

A Common Core State Standards-Aligned
Discussion/Activity Guide for Grades K-3

No Fish for Charles

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Written by Tracy Detz
Illustrated by Monika Suska
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Meet Charles, a big croc who loves chilling on rocks and fishing from the back of his canoe. With dreams of fried fish for dinner, he decides to skip school one day to try his luck and cast his reel. But when Charles encounters a school of clever fish and his outing suddenly becomes anything but chill, he realizes that going to school is always the smartest option.

Guide created by
Debbie Gonzales, MFA

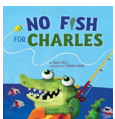
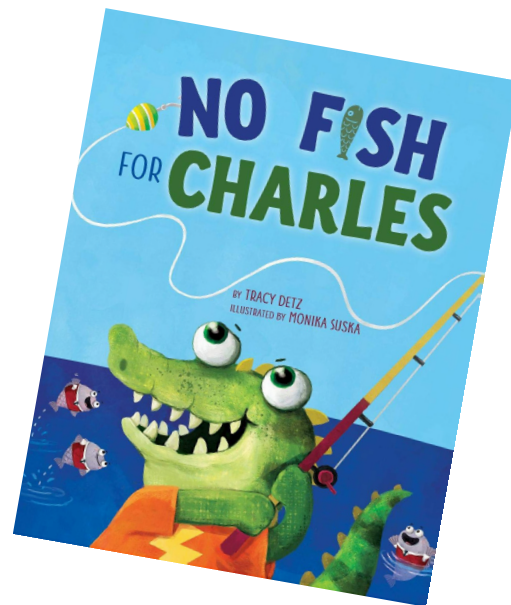


Table of Contents

Pre-reading Discussion	3
Meet the author–Tracy Detz	3
Meet the illustrator– Monika Suska	3
Post-reading Discussion.....	4-5
Rhyming Bingo	6
Rhyming Bingo Cards.....	7-10
Rhyming Bingo Game Cards	11-12
Rhyming Bingo Game Cards Answers	13
Pinwheel Perspectives.....	14
Pinwheel Perspectives Template.....	15

Common Core State Standards Alignment:

- English Language Arts Standards » Reading: Literature..... 16
- English Language Arts Standards » Foundational Skills 16-17
- English Language Arts Standards » Writing 17
- English Language Arts Standards » Speaking & Listening..... 17-18



Pre-reading Discussion

Consider the front cover:

- Observe the crocodile featured in the center of the illustration. What is he holding in his hands? How does he feel in this moment? Identify the clues in the picture that suggest his emotions.
 - Notice the smaller animals swimming around him. What type of animals are they? How are they feeling? Why do you think this is so?
 - Read the title of the book. The title suggests that there are no fish for the crocodile. Why, then, is he surrounded by small fish?
 - What do you think this story is going to be about?
-

Meet the author–Tracy Detz:

- Author Tracy Detz is devoted to her children. Consider how her commitment to her family might inspire her to write books for young people.
- Helping others is very important to Tracy. So much so, she has created a non-profit organization to help people with disabilities by giving them opportunities to ride horses! She believes that riding horses help to heal children who have special needs. How about you? Have you ever ridden a horse? If so, how did you feel when you did? Confident? Courageous? Happy? Healed?
- Learn more about Tracy, her books and her foundation – [The Autism Alliance of Michigan](http://www.theautismallianceofmichigan.org) – by accessing her website at www.tracydetz.com.



Meet the illustrator–Monika Suska:

- Notice the bright, cheery colors Monika uses in her illustrations. Describe how her use of color express mood. Tell how her illustrations make you feel?
- Notice that the crocodile is placed in the center of the illustration. What does this placement in the middle of the page suggest about this character’s role in the story?
- Notice how the fish, placed on either side of the crocodile, are moving toward toward him. Observe their expressions. What do these details suggest about the way the fish feel about the crocodile. Are they afraid of him? Explain your answer.
- Illustrators use pictures to tell stories. What story do you think Monika is telling in this particular illustration?



Post-reading Discussion

*On the way to school one day,
I decided I'd rather play
It was a perfect day to cast my line,
fish would be biting in no time.*

- Examine reasons why Charles chose to go fishing rather than school. Is it more fun to fish, rather than going to school? Explain your answer.
- Is it possible to do both things on the same day? To go to school and go fishing? If so, how could Charles plan for this?
- Is going fishing rather than attending school a wise choice? Explain your answer.

*It was a big fish – woahhhh – I just knew!
I pulled up my pole to find...an old shoe?
A raggedy old shoe, how could this be?
Where were all the fish in this deep blue sea?*

- Consider the spread featuring Charles seated in the canoe fishing while the group of fish are securing his hook to an old shoe. Tell the story taking place in this illustration.
- Analyze the two points of view being demonstrated in this illustration. Discuss Charles's thoughts in this moment. How is he feeling? Why is he feeling this way?
- Describe the activity the little fish are engaged in. Explain how their point of view in this moment is different than Charles's.

