

FAMILY BOOK ADVENTURES

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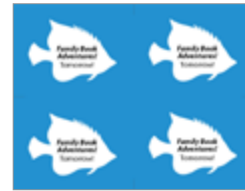
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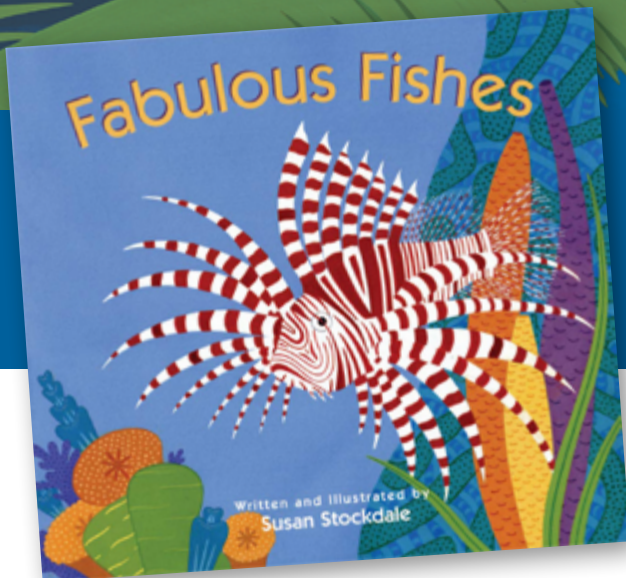


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FAMILY BOOK ADVENTURES

Fabulous Fishes by Susan Stockdale



A special time for adults and children ages 2-8 to sing, talk, read, write and play together.

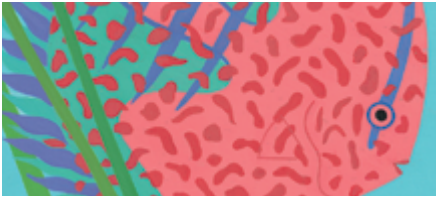
INTRODUCTION

Thank you for taking time to learn more about Family Book Adventures! The activities that follow can be shared with families as a one- to two-hour interactive family night. The activities are outlined for three different age groups of children: three activity stations to support preschool/kindergarten literacy skill building, an exploration table especially for toddlers, and extension activities that offer primary grade children the chance to take a deeper dive into the subject. Please keep in mind that you know your families best, and can adapt all activities, age suggestions, and groups to provide a successful and fun experience for those who attend.

The purpose of these family night activities is to **educate families about the importance of early literacy**. Partnering with families in this way can increase the positive impact on children's pre-reading skills. The activities included in this resource focus on five research-based practices emphasized by the **Every Child Ready to Read @ your library® 2nd Edition** initiative: **Singing, Talking, Reading, Writing, and Playing**. This event provides a perfect opportunity for partnership between early childhood programs and local libraries. Early childhood programs are encouraged to reach out to their local libraries, who may have additional resources and materials related to *Fabulous Fishes* and would welcome the opportunity to collaborate and share. In addition, Commonwealth Libraries will provide free copies of the featured book for each participating family while supplies last.

Through these activities, families have fun together while building a foundation for early literacy. The "why" behind the "what" of each activity is outlined so that caregivers can see the important role they play in the education of the children in their lives. Caregivers not only engage in fun activities, but also learn how to maximize pre-reading skills through simple strategies they can continue at home.

How you structure your event is up to you. One format you might choose is as follows:



FACILITATOR RESOURCES

PREPARATION AND PLANNING TIPS

A MESSAGE FOR FACILITATORS

SETTING THE STAGE: Introduce the featured book, *Fabulous Fishes*, by Susan Stockdale. *Fabulous Fishes* is a nonfiction book that explores the world of fish in the ocean with rhythmic text and colorful illustrations. Share with families that the evening will include reading the book together, followed by some activity stations related to the story. Talking points are provided, if interested, to help emphasize to families the learning components of the adventure for which they are about to embark. Copies of *Fabulous Fishes* for each participating family, along with companion labels that provide literacy tips and activities, are available to you at no cost while supplies last. To order books, email ra-edcruise2k@pa.gov.

THE ADVENTURE BEGINS: Read the book together, and then provide the opportunity for families to travel and explore various activity stations that relate to the book and support early literacy development. A printable table tent with instructions, as well as learning connections, is provided for each station.

TRANSFER TO HOME: As a wrap-up, gather your group together once more for closing activity. Take-home activity sheets are provided so that families can extend their learning at home.

PREPARATION AND PLANNING TIPS:

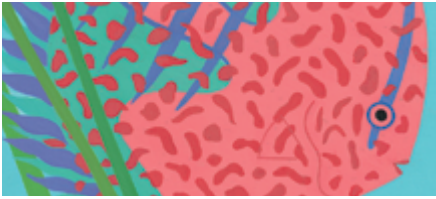
To help save time, included in this resource are:

- Preparation and Planning Tips for Facilitators
- Sample Event Invitation/RSVP and Reminders
- Sample Completion Certificate

Depending on the time frame of the event, you could also pair the event with a light meal or refreshments to encourage participation and relaxed networking among families.

These activity suggestions are here as a guide. Feel free to add creative ideas to make it your own and meet the needs and interests of your participants.

Enjoy, and happy reading!



FACILITATOR RESOURCES PREPARATION AND PLANNING TIPS

SETTING THE STAGE: TALKING POINTS

As you welcome families to this special event, consider including these talking points from everychildreadytoread.org to help set the stage:

- It is wonderful to see the families in the room making time to enjoy a literacy event together. Families are truly a child's first and most important teacher. They may not realize it, but they are an essential partner in their child's education.
- Research shows that when the adults in a child's life nurture early literacy skills at home, there is a major, positive impact on that child's reading success.
- Simple yet research-based practices, such as talking, singing, reading, writing, and playing support and enhance children's language and literacy skills.
- Tonight, we are going to go on a book adventure together. We are going to read a wonderful book, called *Fabulous Fishes* by Susan Stockdale. After reading, we are going to have some time to explore activity stations connected to the book.
- Each activity station has a table tent nearby that provides instructions for the activity. In addition, the tent provides some neat facts about how, as adults, our interactions with children during each of these fun activities can build specific early literacy skills!
- The cool thing about these strategies is that they can be practiced anywhere. We have some materials here that are part of each activity station, but all you really need to continue practicing these strategies at home is the knowledge we hope you will gain as you learn and play together this evening.



