

PEACHTREE
TEACHER'S GUIDE

Fabulous Fishes

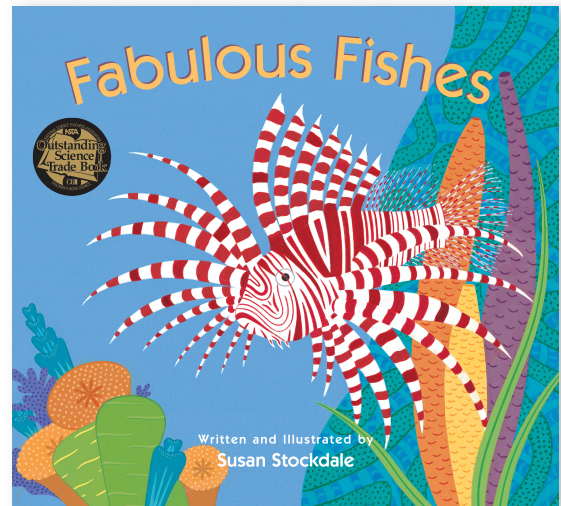
Written and illustrated by Susan Stockdale

HC: 978-1-56145-429-7

PB: 978-1-68263-099-0

BB: 978-1-56145-637-6

Ages 2–6 | Non-fiction
Lexile • F&P • GRL J; Gr 1



ABOUT THE BOOK

Fabulous Fishes presents a wide variety of fishes found in aquatic habitats around the world in rhyming text and colorful, bold art. Bright, clear illustrations reveal details about the different habitats and environments of each fish and encourage close examination of every page. The catchy rhythm and rhyme pulls the reader forward page by page to the story's end—a child observing fish underwater. Thumbnail illustrations and a specific fact about each fish in the book make up the final spread, along with a list of helpful books.

THEMES

Fish species | Aquatic habitats | Fish habits

BEFORE YOU READ

- Discuss what students already know about fish. Ask about experiences they've had with fish—owning fish as pets, going on fishing trips, or eating fish.
- Review the idea that fish are living organisms and discuss what characteristics living things have in common. See following list.

PROPERTIES OF LIVING ORGANISMS

- Their forms stay in balance (homeostasis).
- They are made of cells.
- They are able to reproduce.
- They are able to carry out life activities (metabolism).
- They inherit characteristics from parents.
- They respond to stimuli.
- They grow and develop.

- Identify the parts of a fish students already know and list the words. Ask students where they think fish live. Talk about whether all fish live in the same kinds of places.
- Introduce the word “environment.” Discuss the children’s environment, including not only where they live but also what they need to live.

AS YOU READ

Read the book aloud to the class and then reread it. On the second read, stop at each spread and have the students describe the fish. Call attention to each fish’s surroundings and use the illustrations to identify the fish’s habitat. Tell them the correct common name and ask why they think each fish is called by that name.

AFTER YOU READ

- Read and discuss the back matter to review the fish names. Pass out die-cut fish shapes and ask the children to write the name of their favorite fish on the front. Instruct them to write their name on the back. Hold the fish for a later activity.
- Ask again where the students think fish live. Talk about the different habitats.

BACKGROUND FOR THE TEACHER

- For an interdisciplinary unit on fish, set up the following bulletin board as an ocean habitat. Include a place for: shallow water along a beach; an island

with seaweed underwater; a coral reef; a river flowing to the ocean; land with trees; deep ocean—dark below and waves on top; and foamy waves near shore. Use the suggested activities to have the class complete the bulletin board during the unit.

- Check with your school librarian about collaborating on the interdisciplinary unit and ask for help pulling resources about fish for reference. Suggestions may include *About Crustaceans* (Cathryn Sill), *About Fish* (Sill), *About Mollusks* (Sill), *Please Don't Wake the Animals* (Mary Batten), and *What the Sea Saw* (Stephanie St. Pierre). Other resources are mentioned at the back of the book. The suggested activities may also be used individually as a follow-up after reading the book.

CLASSROOM ACTIVITIES

SCIENCE

- Review the fish in the book and discuss what all fish have in common:
 - Fish live in water.
 - Fish have a backbone. They are vertebrates.
 - Fish breathe using gills. They absorb oxygen through the gills.
- Review the properties of living organisms using language appropriate to the age group. See “Properties of Living Organisms” box on page 1 of this guide.
- Challenge the students to come up with a variety of categories in which to classify the fish. Categories may include color, habits, habitats, living alone or in groups, shape, or size. Some examples: fish with yellow on their bodies, fish that live in deep water, or fish we don't usually eat. Follow up with the worksheet “Parts of a Fish” (included at the end of this guide).
- Explain to the children that there are two main types of fish: marine fish that live in the oceans, which contain saltwater; and freshwater fish that live in lakes and rivers, which contain very little salt. Although ocean water covers almost $\frac{3}{4}$ of the earth and many creatures live in the ocean, we can't drink it. Let them discover why by pouring a tiny amount of saltwater for each child into a small paper cup and let them taste it on their tongues.
- Ask students to research more about fish life cycles.
- As a class, look up “bioluminescence” and “camouflage.” Use reference materials to identify

fish that use these adaptations and to find out why they use them.

