

# FREAKY, FUNKY FISH

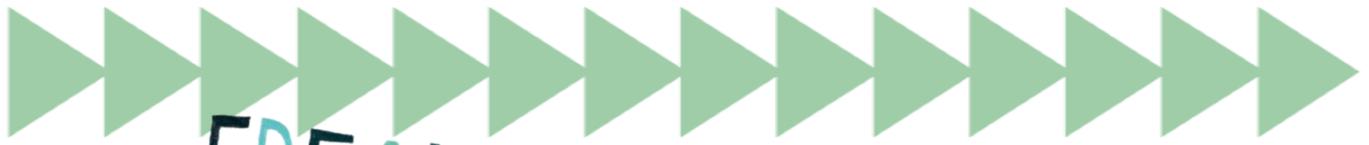
Odd Facts about Fascinating Fish



written by  
DEBRA KEMPF SHUMAKER

Illustrated by  
CLAIRE POWELL

educational  
**TEACHING GUIDE**



# FREAKY, FUNKY FISH

## teaching guide

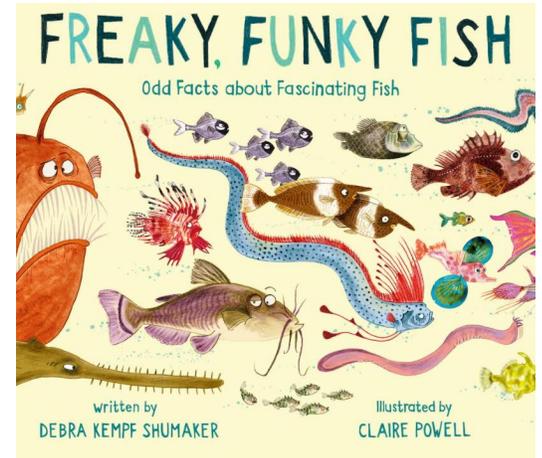
### ABOUT THE BOOK

Fish have fins and gills and tails. All fish swim and most have scales. But not all fish act or look the same. From zapping, stinging, even singing, *Freaky, Funky Fish: Odd Facts about Fascinating Fish* is an adorable picture book with a scientific—and child-friendly—underpinning. With examples of different fish for each description, as well as extensive backmatter explaining the fascinating science behind these variety of fish, this funky book captures the wonder of our ecosystem.

### ABOUT THE AUTHOR

#### DEBRA KEMPF SHUMAKER

Debra Kempf Shumaker loves weird and fascinating facts. When she isn't reading or writing, Debra enjoys cooking, gardening, and watching Jeopardy. She lives in northern Virginia with her husband, three sons, and two cats who miss the days the youngest son owned an aquarium full of fish. *Freaky, Funky Fish* is her debut picture book.



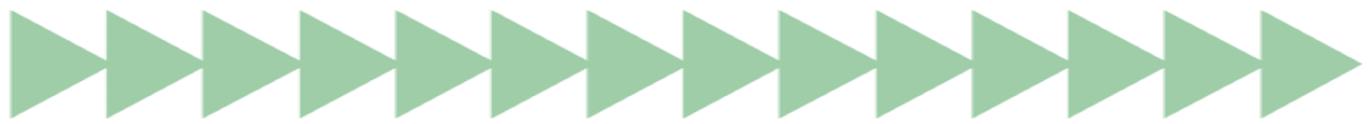
### PRE-READING ACTIVITIES

Before reading *Freaky, Funky Fish: Odd Facts about Fascinating Fish* consider the following activities to engage your readers.

1. Take a picture walk of the story, flipping each page and pointing out the illustrations. Encourage students to predict what will happen in the story.
2. Host a class-wide discussion about the title. Why did the author choose that title? What might we be reading about?
3. Create a mind map to record what students already know about *Freaky, Funky Fish*.