FACILITATOR RESOURCES

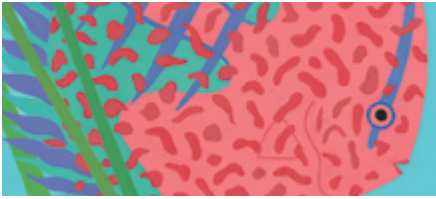
PREPARATION AND PLANNING TIPS

THE ADVENTURE BEGINS: MESSAGES FOR FAMILIES

To support interactive reading, pass out copies of the book to each family, if they are available, and point out the label on the inside of the cover. Interactive, or "shared" reading between adults and children is the most important activity to help children become stronger readers. Invite families to follow along using their copies of the book as you read the story aloud. Reassure families that it is OK if younger children skip ahead, or want to stay on a page a little longer. Young toddlers may chew on or bat the pages of the book. That is the beginning of print awareness and book handling. You can also ask families what they know about fish. Have they ever seen one like the lion fish pictured on the cover? Asking children questions helps us to understand their perspective and predictions. In addition, this background knowledge is something that aids comprehension, or the ability to understand a text.

The lion fish is just one of the interesting fish that we will be learning about in this book. The author and illustrator, Susan Stockdale, created this book with lots of rhyming words and beautiful artwork of fish in the ocean. Encourage children to listen and look carefully to learn more about fabulous fishes!

Informational books like this one offer new vocabulary and are full of rich language. Be sure to pause while reading to allow time for readers to think about the names of the fish, their features, and the rhyming words as they explore each page. After reading, invite children and adults to share something new that they learned, or to tell the group about their favorite fish. The back of the book contains two pages of fish facts for readers who want to know more!



FACILITATOR RESOURCES PREPARATION AND PLANNING TIPS

ACTIVITY STATIONS

Briefly explain the stations (three for the preschool/kindergarten age group, as well as an exploration table for toddlers and extension activities that allow primary grade children to take a deeper dive) and assign families a starting point. Rotate about every 15-20 minutes, depending on the size of your group. Families with both older and younger children may need some support as they select and visit stations.

Stations for preschool/kindergarten children

1. Fishing for Rhymes
2. A Spiky Surprise
3. Something Fishy

Exploration table for younger children

- Exploring Books
- Let's Go Fishing
- Fishy Finger Play
- Fish Coloring Pages

Extensions for older children

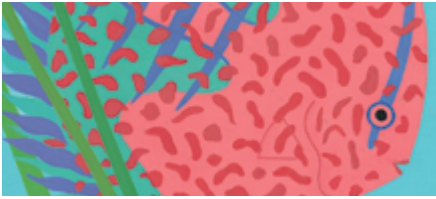
- Guided website exploration
- Dive into a Book
- A World View

TRANSFER TO HOME

Gather families back together to talk about their experience. What station was their favorite? Were any activities more challenging than expected? How did families adapt to help their child succeed? Did anyone learn a new fish fact that surprised them?

Together, select a finger play (examples included) or another short story about fish to read or recite together. If you use a finger play, display the words and/or pictures on flip chart paper so that it is easy to follow along. Share with families that this helps children with print awareness, or realizing that print has meaning.

In closing, use the questions at the top of the take-home sheet to guide families as they reflect on the evening's activities. Provide each family with copies of the take-home activity sheets for extending learning. Finally, thank families for taking time to do this important (and fun!) work together, and provide each with a certificate for participating.



FACILITATOR RESOURCES PREPARATION AND PLANNING TIPS

MATERIALS TO PURCHASE, MAKE, OR GATHER: SETTING THE STAGE

- Create sign-in sheet and make/gather name tags for attendees.
- Order or locate book: *Fabulous Fishes* by Susan Stockdale (Copies of *Fabulous Fishes*, for each family, along with companion labels that provide tips and activities, are available to you at no cost while supplies last. To order copies, email ra-edcruise2k@pa.gov.
- When books arrive, place labels inside cover.
- Print introductory talking points (included), if desired.
- Create 5 table tents for three preschool/kindergarten activity stations, one toddler exploration table, and one for primary grade extensions.
 - **Hint:** To create table tents, print the sheets included that list the name of the activity, how to play, and what is learned through play. Fold each sheet as you would a trifold brochure. Open the sections and staple or tape the middle so that the tent stands up. Example at right.



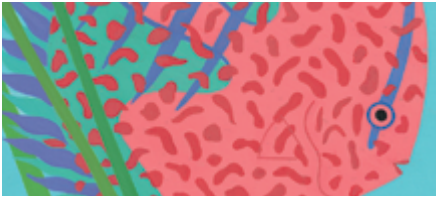
THE ADVENTURE BEGINS

ACTIVITY 1: FISHING FOR RHYMES

- Make 2 fishing poles using rulers or wooden dowels, string, and a small magnet as "bait" (2 additional will be needed for the toddler exploration table).
- Print out rhyming word fish (included) on paper or cardstock and attach paper clip to each so that they can be "caught" by the magnetic fishing pole.
- Paper clips and magnets.

ACTIVITY 2: A SPIKY SURPRISE

- Print copies of the porcupine fish pattern (included)
- Purchase or gather:
 - Paper plates (1 for each child)
 - Glue sticks
 - Children's scissors
 - Crayons/markers/colored pencils



FACILITATOR RESOURCES

PREPARATION AND PLANNING TIPS

ACTIVITY 3: SOMETHING'S FISHY

Print one set (on cardstock and laminated is a plus but not required) of Fish Facts cards with illustrations (included).

EXPLORATION TABLE FOR TODDLERS

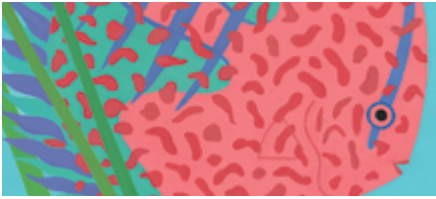
- Gather 3-4 additional children's books about fish (board books preferred but not necessary), such as *Swimmy* by Leo Lionni or *What's It Like to Be a Fish?* by Wendy Pfeffer.
- Make fishing poles using rulers or wooden dowels, string, and a small magnet as "bait."
- Print out alphabet fish (included) on paper or cardstock and attach a paper clip to each so that they can be "caught" by the magnetic fishing pole.
- Copy (and laminate, if possible) the *Five Little Fishes* finger play (included).
- Print multiple copies of the fish coloring pages (2 included).

EXTENSION FOR CHILDREN IN PRIMARY GRADES

- Computers or iPad/tablet with internet connection, if available
- Copies of website instruction sheet (included)
- Early readers related to oceans, aquatic life, etc., such as *One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss or *Ocean Life* by Brenda Z. Guiberson
- Copies of world map (included)
- Colored pencils

TRANSFER TO HOME

- Print certificates for each family.
- Write selected finger play (samples included) on flip chart paper that can be posted on day of event.
- Print copies of Take-Home Handout 1: Continue learning at home!
- Print copies of Take-Home Handout 2: Fish Motions.
- Print copies of Take-Home Handout 3: World map.
**If available, extra copies of fish coloring pages, world map, fishy finger plays, fish facts, and/or porcupine fish craft materials may be prepared and sent home with those who might not have had the opportunity to complete them during the event. A copy of the text from the book is also available if books are not provided to each participant.



