsin Fish
- Appendix M: Fish images
- Appendix M: Fish Identification Cheat Sheet
- Scraps of paper
- DNR fishing regulations*
- Three boxes or bowls

Safety First
- PFDs
- Rods and reels*
- Paddles
- Other skit supplies

Reading the Water
- Appendix A: Wisconsin’s Game Fish
- Lake chart for a local lake
- Fish reference books* or Internet access

Fish Out of Water
- Tackle*
- PFDs
- Fishing licenses
- First Aid kit

Cooking, Cleaning, and Companions
- Fillet knives
- Spoons/fish scalers
- Plastic bags/newspaper
- DNR’s Choose Wisely guide*
- First Aid kit
- Recipe supplies

* Materials Notes
- Fish Wildcards available from the DNR.
- Fish of Wisconsin by Dave Bosanko is a pocket-sized, inexpensive field guide.
- The Website wiscfish.org is an excellent tool for identifying fish and learning morphology.
- Maps of the state can be ordered for a low price from the Wisconsin Geological and Natural History Survey.
- Current Fishing Regulations and the Choose Wisely guide can be found on the DNR Website or wherever fish licenses are sold.
- A limited selection of tackle is available for classroom use through the Tackle Loaner program. Go to the DNR Website at dnr.wi.gov/fish/kidsparents/loanerequipment for more information.
- Backyard Bass® can be purchased from ironwoodpacific.com or borrowed from many DNR tackle loaner sites: dnr.wi.gov/fish/kidsparents/loanerequipment.

If you have downloaded this booklet, please see the appendix that follows for additional materials.
### Environmental Education

<table>
<thead>
<tr>
<th>Students will</th>
<th>Hook, Line, &amp; Thinker: Science Guide</th>
<th>Hook, Line, &amp; Thinker: Field Guide</th>
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</thead>
<tbody>
<tr>
<td><strong>A.8.1</strong> Identify environmental issue questions that can be investigated using resources and equipment available</td>
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<tr>
<td><strong>A.8.3</strong> Use techniques such as modeling and simulating to organize information gathered in their investigations</td>
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<td><strong>A.8.4</strong> Use critical-thinking strategies to interpret and analyze gathered information</td>
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<td><strong>A.8.5</strong> Use the results of the investigation to develop answers, draw conclusions, and revise their personal understanding</td>
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<tr>
<td><strong>A.8.6</strong> Communicate the results of investigations by using a variety of media and logically defend their answers</td>
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<tr>
<td><strong>A.12.1</strong> Identify questions that require skilled investigation to solve current problems cited in literature, media, or observed through personal observations</td>
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<tr>
<td><strong>A.12.3</strong> Evaluate personal investigations and those of others, critiquing procedures, results, and sources of data and suggest improvements to the investigation</td>
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<tr>
<td><strong>A.12.4</strong> State and interpret results of their investigations to groups concerned with the issue</td>
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<tr>
<td><strong>A.12.5</strong> Communicate the results of their investigations to groups concerned with the issue</td>
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<tr>
<td><strong>B.8.1</strong> Describe the flow of energy in natural and a human-built ecosystem using the laws of thermodynamics</td>
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<tr>
<td><strong>B.8.2</strong> Explain how change is a natural process, citing examples of succession, evolution, and extinction</td>
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<tr>
<td><strong>B.8.4</strong> Map the levels of organization of matter</td>
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<tr>
<td><strong>B.8.5</strong> Give examples of human impact on various ecosystems</td>
<td>X X X X</td>
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