RESOURCES DESIGNED BY: the subway side



# TABLE OF CONTENTS

*Printing Reference Guide*

EDUCATIONAL ACTIVITIES GUIDE.....	P. 4-6
WRITING ACTIVITY.....	P. 7-12
SOCIAL / EMOTIONAL ACTIVITY.....	P. 13-14
ENGLISH / LANGUAGE ARTS ACTIVITY.....	P. 15-21
SCIENCE ACTIVITY.....	P. 22-24
SCIENCE ACTIVITY.....	P. 25-37
STEAM ACTIVITY.....	P. 38-41
ART ACTIVITY.....	P. 42-54
SOCIAL STUDIES ACTIVITY.....	P. 55-61
CREDITS.....	P. 62-63



RESOURCES DESIGNED BY: *the sunny side*

# EDUCATIONAL ACTIVITIES

*Freaky, Funky Fish: Odd Facts about Fascinating Fish* explores a variety of amazing fish species and their unique adaptations. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.

## WRITING

### *Fish research*

Target Grade Range: 1<sup>st</sup> – 5<sup>th</sup> Grade

Debra Shumaker teaches us all about all the odd traits that make the fish throughout the story fascinating! Take this a step further by inviting students to research one of the fish species for the story. This activity includes differentiated graphic organizers and writing paper for a range of students.



AUTHOR - DEBRA KEMPF SHUMAKER

ILLUSTRATOR - CLAIRE POWELL

PUBLISHER - HACHETTE BOOK GROUP

## SOCIAL / EMOTIONAL

### *helping hands*

Target Grade Range: K – 5<sup>th</sup> Grade

*Freaky, Funky Fish: Odd Facts about Fascinating Fish* teaches us about the wide variety of interesting fish that live under water. Many of these fish species are in danger and need our help to survive. In this social-emotional activity, students will reflect on how they can work to protect the fish species they've learned about. Instead of writing, K and 1<sup>st</sup> grade students can draw a picture of how they plan to protect fish species rather than write. This exercise promotes speaking and listening skills, while embracing an important message that affects underwater life.

## ENGLISH / LANGUAGE ARTS

### *main idea + supporting details*

Target Grade Range: K – 5<sup>th</sup> Grade

Non-fiction text is a great tool to practice identifying the main idea – or what the text is mostly about. You can't have a main idea without supporting details! This fun, cut and paste activity asks students to explore the main idea of the text with directions for differentiating for learners of varying grade and skill levels.

RESOURCES DESIGNED BY: the subway side

# EDUCATIONAL ACTIVITIES

*Freaky, Funky Fish: Odd Facts about Fascinating Fish* explores a variety of amazing fish species and their unique adaptations. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.

## SCIENCE

### water pollution experiment

Target Grade Range: K – 5<sup>th</sup> Grade

Science experiments are engaging ways to provide students with authentic experiences that challenge them. With this pollution experiment, students will see the damaging effects pollutants have on underwater life. A fish-shaped sponge will be exposed to a list of materials that will act like some of the real-life pollutants that endanger wildlife everywhere. Complete with an answer key, this science activity gives students an up close and personal view on the negative impacts of water pollution.

## SCIENCE

### animal adaptation flipbook

Target Grade Range: 1<sup>st</sup> – 5<sup>th</sup> Grade

In this science activity, students will assemble an interactive flipbook that identifies animal adaptations, explains why they're necessary, and provides examples of fish adaptations covered in the text. The differentiated flipbook pages allow this activity to be completed by a range of learners.