FACILITATOR RESOURCES PREPARATION AND PLANNING TIPS

TIMELINE CHECKLIST

SIX WEEKS BEFORE THE EVENT

- _____ Read over all details within this resource. Many of the materials needed have been provided for you.
- _____ Select date and location for your Family Night. Consider a location that has enough space for multiple activity stations. This event provides a perfect opportunity for partnership between early childhood programs and local libraries. Early childhood programs are encouraged to reach out to their local libraries, who may have additional resources and materials related to *Fabulous Fishes* and would welcome the opportunity to collaborate and share.
- _____ Order copies of the book/books if needed and/or desired. Copies of *Fabulous Fishes* for each participating family, along with companion labels that provide tips and activities, are available to you at no cost while supplies last. To order copies, email ra-edcruise2k@pa.gov.
Order at least 6 weeks prior to your event.
- _____ Plan menu if providing a meal or refreshments.

ONE MONTH BEFORE THE EVENT

- _____ Send home invitation with RSVP advertising your Family Night. (Sample provided).
- _____ Begin to purchase/make/gather materials. (List included).
- _____ Solicit volunteers for the evening, if needed.

ONE WEEK BEFORE THE EVENT

- _____ Tally RSVPs received and send reminder invitations or emails if needed.
- _____ Confirm meal/refreshments order if providing.
- _____ Review activity instructions and ensure all necessary materials have been purchased or prepared.

DAY BEFORE THE EVENT

- _____ Send children home with a reminder badge. (Sample provided.)
- _____ Enjoy celebrating literacy with your families during your event.

Dear Families, you are invited to attend this special event:

FAMILY BOOK ADVENTURES

A fun-filled night of talking, reading, writing, singing and playing together!



We will be diving into the book,
Fabulous Fishes, by Susan Stockdale.

If you plan to attend, please fill out the bottom portion of this form and return it to:

FAMILY SECTION

YES, we will be attending the Family Book Adventures event.

Names and ages of children attending:

Number of adults attending:



***Family Book
Adventures!***
Tomorrow!



***Family Book
Adventures!***
Tomorrow!



***Family Book
Adventures!***
Tomorrow!



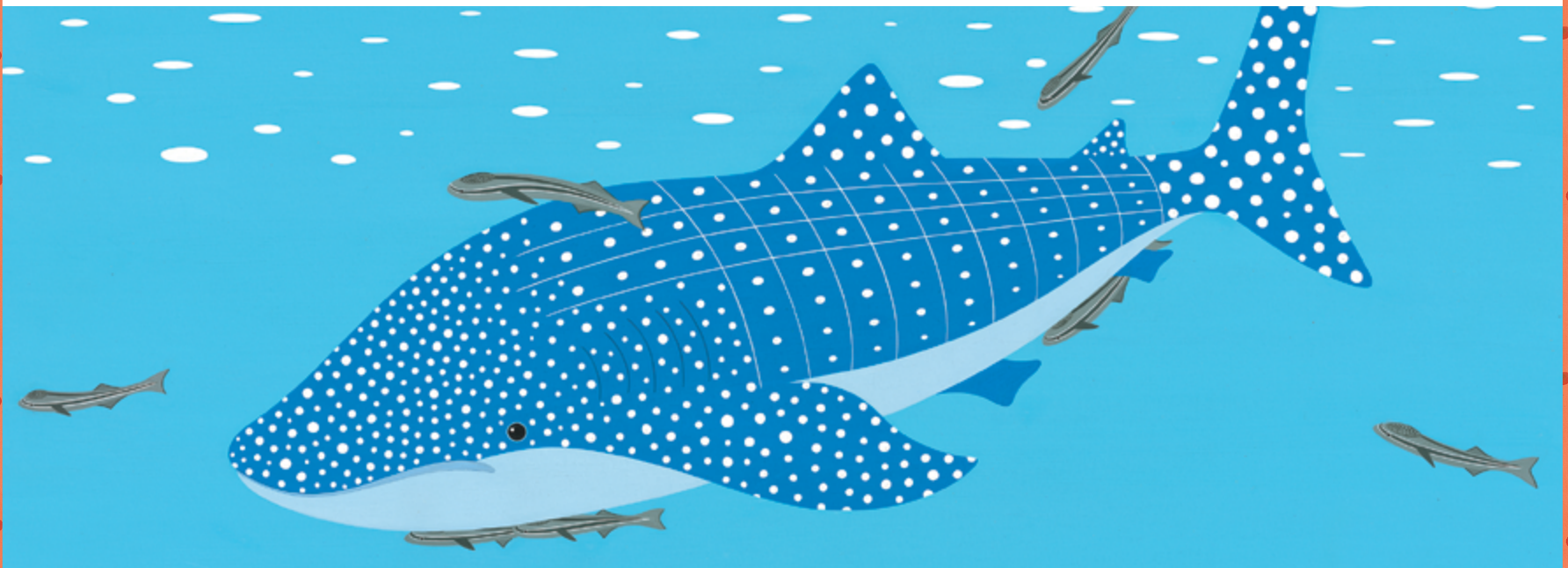
***Family Book
Adventures!***
Tomorrow!

CONGRATULATIONS!

Thank you for attending Family Book Adventures.

It was a "reel" pleasure having you here!

We hope you plan to continue your literacy adventures at home and with us.



DATE

SIGNATURE



CONTINUE LEARNING AT HOME

Dear Families,

Thank you for being part of this special adventure! Thinking back on your time reading, writing, singing, talking, and playing together, did you:

- Talk about words that rhyme?
- Describe pictures using a variety of words?
- Point out new words and help your child understand their meaning?
- Ask your child open-ended questions and listen to their ideas?
- Point to words and letters and say them out loud?
- Read and sing together?

If you answered YES to any of these questions, you have done something AMAZING this evening. You have helped your child grow by building phonological awareness, vocabulary, print awareness, and comprehension skills! These skills are critical to early literacy and becoming a successful reader – and you have made a positive difference in your child's learning.

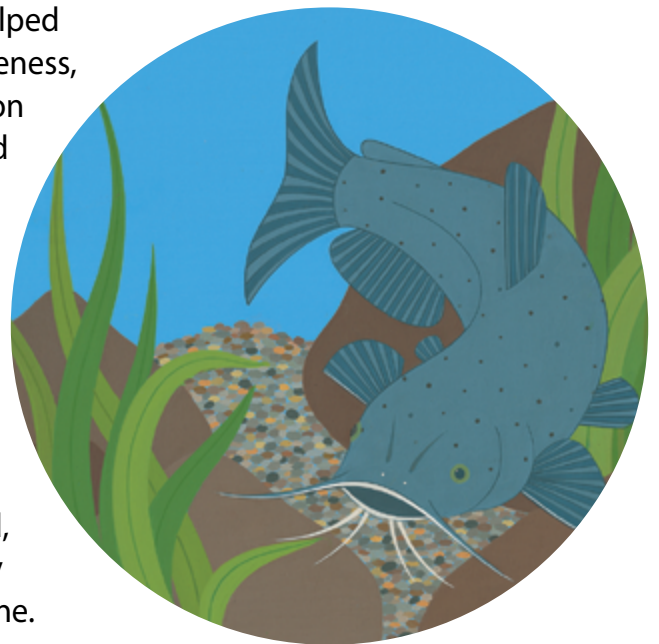
If you enjoyed tonight's activities, there are other fish in the sea as well! Here are some other fun ideas you might like to try:

Go Fishing for a Snack

Using a pretzel stick or thin carrot stick for a rod, catch goldfish crackers by putting a bit of sticky "bait" (peanut butter, hummus, or dip) on the line.

