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THE RAINBOW FISH

CLASS ACTS
Applying the Arts to Education

OUR STAGE IS .... YOUR CLASSROOM

10:45 AM
& 2:15 PM
the newly renovated Mahaffey Theater

10:45 AM & 12:15 PM
the newly renovated Mahaffey Theater

APRIL 18, TUESDAY

ARTS POWER PRESENTS

10:45 AM & 12:15 PM
YOUR ROLE IN THE PRODUCTION

ARRIVAL  Please plan to arrive at least 20 minutes before show time. Proceed to the entrance with your group and look for the sign-in table. A designated representative must stop and sign in for the entire group.

Upon entrance, ushers will seat groups on a first come, first served basis and will seat your group as quickly and as efficiently as possible. After your group is seated, the restroom may be visited. Young students should be escorted.

EXITING  Ushers will help your group move out of the theater in a quick and orderly fashion. You will be directed to the parking area using various routes. Exit routes may be different from your entrance path due to the ingress of students entering for the next performance. Please follow the ushers’ directions.

DIRECTIONS TO THE MAHAFFEY THEATER
Take I-275 (South from Tampa, North from Bradenton/Sarasota) to exit 22 (I-175). Follow Route I-175 (it will become 5th Avenue South) to 1st Street South. The Mahaffey Theater will be in front of you. Continue straight on and enter through Gate #4 OR turn left onto 1st Street South and turn right in Gate #1. Follow the directions given by the parking attendants.

QUESTIONS AND CORRESPONDENCE
Before/After the Show

- your classroom library with books fish, the coral reef, and plants and .is found in the ocean.

- bow Fish is a story about sharing, iss the benefits of sharing and being a friend with your students. Challenge to come up with things they can do that they can share with others and do it throughout the week. Have them write in journals about how doing so made them feel.

- he show, encourage your students to or draw a picture about what they liked best about the performance or what they learned from having seen it.

- e story, acting out the parts with 1. Talk to them about actors and what they do, explaining that they are simply telling a story by acting it out.

- grade students: Play a game Fish Fractions activity on page your students cut out their divided “fillet” him into four equal parts along the lines they drew in the activity. Then call out different fractions (¼, ½, ¾, etc. and see who can make his or her fish match the fraction called out the fastest!

In this issue, students will:

- Learn interesting fish facts and extract information from the text to complete an activity. *SC.F.1.1*, *LA.A.1.1*.

- Use a chart to solve simple math problems featuring fish representing different numbers. *MA.A.1.1*.

- Divide a fish into fourths following written instructions. *MA.B.1.1*, *LA.A.2.1*.

- Read a story illustrating the symbiotic relationship between the sea anemone and the clownfish. *LA.A.1.1*.

Fish Jokes

Why are fish so smart? They pal around in schools!

How do fish weight themselves? With their scales!

How does a fish make a phone call? With his shell-phone!

What did the sea say to the beach? Nothing. It just waved!!
**Fish Facts**

**DID YOU KNOW?**

... some fish give off electricity, and some can even make their own light!

Fish that can be found on the coral reef include parrotfish, angelfish, clownfish, puffer fish and barracuda.

... fish breathe underwater by using their **gills**. Gills are those slits you see on the side of a fish’s head. Here’s how it works: First, the fish opens his mouth. The water seeps in and passes over their gills. The gills filter oxygen from the water and lets it back out again. The oxygen goes into the fish’s bloodstream, letting him breathe, just like you!

... You have something else in common with a fish? You both are **vertebrates**, which means you both have a backbone!
Fish Parts

Use the information on page 4 to answer the following questions:

1. One out of three fish live in a **c** __ __ __ __ **r** __ __ __ __.
   (These include parrotfish, angel fish, puffer fish and barracuda!)

2. **S** __ __ __ __ __ __ __ __ happens when two very different creatures help each other out.
   (Like the clownfish and the sea anemone!)

3. Fish eat **k** __ __ __ __ , which is a type of **p** __ __ __ __ __ __ __ __.

4. Fish breathe using their **g** __ __ __ __.

5. The colors and patterns on a fish’s **s** __ __ __ __ __ help him blend in and keep him safe from **p** __ __ __ __ __ __ __ __.

6. A **s** __ __ __ __ **b** __ __ __ __ __ __ __ helps the fish float up or down in the water.

7. Fish swim using their back fin, or **c** __ __ __ __ __ __ fin. They steer with their side fins.

8. A group of fish swimming together is called a **s** __ __ __ __ __ __.
One Fish, Two Fish, Three Fish, Four ...

Use the chart to solve the problems below

<table>
<thead>
<tr>
<th>Fish</th>
<th>= 1</th>
<th>Fish</th>
<th>= 2</th>
<th>Fish</th>
<th>= 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>♀</td>
<td></td>
<td>♂</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>♀</td>
<td></td>
<td>♂</td>
<td></td>
<td>♂</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fish</th>
<th>= 4</th>
<th>Fish</th>
<th>= 5</th>
<th>Fish</th>
<th>= 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>♂</td>
<td></td>
<td>♀</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>♂</td>
<td></td>
<td>♀</td>
<td></td>
<td>♂</td>
<td></td>
</tr>
</tbody>
</table>

1. ♀ + ♂ = __________
2. ♂ + ♂ = __________
3. ♂ - ♂ = __________
4. ♂ - ♀ = __________
5. ♂ + ♂ - ♂ = ________

Answers: 1. 3; 2. 8; 3. 2; 4. 2; 5. 10
Fish Fractions

The fish below measures approximately four inches (4”). Use a ruler to divide the fish into four equal parts, or fourths, using the following steps.

