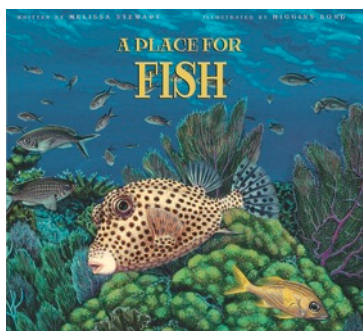


# TEACHER'S GUIDE



## A Place for Fish

Written by Melissa Stewart | Illustrated by Higgins Bond

HC: 978-1-56145-562-1

Ages 6–10 | Informational

AR • RC • Lexile • F&P • GRL P; Gr 3

### ABOUT THE BOOK

Sometimes people do things that make it hard for other creatures to survive. *A Place for Fish* clearly yet gently explains some of the ways human action and inaction can affect fish populations.

This book focuses on eleven North American fish species and shows each one in its natural habitat. Simple text describing each fish's struggle to survive is perfect for young children reading on their own. Sidebars with additional information extend the usefulness of the book to older children and to young children reading with a teacher or parent. Sections at the beginning and end of the book include information about how fish swim, the role of fish in food chains, and simple things readers can do to help protect fish and their habitats. The endpapers feature range maps for all the fish species discussed in the book.

*A Place for Fish* introduces readers to a wide range of environmental issues, and its concrete examples of cause and effect show children how the choices we make can have far-reaching consequences for fish and other creatures that share our world.

### SKILLS REINFORCED

- Compare and contrast
- Cause and effect
- Sorting and sequencing
- Size and scale

### THEMES

- Fish
- Habitats
- Animal adaptations
- Food chains
- Predators and prey
- Camouflage
- Interdependence of living things
- Plant and animal diversity
- Endangered species
- Human impact on the environment

### TEACHING SUGGESTION

The two levels of text in this book make it ideal for Reading Buddy programs, which are now popular at many schools. For more information, please see:

[www.melissastewart.com/pdf/scirdbuddies.pdf](http://www.melissastewart.com/pdf/scirdbuddies.pdf)

CCSS ELA RIT #1 & 2, NGSS PE K-ESS3-3

### MEETING THE STANDARDS

The activities in this guide directly address a variety of standards across the curriculum. Following each activity, you'll find an abbreviation for the standard(s) it supports. For a complete list of the Common Core Math and English Language Arts Standards and Next Generation Science Standards addressed, please see page 6.

**BEFORE YOU READ****Grades K–2**

- After looking at the cover of the book and reading the title, ask students what they think *A Place for Fish* will be about. Write their responses on chart paper. **CCSS ELA RIT #2**
- Provide a list of vocabulary words and discuss their meanings. **CCSS ELA RIT #4**
- Look at the range maps on the endpapers and work with students to identify fish that live in your area.

**Grades 3–5**

- Ask students to predict the main idea of *A Place for Fish*. Write their responses on chart paper. **CCSS ELA RIT #1 & 2**
- Have the students discuss the following questions in small groups. Before reading the book, compile the groups' answers on chart paper.
  1. What human actions positively affect fish survival? Explain how.
  2. What human actions negatively affect fish survival? Explain how.
  3. List some different habitats where you might find fish.
  4. Does the survival of fish affect the survival of plants and other animals? Explain why or why not.
- Provide a list of vocabulary words. Encourage students to buddy up and work together as they look up the words in a dictionary and write definitions. **CCSS ELA RIT #4**

**AS YOU READ****Grades K–2**

Ask students to think about the main idea of the book. **CCSS ELA RIT #2**

**Grades 3–5**

- Encourage students to think about the main idea of the book. Do they hear details that can support that main idea? They may want to make notes on a piece of paper. **CCSS ELA RIT #2**
- Students should also think about the ideas you recorded on chart paper. Are there things they would like to change or add? They may want to make notes on a piece of paper.

**AFTER YOU READ****Grades K–2**

- Ask students to identify the main idea of *A Place for Fish*. Work with them to find details that support that idea. List them on chart paper. **CCSS ELA RIT #1 & 2**

- Choose two fish in the book and ask students to compare them. Students should consider each fish's body size and coloring as well as its range, habitat, and food sources. Explain the usefulness of a Venn diagram (overlapping circles showing similarities and differences) and lead students in creating one. **NGSS PE K-LS1-1 & K-ESS3-1**

**Grades 3–5**

- Ask students to identify the main idea of *A Place for Fish* and recall details that support that idea. List them on chart paper. **CCSS ELA RIT #1 & 2**
- As a class or in smaller groups, have students add new information or erase incorrect information you recorded earlier on chart paper.