Stretch the Imagination (and your body, too!)

Peachtree Publishers created a list of all of the fish in the story, along with ideas on how they might move. Choose a few, or try them all, depending on your child's interest. Or, before revealing the movement, ask your child to show you how he or she thinks each fish moves. (Handout included)





CONTINUE LEARNING AT HOME

Ocean Search

With the help of a world map or globe, see if you can identify where oceans are found on earth. Which ocean is closest to your hometown? Using the end pages of the book as a guide, can you locate where specific fish live on the map? (Handout included)

Diving Deeper

Was there a specific fish you would like to know a bit more about? While at the library, look for additional books on the fish you find interesting or search for more facts online.



With a library card, children can access awesome books, videos, photos, facts and more at POWER Kids Library!

For a fun read that ties into the night's activities, children can:

- Visit <https://kids.powerlibrary.org/>.
- Click on *BookFLIX*.
- Users may be prompted to enter their library card number to access *BookFLIX*. If so, follow the instructions to enter or obtain this number. After entering the number, click submit.
- View the intro to *BookFLIX* and click start.
- Search *Peanut Butter and Jellyfish* by Jarrett J. Krosoczka.
- Read, watch, search, and enjoy!



Wonderful Questions



Have you ever wondered how fish breathe underwater, if they sleep with their eyes open, or which fish has the biggest teeth? You can find the answers to these wonders and more at the Wonderopolis website found at www.wonderopolis.org. Wonderopolis has a search feature where families can ask questions and learn amazing facts about many topics.

Hope to see you again soon!



ACTIVITY 1

FISHING FOR RHYMES

This station explores the wonder of rhymes.

Cast out your line ...

Can you catch a rhyme?



This activity supports Pennsylvania Learning Standards for Early Childhood 1.1 PK.C which focuses on a child's ability to demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Table Tent Card

How To Play

Step 1:

Browse through your copy of *Fabulous Fishes*. The author uses many examples of rhyming words, or words that sound alike, in her book. Choose a few to say out loud.

Step 2:

Get ready to go on a fishing adventure. Today, we are fishing for rhymes! Use your fishing rod to catch a fish. Read the word on your fish out loud together. Can you think of any words that rhyme with the word on your fish?

Step 3:

Search the water for other words that rhyme with the word you caught! When you find one, say the rhyming words out loud together. How many rhymes can you find?

Here's What's Happening When You Play

Children are able to hear and play with the smaller sounds in words. This is called phonological awareness, an important skill for reading. This is why many children's books contain rhymes. Other ways to build this skill include:

- Reading or writing poetry
- Singing songs together with rhyming lyrics
- Reading books that rhyme and pausing to see if your child can fill in the missing rhyming word. For example, "Hey Diddle Diddle, the cat and the _____."



ACTIVITY 2

A SPIKEY SURPRISE

This station explores bringing the characters of the story to life! Let's let the porcupine fish take the stage!



This activity supports Pennsylvania Learning Standards for Early Childhood 1.2 PK.J, which focuses on a child's ability to use new vocabulary and phrases acquired in conversations and during reading.

Table Tent Card

How To Play

Step 1:

Browse through your copy of *Fabulous Fishes* and find the page with the porcupine fish, which can swallow water or air to blow up like a spiky balloon when it feels threatened!

Ask your child to use words to describe this fish. Write down his or her contributions, and add your ideas to the list as well. How might your description change if the fish was not afraid? What might it look like when calm?

Step 2:

Create your own porcupine fish using the materials provided. Talk about what adventures a porcupine fish might get into in the ocean.

Step 3:

When ready, let your fish practice swimming and (quietly) frighten predators away.

Here's What's Happening When You Play

As you acknowledge, expand, and add to your child's list of descriptive words, you are helping to build their vocabulary. Other ways to build this skill include:

- Providing definitions of new words and talking about what they mean in the context of the story while reading together.
- Introducing vocabulary when reading road signs, recipes, web pages, menus, or maps.
- Asking your child to describe pictures that they see, or artwork they create. Use open-ended statements such as, "Tell me about your drawing."



ACTIVITY 3

SOMETHING'S FISHY

This station explores interesting fish facts.

Can you solve the mystery by figuring out which fish is being described?



This activity supports Pennsylvania Learning Standards for Early Childhood 1.2 PK.G, which focuses on a child's ability to answer questions, with prompting and support, to connect illustrations to the written word.

Table Tent Card

How To Play

Step 1:

Browse through your copy of *Fabulous Fishes* and find the pages in the back that share some additional fish facts.

Step 2:

Decide who will give the clues, and who will guess.

Step 3:

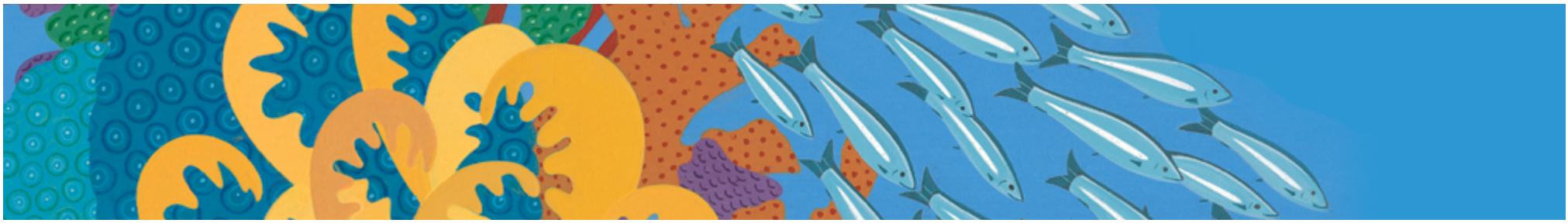
The person giving the clues can select a card and read the description. The person guessing should look at the fish in the book and try to guess which fish is the mystery fish!