- Have children find information about mollusks and crustaceans. They should compare and contrast them with fish from the story and discuss why they aren't classified as fish.
- In groups, research coral, sea anemone (not a plant but an animal—clownfish live among its tentacles), seaweed, kelp (brown algae), green algae, red algae, cattails, rushes, papyrus, hemlock, pines, elodea, duckweed, and mangrove forests. Ask groups to write a short report about the plants and then make pictures and cutouts of the plants and sea anemones to add to the mural.

MATH

Gather data to create a group pictograph using the die-cut paper fish shapes. If the fish were not prepared in advance, instruct each child to write the name of their favorite fish from the book on the cut-out fish shape. Bring all of the fish to a large table and construct a pictograph by grouping the named fish in columns. Count and record the numbers. Transfer the data to an individual pictograph or complete one as a class. Using yarn and paper clips, hang the pictograph from the ceiling in front of the mural. Note: Do this activity before assigning the individual fish or the results of voting might be skewed.

GEOGRAPHY

Examine the fish habitats from the book and create a class list. Examples might include ocean, river, pond, sandy bottom, tide zone, or mangrove forest. You could also add places like in seaweed, among corals, or in the surf. On a large class map of the world, identify the major oceans. Locate the native area for each fish and write its name on the world map in the appropriate region, or create small images of the fish and stick them to the world map. The back matter provides information about the regions.

SOCIAL STUDIES

- Write the word “tropical” on the board and locate the tropics on a world map. Ask students to identify the continents that include tropical areas and label the continents. Have students write the names of some of the fish in their proper location.
- Have students look up mangrove forests and mudflats and choose several areas on the map where they might be located, then label them.

ART

- Have the children create a large drawing of a fish. They can look at the fish featured in *Fabulous Fishes* for ideas or create one of their own. Instruct them to cut out the fish drawing and then trace and cut around it on a second sheet of paper. Have the children color or paint both sides of the fish. Put the two sides together and staple $\frac{3}{4}$ of the way around the edge of the fish. Then have the children stuff the fish with tissue or recycled shredded paper, and staple the remaining edges together to close the fish up. Punch a hole on top. Have the children put yarn or string through the hole to hang their fish.
- Paper plates may also be used to create hanging fishes. Cut a wedge out of the plate which will be the fish's tail; the hole will be the fish's mouth. Have the children color or paint the fish. Glue (or use tape or a stapler) the tail to the end of the fish. Have the children glue a googly eye on it (or glue on two googly eyes for a flounder) or simply draw eye(s).

LANGUAGE ARTS / MOVEMENT

- This activity will get the kids' "wiggles" out. Perform a Readers' Theater presentation of the book. (Readers' Theater can be found at the end of this guide.) All the children can say the rhymes in *Fabulous Fishes* together. As they speak the words, ask them to act out what each fish does or looks like. You can use these suggested movements for each fish or encourage the children to make up their own movements.
- Make a list of the fish and assign one to each student or pair of students. Tell them they will become the expert on this fish. Have the students research their particular fish and list two or three facts about it and its habitat. Include as many characteristics as appropriate for the grade level. Ask them to give an oral presentation to the class.

ABOUT THE AUTHOR

Susan Stockdale is an author and illustrator of children's picture books that celebrate nature with exuberance and charm. Her books have won numerous awards and her distinctive animal imagery is also featured on calendars, puzzles and other products sold worldwide. She lives with her husband and two striped cats in Maryland and speaks frequently at schools and conferences.

www.susanstockdale.com

REVIEWS

"An exciting way to prepare kids for a visit to the aquarium." —*Booklist*

"An excellent teaching tool and an appealing introduction to the wide world of fish."
—*Kirkus Reviews*

"Stockdale uses simple rhymes and clear, colorful acrylic artwork to introduce the fascinating underwater world of fishes." —*School Library Journal*

AWARDS

- The Original Art Exhibit—Society of Illustrators
- Outstanding Science Trade Books for Students K–12 —NSTA/CBC
- A Baker's Dozen —Pennsylvania Center for the Book
- Cybils (shortlist, non-fiction picture books) —Cybils
- Best Read Aloud Book Award (finalist) —ReadBoston