**CLASSROOM ACTIVITIES****SCIENCE****Grades K–2**

- Take the class outside to play Shark and Minnows. Minnows stand on one end of the field. The shark stands in the middle of the field. Minnows must run to the other end of the field without getting eaten (tagged) by the shark. Have students keep track of how much prey (minnows) the predator (shark) eats during each round. Now give each child a red, yellow, green, or blue scarf. Create four bases in the middle of the field. Minnows are safe if they're on the base with the same color as their scarf.

After each round, eliminate one base. Ask minnows with that color scarf how they feel. Explain that this is what happens to tropical fish when a coral reef dies due to pollution and development.

Have students keep track of how much prey (minnows) the predator (shark) eats during each round. Did the number of minnows who died increase or decrease as the bases (coral reefs) disappeared? **NGSS PE K-ESS3-1**

- Fish eat a variety of foods. As a class, do some research to find out what the fish in *A Place for Fish* eat. Then divide the class into small groups. Assign a different fish to each group and have students create a menu poster for their fish. Group members can work together to draw pictures of their fish or find photographs on the Internet. Below these images, they can draw or glue cutouts of the foods they've selected for their fish to eat. **CCSS ELA Writing #7, NGSS PE K-LS1-1**
- Using information in *A Place for Fish*, invite students to work in pairs or small groups to create 11×17 inch

posters that show how people in your community (including the students themselves) can help local fish live and grow. **NGSS PE K-ESS3-3**

- Young children can often see and evaluate the actions of others, but they may have trouble understanding the impact of their own behaviors. And yet, they need that awareness before they can get involved in meaningful conservation.

To help students develop their thinking in this direction, encourage them to discuss how they might be harming the environment without even realizing it. They can use some examples from *A Place for Fish* as thought starters. Then encourage students to suggest ways they might change their behavior to help protect animals and preserve natural environments in your community.

**NGSS PE K-ESS3-3**

### Grades 3–5

- Divide the class in half and have each team create a Book Fact Scavenger Hunt for the other team. Have students look through *A Place for Fish* and other books about fish. (See the Related Reading at the end of this guide for suggestions.) They should choose a few interesting facts and turn them into questions. Here are some examples:

- In *A Place for Fish*, what are young fish called?
- In *Trout Are Made of Trees* by April Pulley Sayre (Charlesbridge, 2008), can you find the names of three animals that trout eat?

Type each team's questions, print them out, and cut them so each question is on a separate strip of paper. Place the questions in two bags or boxes, so the students can pick one question at a time and compete to see which team can answer the most questions.

**CCSS ELA RIT #9, Writing 7 & 8**

- Have each student research one of the fish discussed in the book and write a report. Each report should include unique/important body features, habitat and range, diet, and any fun facts the student discovers.

**CCSS ELA Writing #2, 4, 7 & 8**

### MATH

#### Grades K–2

Using the following information, students should create a bar graph that compares fish sizes. Then have students choose three fish and draw them to scale. They can also color the fish using the art in *A Place for Fish* as a guide.

**CCSS Math MD A.1 & A.2**

Hammerhead shark: 144 inches

Northern pike: 25 inches

Yellow tang: 7 inches

Smalltooth sawfish: 216 inches

Smallmouth bass: 17 inches

Spotted trunkfish: 4 inches

### LANGUAGE ARTS

#### Grades K–2

- Have students create as many words as possible with the letters in *A Place for Fish*. Ask the children to sort the words by: number of letters in each word, vowel sounds, and word families, such as ace and ar. (See suggestions below.) They can also alphabetize the words. **CCSS ELA RF #2**

First round: ace, face, lace, laces, pace

Second round: ar, far, car, cars

Give each student a copy of Activity Sheet 2 at the end of this guide and ask them to complete it.

Answers: 1. D; 2. E; 3. A; 4. F; 5. B; 6. C. **CCSS ELA RIT #5**

- Work with students to create seesaw books about two different fish, such as yellow tangs and spotted trunkfish.

On the first left-hand page, they might write: "Yellow tangs live off the coast of Hawaii." On the facing right-hand page, they could write: "Spotted trunkfish live off the coast of Florida." The next page would read: "Both kinds of fish live on coral reefs."