Hint: *If younger children are still learning to read, they can describe the fish on the cards using the picture, and point to the fish when they are the guesser.*

Here's What's Happening When You Play

Your child is connecting illustrations with the written text. This builds print awareness. In addition, he or she is integrating their knowledge and ideas with that of the text. Other ways to build this skill include:

- Providing various experiences for children to engage with picture/text connections, such as using a recipe to cook, labeling household items during pretend play, or adding signs to construction/vehicle play.
- Playing games like "I Spy," where you describe an object you see and the child seeks to find it in the environment.



EXPLORATION TABLE FOR TODDLERS



These activities support Pennsylvania Learning Standards for Early Childhood in the following areas:

- 1.3 YT.K It is important for children to actively engage in reading activities for short periods of time.
- 1.1 OT.B When fishing for letters or reading books, children begin to recognize that print has meaning.
- 9.1.V OT.E As they relax and color, children use imagination and creativity to express themselves through the process of art.

Table Tent Card

Choices for Play

Exploring Books

Let your child enjoy taking a closer look at *Fabulous Fishes* or any of the other books provided!

Let's Go Fishing Play Set

Use the fishing rod to "catch" letters of the alphabet. Take time to say the name of the letters you catch, along with its sound and a few words that begin with that letter. For fun, help your child use their finger to trace the letter in the air.

Fishy Finger Play

Try out the finger play called, "I Caught a Fish." Your child may want to repeat this a few times with the motions.

Fish Coloring Pages

Use your creative skills to color your own special fish!

Here's What's Happening When You Play

When reading or singing finger plays together, point to different words and talk about what they mean. This helps children recognize that print has meaning. As they have fun with you, they are building new vocabulary and hearing sounds within words and rhymes. Providing a fun way to explore the alphabet, like the fishing game, supports children in learning that letters have names and represent sounds. If your child chooses to color, enhance their language by narrating what they are doing. "Wow, I see you are using blue to color the fins!"



EXTENSIONS FOR OLDER CHILDREN



These activities support Pennsylvania Learning Standards for Early Childhood in the following areas of Language and Literacy Development-English Language Arts:

- 1.1 Foundational Skills (such as fluency and comprehension)
- 1.2 Reading Informational Text (including structure of text, vocabulary, and integration of knowledge and ideas)

Ways to Play

Deeper Dive into Books

Enjoy taking a closer look at *Fabulous Fishes* or any of the other books provided!

Website Exploration

Use the Website Instructions sheet to visit awesome sites like *BookFLIX* and *Wonderopolis!* The steps on this sheet will lead you to amazing underwater adventures!

A World View

With the help of a world map, see if you can identify where oceans are found on earth. Which ocean is closest to your hometown? Using the end pages of the book as a guide, can you locate where specific fish live on the map? Where would you have to go to see your favorite fish?

Here's What's Happening When You Play

When children use strategies to help them **construct meaning**, such as integrating past knowledge, researching new facts, or seeking out definitions of new words, they build **comprehension, vocabulary** and **fluency** skills. These skills are so important for reading success. An expanded vocabulary enhances one's ability to express ideas and information. Adults can support children as they use search tools to locate key facts or information in a text, and prompt them to return to the text when they have a question or want to take a closer look!



FIVE LITTLE FISHES

For this fingerplay, first make swimming motions with both hands, then hold up one hand and wiggle a different finger as each line is said.

Five little fishes swimming in a pool,
This one said, "The pool is cool."
This one said, "The pool is deep."
This one said, "I'd like to sleep."
This one said, "I'll float and dip."
This one said, "I see a ship."
The fishing boat comes.
The line goes splash.
All the little fishes swim away in a flash!



TEN LITTLE FISHES

Hold up 10 fingers and make swimming motions.

Ten little fishes swimming in a school,
This one said, "Let's swim where it is cool." *(Put one finger down)*
This one said, "It's a very warm day." *(Put one finger down)*
This one said, "Come on, let's play." *(Put one finger down)*
This one said, "I'm as hungry as can be." *(Put one finger down)*
This one said, "There's a worm for me." *(Put one finger down)*
This one said, "Wait, we'd better look." *(Put one finger down)*
This one said, "Yes, it's on a hook." *(Put one finger down)*
This one said, "Can't we get it anyway?" *(Put one finger down)*
This one said, "Perhaps we may." *(Put one finger down)*
This one, so very brave, grabbed a bite and swam away! *(Put one finger down)*



ALL THE FISH ARE SWIMMING IN THE WATER

by Jackie Silberg

Hold your hands, palms together, and make swimming motions. When saying "Bubble," move your fingers together and apart. Spray your fingers wide open as you say "SPLASH!"

All the fish are swimming in the water

Swimming in the water

Swimming in the water

All the fish are swimming in the water

Bubble, bubble, bubble, bubble ... SPLASH!

Recite this verse in a slow, low voice, with large, exaggerated motions:

The great big fish is swimming in the water

Swimming in the water

Swimming in the water

The great big fish is swimming in the water

Bubble, bubble, bubble, bubble ... SPLASH!

This verse is chanted in a high, squeaky voice, with little motions:

The little bitty fish are swimming in the water

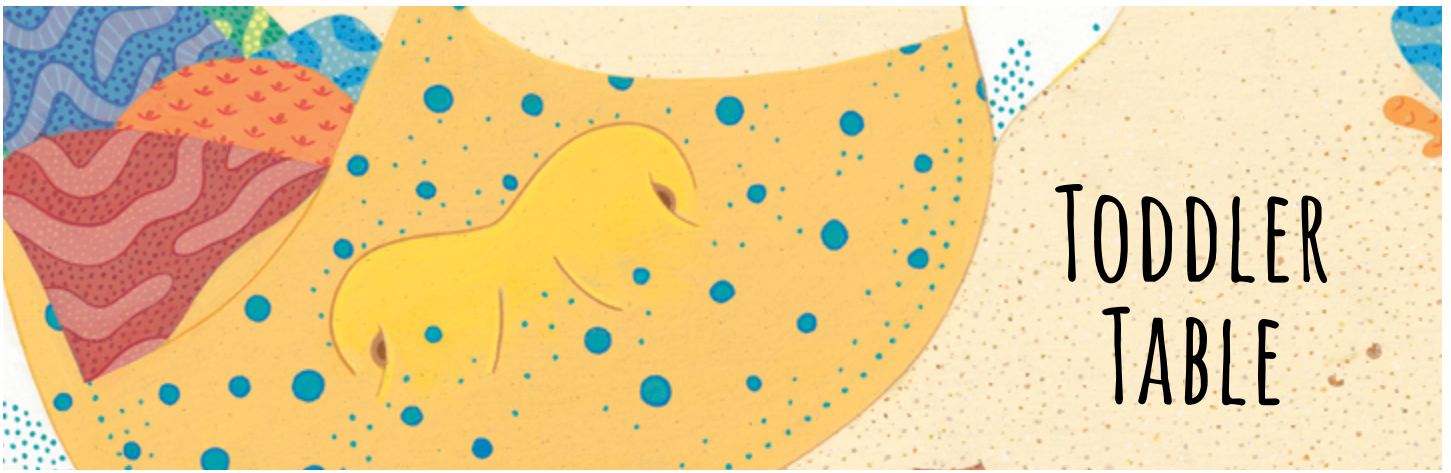
Swimming in the water

Swimming in the water

The little bitty fish are swimming in the water

Bubble, bubble, bubble, bubble ... SPLASH!





