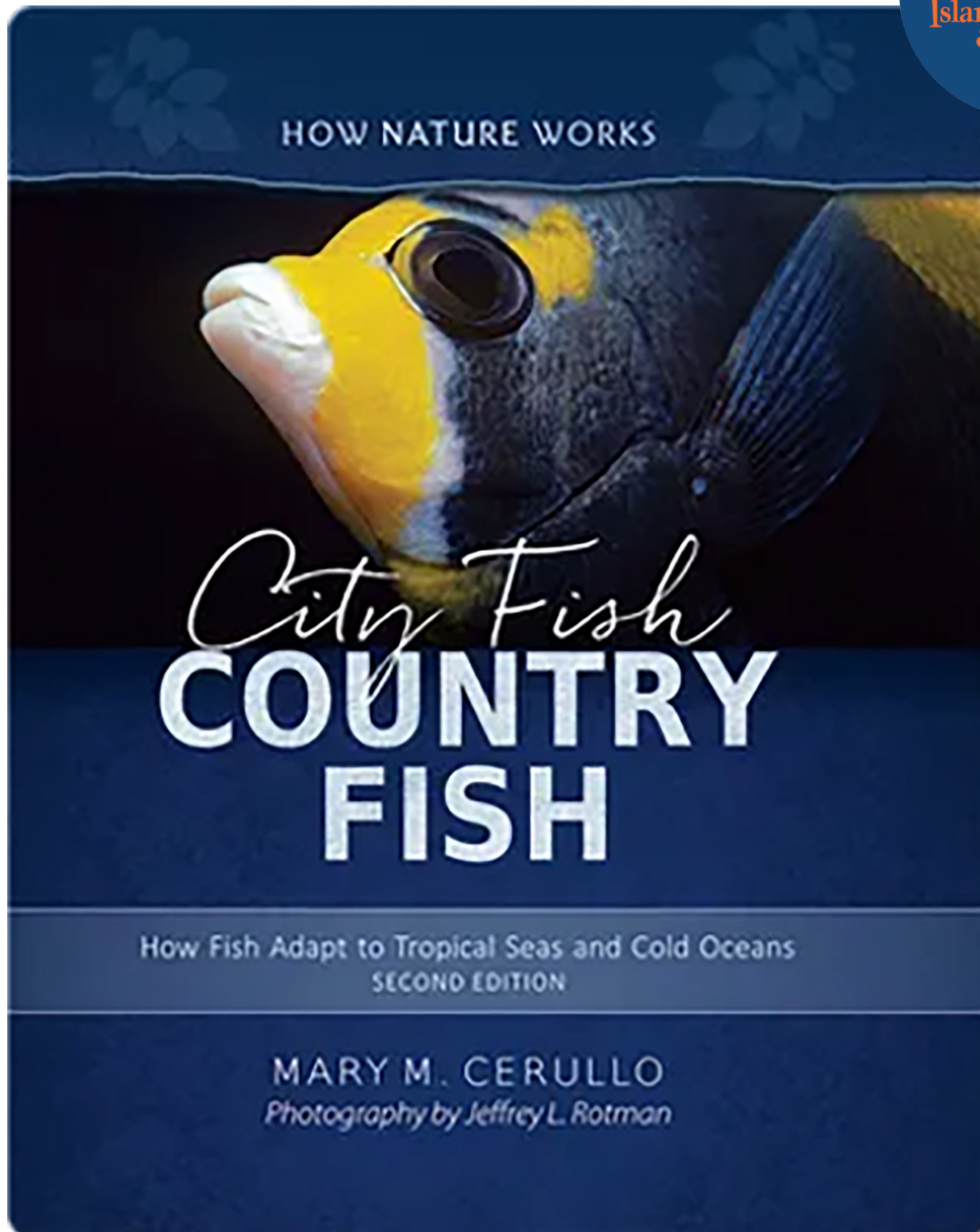


EXPLORE MORE BOOK GUIDE

We've created this guide of resources and suggested activities, paired with the classroom standards they support, to expand student learning and build excitement for this book and IRW program.



HAVE QUESTIONS?

Please contact Alison Johnson at IRW, 207-460-6828 or ajohnson@islandreadersandwriters.org.

EXPLORE MORE BOOK GUIDE

Getting Started: **BEFORE** reading the book!

Interested in a guided session with a trained facilitator in the Visual Thinking Strategies process?

