CLASSROOM GUIDE

nomad press
Books to Inspire Learning

Antifreeze, Leaf Costumes, and Other Fabulous Fish Adaptations

Nomad Press offers concise classroom guides to help educators explore content-related topics with students and encourage them to develop ideas in meaningful ways. Includes Essential Questions and Common Core Connections.
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Age: 5–8
Grade: 1–3
Softcover: 978-1619309562, $9.95
Hardcover: 978-1619309531, $16.95
eBook: all formats available, $6.99
Specs: 9.5 x 9.5, 32 pages, 4-color interior
Focus: Life Science
GRL: N

When might a fancy leaf costume be useful for a fish? And how do fish in Antarctica keep from freezing?

In ***Antifreeze, Leaf Costumes, and Other Fabulous Fish Adaptations***, children ages 5 to 8 discover some of the amazing adaptations in the world of fish! Explore underwater habitats and discover the ways fish have evolved to avoid the danger that lurks around every waving piece of seaweed. Detailed illustrations, layered text, a hands-on activity, and plentiful back matter spur kids to dive further into the remarkable adaptations of fish. A free verse poem at the beginning of the book offers a language-based entry into science details. Perfect as a read aloud or early reader for kids who are curious about science!

Learn more about *Antifreeze, Leaf Costumes, and Other Fabulous Fish Adaptations* at nomadpress.net/nomadpress-books/fish-adaptations

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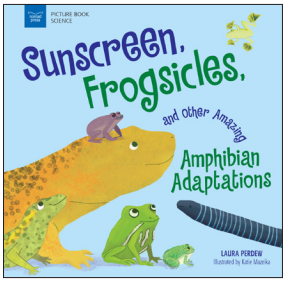

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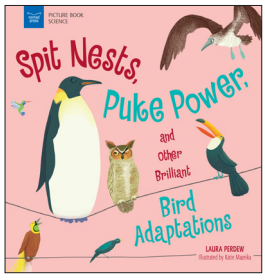

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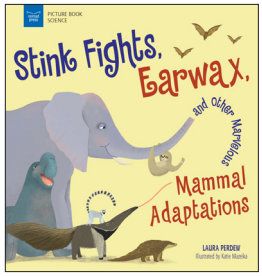

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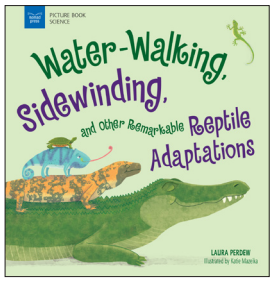

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ESSENTIAL QUESTIONS TO ASK

KEY VOCABULARY

adaptation, environment, gills, nutrients, plankton, predator, species, stealthy

BEFORE READING

1 Establish Background Knowledge

a What do you already know about fish and how they behave? Where do they live? What do they eat?

b Do you have a pet fish? Have you ever seen fish in a large body of water? How do they behave?

2 Skill Introduction

a What do you do when you come to a word or phrase you do not know?

b How do pictures help readers understand what is happening in the stories?

CCC: **CCSS.ELA-Literacy.L.3.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

CCC: **CCSS.ELA-Literacy.RF.3.3b** Decode words with common Latin suffixes.

CCC: **CCSS.ELA-Literacy.RF.3.3c** Decode multisyllable words.

DURING READING

1 Check for Understanding

a Why is it important to learn about animal adaptations?

b How can learning about animal behavior help humans?

c How do scientists solve problems and answer questions?

d How do activities help you learn about animal adaptations?

e How is hands-on learning through activities different from learning through listening or reading the text?

f What else do you want to know about fish?

CCC: **CCSS.ELA-Literacy.L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

CCC: **CCSS.ELA-Literacy.RF.3.4b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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ESSENTIAL QUESTIONS TO ASK

AFTER READING

1 Summary and Expansion

a What does it mean to adapt?

b What is survival?

c What are physical traits? (Structures)

d What are behavioral traits? (Functions)

e How did the glossary help you understand the book?

2 Critical Thinking

a How do physical and behavioral traits help animals survive?

b How are different species of fish alike and different?

c How do the differences among animals affect their survival?