I CAUGHT A FISH

One, two, three, four, five. *(Count on fingers)*

Once I caught a fish alive. *(Hold up pretend fish)*

Six, seven, eight, nine, ten. *(Count on fingers)*

Then I let it go again. *(Throw fish back)*

Why did you let it go?

Because he bit my finger so.

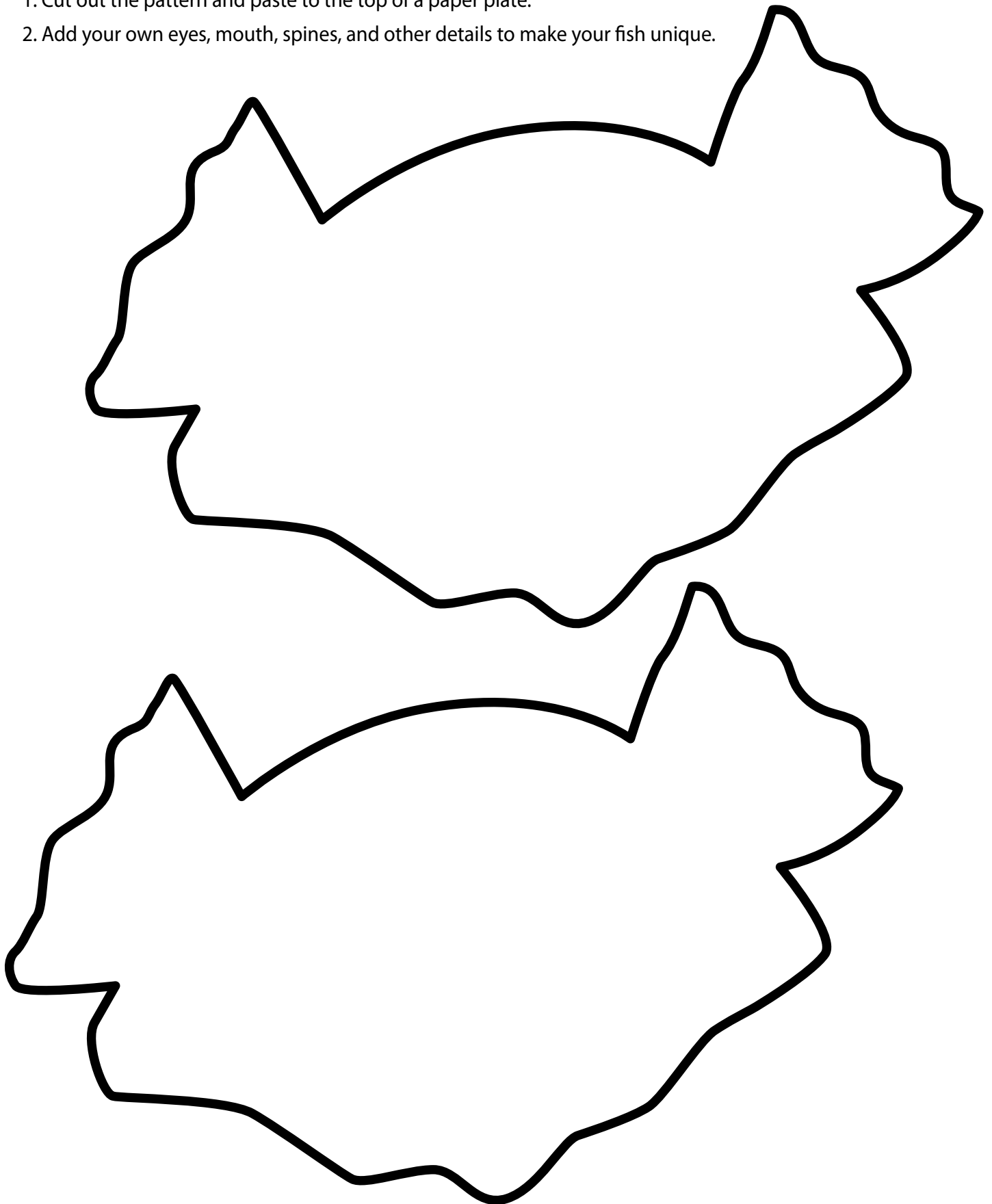
Which finger did he bite?

This little finger on my right. *(Hold up pinkie on right hand)*



PATTERN FOR PORCUPINE FISH

1. Cut out the pattern and paste to the top of a paper plate.
2. Add your own eyes, mouth, spines, and other details to make your fish unique.



FISH MOTIONS

Round fish: Clasp hands, lift both arms upwards, and open them to form a circle

Clown fish: Place hands together and move quickly back and forth to make a darting motion

Fish that like to hide: Put hands over face and crouch

Striped fish: "Paint" the sides of their body with their hands

Spiked fish: Fill their cheeks up with air

Fish that leap and glide: Jump forward

Sand fish: Hold index finger up and wiggle it

Land fish: Skip in a circle

Fish that flash their lights: Open and close hands quickly

Speckled fish: Touch fingers lightly to chest and shoulders

Spotted fish: Close hands into a fist and touch lightly to chest and shoulders

Fish with tails curled tight: Curl body into a ball

Shiny fish: Sway hands back and forth

Spiny fish: Open all fingers and jab in the air

Fish that hitch a ride: Pat back with hands

Catfish: Place palms on chin and splay fingers outward

Flatfish: Lie down on the floor on their back

Fish that ride the tide: Swim in place

Fish that swim in numbers: Stand up and swim with other children

Fish that swim alone: Swim by themselves

No matter what they look like, they call the water home: Bring hands together so that fingertips touch and make a peaked roof above their head

FABULOUS FISHES

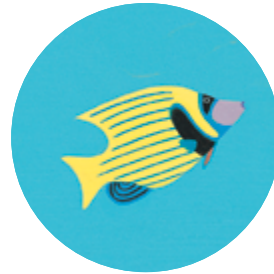
By Susan Stockdale



Round fish,
Clown fish,
Fish that like to hide.



Striped fish,
Spiked fish,
Fish that leap and glide.



Sand fish,
Land fish,
Fish that flash their lights.

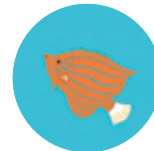


Speckled fish,
Spotted fish,
Fish with tails curled tight.



Shiny fish,
Spiny fish,
Fish that hitch a ride.

Catfish,
Flatfish,
Fish that ride the tide.



Fish that swim in numbers,
Fish that swim alone,
No matter what they look like,
They call the water home.