## STEAM

### design a new fish species

Target Grade Range: K – 5<sup>th</sup> Grade

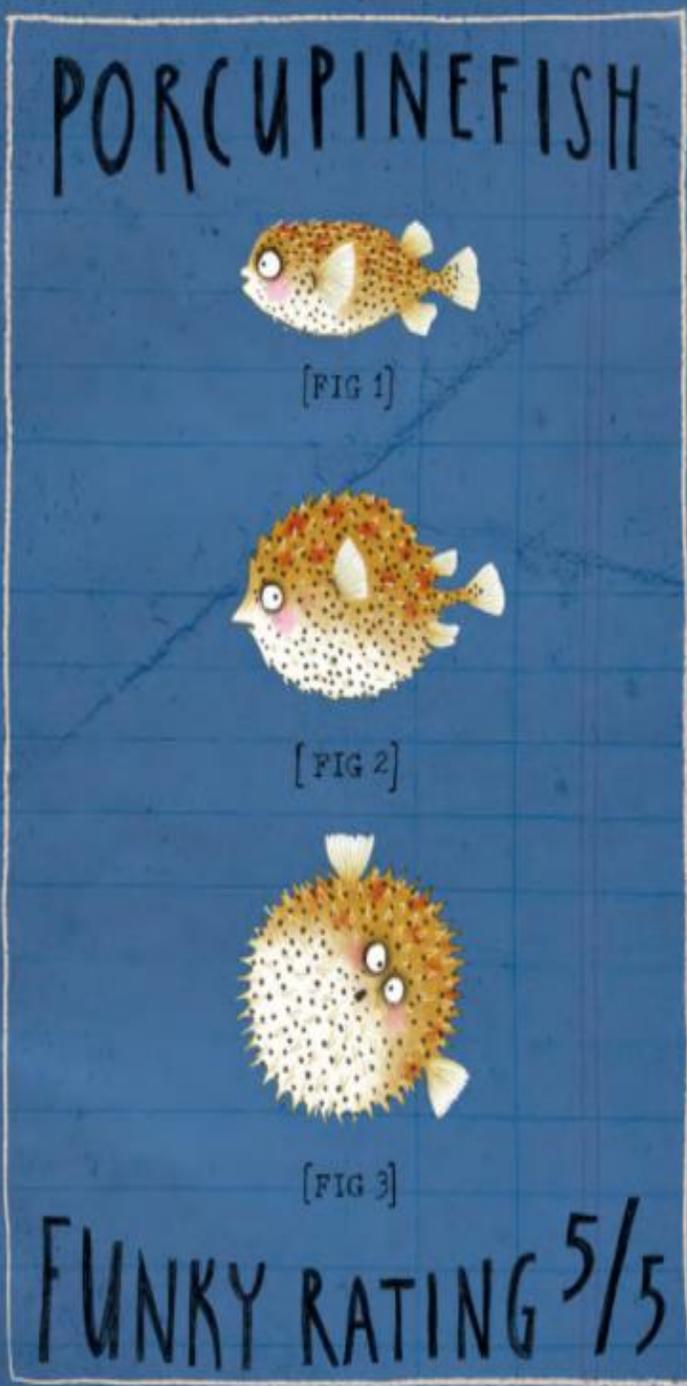
Encourage students to flex their creative muscle with this super fun STEAM experience. Students will have the opportunity to design and create a brand new freaky and funky fish species. They may add their artistic spin on things by using crayons or colored pencils to make their design complete. There are optional writing papers, differentiated for students in a range of grade levels. Students can then write about their creative, new fish species. This activity will surely have your students excited!



RESOURCES DESIGNED BY: the subway side

# EDUCATIONAL ACTIVITIES

*Freaky, Funky Fish: Odd Facts about Fascinating Fish* explores a variety of amazing fish species and their unique adaptations. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.



## ART

### 1-2-3 fish art

Target Grade Range: K – 5<sup>th</sup> Grade

What better way to celebrate this amazing new story than with an art project? Have students show what they learned with this fun, fishy project!

## SOCIAL STUDIES

### conservation letter

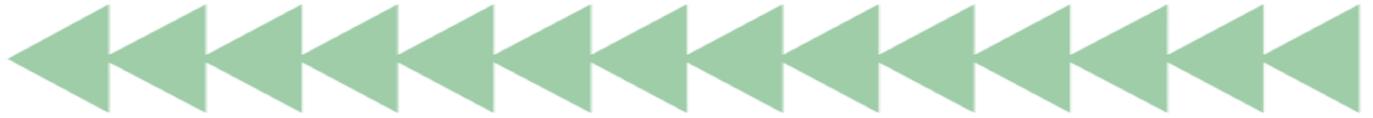
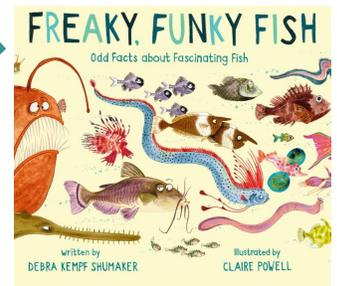
Target Grade Range: 3<sup>rd</sup> – 5<sup>th</sup> Grade