CCC: **CCSS.ELA-Literacy.RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CCC: **CCSS.ELA-Literacy.SL.3.1c** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCC: **CCSS.ELA-Literacy.W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

COMMON CORE CONNECTIONS

Grade: 3 Language CCSS.ELA-Literacy.L.3.4,4a,4b,4c,4d,5,5a,5b,5c,6

Grade: 3 Reading: Foundation Skills CCSS.ELA-Literacy.RF.3.3,3b,3c,3d,4,4a,4b,4c

Grade: 3 Reading: Informational Text CCSS.ELA-Literacy.RI.3.1,2,3,4,5,7,8,9,10

Grade: 3 Speaking & Listening CCSS.ELA-Literacy.SL.3.1,1c,1d,2,3,4,6

Grade: 3 Writing CCSS.ELA-Literacy.W.3.2,2a,2b,2c,2d,3,4,7,8,10

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COMMON CORE CONNECTIONS

Grade: 3 Language
CCSS.ELA-Literacy.L.3.4,4a,4b,4c,4d,5,5a,5b,5c,6

4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
4a Use sentence-level context as a clue to the meaning of a word or phrase.
4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Grade: 3 Reading: Foundation Skills
CCSS.ELA-Literacy.RF.3.3,3b,3c,3d,4,4a,4b,4c

3 Know and apply grade-level phonics and word analysis skills in decoding words.
3b Decode words with common Latin suffixes.
3c Decode multisyllable words.
3d Read grade-appropriate irregularly spelled words.
4 Read with sufficient accuracy and fluency to support comprehension.
4a Read grade-level text with purpose and understanding.
4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade: 3 Reading: Informational Text
CCSS.ELA-Literacy.RI.3.1,2,3,4,5,7,8,9,10

1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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COMMON CORE CONNECTIONS

8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9 Compare and contrast the most important points and key details presented in two texts on the same topic.
10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Grade: 3 Speaking & Listening
CCSS.ELA-Literacy.SL.3.1,1c,1d,2,3,4,6

1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
1d Explain their own ideas and understanding in light of the discussion.
2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

Grade: 3 Writing
CCSS.ELA-Literacy.W.3.2,2a,2b,2c,2d,3,4,7,8,10

2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
2b Develop the topic with facts, definitions, and details.
2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
2d Provide a concluding statement or section.
3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
7 Conduct short research projects that build knowledge about a topic.
8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinespecific tasks, purposes, and audiences.

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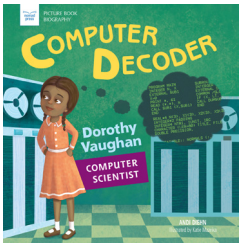

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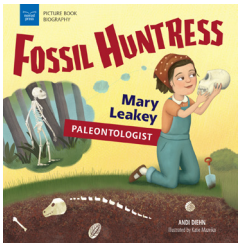

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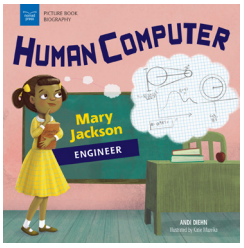

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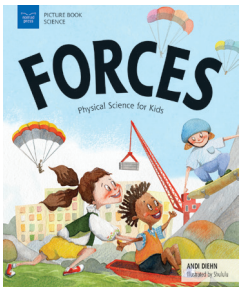

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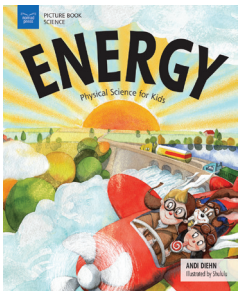

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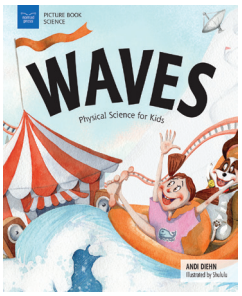

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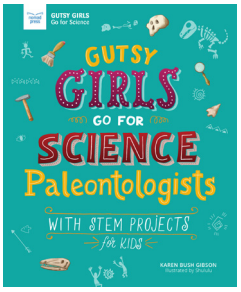
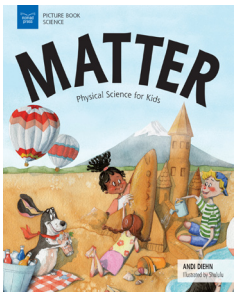


Author: Karen Bush Gibson



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