Clown Fish

The clown fish hides safely among the poisonous tentacles of sea anemones. It is protected from the poison by a slimy substance on its skin. (Pacific and Indian oceans)



Porcupine Fish

The porcupine fish blows up like a spiky balloon when it feels threatened. It does this so that it will appear too large to fit into its predator's mouth.



Butterfly Fish

The butterfly fish uses its long, pointed snout to search the cracks of coral for tiny animals to eat. (Indian, Pacific, and Western and Eastern Central Atlantic oceans)



Seahorse

The seahorse has a long tail like a monkey, which it uses to hold on to ocean plants.



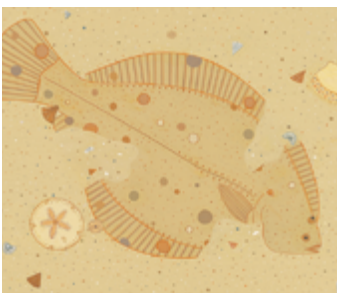
Steelhead Rainbow Trout

Every year, the steelhead rainbow trout travels from the salty ocean water to fresh water to lay its eggs. (Eastern Pacific Ocean, but widely introduced elsewhere)



Lion Fish

When the lion fish feels threatened, it turns the sharp, venomous spines on its back toward its enemies.



Flounder

The flounder can adjust the colored markings on its flat, disc-shaped body to match the ocean floor. Its eyes are located on the same side of its head. (Oceans worldwide)



Catfish

The catfish uses feelers on its face to search for food on the river bottom.



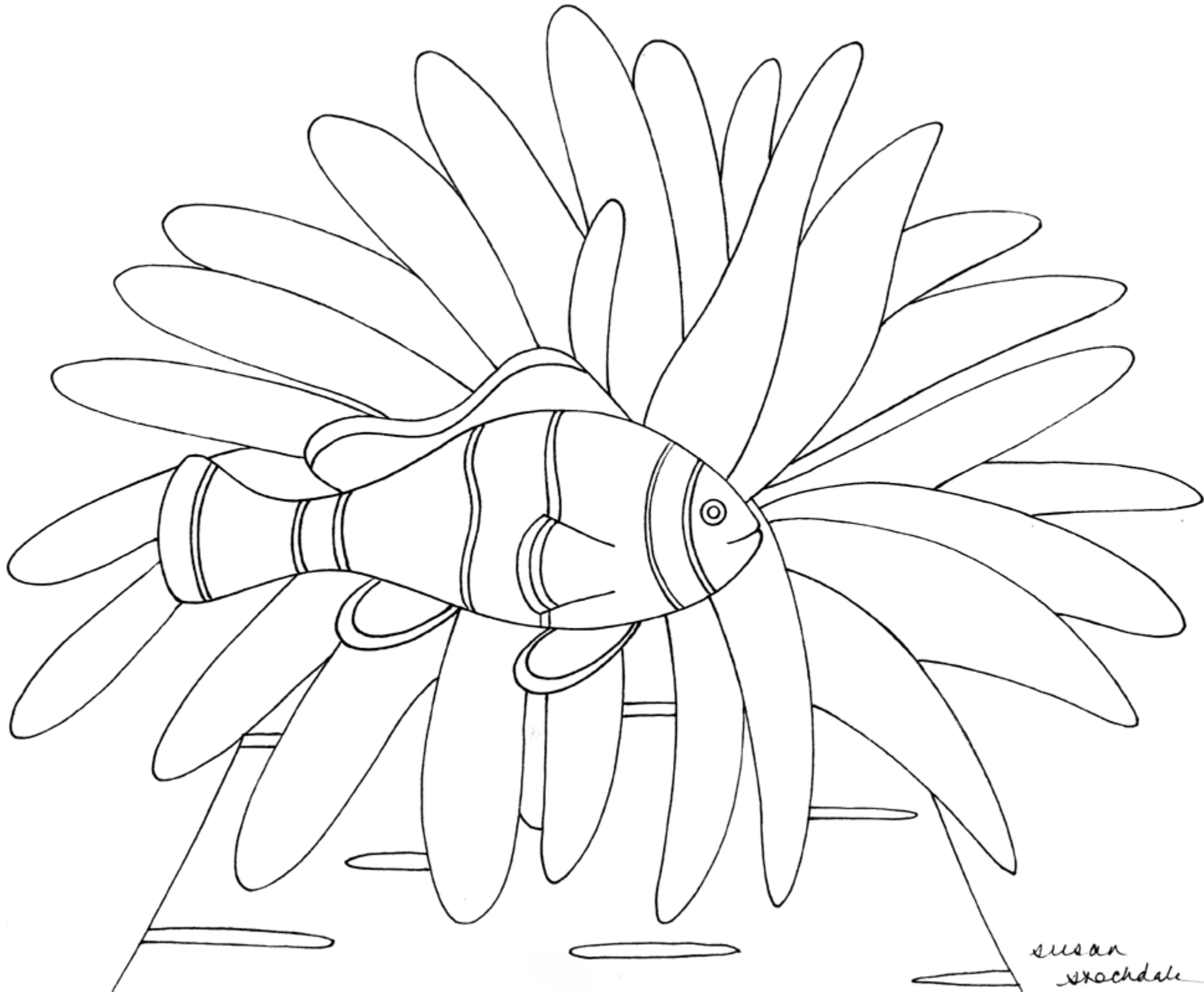
Sardines

The silver bellies and sides of sardines help them blend with the shiny light from the sky, making them almost invisible to predators. (Oceans worldwide)