*Freaky, Funky Fish: Odd Facts about Fascinating Fish* allows us to reflect on our own communities. Do any of these fascinating fish species live in our communities? If they do, how can you work to conserve and protect them? If they don't, are there still ways to get involved? This social studies exercise asks students to write an opinion letter about the importance of conservation. Students will brainstorm reasons why conservation is important, pulling ideas from the text. Differentiated graphic organizers and writing papers allow this activity to be completed by multiple grade levels.

RESOURCES DESIGNED BY: the subway side

# WRITING ACTIVITY

## FISH RESEARCH

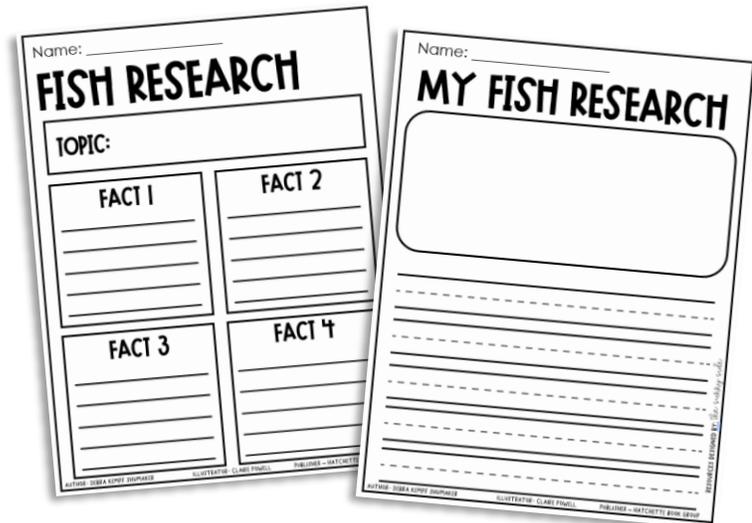


### Standards:

- CCSS.ELA-LITERACY.W.1.2
- CCSS.ELA-LITERACY.W.2.2
- CCSS.ELA-LITERACY.W.3.2
- CCSS.ELA-LITERACY.W.4.2
- CCSS.ELA-LITERACY.W.5.2

### You will need:

- White copy paper
- Pencils
- Research tools (like Chromebooks, I-pads, or non-fiction books about fish)



### Step by step to do list:

1. Decide which differentiated graphic organizers and writing paper works best for your students and copy on white paper.
2. Discuss with students a list of different fish species from the story and record on the white-board.
3. Distribute the fact graphic organizers and writing paper to students.
4. Encourage students to research one of the fish species discussed in the story (having access to technology like Chromebooks or I-pads works best).
5. You can also conduct a shared research project, where you research a fish species with students and copy your notes and writing.
6. Students should record the facts they learn about the fish they're researching.
7. Finally, have students write an informational paragraph on the writing paper by copying the facts and adding an introduction and conclusion sentence.