5. Place your ruler horizontally so the left edge of your ruler lines up with the caudal fin again. The vertical line you just drew should line up at the 2” mark on your ruler.

6. Use your pencil to make a mark at the one-inch (1”) point.

7. Use your ruler to draw a vertical line at the 1” point. Then take your hand and cover the right half of the fish so only the left half is showing. The left half of the fish is now divided in half, which means you have two quarters of the fish marked.

8. Place your ruler horizontally across the fish so the left edge of the ruler lines up with the caudal fin.

9. Make a mark at the three-inch (3”) point.

10. Draw a vertical line at the 3” point. Your fish now has four equal parts, or four quarters!

**Big catch of the day:** How many inches is each quarter?
A Symbiotic Tale

Once upon a time, a sea creature named Anemone (an-EN-oh-mee) lived at the bottom of the ocean. She was beautiful. She had long tentacles that swayed gently in the undertow. When the sun hit her snow-white tentacles just right, the purple tips gave off a spectacular glow.

But Anemone was lonely. There was no one around to appreciate her beauty. And she was always hungry. Any time any other sea creature came near her, she ate him.

You see, Anemone was a sea anemone. And sea anemones are made to eat other fish. Sea anemones sting them with their long, slender tentacles, and then eat them to stay alive.

Day after day, she sat, swaying and glowing in the sunlight streaming through the water, and dreamed of having a friend.

And she listened to her stomach growl.

By the time another fish swam by, she was so ravenous she'd reach out, zap him with one of her long arms and gulp him down without so much as a hello.

This made for a very cranky Anemone.

Then one sunny day a little angelfish. She reached her neck of the ocean. Anemone particularly tasty pily in the rays shining through the water.

The fish approached, she noticed he didn’t look at all like the fish she was used to. This fish was a bright, loud color Anemone had never seen before. It was kind of yellow, like the sun, with a little red mixed in. Three white bands circled his neck, his middle and a little point right before his tail.

didn’t seem afraid of her at all. In fact, he looked rather friendly. He looked with big dark eyes as he swam closer. She noticed the corners of his mouth smile.
“Hi,” he said cheerfully. “You from around here?”

“Really?” Caton asked excitedly as he sprang to her side. Anemone’s back tentacle whipped out and barely missed him as he scooted around front to face her. “I’m a clown fish.”

“Imagine my surprise,” Anemone said sarcastically. This fish was going to be trouble, she could tell. Still, it beat being all alone.

“Yeah, Caton sighed. But I’m far from home,” he said. “We’ve appeared before millions of schools from here to the Pacific. And some new digs.”

“So why are you here?” Anemone asked.

“Well, we were performing just south of the Gulf Stream while we were rehearsing the new crab trap-eze act. An elephant fish wandered off while we were rehearsing the new crab trap-eze act. Well, guess what fish, a couple of dogfish went after the crabs. They ate them up. It was a big mess,” he said sadly. “I got fired and had to leave the show.”

“I’m so sorry to hear that,” Anemone said. She had actually started to like the clown fish more and more as he told her his sad story.

“Yeah,” Caton said. So now I have to find some new digs.”

Anemone thought for a moment. Perhaps this was the friend she had longed for. “You’re real pretty,” he said. As Caton swam behind her, she thought about it. As Caton swam behind her, she thought of the sea anemone, “She ankle-wrapped out, barely missing him.

“Really?” Caton asked excitedly as he sprang to her side. Anemone’s back tentacle whipped out and barely missed him as he scooted around front to face her. “I’m a sea anemone,” she answered in an eerily quiet tone. “I’m a sea anemone,” she answered in an eerily quiet tone. Anemone knew she could easily reach out and sting him.

And she thought about it. As Caton swam behind her, she thought about it. As Caton swam behind her, she wondered… had she ever been afraid of her before. “You’re afraid of her before.”

Anemone knew she could easily reach out and sting him. As Caton swam behind her, she knew, entertaining other fish with the sea circus.

She wanted that fish, a couple of dogfish went after the crabs. They ate them up. It was a big mess,” he said sadly. “I got fired and had to leave the show.”

“I’m sorry to hear that,” Anemone said. She had actually started to like the clown fish more and more as he told her his sad story.

“Yeah,” Caton said. So now I have to find some new digs.”

