

THE RAINBOW FISH



School Matinee Performances

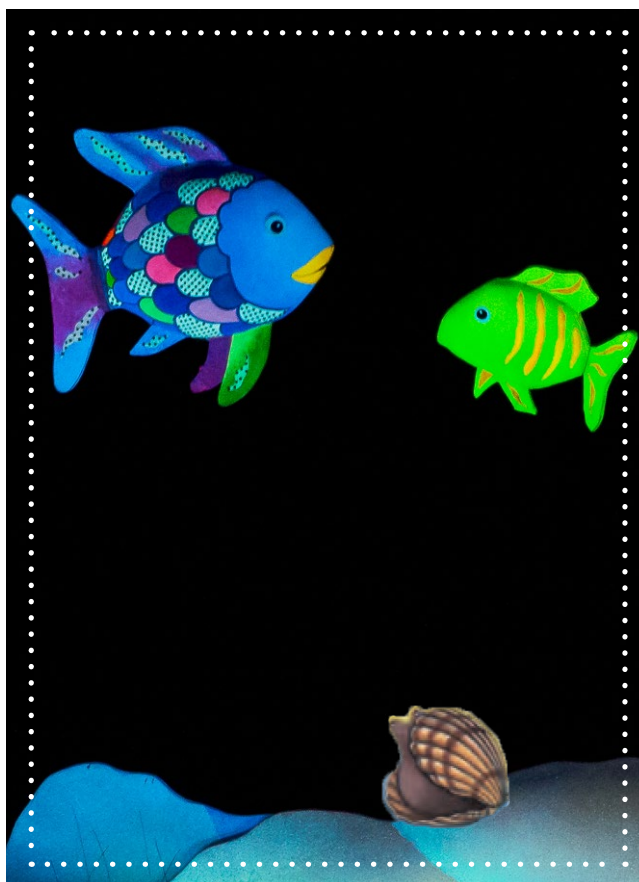


TEACHER RESOURCE GUIDE

The Rainbow Fish

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COMMUNITY ENGAGEMENT & EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in Early Learning & Development (2022), English Language Arts (2017), Fine Arts (2012), Mathematics (2017), Physical Education (adopted 2015), Science (2019) and Social and Emotional Learning (2019).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

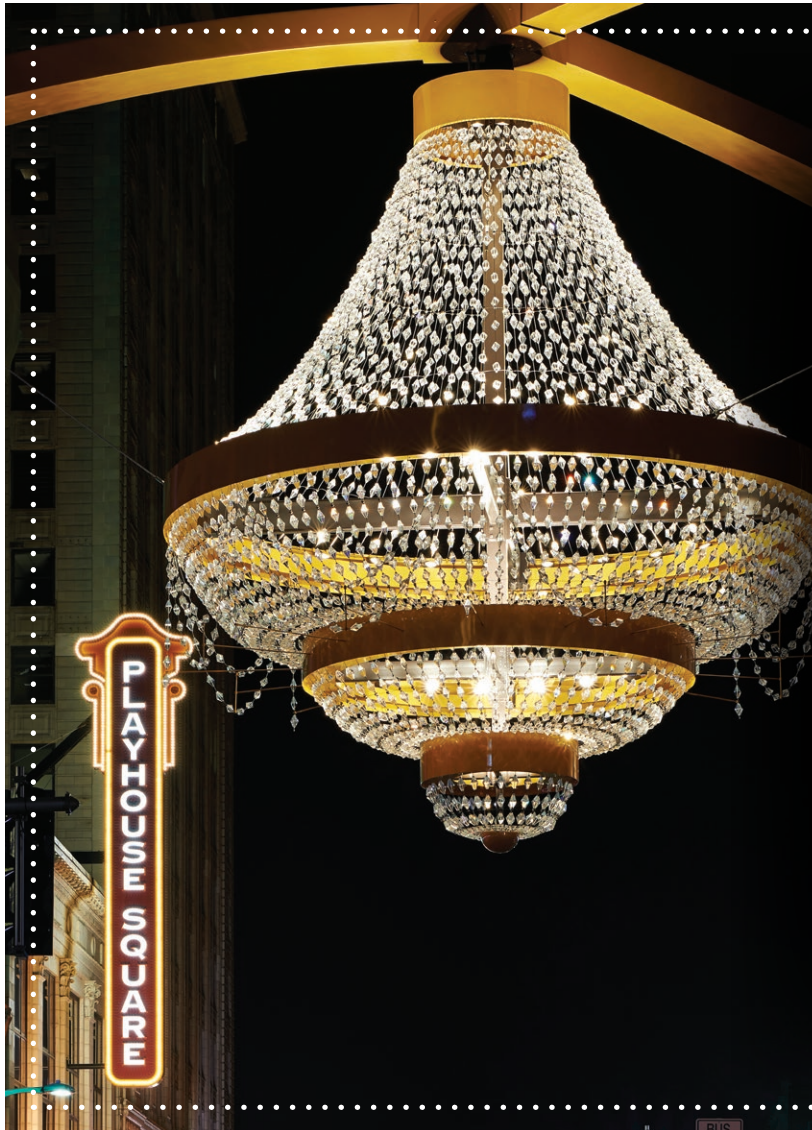
The lessons and activities in this guide are created and adapted by Playhouse Square's Education Department. Excerpts from the self-produced Mermaid Theater of Nova Scotia *The Rainbow Fish* guide have also been included.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

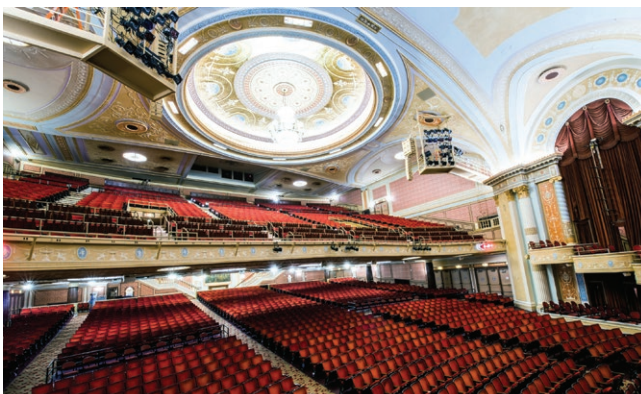
ABOUT PLAYHOUSE SQUARE



Playhouse Square is an exciting field trip destination! The not-for-profit Playhouse Square attracts more than one million guests to 1000+ shows and events each year. Five of Playhouse Square's 12 venues are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances and events held by Playhouse Square's eight resident companies: The City Club of Cleveland, Cleveland Ballet, Cleveland International Film Festival, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the retro Playhouse Square sign with its 9-foot-tall letters and the largest outdoor chandelier in North America – the Playhouse Square Chandelier generously presented by GE Lighting, a Savant company.



COMING TO THE THEATER

This discussion and attendance at one of our in-person School Matinee Performances address the following Fine Arts Ohio Learning Standards for Drama: K.1CE, K.5CE, K.6CE, 1.4CE, 1.5CE, 1.6CE, 2.3RE, 2.5CE, 2.6CE

We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Cleveland has a vast arts district with many theaters at the professional and community level. Have any students attended a theatrical performance at Playhouse Square before? How about anywhere else in the community? At school?

Here are a few points to begin the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- The Mimi Ohio Theatre is a proscenium theater, featuring a large archway and raised stage. Learn about other features you'll see on the next page. Can you point them out when you get to the show?
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, but the performers can too.
- As you watch the performance, feel free to respond by laughing or applauding. Theater is meant to excite, entice, and motivate its audience. It helps us to see a different perspective from our own.
- Food, drink and gum are not permitted in the theater for school matinee performances.
- Photography and recording of performances is not permitted.
- Mobile phones and other electronic or noise-making devices should be silenced and put away before the performance begins.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school by group number. Check around your seat to make sure you have all your personal belongings before leaving.

