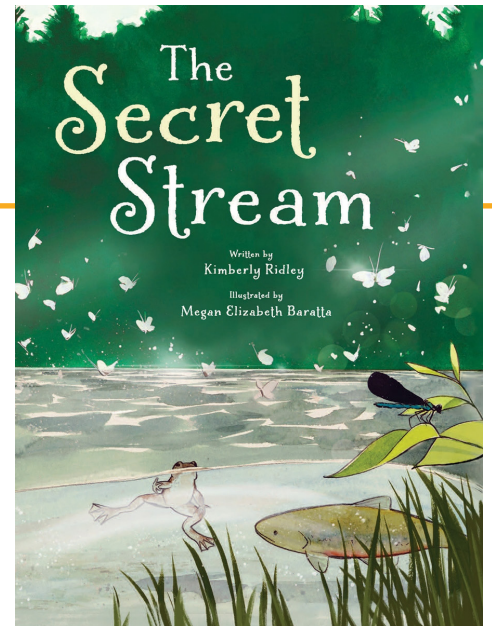


EXPLORE MORE BOOK GUIDE

Activities, tools & resources for learning with this book!

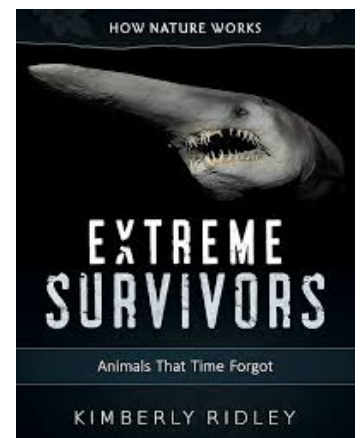
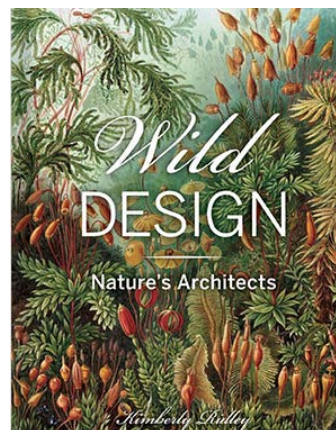
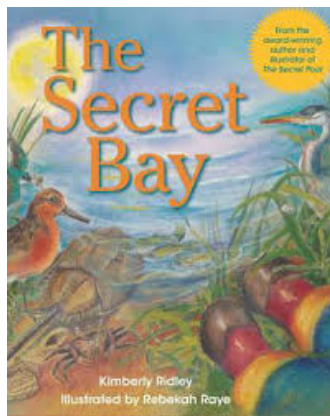
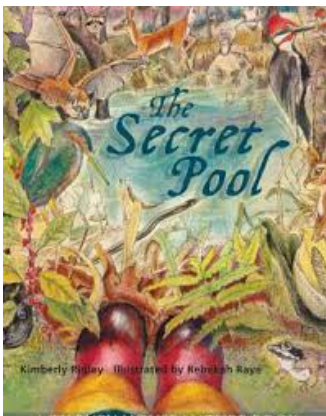


MEET KIM



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](#).



EXPLORE MORE BOOK GUIDE

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

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.

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

Watch this [VIDEO](#) for a quick VTS demo

HAVE QUESTIONS?

Please contact Alison Johnson at Island Readers & Writers, 207-460-6828 or ajohnson@islandreadersandwriters.org.

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.

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.

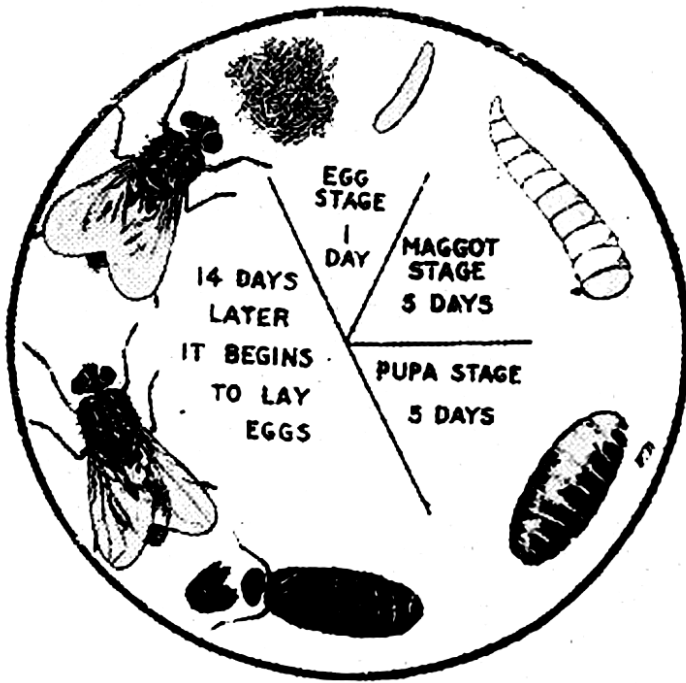
R.9. Assess how perspective or purpose shapes the content and style of various texts.

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

Life Sciences

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?

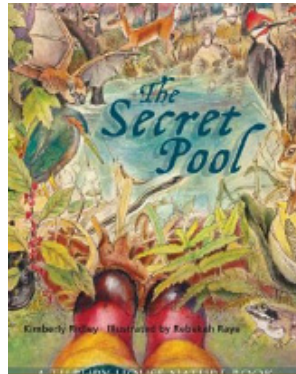
5. Using the word/definition matching game in Appendix A, match the terms and definitions from the book's glossary, then play with your classmates/friends!

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

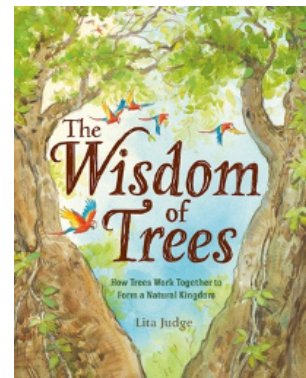
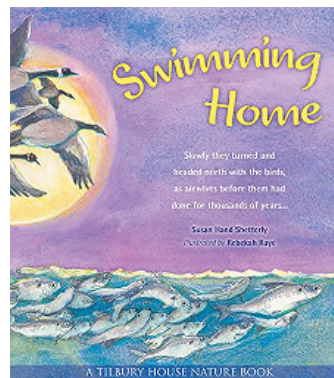
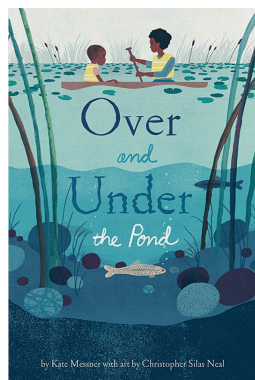
LET'S DIVE DEEPER! Explore More

- 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**