

# EXPLORE MORE BOOK GUIDE

Activities, tools & resources for learning with this book!



## HAVE QUESTIONS?

Please contact Alison Johnson at IRW, 207-460-6828 or [ajohnson@islandreadersandwriters.org](mailto: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?

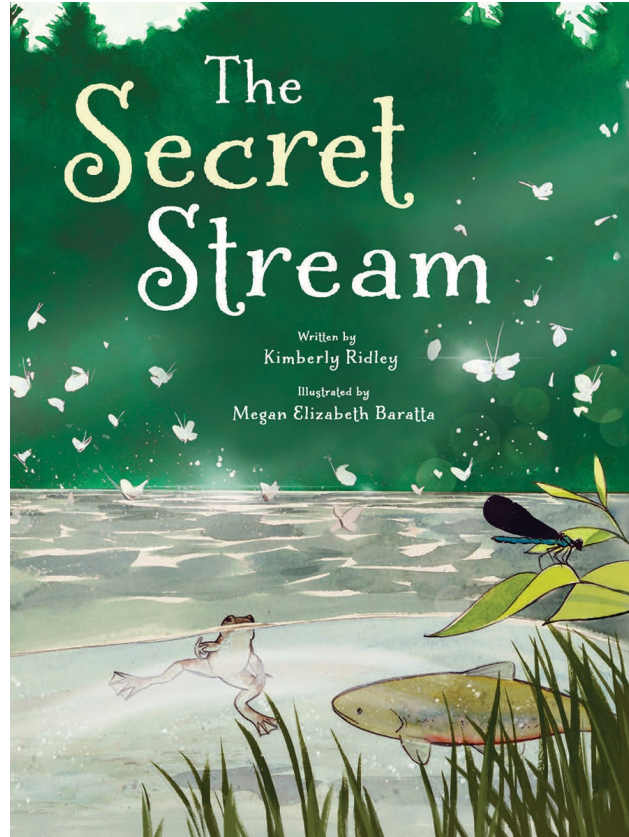


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What is Visual Thinking Strategies?



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.*

*SL.3 Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.*

*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.*

*R.8 Analyze the structure of various texts, including how the features and components relate to each other and the whole.*

*R.9. Assess how perspective or purpose shapes the content and style of various texts.*

*R.10 Evaluate the argument and specific claims in various texts.*

Life Sciences

# EXPLORE MORE BOOK GUIDE



## MEET KIM

Kim Ridley is a science writer, essayist, editor, and children’s book author who has been writing about nature, science, health, and the environment for more than 25 years. Kim is passionate about “inciting wonder” by sharing her love of nature and science with children and adults through award-winning books, essays, and teaching. She loves doing author visits and has taught nonfiction writing workshops in dozens of elementary schools in Maine and the northeast based on her books. Whether she is writing for children or adults, her work comes from a deep love for the natural world.

Learn more about Kim [HERE](#).

Learn more about the Illustrator, Megan Elizabeth Baratta [HERE](#).

## LET’S TALK! Discussion Questions

*Check out the Author’s Note in the Back Matter!*

**Headwater:** a river or stream flowing downhill merging into a larger river or lake

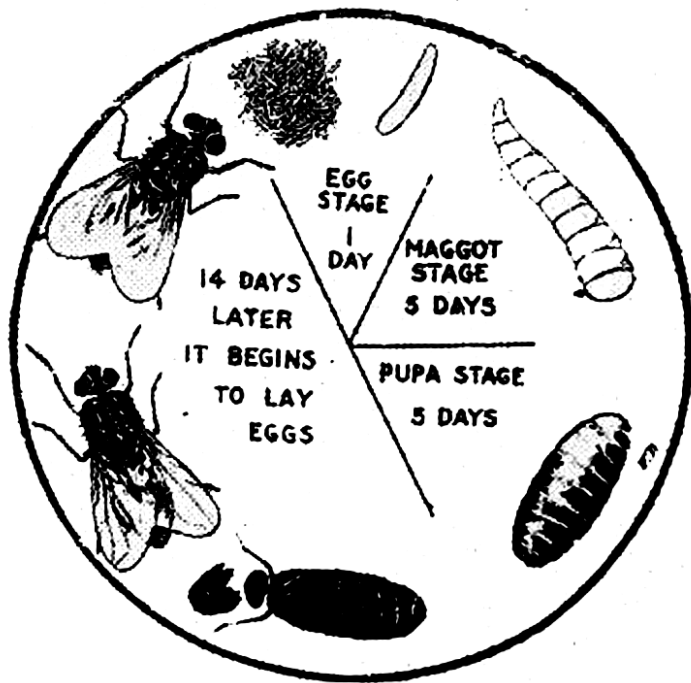
1. Maine is full of rivers and streams. Can you identify any headwater streams near you?
2. How do trees help streams?
3. What/who is the engineer of a stream? Explain how and why?
4. This book is the third in a series by Kim Ridley. Find and read the other two (*The Secret Pool* and *The Secret Bay*). What do you notice that is similar? What do you notice that is different? Create a venn diagram to demonstrate your findings.
5. There is a Louisiana Waterthrush in the book. Does Maine have a Waterthrush? Research and compare!
6. The book is written in two forms: free verse poetry (the narrative), and science-based prose (nonfiction). What other specific literary effects does Kim use? Make a list and discuss.

Did you know you can use Inter Library Loan to get books from other libraries around the state to your local library?