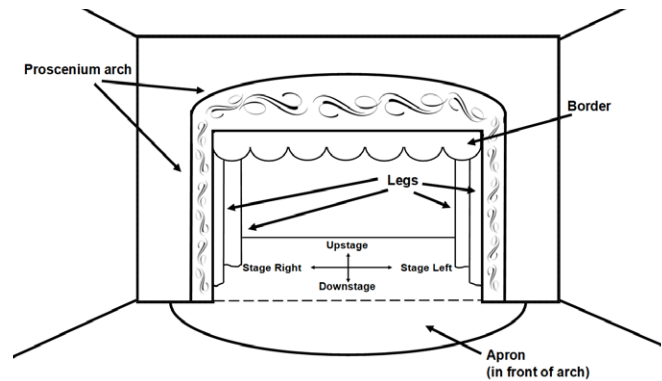


Parts of a Theater

Theater is both a place *and* a thing. It's the art of creating and producing plays, the act of performing plays, and it's a place where plays are performed. Theater can take place anywhere – at school, a big fancy building or even outside. The Mimi Ohio Theatre, our main stage for school matinee performances, is over 100 years old and seats over 1,000 guests.

There are many types of theaters, including thrust stages, amphitheaters, black boxes and proscenium theaters. The Mimi Ohio Theatre is an example of a proscenium theater, or a theater that features a proscenium, or “picture frame” arch. The diagram below shows an example of this and other elements that are visible during a theater performance. Review the glossary below prior to the show and ask students how many terms they can recognize and point out during their visit. These terms may reappear in other pre- and post-show activities provided in this guide.

An exact paper model of the Mimi Ohio Theatre is linked on our Resources page and can be printed out. Work individually or as a class to assemble your own replica, learn hands-on about the parts of the theater, and stage your very own productions!



Glossary

Apron – the section of the stage floor which projects towards or into the auditorium. In proscenium theatres, it's the part of the stage in front of the proscenium arch, above the orchestra pit.

Blackout – an absence of stage lighting, often cued to distinguish the start or end of a show or scene

Borders and Legs – curtains or panels framing the stage. Legs are flown vertically to hide the wings or offstage areas. Borders are flown across the top of the stage.

Cast – a group of actors in a play

Character – a person in a novel, play or movie portrayed by an actor

Choreography – rehearsed movement or dance

Chorus – a group of singers and dancers in a play or musical

Costumes – the clothing worn by the actors onstage

Cyclorama – a curved, plain cloth filling the rear of the stage, often used as a sky backing or to project lighted backgrounds

Main Rag, or Main Curtain – Large, heavy curtain (often red) that separates the stage from the audience

Props – objects used by characters on stage, usually small enough to be carried easily

Proscenium – an arch framing the opening between the stage and the auditorium in some theaters

Scene – a division of an act or play. Often, scenes change when characters or set pieces change to indicate a new place or time.

Set – the environment of the play; scenery and furniture used on the stage

Stage directions – movements or placements of actors on stage

- **Onstage** means standing where an audience is able to see you. **Offstage** usually means outside of view but still on the actual stage.
- If you are standing in the center of the stage, you are **center stage**. If you are standing center stage, you are facing **downstage** and the area behind you is **upstage**.
- If you are standing center stage, facing the audience, **stage right** is to your right and **stage left** is to your left.

ABOUT THE SHOW

In this performance of *The Rainbow Fish*, three different stories will be told, all based on the bestselling books by Marcus Pfister. This production is produced by Mermaid Theatre of Nova Scotia. The show employs a variety of puppetry styles – including rod, full-body, and hand puppets – to tell the three stories. Amazingly, all of the puppets and scenic elements are manipulated by just three puppeteers. The puppeteers are dressed completely in black, including a black covering over their faces that makes them look like puppet ninjas!

Part of the visual magic of this production comes from the use of black light, which allows only certain elements onstage to be seen by the audience. The puppets and scenery are painted with fluorescent paint, which glows in the dark under ultraviolet light (also called black light). Under black light, anything black becomes invisible. During the show, the puppeteers will be on stage as they work with the puppets. They wear black clothing and black masks and perform in front of a black wall. This makes them almost invisible to the audience and allows them to execute all kinds of visual illusions with the puppets; they can make them seem to float, swim, disappear, shrink, grow, and more.

Along with the visual storytelling, the show employs pre-recorded narration (by Laura Benanti and Linda Wonneberger) of the text of the stories, as well as a pre-recorded musical score by Steven Naylor created especially for this production.

The Stories

The Rainbow Fish tells the story of the most beautiful fish in the sea, whose scales shimmer in all the colors of the rainbow. He is admired by all the underwater creatures, who invite him to come play with them. But he is not interested in joining them. One day, a small blue fish asks for one of his scales, but the Rainbow Fish refuses to share. When he is ostracized by all the other fish, his scales begin to mean less to him with no one to admire them. Taking the advice of a clever octopus, the Rainbow Fish gives all his scales away, one by one, until he is left with only one. The more he shares, the happier he becomes. Surrounded by many fish, each with one iridescent scale, the Rainbow Fish now no longer looked different, and he at last feels at home among the other fish.

In ***Rainbow Fish Discovers the Deep Sea***, Rainbow Fish's glittering scale falls off and sinks down into the deep sea. He overcomes his fear and finds the courage to go looking for the scale in the great unknown. He discovers a whole new world, filled with wonderful sights and friendly creatures of all shapes, sizes, and colors, who are eager to get to know him.

Opposites uses striking images from Rainbow Fish's underwater wonderland to introduce the concept of opposites, such as up/down, in/out, over/under, big/little, long/short. As a fitting finale, the story ends with the most satisfying opposite of all – give and take – as Rainbow Fish shares one of his glittering scales with a friend.



ABOUT MERMAID THEATRE OF NOVA SCOTIA

Founded in 1972, Mermaid Theatre's unique adaptations of children's literature have delighted more than six million young people in sixteen countries on four continents. Based in Windsor, Ontario, a small rural town in Nova Scotia's Avon Region, the company performs for more than 300,000 spectators annually, and currently ranks among North America's most active touring organizations. It also plays an important ambassadorial role for Nova Scotia and Canada. Mermaid Theatre has been in continuous operation since it was founded in 1972 in Wolfville, Nova Scotia. They moved to the neighboring town of Windsor in 1987 and helped to revitalize the historic town's downtown business core. Mermaid offers instruction at both community and professional levels through its Institute of Puppetry Arts, welcomes artists in-residence through its Theatre Loft, and presents a vibrant performing arts series at MIPAC (the Mermaid Imperial Performing Arts Centre), its 400-seat performance space. The Institute's imaginative

curriculum-based touring programs entertain and inform students and teachers throughout the region, as well as encourages educators to incorporate the performing arts into the teaching of science.

Learn more at mermaidtheatre.ca



**MERMAID
THEATRE**
OF NOVA SCOTIA

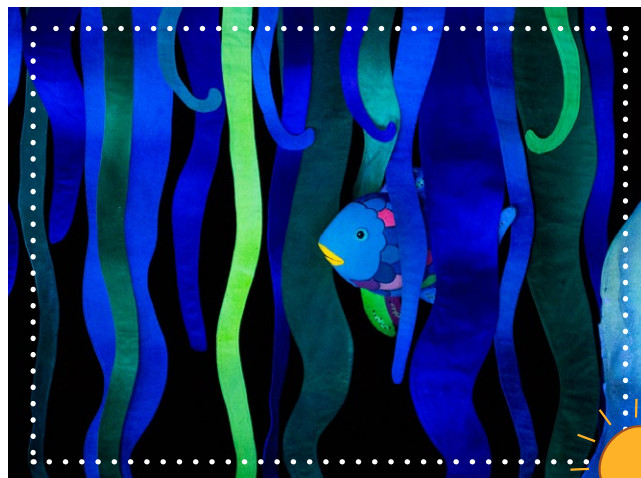
ABOUT MARCUS PFISTER



Marcus Pfister was born in Bern, Switzerland in 1960. He attended the Art School of Bern and began his career as a graphic designer, first at a publicity agency, and then as a freelance artist. After taking a six-month hiatus to travel much of North America he returned to Switzerland and began

developing children's books. His first picture book, *The Sleepy Owl*, was published in 1986. In 1992 he published *The Rainbow Fish* and took the children's literary world by storm. After that, he dedicated himself exclusively to children's books, with 49 books currently to his credit. *The Rainbow Fish* spawned a series of books recounting the adventures of this colorful character.