Subsequent pages should continue to compare the two species—size, food, range, etc. Students can use webs to help them organize their thoughts. **CCSS ELA Writing #2, NGSS PE K-LS1-1 & K-ESS3-1**

#### Grades 3–5

- Have students imagine what it's like to be a fish. Ask them to write a description of what they see as they swim through a watery habitat in their town or city. Encourage students to use examples from the book (trap fish in nets by accident, pet trade, pollution etc.) to explain the challenges of surviving. In a concluding paragraph, students should suggest ways humans can help fish and improve their habitats. **CCSS ELA Writing #3, NGSS PE3-LS4-4 & 5-ESS3-1**
- Create an *A Place for Fish* nonfiction text structure class book. Make eleven copies of the map and one copy of the cover sheet (at the end of this guide, between Activity Sheets 2 and 3). Then bind all twelve pages into a book.

Divide students into pairs or small groups. Using *A Place for Fish*, students can write down the name of

each fish species as well as the human **cause** that's helping that fish and the specific **effect** on the animal. **CCSS ELA RIT #5, NGSS PE5-ESS3-1**

**Note:** Even though the endpapers contain twelve maps, the masked angelfish does not have an accompanying cause and effect page. So, it's best not to include this fish in your students' books.

- As an alternative to the nonfiction text structure class book, you could have each student create an individual book. For each student in your class, make eleven copies of the map and one copy of the cover sheet (at the end of this guide, between Activity Sheets 2 and 3). Then bind all twelve pages into a book.

Using *A Place for Fish*, students can write down the name of each fish species as well as the human **cause** that's helping that fish and the specific **effect** on the animal. **CCSS ELA RIT #5, NGSS PE5-ESS3-1**

**Note:** Even though the endpapers contain twelve maps, the masked angelfish does not have an accompanying cause and effect page. So, it's best not to include this fish in your students' books.

- Activity Sheet 3 asks students to compare and contrast how humans interacted with fish in the past and present. Give students a copy of the worksheet and ask them to complete it. **CCSS ELA RIT #5**
- Have students write letters to author Melissa Stewart, telling her what they liked best about *A Place for Fish*. Send the letters to Author Fan Mail, Peachtree Publishers, 1700 Chattahoochee Ave., Atlanta, GA, 30318-2112. If you include an e-mail address, Melissa will send an e-mail to your class. If students send drawings, she will choose a few to post. **CCSS ELA Writing #1**
- Have students make acrostic poems using the words FISH, OCEAN, LAKE, and/or CORAL REEF. Students can write the word vertically, with one letter on each line. Then they can fill in words to create a poem that's related to the starter word. They can include fish or habitat names or specific behaviors in their poems. **CCSS ELA RL #4, FS #2 & 3**
- Divide the class into teams of three or four for a game of Fish Boggle. Choose one fish species name and give students three minutes to think of as many words as possible from the letters in the name. One member of each team should record the answers while the others manipulate the letters. As each group reads its words, other teams cross off any repeats. The team with the most original words wins. Repeat the game with other species names, so that each student has a chance to be the recorder. **CCSS ELA FS #3**

## ART

### Grades K–2

- Have students create an image of one of the fish in *A Place for Fish* and its habitat, highlighting what the animal needs to live and grow. Make materials with a variety of textures available, including paints, magazines, and fabric. Some students might like to use plastic wrap for water or aluminum foil for the fish's scales. Encourage them to use their imaginations. **NGSS PE K-ESS3-1**
- Give each child two precut shapes of a blue shark made from blue paper. Ask students to glue one to a blue piece of paper. Have students draw a forest on a piece of green paper and glue the second shark to it. Explain the concept of camouflage. Can the class name some land animals that would blend into their forest scene? **CCSS Math G A.1**

### Grades 3–5

Have students look carefully at the background art on each two-page spread of *A Place for Fish*. As a class, list all the questions the book's illustrator, Higgins Bond, had to ask herself about each spread before beginning her paintings.

Possible questions include: Where is the habitat? What plants grow there? What time of day is it? What time of year is it? What other animals should be shown? How many fish should be shown? What are the fish doing?

Using their list of questions, have students research and create a mural that depicts a natural fish habitat in your community. **CCSS ELA RIT #7**

## GEOGRAPHY

### Grades 3–5

Have students study the range maps shown on the endpapers of the book. Ask them to list all the fish that live in your area. Emphasize that the fish discussed in this book represent only a fraction of the species that live in North America. Have the students do research to find out about additional species in your area.