Find out more [HERE](#).

## LET'S CREATE! Book-Inspired Art

### LIFE CYCLE OF A FLY



1. Make a map of a stream including all the parts: riffles, confluence, drift, cascades, turbulent, rocky waterfalls, pools, animals, birds, insects, leaves, trees and other plants. Use [MAINE RIVERS' WEBSITE](#) to explore animals living in Maine's streams.

2. Choose an insect or amphibian mentioned in the book. Research and draw the life cycle of a mayfly, blackfly, stonefly, turtle, crayfish, salamander, or other creature.

3. Reader's Theater: Use the narrative to perform a reader's theater. In the backmatter of the book, Kim calls the section about stream creatures, the "cast of characters." Use this list as inspiration for your performance.

4. Make a food chain using the creatures in the book. Who's at the top? Who's at the bottom?

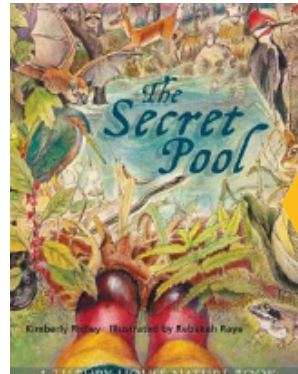
5. Using the word/definition matching game in Appendix A, match the terms and definitions from the book's glossary, then play with your classmates/friends!

6. [MAKE A STREAM VIEWER!](#)

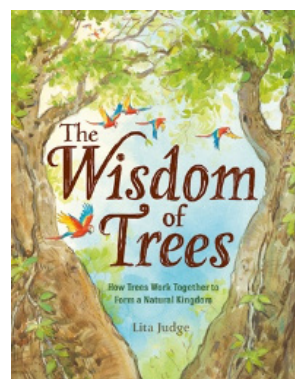
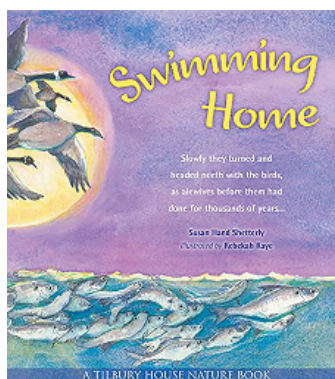
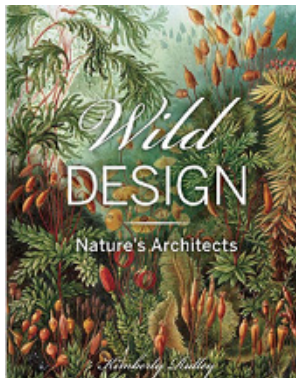
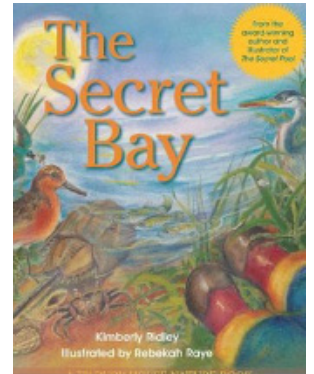
## LET'S DIVE DEEPER! Explore More

- What can beavers and their habitats teach us about climate change? ([PBS VIDEO](#) which includes lesson plans and standards) grades 5-8
- [THE RIVER AND WILDER SHOW](#): Watch and listen to kids narrating their adventures as they search for beavers!
- [LEARN MORE ABOUT MAINE'S RIVERS](#)
- [WATER CYCLE: HOW THE HYDROLOGIC CYCLE WORKS](#)
- [MAINE AUDUBON: STREAM EXPLORERS](#)
- [MAINE AUDUBON: BROOK TROUT SURVEY](#)
- [DOWNEAST SALMON FEDERATION: FIELD BASED BIOLOGY](#)

# READ MORE! Text to Text Connections



This vibrant and fascinating picture book from Maine writer Kimberly Ridley and Maine artist Rebekah Raye is Maine's pick for the 2023 Library of Congress National Book Festival!







**algae**

**aquatic**

**bacteria**

**camouflage**

**drift**

**fungi**

**habitat**

**invertebrate**

**juvenile**

**larva**

**metamorphosis**

**molt**





**nymph**

**organism**

**pupa**

**riffles**

**riparian  
zone**

**large group of  
plants, many  
tiny, with no  
true leaves,  
stems, or roots**

**living in water**

**microscopic,  
single celled  
organisms that  
are able to eat  
and rapidly  
mulitple.**

**coloration  
patterns that  
help an animal  
blend into its  
surroundings**

**aquatic insects  
and other  
organisms that  
are swept  
downstream by  
current**

**mold,  
mushrooms, and  
other organisms  
that feed on  
decaying matter**

**the place  
where a plant,  
animal, or  
other organism  
lives**



**an animal  
without a  
backbone,  
such as an  
insect**

**a young  
animal**

**the newly  
hatched form of  
an amphibian or  
invertebrate,  
such as a  
tadpole**

**the process by  
which some  
organisms, such  
as insects and  
amphibians,  
grow into adults**

**to shed an  
outer covering  
such as skin, a  
shell, or  
feathers**

**a juvenile  
aquatic insect  
that grows into  
an adult by  
molting**

**a living  
being**

**a stage of insect  
growth in which  
a larva develops  
into an adult  
inside a cocoon  
or other case**

**places where  
streams rush  
over rocks,  
mixing oxygen  
into the water**

**the land along  
a stream or  
river**