The Rainbow Fish books have been translated from the original German into more than 50 languages and have sold 30 million copies worldwide.



KEY TERMS & EVENTS

Admire – to look at with delight, wonder, and approval

Cave – a natural hole or hollow in the earth

Coral – a hard skeleton made up of tiny sea animals that typically live in warm tropical oceans

Discover – to learn through study or by observing

Emerge – to rise up from or come into view

Fins – thin, flat parts of a fish's body to help it balance and move in the water

Firefly squid – a sea animal with a long, soft body and strong tentacles, equipped with special light-producing organs called photophores

Frighten – to cause fear or scare

Gills – part of a fish's body that helps it breathe underwater, similar to a person's lungs

Glowing jellyfish – a sea animal with a soft body shaped like a bell and tentacles that hang down its body which makes its own light through bioluminescence

Ocean – the whole body of salt water that covers nearly three-fourths of the earth's surface

Ocean current – a continuous movement or flow of sea water

Octopus – a sea animal with a soft, rounded body and eight long tentacles

Opposite – a thing that is completely different from another

Ordinary – normal or with no special qualities

Peculiar – odd, strange, or unusual

Poisonous – containing poison to cause serious harm

Rainbowfish – a brightly colored sea animal with beautiful, shimmering scales that prefers to be in a group of six or more fish

Scale – each of the small overlapping plates protecting the skin of fish and reptiles

Shimmer – to shine or sparkle with a soft, flickering light

Siphonophore – a deep sea animal that can grow longer than two bowling lanes and has poisonous tendrils

Tendrils – a long, thin body part that stretches out and curls around an object, such as a tentacle

Wave – a moving ridge on the surface of water

Wise – having understanding and good judgement about what is true or good



WHAT IS A RAINBOWFISH?

A rainbowfish is a brightly colored sea animal with beautiful, shimmering scales of many colors such as yellow, orange or blue. These cold-blooded animals have fins for swimming and gills for breathing. They are vertebrates meaning they have a backbone. They are native to the waters of tropical Indonesia, Australia and New Guinea. Although most rainbowfish are quite small, they can grow to be eight inches long.



Rainbow Fish Fun Facts

They develop brighter, more colorful scales as they grow older.

They prefer to travel in groups, called schools, of six or more fish.

Most rainbowfish are found at around **70 METERS DEEP** IN THE OCEAN.

They are **omnivores**, which means that they eat both plants and animals. Insects that float on the surface of the water are their main food source.

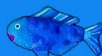
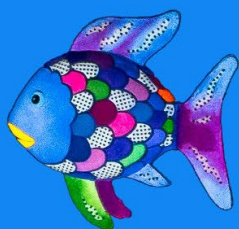
Some of their favorite foods include mosquito larvae, bloodworms and **TINY SHRIMP.**



They hatch from eggs that look like tiny pin-head sized spheres with relatively hard shells. It takes 18 days for rainbowfish eggs to hatch.

They are good communicators with one another using pheromones, a chemical they produce, to get other fish within their species to respond to them.

They can change to a deeper color if they are sick or stressed. **THEY CAN QUITE LITERALLY TURN RED WITH FURY OR GREEN WITH ENVY!**



■ PRE-SHOW ACTIVITIES

Memory Cards (Grades: PreK-2)

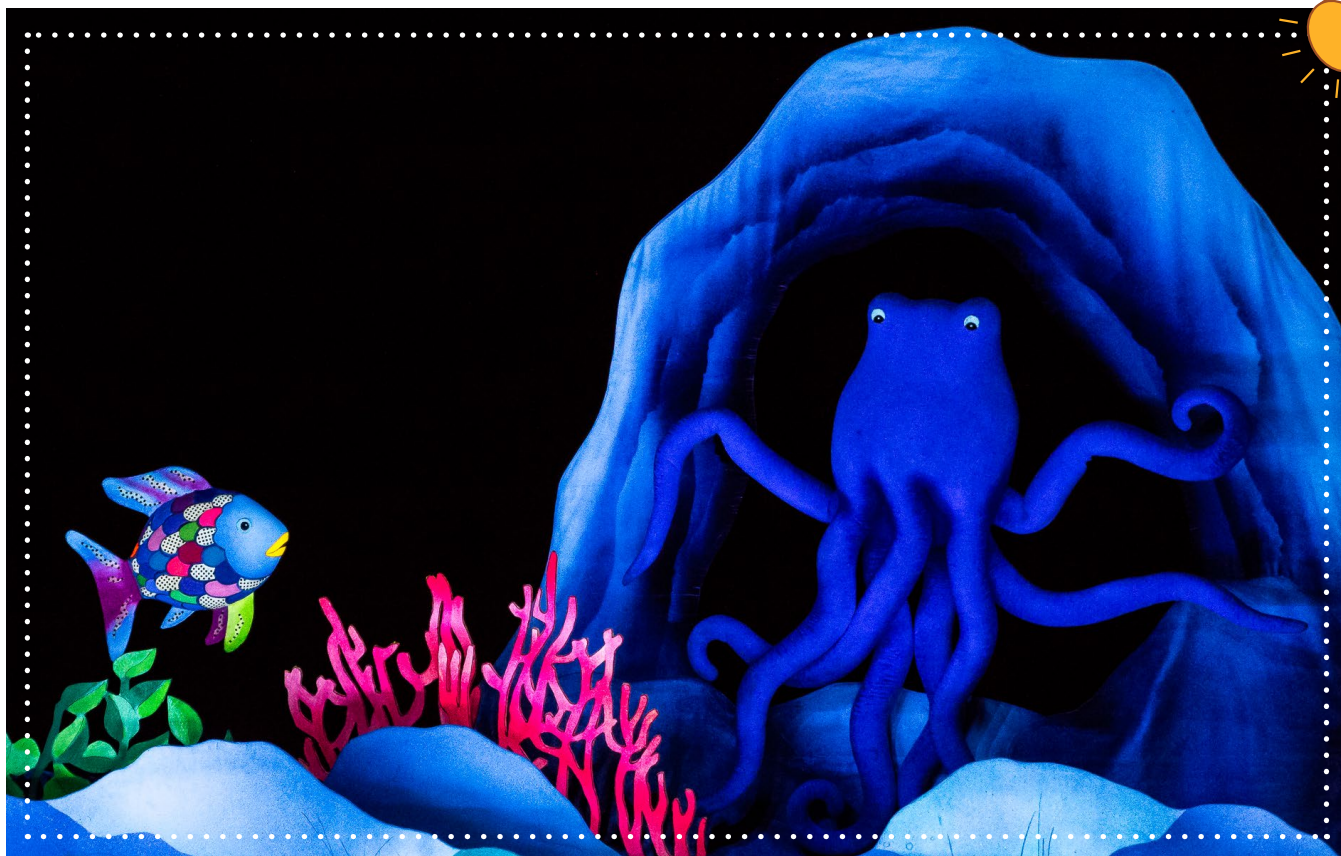
The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Early Learning & Development: CO.1.a, LL.1.a, LL.1.b

English/Language Arts: L.K.4, L.1.4, L.2.4

Directions: As a class, go over the vocabulary listed in the Key Terms section of this guide. These words will help students prepare for *The Rainbow Fish* performance. Cut out the cards and, as a class or in groups, mix them up face down. Taking turns, students should flip over two cards and attempt to match the provided definition with the term and image.

To adapt for younger students, use only the term and image side of the card to deepen comprehension of new vocabulary. Ask students to connect the term to their experiences.