- Have students research organizations that support the protection of one of the fish habitats mentioned in this book. They should contact one organization and find out about its recent work. Students should write a report and deliver an oral presentation about what they have learned. **CCSS ELA Writing #6 & 8, NGSS PE 5-ESS3-1**
- Have students make a list of some of the things people do to harm the fish discussed in this book. Then have them list ways people could change their behaviors to help fish. Next, ask students to list some



things they do every day that could harm the environment or the animals that share our world. (Possibilities include wasting electricity; wasting water; forgetting to recycle; littering; using straws, Styrofoam cups, and heavily packaged foods, such as drink boxes; throwing out old clothes, games, toys, bicycles instead of donating them to charities.) Can they think of ways to modify their behavior? **CCSS ELA RIT #5**

### ADVANCED ACTIVITIES

- Have students write a letter to a town official or congressperson asking them to change a policy or make a law that will positively impact the habitat where fish live. **CCSS ELA Writing #1 & 4, NGSS PE 3-LS4-4**
- Divide students into teams of three or four and ask each group to pretend it is a news team. They should make a video of a mock news report about a local effort to preserve and protect fish or other creatures and/or open space. **CCSS ELA Writing #7 & 8, NGSS PE 5-ESS3-1**

### RELATED READING

Davies, Nicola. **Surprising Sharks**. Cambridge, MA: Candlewick, 2005.

Parker, Steve. **Fish**. New York, NY: Knopf, 2005.

Sayre, April Pulley. **Trout Are Made of Trees**. Watertown, MA: Charlesbridge, 2008.

Sayre, April Pulley. **Trout, Trout, Trout: A Fish Chant**. Minnetonka, MN: NorthWord, 2003.

Stewart, Melissa. **Extreme Coral Reef!** New York, NY: Smithsonian/Collins, 2008.

Stewart, Melissa. **How Do Fish Breathe Underwater?** Tarrytown, NY: Benchmark Books, 2007.

### REVIEWS

“...attractive, informative introduction to fish and their conservation.” —**Booklist**

“The information is presented in a simple way for young readers. The full-color illustrations on every page are very detailed.” —**School Library Journal**

“...brilliant illustrations that are so realistic, you'll feel as if you can touch the fish with your fingers, or stick your big toe in the cool blue water. Whether you teach a classroom full of budding scientists or you're a parent hoping to instill a sense of love and caring in your little nature-lover, you'll absolutely adore this book.”  
—**Picture Book Depot**

“With tons of facts and stunning illustrations, your child can learn ways to help protect these important creatures.” —**The Children and Teen Book Connection**

### AWARDS

- Cybils Award Nominee
- Green Earth Book Award, Recommended Book
- National Science Teachers Association-Children's Book Council Outstanding Science Trade Book
- Reading Rockets See the Sea! Book

### Melissa Stewart's A Place for... series:

*A Place for Bats*  
*A Place for Birds* (revised)  
*A Place for Butterflies* (revised)  
*A Place for Fish*  
*A Place for Frogs* (revised)  
*A Place for Turtles*

### Also available from Melissa Stewart:

*Beneath the Sun*  
*Under the Snow*  
*When Rain Falls*

## THE ACTIVITIES IN THIS GUIDE DIRECTLY ADDRESS THE FOLLOWING STANDARDS:

### COMMON CORE FOR ENGLISH LANGUAGE ARTS STANDARDS

- Reading Informational Text #1 and 2: Identifying Key Ideas and Details
- Reading Informational Text #4: Craft and Structure
- Reading Informational Text #5: Identifying Text Features and Structures
- Reading Informational Text #7: Integration of Knowledge and Ideas
- Reading Literature #4: Craft & Structure
- Writing #1, 2, and 3: Text Types and Purposes
- Writing #4 and 6: Production and Distribution of Writing
- Writing #8 and 9: Research to Build and Present Knowledge
- Foundation Skills: Phonological Awareness #2
- Foundation Skills: Phonics and Word Recognition #3

### COMMON CORE FOR MATH STANDARDS

- Operations & Algebraic Thinking A.1, A.2
- Measurements & Data A.1, A.2
- Geometry A.1
- Numbers & Operations—Fractions [NF.B.3d](#)

### NEXT GENERATION SCIENCE STANDARDS PERFORMANCE EXPECTATIONS

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
- K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
- 3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.



#### ABOUT THE AUTHOR

Melissa Stewart is the award-winning author of more than 150 books for children. She has a B.S. in biology from Union College in Schenectady, NY, and a M.A. in science journalism from New York University. Melissa speaks frequently at conferences for educators and serves on the Society of Children's Book Writers and Illustrators' board of advisors. Melissa has taught fiction and nonfiction writing classes for children and adults, and is available for school visits.