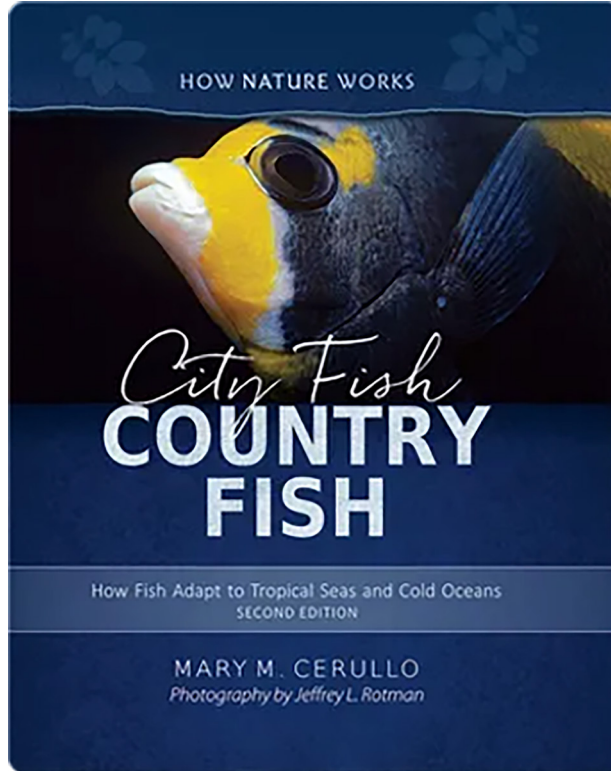


Please contact Alison Johnson at IRW: 207-460-6828 or [email](#).

What is Visual Thinking Strategies?



Watch this [video](#) to learn more about VTS.



Use the Visual Thinking Strategy (VTS) questions below to orient readers, and to help guide a group discussion. Begin by taking a quiet moment to look closely at the book jacket, allowing time for observation and contemplation of the images.

If virtual, ask your students to summarize (or you paraphrase if synchronous) their ideas in short notes in a Google Doc or other format (Padlet, etc.) Build on the group ideas and communal knowledge during your discussion.

- *What is going on in this picture?*
- *What do you see that makes you say that? (provide evidence)*
- *What more can we find?*

STANDARDS

Covered throughout this Explore More Book Guide:

SL.1. Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

SL.2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

R.1. Demonstrate understanding of the organization and basic features of print.

R.4. Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.

R.5. Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.

R.6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

L.4. Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

Life Sciences Strand (LS)

EXPLORE MORE BOOK GUIDE



MEET MARY!

Mary Cerullo describes herself as a science interpreter. She works with scientists and ocean advocates to explain scientific research and environmental issues to the public, with the goal of motivating others to protect the ocean. At times she has literally immersed herself in her work, diving among sharks in the Bahamas, studying dolphin behavior at the Dolphin Research Center in Florida, and most recently, exploring the connection between volcanoes and the ocean on the island of Hawaii. Mary has written 21 award-winning books about the ocean for children. She has worked with kids, teachers, and other ocean lovers for more than 40 years, from her first job at the New England Aquarium in Boston, to two decades with Friends of Casco Bay, an environmental advocacy organization in South Portland, Maine.

Learn more about Mary [HERE](#).

LET'S TALK! Discussion Questions

1. How is a coral reef like a rain forest? Think about a kelp forest and compare/contrast. Discuss with classmates.
2. Camouflage: Why do you think fish come in so many shapes, colors, and sizes? Can you explain why colorful fish live in the tropics and dull fish live in cold water?
3. The title of this book, *City Fish, Country Fish*, could be considered anthropomorphism and/or metaphor. Can you find other examples in the book?
4. The clownfish and the sea anemone have a symbiotic relationship, where one is dependent on the other. Can you think of other symbiotic relationships? Why do you think this works for some creatures?
5. What are some benefits of a fish not being tied to a place, and able to move around at will? What are some hazards?

DEFINITIONS!

Anthropomorphism:

Assigning humanlike qualities to an animal or object

Metaphor:

A figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison. (Examples: *Life is a highway. Her eyes are diamonds.*)

Symbiotic:

A close, cooperative, or interdependent relationship

LET'S CREATE! Book-Inspired Art

1. Write a list of all the things you can think of that are different for a "city fish" and a "country fish." Use this knowledge to make a diorama. Find a box and divide it in half, one side for the warm-water (City Fish) and the other side for the cold-water (Country Fish). Make sure your list includes things like habitat, colors, and types of creatures. You can add these lists to the finished product like in the following pictures. You will need paper, scissors, glue, tape, toothpicks, markers, trash bags...your imagination!

A. Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes

IRW's City Fish, Country Fish Diorama



Here, we started with a smallish cardboard box and cut a piece of cardboard to slide in the middle. We ended up putting this piece in last to make it easier to add all the little fishes.

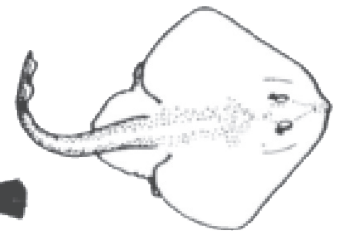
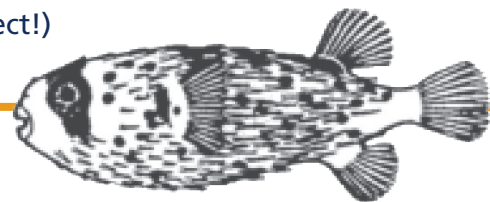
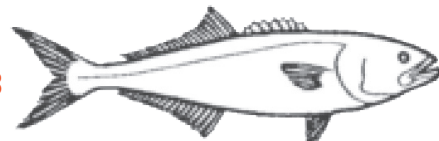
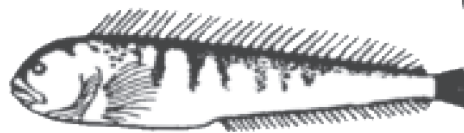
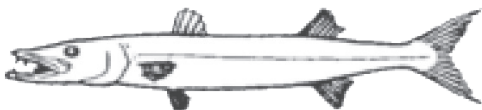
We started by lining the back, sides, and bottom with bright blue paper. We then began cutting out a lot of colorful fishes and corals. We used cardboard to back the coral reef and bent it in half to glue down. You can see the fish are on toothpicks poked into the base.

The cold-water side got murky green paper lining and pieces of trash bag cut and pulled to look like a kelp forest glued to the top. We added a cod fish with its special barbel and a horseshoe crab and mussel on the bottom. (We also added spider plant babies for effect!)

The finished product!

2. Design a Fish!

- 4TH - 6TH GRADES
- K - 2ND GRADES
- K - 8TH GRADES



LET'S DIVE DEEPER! Explore More

Coral Reef

- [HTTPS://EDUCATION.NATIONALGEOGRAPHIC.ORG/RESOURCE/CORAL-REEFS](https://education.nationalgeographic.org/resource/coral-reefs)
- [HTTPS://WWW.NOAA.GOV/EDUCATION/RESOURCE-COLLECTIONS/MARINE-LIFE/CORAL-REEF-ECOSYSTEMS](https://www.noaa.gov/education/resource-collections/marine-life/coral-reef-ecosystems)
- [HTTPS://WWW.EPA.GOV/CORAL-REEFS/BASIC-INFORMATION-ABOUT-CORAL-REEFS](https://www.epa.gov/coral-reefs/basic-information-about-coral-reefs)
- [HTTPS://WWW.AQUARIUMOFPACIFIC.ORG/EXHIBITS/CORALREEFS](https://www.aquariumofpacific.org/exhibits/coralreefs)

Kelp Forest

- [HTTPS://WWW.NPS.GOV/GLBA/LEARN/NATURE/KELP-FOREST.HTM](https://www.nps.gov/glba/learn/nature/kelp-forest.htm)
- [HTTPS://WWW.YOUTUBE.COM/WATCH?V=GCBU4BFKDA4](https://www.youtube.com/watch?v=GCBU4BFKDA4)
- [HTTPS://MAINEPUBLIC.PBSLEARNINGMEDIA.ORG/RESOURCE/KQED07.SCI.LIFE.ECO.KELP/KELP-FOREST/](https://mainepublic.pbslearningmedia.org/resource/KQED07.SCI.LIFE.ECO.KELP/KELP-FOREST/)

Do Fish Sleep?

[HTTPS://THECONVERSATION.COM/CURIOUS-KIDS-HOW-DO-FISH-SLEEP-126018](https://theconversation.com/curious-kids-how-do-fish-sleep-126018)

READ MORE! Text to Text Connections