Memory Cards

admire



cave



discover



frighten



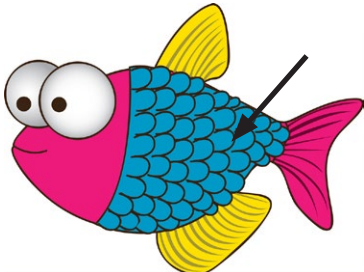
ocean



opposite



scale



tendrils



Memory Cards

to look at with
delight, wonder and
approval

a natural hole or
hollow in the earth

to learn through
study or by
observation

to cause fear or scare

the whole body of salt
water that covers nearly
three fourths of the
earth's surface

a thing that is
completely different
from another

each of the small
overlapping plates
protecting the skin of
fish and reptiles

a long, thin body part
that stretches out and
curls around an object,
such as a tentacle

Classroom Connections Video Workshop (Grades: PreK-2)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Early Learning & Development: CR.1.b, LL.1.a, LL.1.b, LL.1.d, PW.1.a, PW.2.e, SE.4.b

English/Language Arts: L.K.5, SL.K.1, L.1.5, SL.1.1, SL.2.1

Fine Arts: Drama: K.5CE, 2.4PR, 2.6CE; Music: K.1CE, K.1PR, 1.1PR, 2.1CE

Physical Education: 1A.K.3, 3B.K.2, 1A.1.3

Science: K.LS.1, K.LS.2, 1.LS.1, 1.LS.2

Social & Emotional Learning: C1.2.a, D2.3.a

Guest stars:

Kelsey Hendrix,
Program Coordinator for
The Greater Cleveland
Aquarium

Run time: 11:20



Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join AJ and Molly as they travel to The Greater Cleveland Aquarium, learn about the ocean and discuss sharing.

Additional Terms

Freshwater – Water found in lakes, ponds, rivers, streams, icebergs, ice caps, glaciers, and sheets that has a very low percentage of salt

Saltwater – Water that contains salt and can be found in oceans and seas

Habitat – A place where plants or animals live based on what they need to survive such as grasslands, tundra, forests, deserts and water

Great Barrier Reef – One of the natural wonders of the world, this enormous coral reef is found off Australia's north-eastern coast

Staccato – Detached and slow bursts of sound or rhythm

Legato – Smooth and connected sound or rhythm

Transform – To change from one thing into another

Opposite Song: Grape Jelly

I have a fish friend named Grape Jelly
He's so silly, he makes me giggle
Every time I do a thing
He just does the opposite
If I sing fast
LA, LA, LA, LA, LA, LA, LA
He sings slow
LA, LA, LA, LA, LA, LA, LA

If I sing staccato with spaces in between the notes
He sings legato stringing them close
If I sing high
He sings low



Parts of a Fish (Grades: PreK-2)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Early Learning & Development: CR.1.a, LL.1.a, LL.1.b, LL.1.e, SC.1.a

English/Language Arts: L.K.4, L.1.4, L.2.4

Fine Arts: Visual Arts: K.2PR, 1.1PR, 1.4PR, 2.3PR

Science: K.LS.1, K.LS.2

In this activity, students will create their own Rainbow Fish and learn about the different parts of a fish.

MATERIALS NEEDED:

- Cardstock or construction paper
- Crayons, colored pencils or other coloring materials
- Scissors
- Glue
- Popsicle stick
- Optional – paint, glitter or other decorating materials

Print copies of the Rainbow Fish template on the next page onto cardstock or construction paper. Have the students use coloring materials to personalize the Rainbow Fish. Decorate the Rainbow Fish as desired. Make sure to add scales to the body of the fish.

TIP: There are many ways to create unique scales for your Rainbow Fish. Try making a stencil out of cardstock for the students to trace their own scales or use unconventional materials such as triangles cut out of a paper plates, folded cupcake wrappers or cut celery stalks as paint stamps. Glitter glue or sequins can be used to make the scales shiny.

As students are decorating, read the passage below about parts of the fish to them:

*The **mouth** is used to eat.*

*The **eyes** are used to see.*

*The **scales** provide protection.*

*The **tail** or Caudal Fin is used to swim.*

*The other **fins** are used to swim and steer in many directions.*

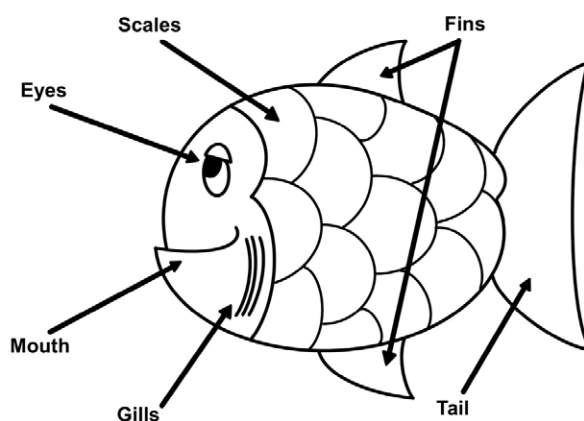
*The **gills** are used to breathe.*

Repeat each sentence together with the students. Then, have the students cut out each term from the box at the bottom of this page. They should match and glue each term next to the arrow pointing to the correct part of the fish. When the Rainbow Fish is dry, attach it to a popsicle stick to make a puppet.

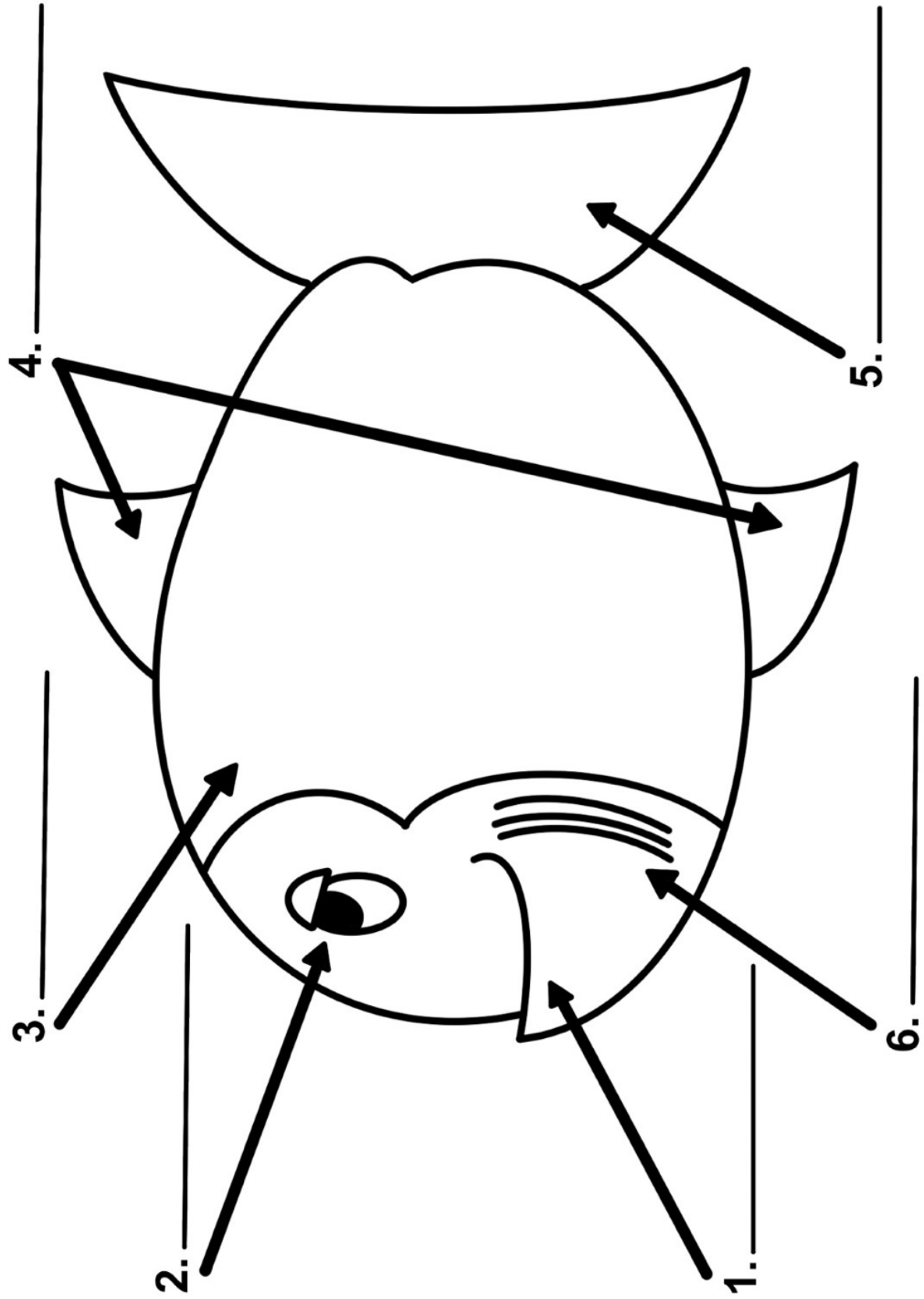
If permitted, pictures of the students' completed Rainbow Fish creations can be shared with us and the company by sending them via email to schoolprograms@playhousesquare.org or to:

Playhouse Square
Attn: School Field Trips
1501 Euclid Ave. Ste. 200
Cleveland, Ohio 44115

tail (Caudal Fin)	eyes
scales	gills
mouth	fins



Parts of a Fish



Opposites (Grades: PreK-2)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Early Learning & Development: LL.1.a, LL.1.b, MA.3.a, MA.3.b, MA.4.a, SC.1.a

English/Language Arts: L.K.4, L.K.5, RL.K.7, L.1.4, RL.1.7

Science: K.PS.1

One of the stories presented in *The Rainbow Fish* performance is *Opposites*, a Rainbow Fish book by Marcus Pfister. Together as a class read the *Opposites* book out loud or watch the opposites read-along video listed on the resources page. While reading, prompt the students to describe what is happening in each illustration, compared to the corresponding text.

In the following activity, students will identify common opposite pairings and define an opposite.

Opposite

a thing that is completely different from another

Begin by whispering to your students. Let them know that they will be learning about opposites today. Ask them to think about how you are speaking right now.

Once they reach the conclusion that you are speaking quietly, begin shouting that opposites are all around us. Tell them that whispering and shouting are opposites. Whisper the word “quiet” and shout the word “loud”. Give as many other examples as needed. (Ex: pointing left/right, going outside/inside the doorway, sitting/standing etc).

Break up the students into small groups. Ask them to take the next 5 minutes to think of other things that could be opposites. After this, have the class gather back together and share their findings. Write all the opposite words that the students compiled in a list on the board.

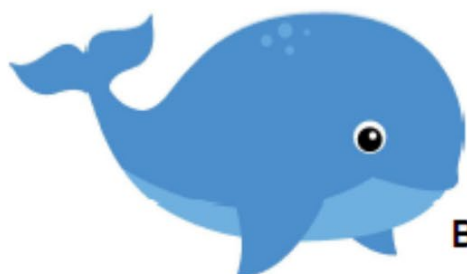
To assess comprehension, have the students complete the opposites worksheet on the next page.



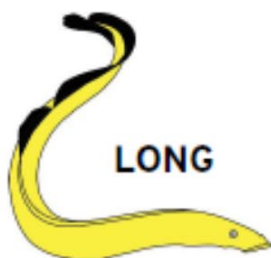
Opposites Worksheet

Name: _____

Directions: Draw a line from each picture to its opposite.



BIG



LONG



OPEN



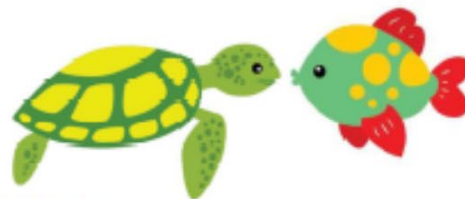
ALONE



FAST



MANY



TOGETHER



CLOSED



FEW



LITTLE



SHORT



SLOW

■ POST-SHOW ACTIVITIES

In the Zone (Grades: PreK-2)



The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

Early Learning & Development: LL.1.a, LL.1.b, SC.1.a

Mathematics: K.MD.2, 1.MD.4

Science: K.LS.1, K.LS.2, 1.LS.1, 1.LS.2, 2.LS.1

In this activity, students will learn about the deep sea creatures and different ocean zones they saw in *The Rainbow Fish Discovers the Deep Sea* story.

MATERIALS NEEDED:

- Class board
- Scissors
- Glue

Begin describing to students that animals need energy to survive, just like people and they get their energy from eating just like we do. Then, explain that plants also need energy to survive, but get their energy from the sun. With food and sunlight, living things can survive and grow.

Part 1

As a class, watch the Monterey Bay Aquarium livestreams from the resources so students can observe real life sea creatures in their habitat. On your class board, create a graphic organizer, matching the table shown below. Have students raise their hands and share their observations as they watch the livestream. If needed, prompt students with the following questions:

What type of plants and animals do you see?

What kind of eyes do the creatures have?

How do the creatures move?

Do any of the creatures glow?

Are any of the creatures eating? How do they eat? What are they eating?

Is there sunlight?

Where are the creatures swimming?

What temperature do you think the water could be?

Open Sea Live Webcam	Observations:
Spider Crab Live Webcam	Observations:

Explain to students that all of the things they observed affect the ocean environment, which helps creatures survive, grow, and reproduce. Different types of aquatic plants and animals need different environments to survive. Younger students have completed the activity. Older students can continue to Part 2.

Part 2

Explain that the ocean has more than one type of environment; these are called zones. Each zone is a layer in the ocean. Add a new row to your organizer (as shown below) and have the students watch “Let’s Learn the Ocean Zones!” video found on the resources page.

Let’s Learn the Ocean Zones! Video	Observations:
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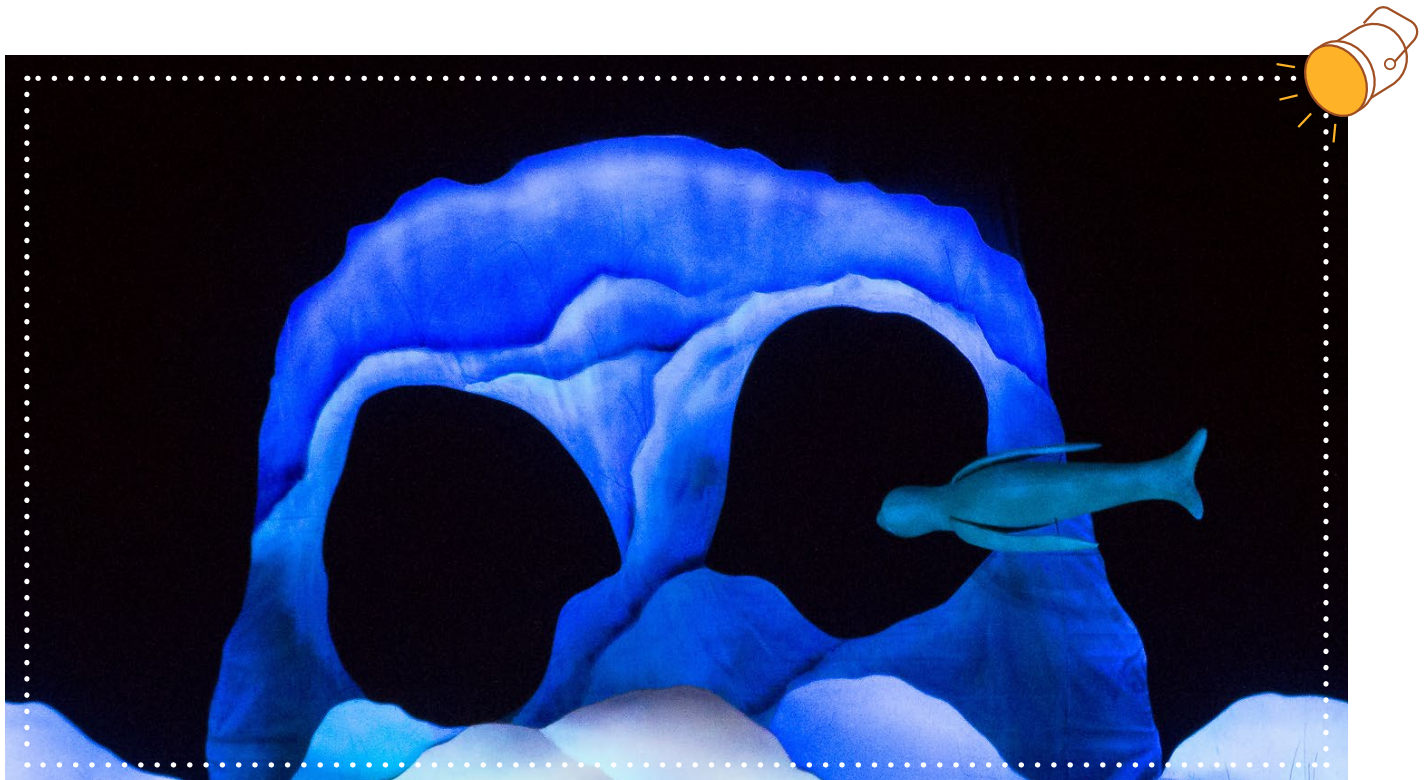
After the video, have students raise their hands, share their observations and add to the organizer. Talk about the zones listed in the video.