[www.melissa-stewart.com](http://www.melissa-stewart.com)



#### ABOUT THE ILLUSTRATOR

Higgins Bond, who has illustrated books for children for more than twenty-five years, attended Phillips University in Oklahoma and received a BFA from the Memphis College of Art. She has also created illustrations for magazines and posters, calendars, ads, brochures, figurines, dolls, and individual paintings for various companies. Her school visit presentation, "Yes, It Is Possible to Make a Living as an Artist," is perfect for aspiring artists of any age.

[www.higginsbond.com](http://www.higginsbond.com)

Peachtree Teacher's Guide for  
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prepared by Melissa Stewart

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## ***A Place for Fish***

### **Math: Activity Sheet 1**

### **FISH WORD PROBLEMS**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Many small fish swim through the sea in large schools. Some schools may have more than 1,000 fish. To find out how many students are in your school, ask each teacher how many students are in his or her class. Then add together all the answers.
  
2. Only 1 in 100 salmon eggs will hatch and grow into an adult fish. If only 1 in 100 human babies lived to be 18 years old, how many of the students at your school would become adults?
  
3. Sailfish may be the fastest animals on Earth. They can cruise through ocean waters at up to 68 miles per hour. The fastest a person has ever run is 23 miles per hour. How much faster is a sailfish than a human?
  
4. We breathe with lungs, but fish breathe with gills. A person's lungs take in about 25 percent, or one-fourth, of the oxygen in the air. Some fish's gills work three times better. How much oxygen can they remove from the water?

## ***A Place for Fish***

### **Language Arts: Activity Sheet 2**

#### **NONFICTION TEXT FEATURES MATCH**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Text features help readers understand a text. Read the name of each text feature included in *A Place for Fish* in the left-hand column. Then, find the correct definition in the right-hand column. Write the letter of the correct definition next to each text feature.

- |                 |       |   |
|-----------------|-------|---|
| 1. Bibliography | _____ | A. This text helps reader learn more about the topic.                               |
| 2. Close-up     | _____ | B. This large type contains the most important information in the book.             |
| 3. Text Box     | _____ | C. Gives readers visual geographic clues that help readers know where animals live. |
| 4. Heading      | _____ | D. Helps readers understand how the author gathered the book's information.         |
| 5. Main Text    | _____ | E. Helps readers see details in something small.                                    |
| 6. Maps         | _____ | F. Gives readers clues about what he or she will learn from the text.               |





**Name of Fish:** \_\_\_\_\_

**Cause:** \_\_\_\_\_

\_\_\_\_\_

**Effect:** \_\_\_\_\_

\_\_\_\_\_

# A Place for Fish

by: \_\_\_\_\_

## ***A Place for Fish***

### **Language Arts: Activity Sheet 3**

#### **NONFICTION TEXT STRUCTURES, COMPARE AND CONTRAST**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Author Melissa Stewart uses a cause and effect nonfiction text structure in the main text of *A Place for Fish*, but in the text boxes, she compares and contrasts past human actions to present human actions.

**Directions:** Find the text boxes listed below. For each text box, compare and contrast then to now.

**Example:** Lined Seahorse

**Then:** The chemicals farmers used to make their crops grow better made algae grow better too. The algae used up oxygen that lined seahorses needed to live and grow.

**Now:** People are working to keep the chemicals out of the Chesapeake Bay. They hope that lined seahorses will make a comeback.

**Smallmouth Bass**

**Then:** \_\_\_\_\_

\_\_\_\_\_

**Now:** \_\_\_\_\_

\_\_\_\_\_

**Yellow Tang**

**Then:** \_\_\_\_\_

\_\_\_\_\_

**Now:** \_\_\_\_\_

\_\_\_\_\_

## North Atlantic Swordfish

**Then:** \_\_\_\_\_

\_\_\_\_\_

**Now:** \_\_\_\_\_

\_\_\_\_\_

## Smalltooth Sawfish

**Then:** \_\_\_\_\_

\_\_\_\_\_

**Now:** \_\_\_\_\_

\_\_\_\_\_

## Spotted Trunkfish

**Then:** \_\_\_\_\_

\_\_\_\_\_

**Now:** \_\_\_\_\_

\_\_\_\_\_

## Bonus Question:

Look at the names of the fish in the book. Are they written in bold or italic print?