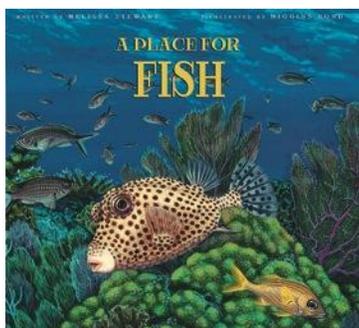


TEACHER'S GUIDE



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

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

CLASSROOM ACTIVITIES

ADVANCED ACTIVITIES

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: Charlesbidge, 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



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

Peachtree Teacher's Guide for
A PLACE FOR FISH
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?