1. The topmost layer is the **sunlight zone**.
2. The middle layer is the **twilight zone**
3. The bottom layer is the **midnight zone**.

Make sure the students know that the three zones are categorized by how much light each zone receives from the sun.

Print pages 20-21 and have students complete the worksheet by following the directions.

Answer Key: Sunlight Zone – coral, octopus, rainbowfish, Twilight Zone – firefly squid, Midnight Zone – glowing jellyfish, siphonophore





The **glowing jellyfish** has a soft body shaped like a bell and tentacles that hang down its body. It glows in the dark because it makes its own light through bioluminescence. Most are found between 1,500-2,250 meters deep.



Rainbowfish are small, colorful vertebrates (which means they have a backbone). They are a type of schooling fish that prefer to be in groups of six or more fish of the same species. Most are found at around 70 meters deep.



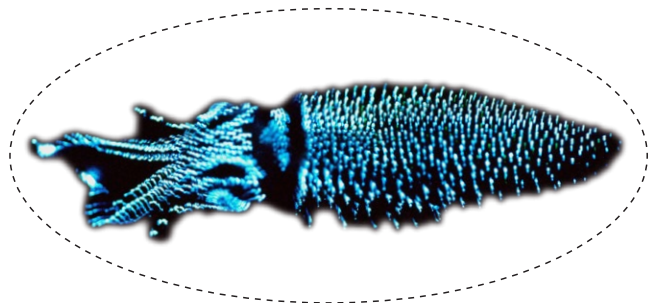
An **octopus** has a soft, rounded body and eight long tentacles. An octopus would be found at 1-200 meters deep.



A **siphonophore** is deep sea creature that can grow longer than two bowling lanes and has poisonous tendrils. Most are found at between 1,600-2,300 meters deep.



Coral is a hard skeleton made up of tiny sea animals that typically live in warm tropical oceans. Most coral reefs are found around 46 meters deep.

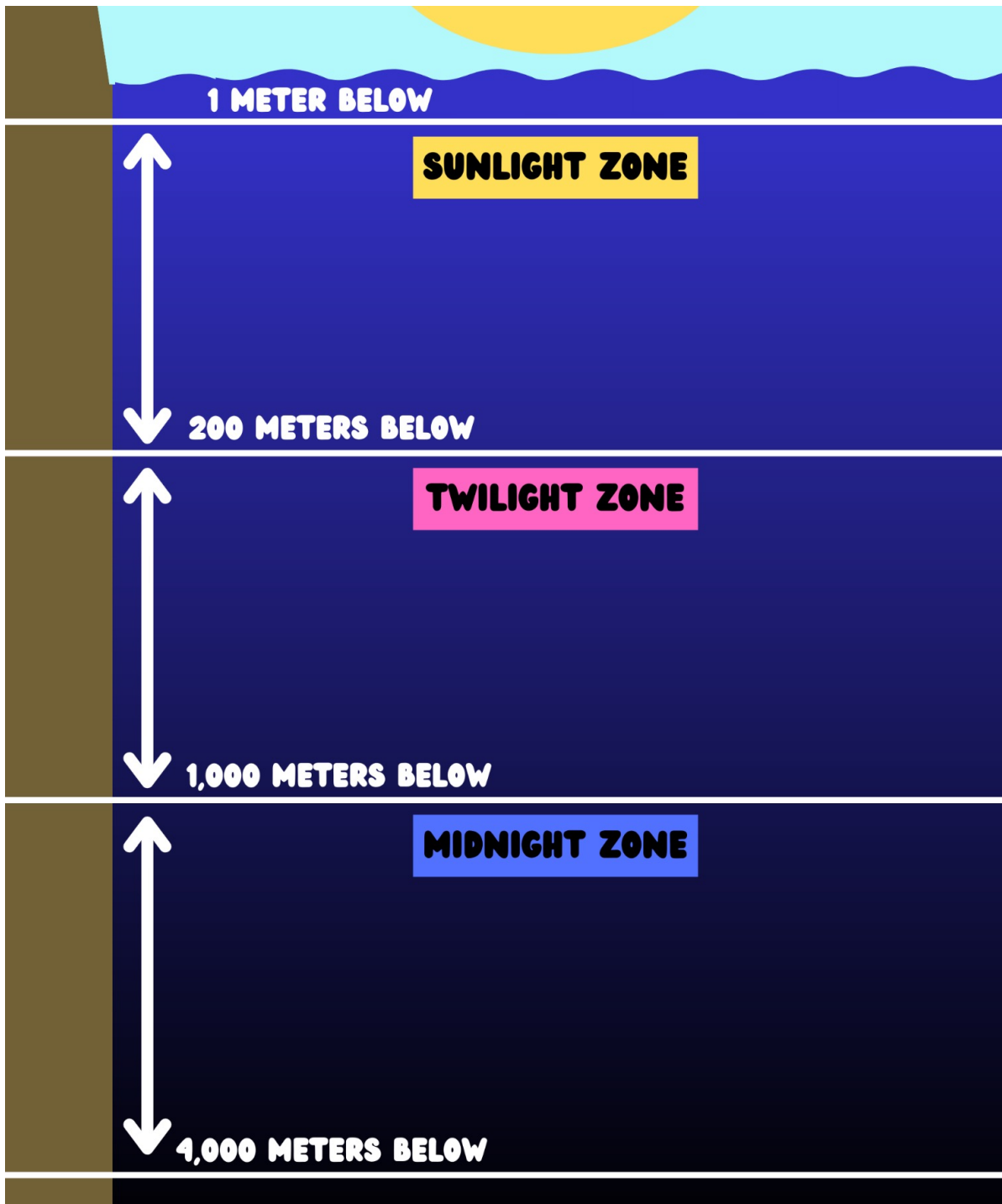


A **firefly squid** has a long, soft body and strong tentacles. It is equipped with special light-producing organs called photophores. Most are found at 200-400 meters deep.

In the Zone Worksheet

Name: _____

Directions: Cut out the pictures of the sea animals along the dotted lines. Then, glue each cutout animal into the corresponding ocean zone, depending on how deep in the ocean the animal lives. Use clues such as your observations, the listed definitions and depth measurements to help you.