RESOURCES DESIGNED BY: the subway side

Name: \_\_\_\_\_

# FISH RESEARCH

**TOPIC:**

**FACT 1**

---

---

---

---

---

---

**FACT 2**

---

---

---

---

---

---

**FACT 3**

---

---

---

---

---

---

**FACT 4**

---

---

---

---

---

---

**SOURCE :**

---

Name: \_\_\_\_\_

# FISH RESEARCH

**TOPIC:** \_\_\_\_\_  
-----  
\_\_\_\_\_

**FACT 1**

\_\_\_\_\_  
-----  
\_\_\_\_\_  
\_\_\_\_\_  
-----  
\_\_\_\_\_

**FACT 2**

\_\_\_\_\_  
-----  
\_\_\_\_\_  
\_\_\_\_\_  
-----  
\_\_\_\_\_

**FACT 3**

\_\_\_\_\_  
-----  
\_\_\_\_\_  
\_\_\_\_\_  
-----  
\_\_\_\_\_

**FACT 4**

\_\_\_\_\_  
-----  
\_\_\_\_\_  
\_\_\_\_\_  
-----  
\_\_\_\_\_

**SOURCE :** \_\_\_\_\_

Name: \_\_\_\_\_

# FISH RESEARCH

**TOPIC:**

**FACT 1**

**FACT 2**

**FACT 3**

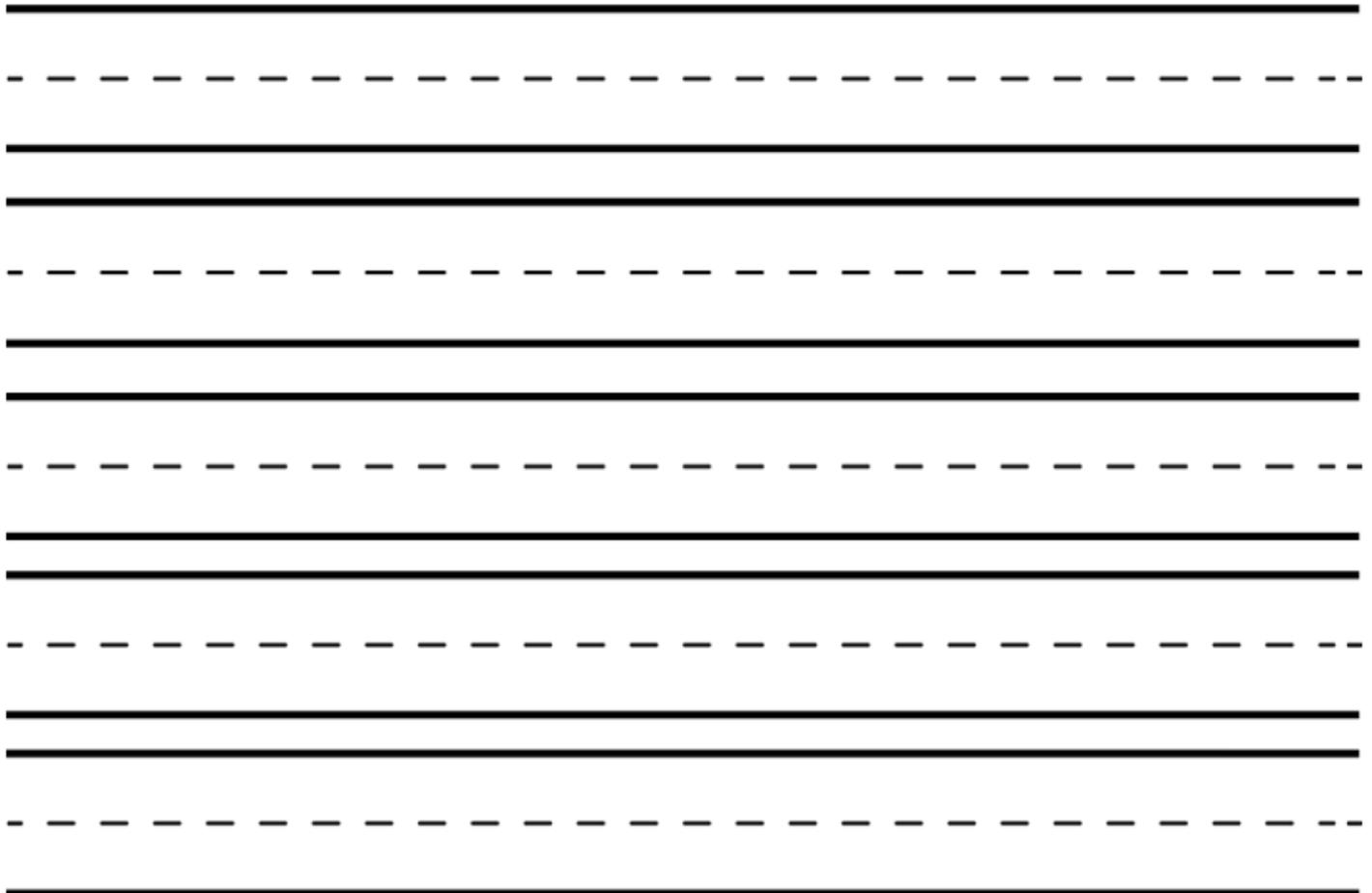
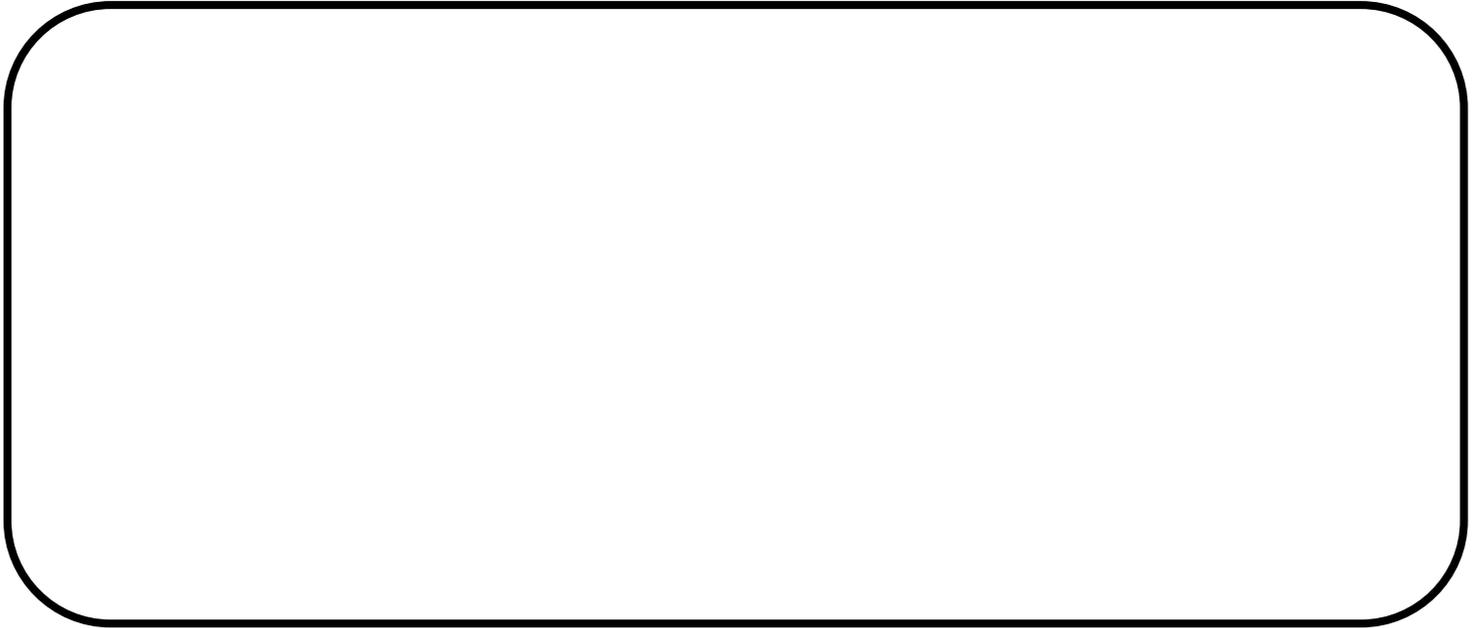
**FACT 4**