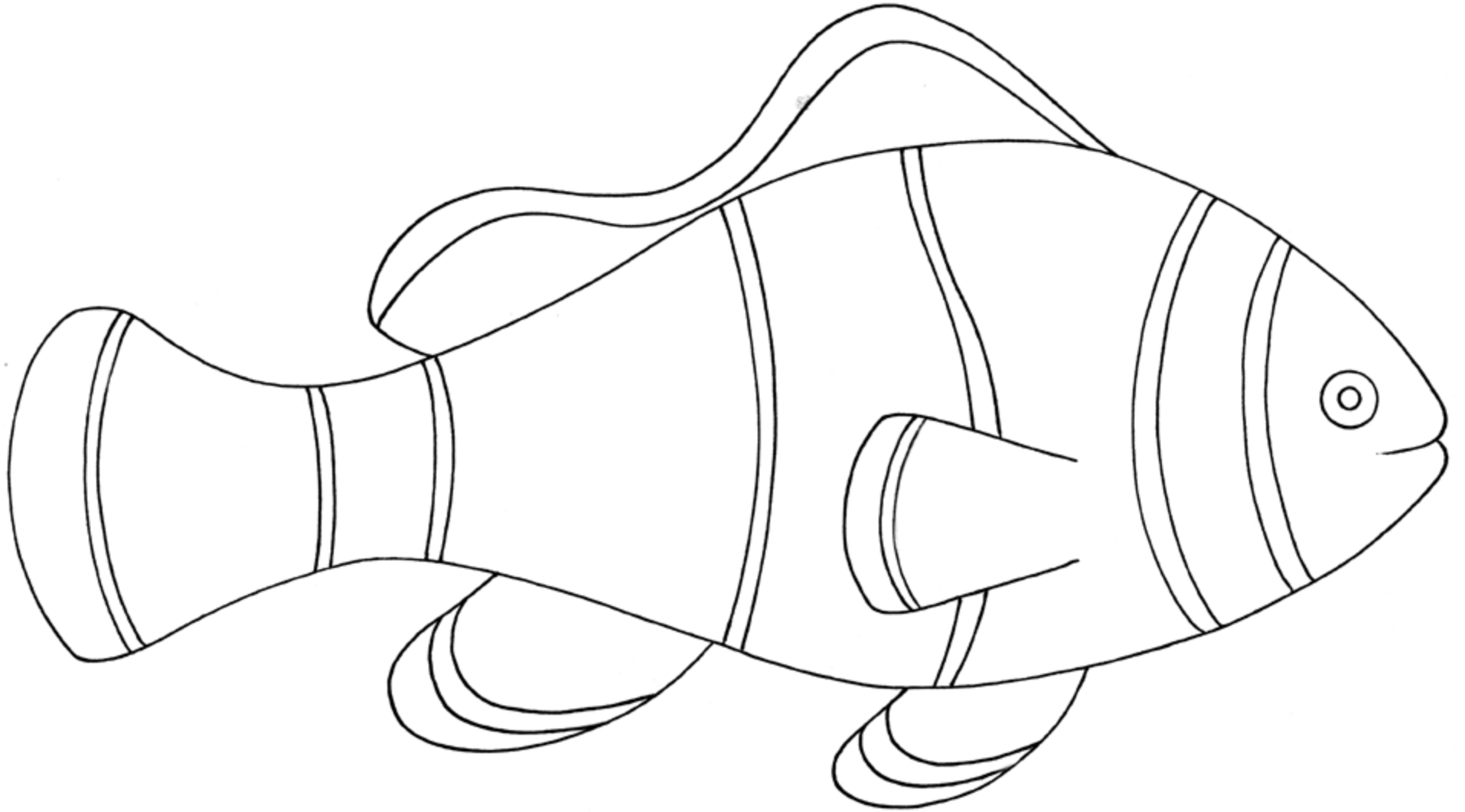


Swordfish

The swordfish uses its long, sharp "bill" like a sword to kill other fishes.

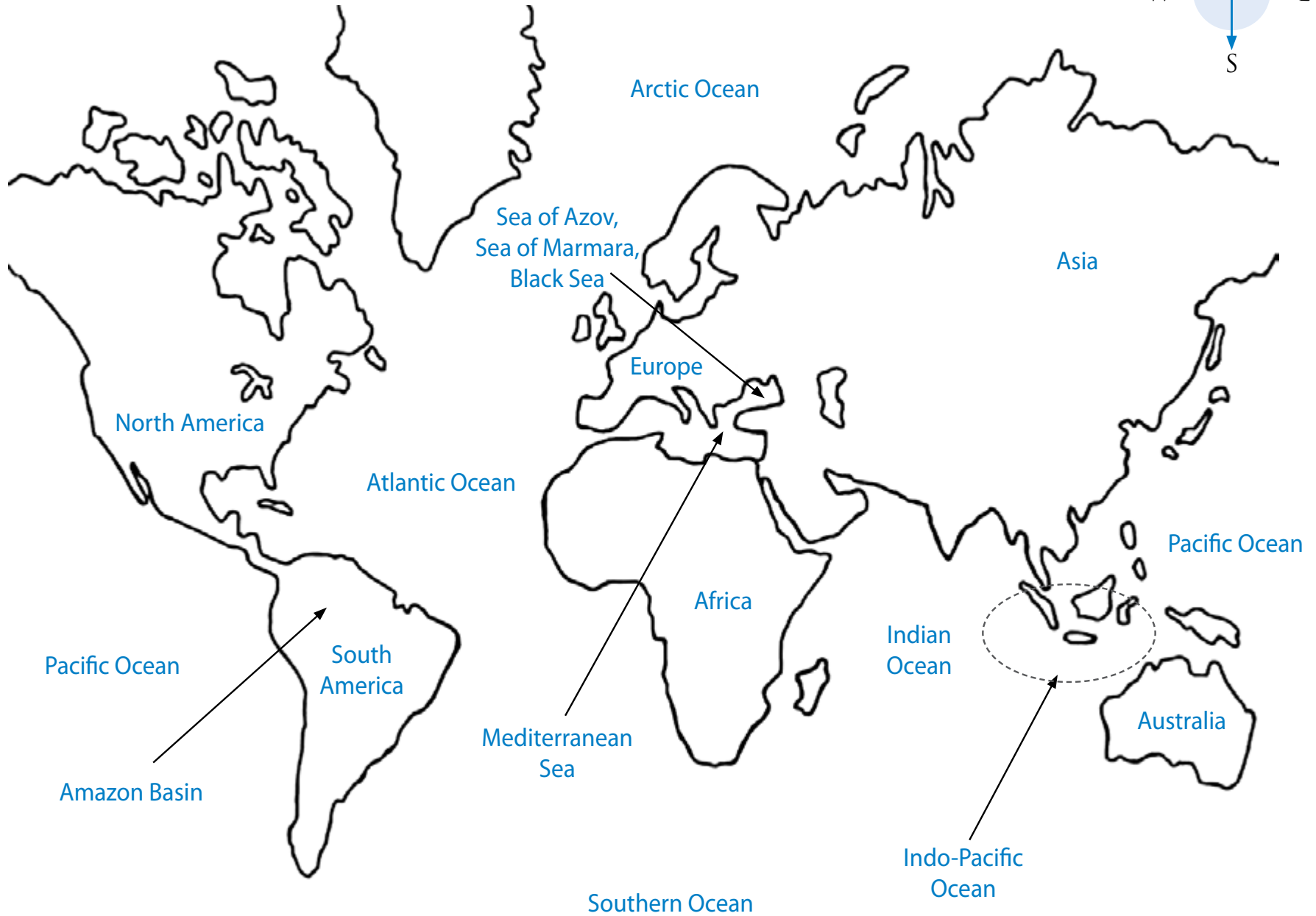
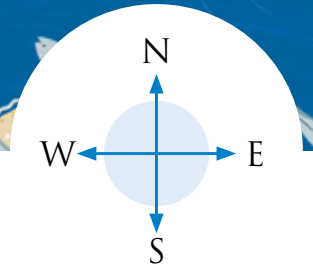


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OCEANS OF THE WORLD





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- Read, watch, search, and enjoy!



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