Fishing for Answers (Grades: PreK-2)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

Early Learning & Development: CR.2.a, SE.1.a, SE.3.a, SE.4.b, SS.1.c

English/Language Arts: L.K.1, L.K.4, RL.K.3, SL.K.2, SL.K.6, W.K.2, W.K.3, W.K.5, W.K.8, L.1.1, L.1.6, RL.1.1, RL.1.2, SL.1.2, W.1.2, W.1.3, W.1.5, W.1.8, L.2.1, L.2.6, SL.2.2, W.2.2, W.2.3, W.2.5, W.2.8

Fine Arts: Drama: 1.4RE, 1.5RE, 2.1CE, 2.2CE, 2.3PR, 2.4RE,

Social & Emotional Learning: A1.1.a, A1.2.a, A1.4.a, A2.1.a, A3.2.a, A4.2.a, A4.3.a, B1.1.a, B1.2.a, C1.3.a, C2.4.a, C3.1.a, C3.3.a, D2.2.a, D2.3.a, D3.1.a, D3.3.a, E1.1.a, E2.3.a, E3.1.a

After attending *The Rainbow Fish* performance, have your class participate in this role-play activity designed for students to practice introducing themselves to others and model being inclusive.

Tell the students that your class will be playing a game that requires them to use their imagination. Before you begin, split the class up into pairs. Ask each student to pretend to be a creature that lives in the ocean. This sea creature could be like them or different than them. Then, assign one student from the pair to be a new neighbor. The other student should begin the conversation, welcoming the new neighbor fish to the sea. When the game begins, the pairs of students should pretend they are meeting each other for the first time.

Remind the students to do the following actions:

- Say hello with a smile
- Tell the other sea creature their name
- Ask the other creature a question about themselves
- Tell the other sea creature something you like about them
- Decide on something to do together and pretend play that activity (play with toys, eat lunch together, ask if they want a high five)

Students develop their comprehension when they reflect what they noticed, wondered and felt. Ignite a classroom discussion with the following critical thinking questions:

1. Why did we start with a hello? (Guide the conversation to the importance of being welcoming).
2. Why was it important to help others feel included when introducing yourself and how can we help our classmates feel more included in the classroom and at school? What makes a good neighbor or friend?

3. Many sea creatures live in groups that need each other and other sea creatures live alone. Do people live in groups or alone? Do we need each other? Does the Rainbow Fish need other fish?

4. The Rainbow Fish shows us that a personal choice can affect the whole community. What actions can we make, as individuals, or as a class, for the common good?

5. Have you ever had something that someone else wanted? How did that feel? Did you share what you had? Why or why not?

6. How does the Rainbow Fish feel about sharing at the beginning of the story compared to the end? What choice would you have made? Why?

7. The Rainbow Fish's shimmering scales made her feel special. What is a quality that you have that makes you feel special? What are ways in which you can share this special quality with others?

Optional Writing Extension: Have the students write a thank you card to someone that has made them feel included or welcomed. They may want to include something that person has shared with them that made them feel special.



RESOURCES

BOOKS



The Rainbow Fish by Marcus Pfister

The Rainbow Fish Discovers the Deep Sea by Marcus Pfister

The Rainbow Fish – Opposites by Marcus Pfister

Suggestions for Further Reading

Opposites by Sandra Boynton

Swimmy by Leo Lionni

Ocean Life by Jill McDonald

Dazzle the Dinosaur by Marcus Pfister

Good Night, Little Rainbow Fish by Marcus Pfister

Milo and the Magical Stones by Marcus Pfister

Penguin Pete by Marcus Pfister

Rainbow Fish and the Big Blue Whale by Marcus Pfister

Rainbow Fish to the Rescue! by Marcus Pfister

The Sleepy Owl by Marcus Pfister

WEB



The Rainbow Fish, YouTube read-aloud by Ernest Borgnine, <https://www.youtube.com/watch?v=r9mryuEKkKc>

The Rainbow Fish Discovers the Deep Sea, YouTube read-aloud by Bumble Kids, <https://www.youtube.com/watch?v=gmnUvgaigRY&t=210s>

The Rainbow Fish – Opposites, YouTube read-aloud by Mr. Dennis, <https://www.youtube.com/watch?v=dTVEAYUcOgQ&t=141s>

“In the Zone” Activity

Let’s Learn the Ocean Zones! Video, YouTube, <https://www.youtube.com/watch?v=fHVE4B-UjmM>

Open Sea Live Webcam, Monterey Bay Aquarium, <https://www.montereybayaquarium.org/animals/live-cams/open-sea-cam>

Spider Crab Live Webcam, Monterey Bay Aquarium, <https://www.montereybayaquarium.org/animals/live-cams/spider-crab-cam>

Suggestions for Additional Activities

Ask A Naturalist, Cleveland Metroparks, <https://www.clevelandmetroparks.com/parks/education/education-resources/ask-a-naturalist>

Livestream Aquarium Wonders, Georgia Aquarium, <https://www.georgiaaquarium.org/webcam/>

Teacher Resources, The Greater Cleveland Aquarium, <https://www.greaterclevelandaquarium.com/education-field-trips/teacher-resources/>

Classroom Connections Video Workshop

The Rainbow Fish Pre-Show Video. Password: scales012326. <https://vimeo.com/863011536>

Visiting Playhouse Square Social Stories

For Schools and Groups.

<https://vimeo.com/228684472>

For Families and Homeschools.

<https://vimeo.com/228683843>

Ohio Theatre Letterbox Activity

<https://www.playhousesquare.org/assets/doc/Printable-Ohio-model-4dad95fd76.pdf>

CURRICULUM STANDARDS INDEX

Early Learning & Development

Standard	Description	Grade	Activity	Page
CO.1.a	Develops the ability to recall information about objects, people, and past experiences.	PreK	Memory Cards	10
CR.1.a	Expresses ideas and feelings through visual art.	PreK	Parts of a Fish	14
CR.1.b	Expresses self creatively through music and dance.	PreK	Pre-show Video Workshop	13
CR.2.a	Develops ability to express new ideas through imaginative and inventive play.	PreK	Fishing for Answers	22
LL.1.a	Demonstrates understanding of increasingly complex language.	PreK	Memory Cards Pre-show Video Workshop Parts of a Fish Opposites In the Zone	10 13 14 16 18
LL.1.b	Develops and expands understanding of vocabular and concepts.	PreK	Memory Cards Pre-show Video Workshop Parts of a Fish Opposites In the Zone	10 13 14 16 18
LL.1.d	Participates in conversations with increasing application of turn-taking skills.	PreK	Pre-Show Video Workshop	13
LL.1.e	Develops comprehension of read-aloud text.	PreK	Parts of a Fish	14
MA.3.a	Develops knowledge of measurement to compare and describe objects.	PreK	Opposites	16
MA.3.b	Develops the ability to sort.	PreK	Opposites	16
MA.4.a	Develops ability to recognize shapes and their attributes.	PreK	Opposites	16
PW.1.a	Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.	PreK	Pre-show Video Workshop	13
PW.2.e	Participates in preferred physical activities and develops understanding that being physically active is healthy.	PreK	Pre-show Video Workshop	13
SC.1.a	Explores and investigates objects and events in the environment.	PreK	Parts of a Fish Opposites In the Zone	14 16 18
SE.1.a	Develops and expands understanding of oneself as a unique person.	PreK	Fishing for Answers	22
SE.3.a	Develops empathy toward and understanding of others.	PreK	Fishing for Answers	22
SE.4.b	Develops socially competent behaviors with peers.	PreK	Pre-show Video Workshop Fishing for Answers	13 22

SS.1.c	Develops understanding that everyone has rights and responsibilities within a group.	PreK	Fishing for Answers	22
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English/Language Arts

Standard	Description	Grade	Activity	Page
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	K	Fishing for Answers	22
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	K	Memory Cards Parts of a Fish Opposites Fishing for Answers	10 14 16 22
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	K	Pre-show Video Workshop Opposites	13 16
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	K	Fishing for Answers	22
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).	K	Opposites	16
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Pre-show Video Workshop	13
SL.K.2	Confirm understanding of a text read aloud or information presented in various media and other formats by asking and answering questions about key details and requesting clarification if something is not understood.	K	Fishing for Answers	22
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	K	Fishing for Answers	22
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.	K	Fishing for Answers	22
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.	K	Fishing for Answers	22
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K	Fishing for Answers	22
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K	Fishing for Answers	22