Teacher's Guide for
FABULOUS FISHES

prepared by Shirley Smith Duke and Kenya Kilpatrick

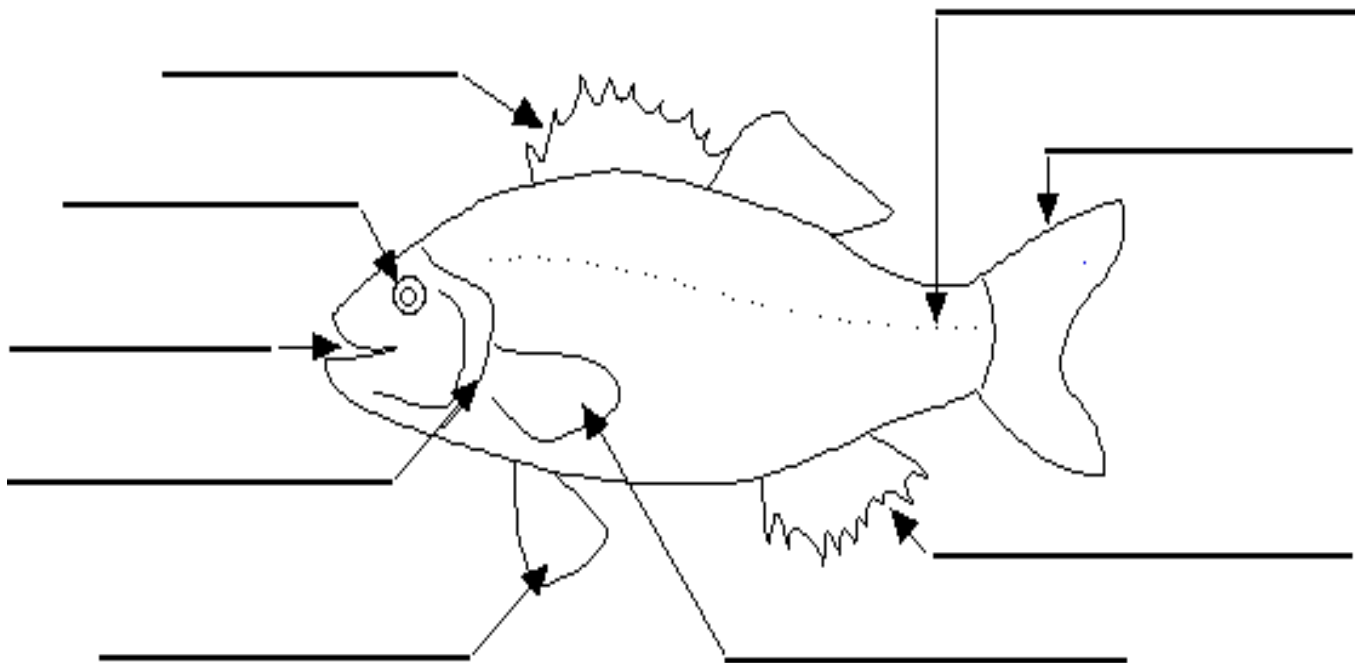
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updated 1/3/19

PARTS OF A FISH

Name: _____ Date: _____

Identify the parts of a fish. Label the diagram using the words in bold below. On the back of this sheet, answer the following question: Why is the caudal fin important and what does it do for the fish?



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anal fin – the fin on the lower side of the body near the tail

caudal fin – the tail fin

dorsal fin – the fin on the upper side of the body

eye – sight organs located on the head

lateral line – a series of sensory pores (small openings) that are located along the sides of the fish; the pores sense vibrations in the water

gills – fleshy organs that are used for breathing (located on the side of the head); another name for gills is operculum

mouth – the part of the body located near the front, which the fish uses to catch food

pectoral fin – each of the paired fins on either side of the body near the head

pelvic fin – each of the paired fins on the lower side of the body near the head

Courtesy of Enchanted Learning | <http://enchantedlearning.com/subjects/fish/label/labelfish.shtml>

FABULOUS FISHES READERS' THEATER

Round fish: Clasp hands, lift both arms upwards and open them to form a circle

Clownfish: Place hands together and move quickly back and forth to make a darting motion

Fish that like to hide: Put hands over face and crouch

Striped fish: "Paint" the sides of their body with their hands

Spiked fish: Fill their cheeks up with air

Fish that leap and glide: Jump forward

Sand fish: Hold index finger up and wiggle it

Land fish: Skip in a circle

Fish that flash their lights: Open and close hands quickly

Speckled fish: Touch fingers lightly to chest and shoulders

Spotted fish: Close hands into a fist and touch lightly to chest and shoulders

Fish with tails curled tight: Curl body into a ball

Shiny fish: Sway hands back and forth

Spiny fish: Open all fingers and jab in the air

Fish that hitch a ride: Pat back with hands

Flatfish: Lie down on the floor on their back

Catfish: Place palms on chin and splay fingers outward

Fish that ride the tide: Swim in place

Fish that swim in numbers: Stand up and swim with other children

Fish that swim alone: Swim by themselves

No matter what they look like, they call the water home: Bring hands together so that fingertips touch and make a peaked roof above their head