*"I'm Freddy the principal at the School of Fish,
and you, Charles the Croc, are on top of my list!
We will not fall for your bait and hook show,
we are much smarter than you'll ever know."*

- Tell why Freddy the principal seems to be angry with Charles. Does he have good reason to be frustrated with Charles? Explain your answer.
- Define the word *smart*. What does the word mean to you?
- Explain how, according to Freddy, the little fish are demonstrating that they are "much smarter" than Charles.



*“HELP! HELP! HELP!” I began to shout.
 “I’M BEING EATEN! PLEASE, GET ME OUT!”
 Now I really wish I’d gone to school,
 the principal was right, this wasn’t so cool.*

- Describe the danger Charles’s desire to go fishing rather than attend school has caused him. Who’s fault is it that he is in this predicament?
- Notice that the fish are the creatures that have come to Charles’s rescue, even though his intent was to hook them on his fishing pole. Explain how their action demonstrates kindness, caring, and forgiveness toward Charles.

*As I crawled upon shore and shook off my scales,
 thankful I hadn’t become food for a whale,
 I waved to the fish, who watched from the sea.
 It seemed going to school was the right choice for me.*

- List the experiences he had throughout the story and tell how each affected his thinking about going to school.
- Describe ways that Charles’s point of view changed.
- Consider how each of the characters in the story played a role in Charles’s character change.
- The word *friendship* means understanding, companionship, and good will. Do you think Charles has developed friendship with the school of fish? Explain your answer.
- If Charles has developed a friendship with the fish, then is the title of the book true? IS there, really, no fish for Charles? Explain your answer.



Rhyming Bingo

Objective: To recognize and produce rhyming words.

Materials:

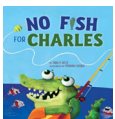
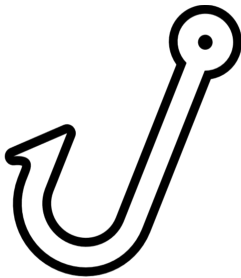
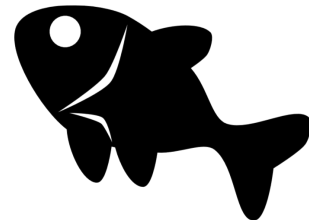
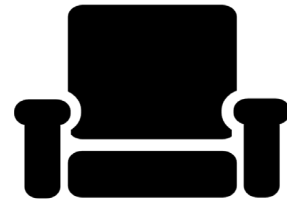
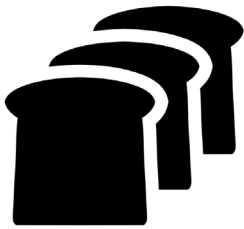
- *No Fish for Charles*, the book
- *No Fish for Charles* Bingo Boards (Guide pgs. 7-10)
- Rhyming Bingo Game Cards (Guide pgs. 11-12)
- Rhyming Bingo Game Cards - Answers (Guide pg. 13)
- Game pieces (pennies, beans, paperclips, etc.), 9 per player
- Cardstock
- Scissors

Procedure:

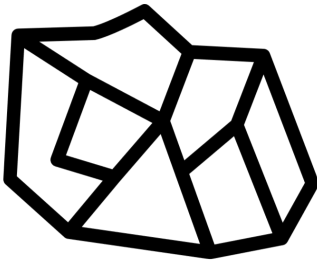
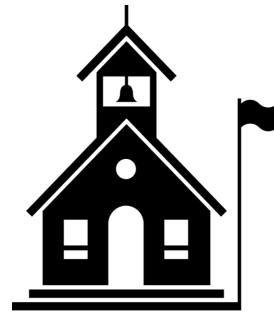
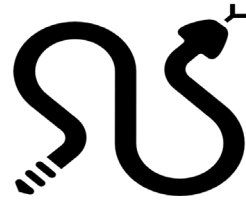
- Read *No Fish for Charles*, the book with students. Highlight and discuss rhyming words.
- Print Bingo Boards and Game Cards on cardstock.
- Use scissors to trim around the **Bingo Boards** and **Game Cards**.
- To play *No Fish for Charles* Bingo, distribute game cards and game pieces to players.
- Stack the Game Cards, face down, in the center of the table.
- Instruct players to choose a card and read it out loud. If they have a matching picture on their gameboard, have player cover it with a game piece.
- In tic-tac-toe fashion, winners of the game have matches lined up in diagonal, vertical, or horizontal fashion.
- Use the **Rhyming Bingo Game Cards - Answers** guide to validate matches.