L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1	Fishing for Answers	22
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1	Memory Cards Parts of a Fish Opposites	10 14 16
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	1	Pre-show Video Workshop	13
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	1	Fishing for Answers	22
RL.1.1	Ask and answer questions about key details in a text.	1	Fishing for Answers	22
RL.1.2	Analyze literary text development.	1	Fishing for Answers	22
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	1	Opposites	16
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Pre-show Video Workshop	13
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats.	1	Fishing for Answers	22
W.1.2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.	1	Fishing for Answers	22
W.1.3	Write narratives to 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.	1	Fishing for Answers	22
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	1	Fishing for Answers	22
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1	Fishing for Answers	22
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	2	Fishing for Answers	22

L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	2	Memory Cards Parts of a Fish	10 14
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	2	Fishing for Answers	22
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Pre-show Video Workshop	13
SL.2.2	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats.	2	Fishing for Answers	22
W.2.2	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2	Fishing for Answers	22
W.2.3	Write narratives to 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.	2	Fishing for Answers	22
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2	Fishing for Answers	22
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	2	Fishing for Answers	22

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.1CE	Demonstrate observation and listening skills in a theatrical context.	K	Coming to the Theater	4
K.5CE	Listen to and follow directions in both classroom and theatrical settings.	K	Coming to the Theater Pre-show Video Workshop	4 13
K.6CE	Use basic, appropriate vocabulary while engaging in dramatic play and attending theatre productions.	K	Coming to the Theater	4
1.4CE	Use appropriate dramatic and theatrical vocabulary (e.g., character, time and place) to describe dramatic and theatrical experiences.	1	Coming to the Theater	4
1.4RE	Describe the consequences of a character's decision and action in a story or play.	1	Fishing for Answers	22
1.5CE	Demonstrate audience behavior appropriate for the forms and styles of theatre (e.g. live theatre, film, television, film and media).	1	Coming to the Theater	4

1.5RE	Describe characters in stories and tell how they are similar to or different from themselves.	1	Fishing for Answers	22
1.6CE	Identify how audience behavior differs among dramatic forms (e.g., live theatre, film, video and broadcast media).	1	Coming to the Theater	4
2.1CE	Describe the characters, setting, central ideas and plot in stories or dramatic and theatrical works.	2	Fishing for Answers	22
2.2CE	Identify the theme of stories or dramatic and theatrical works.	2	Fishing for Answers	22
2.3PR	Listen to and convey familiar stories, sequencing events and identify characters, settings, and conflict	2	Fishing for Answers	22
2.3RE	Recognize and demonstrate acceptable audience behavior when participating in a drama experience.	2	Coming to the Theater	4
2.4PR	Engage in physical warm-ups to develop relaxation and build coordination and flexibility.	2	Pre-show Video Workshop	13
2.4RE	Restate opinions of others about a dramatic or theatrical work or experience	2	Fishing for Answers	22
2.5CE	Use appropriate dramatic and theatrical vocabulary (e.g., plot, setting) to describe dramatic and theatrical experiences.	2	Coming to the Theater	4
2.6CE	Listen to and follow directions from instructor and peers in both classroom and theatrical settings.	2	Coming to the Theater Pre-show Video Workshop	4 13

Fine Arts – Music

Standard	Description	Grade	Activity	Page
K.1CE	Identify same and different (e.g., fast/slow, loud/soft, high/low and long/short).	K	Pre-show Video Workshop	13
K.1PR	Demonstrate same and different (e.g., fast/slow, loud/soft, high/low and long/short).	K	Pre-show Video Workshop	13
1.1PR	Demonstrate echo and call/response.	1	Pre-show Video Workshop	13
2.1CE	Identify patterns of same and different phrases in simple poems and songs.	2	Pre-show Video Workshop	13

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.2PR	Generate ideas and images for artwork based on observation, memory, imagination and experience.	K	Parts of a Fish	14
1.1PR	Demonstrate beginning skill and craftsmanship in the use of art materials and tools.	1	Parts of a Fish	14
1.4PR	Create an artwork based on observation of familiar objects and scenes.	1	Parts of a Fish	14
2.3PR	Create artworks based on imagination and observation of familiar objects and scenes.	2	Parts of a Fish	14

Mathematics

Standard	Description	Grade	Activity	Page
K.MD.2	Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute.	K	In the Zone	18
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than another.	1	In the Zone	18

Physical Education

Standard	Description	Grade	Activity	Page
1A.K.3	Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment	K	Pre-Show Video Workshop	13
3B.K.2	Recognize that when one moves fast, the heart beats faster and breathing becomes faster.	K	Pre-Show Video Workshop	13
1A.1.3	Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment.	1	Pre-Show Video Workshop	13

Science

Standard	Description	Grade	Activity	Page
K.LS.1	Living things have specific characteristics and traits.	K	Pre-Show Video Workshop Parts of a Fish In the Zone	13 14 18
K.LS.2	Living things have physical traits and behaviors, which influence their survival.	K	Pre-Show Video Workshop Parts of a Fish In the Zone	13 14 18
K.PS.1	Objects and materials can be sorted and described by their properties.	K	Opposites	16

1.LS.1	Living things have basic needs, which are met by obtaining materials from the physical environment.	1	Pre-Show Video Workshop In the Zone	13 18
1.LS.2	Living things survive only in environments that meet their needs.	1	Pre-Show Video Workshop In the Zone	13 18
2.LS.1	Living things cause changes on Earth.	2	In the Zone	18

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions.	K-2	Fishing for Answers	22
A1.2.a	Recognize emotions as natural and important.	K-2	Fishing for Answers	22
A1.4.a	Recognize that current events can impact emotions.	K-2	Fishing for Answers	22
A2.1.a	Identify personal interests and qualities.	K-2	Fishing for Answers	22
A3.2.a	Seek help when faced with challenges or when frustrated with a task, skill or situation.	K-2	Fishing for Answers	22
A4.2.a	Demonstrate confidence in the ability to complete simple tasks and challenges independently, while expressing positive attitudes towards self.	K-2	Fishing for Answers	22
A4.3.a	Identify ways to respectfully advocate for basic personal needs.	K-2	Fishing for Answers	22
B1.1.a	Identify personal behaviors or reactions when experiencing basic emotions.	K-2	Fishing for Answers	22
B1.2.a	Describe verbal and nonverbal ways to express emotions in different settings.	K-2	Fishing for Answers	22
C1.2.a	Identify words and actions that may support or hurt the feelings of others.	K-2	Pre-Show Video Workshop	13
C1.3.a	Define empathy and identify empathetic reactions in others.	K-2	Fishing for Answers	22
C2.4.a	Identify and participate in activities to improve school or home.	K-2	Fishing for Answers	22
C3.1.a	Discuss how people can be the same or different.	K-2	Fishing for Answers	22
C3.3.a	Discuss the concept of, and practice, treating others the way you would want to be treated.	K-2	Fishing for Answers	22
D2.2.a	Recognize the need for inclusiveness.	K-2	Fishing for Answers	22
D2.3.a	Recognize that people may influence each other with words or actions.	K-2	Pre-Show Video Workshop Fishing for Answers	13 22
D3.1.a	Identify common conflicts and describe possible causes.	K-2	Fishing for Answers	22

D3.3.a	Apply listening and attention skills to identify the feelings and perspectives of others.	K-2	Fishing for Answers	22
E1.1.a	Identify a problem or needed decision and recognize that there may be multiple responses.	K-2	Fishing for Answers	22
E2.3.a	Identify how personal choices will impact the outcome of a situation.	K-2	Fishing for Answers	22
E3.1.a	Identify how certain actions can impact others.	K-2	Fishing for Answers	22