“Well, where would I sleep?” asked Caton. “I’m used to a nice, soft bed with cozy surroundings. He looked at the sea floor. “This floor looks hard,” he said distastefully. “And sandy.”

Anemone thought for a moment. Perhaps this was the friend she had longed for. “His name meant “smart.” Perhaps they could work something out that would be good for both of them.

“Windy and sunny … pretty, really. Perhaps you’d like to stay here?”

“But I’m far from home,” he said. “My family travels a lot. I know, entertaining other fish with the sea circus. We’ve appeared before millions of schools from here to the Pacific. And some new digs.”

So why are you here?” Anemone asked.

“Well, we were performing just south of the Gulf Stream while we were rehearsing the new crab trap-eze act. Well, guess what fish, a couple of dogfish went after the crabs. They ate them up. It was a big mess,” he said sadly. He sighed. “I got fired and had to leave the show.”

“I’m sorry to hear that,” Anemone said. She had actually started to like the clown fish more and more as he told her his sad story.

“Yeah,” Caton said. So now I have to find some new digs.”

Anemone thought for a moment. Perhaps this was the friend she had longed for. His name meant “smart.” Perhaps they could work something out that would be good for both of them.
Anemone thought for a moment. “How are you at attracting other fish?” she asked.

“I was a clown fish,” Caton answered. “Everybody likes a clown.”

“I’ll make you a deal, Caton,” Anemone said. “I’ll let you sleep in my tentacles if you help me get fish. That’s what I do. I sting them with my tentacles and then I eat them. But I have trouble getting them close enough to catch them.” She looked at Caton hopefully. “Perhaps you could help me?”

“What would I eat?” Caton asked. (His name didn’t mean “smart” for nothing.)

“Well, I’d share of course,” Anemone answered.

The two sea creatures looked at each other, considering their options. Neither one wanted to be alone anymore. And it seemed like this arrangement would be good for both of them.

“Okay,” Caton finally said. “Let’s give it a try.”

“Okay,” Anemone smiled.

And they lived oceanly ever after.

Symbiotically (sim-by-AW-tic-ly), © Missy Schlesman 2006

1. The title of the story is called A Symbiotic Tale. Based on the story you read, what do you think symbiotic (sim-by-AW-tic) might mean?

   a. to be enemies
   b. to be friends who depend on each other for help
   c. to hurt one another
   d. to run away

   story, the author describes Anemone’s color as “yellow, like the sun, with a little red mixed in.” What color might that be?

2. In the story, Anemone and Caton decide to help each other so they can both get what they need. Can you think of a time when you and a friend helped each other like that? Draw a picture or write about it!

3. At first, Anemone answers Caton “warily.” What does the word warily mean? Re-read the sentence that comes after the word “warily” in the story for clues to its meaning.

   a. friendly
   b. doubtful, not trusting
   c. funny
   d. quietly

4. Caton says he has to find “some new digs.” What does that mean?

   a. a new place to live
   b. new friends
   c. a new place to dig a hole
   d. a new computer
ABOUT THE SHOW

Rainbow Fish is a beautifully colored fish, admired by all the other fish. In fact, the other fish think Rainbow Fish is so beautiful, they want to use some of her scales so they can be beautiful too! But Rainbow Fish doesn’t want to share. She wants to keep what makes her special to herself, believing she won’t be special anymore if she shares it with others. When her friends decide they don’t want to be friends with her anymore, Rainbow Fish goes on a journey of self discovery and learns what it is to be a friend and find true happiness. In the production of *The Rainbow Fish*, the main character is portrayed in full color by actors wearing beautifully colored, flowing costumes.

ABOUT THE PERFORMERS

Founded in 1985 by musicians Gary Blackman and Mark Blackman, ArtsPower is committed to bringing theatrical productions of the highest caliber to audiences throughout the United States – including Alaska! Under the current direction of Artistic Director Greg Gunning, ArtsPower has achieved a stellar reputation for the consistent quality of its work, choosing material each season that encourages diversity and triumph over adversity (a welcome philosophy for teachers and parents alike!) In its twenty-year history as a national touring company, ArtsPower has received critical acclaim and endorsements from such highly respected authors as Judy Blume and E.L. Konigsburg, among others, for their superb adaptations in bringing popular children’s literature to life on stage.
Resources

Books


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Donovan, Gail, Rainbow Fish Counting, North-South Books, 2003

Huelin, Jodi, At Home on the Coral Reef, Charlesbridge, 1992

Muzik, Katherine, Rainbow Fish, HarperFestival, 2003

Pfister, Marcus, Rainbow Fish, 1, 2, 3, North South Books, 2003

Pfister, Marcus, The Rainbow Fish, N. Polk Books, 1992

Pfister, Marcus, Rainbow Fish Cotai, N. Polk Books, 2004

Pfister, Marcus, Rainbow Fish to the Rescue! North-South Books, 1995

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Samson, Suzanne, Sea Dragons and Rainbow Runners: Exploring Fish with Children, Roberts Rinehart, 1995

Bonnie, Wish For a Fish: All About Sea, Random House, 1999