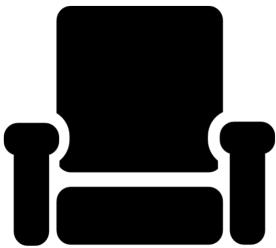
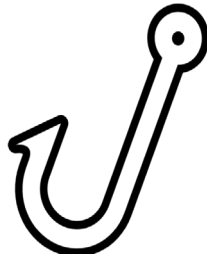
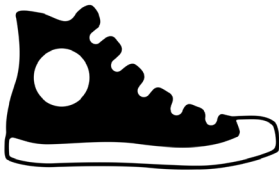
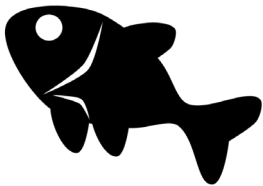
Rhyming Bingo Game Boards

No Fish for Charles Rhyming Bingo

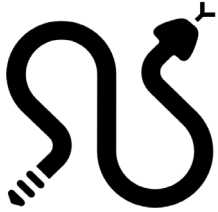

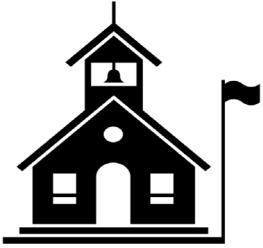
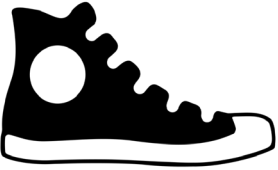
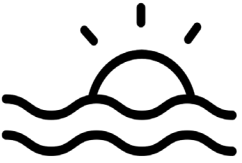

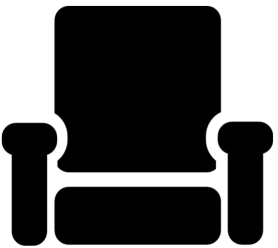


No Fish for Charles Rhyming Bingo



No Fish for Charles Rhyming Bingo



No Fish for Charles Rhyming Bingo



Rhyming Bingo Game Cards

croc

do

day

line

read

bite

sake

shook



knew

be

air

loud

boat

list

tail

fool



Rhyming Bingo Game Cards - Answers



Pinwheel Perspectives

Objective: To distinguish various characters' points of view as they relate to the protagonist's motivational desire.

Materials:

- *No Fish for Charles*, the book
- The Pinwheel Perspectives Template (Guide, pg. 15)
- Pencil
- Markers

Procedure:

- Using the Pinwheel Perspectives Template as a guide, identify Charles's deepest desire. What does he want and why can't he have it? Instruct students to make notes of their answers in the space provided.
- Analyze the other characters' points of view as they relate to Charles's desire in the spaces provided.
- Lastly, analyze Charles's change of character. What caused the change? How has his point of view shifted from earlier in the story?
- Instruct students to choose one character's perspective and write a narrative piece interpreting their point of view regarding Charles's change in character. Share work with the class.

How does Charles's desire to catch fish affect the school?

The school of fish's point of view

How does Charles's desire to catch fish affect the principal?

The principal's point of view

What does Charles want? What is keeping him from

Charles's point of view

How does Charles's desire to catch fish affect the snake?

The snake's point of view

How does Charles's desire to catch fish affect the whale?

The whale's point of view

In the end, did Charles get what he wanted? If not, does he want what he got? Explain your answer.

Charles's changed point of view



Pinwheel Perspectives Template


How does Charles's desire the catch fish affect the school?

How does Charles's desire to catch fish affect the principal?

What does Charles want? What is keeping him from getting it?

How does Charles's desire to catch fish affect the snake?

How does Charles's desire to catch fish affect the whale?



In the end, did Charles get what he wanted? If not, does he want what he got? Explain your answer.



Common Core State Standards Alignment

		Discussion	Rhyming Bingo	Pinwheel Perspective
English Language Arts Standards » Reading: Literature				
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	•	•	•
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	•		•
CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.	•	•	
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	•		
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	•		•
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	•	•	•
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	•	•	•
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	•		•
CCSS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	•		
CCSS.ELA-Literacy.RL.1.6	Identify who is telling the story at various points in a text.	•		•
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	•		•
CCSS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	•		•
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	•		•
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	•		•
CCSS.ELA-Literacy.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	•		•
CCSS.ELA-Literacy.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	•		•
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	•		
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	•		•
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	•		•
CCSS.ELA-Literacy.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	•		•
CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	•		•
English Language Arts Standards » Foundational Skills				
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.	•	•	•
CCSS.ELA-Literacy.RF.K.2.a	Recognize and produce rhyming words.	•	•	



English Language Arts Standards » Foundational Skills (cont.)		Discussion	Rhyming Bingo	Pinwheel Perspective
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	•	•	•
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.	•	•	•
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	•	•	•
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	•	•	•
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	•	•	•
CCSS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	•	•	•
English Language Arts Standards » Writing				
CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.			•
CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			•
CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			•
CCSS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.			•
CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			•
CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			•
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			•
CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			•
English Language Arts Standards » Speaking & Listening				
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	•	•	•
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	•	•	•
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	•	•	•
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	•	•	•
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	•	•	•
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	•	•	•



English Language Arts Standards » Speaking & Listening (cont.)		Discussion	Rhyming Bingo	Pinwheel Perspective
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	•	•	•
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	•	•	•
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	•	•	•
CCSS.ELA-Literacy.SL.3.2	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.	•	•	•