**SOURCE :**



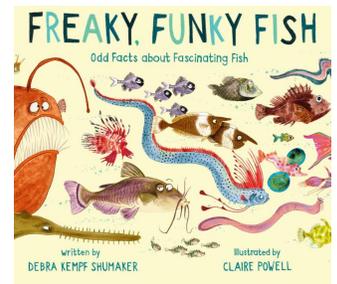
Name: \_\_\_\_\_

# MY FISH RESEARCH



RESOURCES DESIGNED BY: *the subway side*

# SOCIAL / EMOTIONAL ACTIVITY



## HOW TO BE A GOOD HELPER



### Standards:

CCSS.ELA-LITERACY.SL.K.1  
CCSS.ELA-LITERACY.SL.1.1  
CCSS.ELA-LITERACY.SL.2.1  
CCSS.ELA-LITERACY.SL.3.1  
CCSS.ELA-LITERACY.SL.4.1  
CCSS.ELA-LITERACY.SL.5.1

### You will need:

- White or colored copy paper
- Pencils
- Scissors
- Crayons / colored pencils / markers
- Tape
- White board / oversized poster paper



### Step by step to do list:

1. Copy the hands on white or skin color copy paper.
2. Brainstorm a list of ways that students can help protect fish species (e.g., recycling plastic so that it doesn't end up in the ocean, volunteering at non-profit organizations that protect the oceans, etc.).
3. Have students cut the hands out (if you copied on white paper, students may color it with crayons / colored pencils / markers).
4. Then, they should write or draw one way that they can help protect the fish species read about in the story.
5. Students will then share what they wrote with the class.
6. Collect the hands and tape them together to create a class-wide display (you can arrange the hands around a world, in a peace sign, in a heart, as a wave, etc.).

RESOURCES DESIGNED BY: the subway side

Name: \_\_\_\_\_

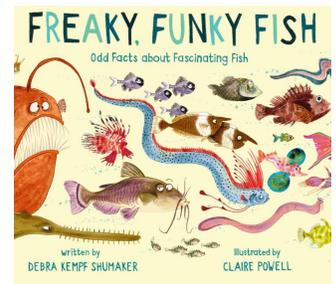
# HOW TO LEND A HELPING HAND...

Cut out the hand and write or draw one way that you can help protect the fish species from the story.

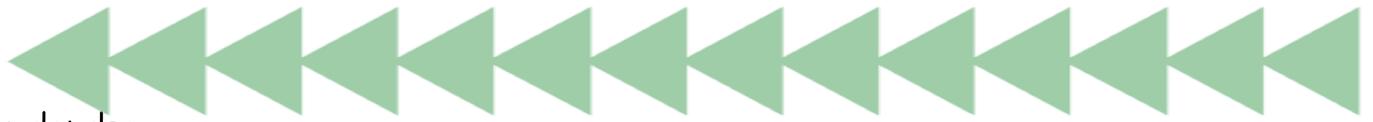


RESOURCES DESIGNED BY: *the subway side*

# ENGLISH / LANGUAGE ARTS ACTIVITY



## MAIN IDEA & SUPPORTING DETAILS



### Standards:

CCSS.ELA-LITERACY.RI.K.2  
CCSS.ELA-LITERACY.RI.1.2  
CCSS.ELA-LITERACY.RI.2.2  
CCSS.ELA-LITERACY.RI.3.2  
CCSS.ELA-LITERACY.RI.4.2  
CCSS.ELA-LITERACY.RI.5.2

### You will need:

- White copy paper
- Access to printer (color / black and white)
- Pencils
- Scissors
- Glue sticks

Name: \_\_\_\_\_

WHAT'S THE MAIN IDEA & SUPPORTING DETAILS?

Choose a single page or the whole story to consider the main idea or what the story is mostly about.

THE MAIN IDEA: \_\_\_\_\_

SUPPORTING DETAIL 1	SUPPORTING DETAIL 2
---------------------	---------------------

RESOURCES DESIGNED BY: *the subway side*



Name: \_\_\_\_\_

WHAT'S THE MAIN IDEA & SUPPORTING DETAILS?

Write 3 supporting details under each flap that support the main idea.

GLUE HERE


RESOURCES DESIGNED BY: *the subway side*

### Step by step to do list:

1. Decide which differentiated lift the flap worksheets work best for your students.
2. Copy the lift the flap and writing paper on white copy paper.
3. As a class discuss how finding the main idea of a text is determining what the text is **MOSTLY** about.
4. For younger students, discuss the main idea of the text as a WHOLE and for older students, discuss the main idea of ONE PAGE from the text.
5. Brainstorm supporting details from the story and back matter that show the main idea (e.g., if the main idea is how freaky fish survive the supporting details should match)..
6. Students should cut around the lift the flap pages and add glue in the designated area on the writing paper.
7. Have students lift the flap and record the supporting details.
8. Allow students an opportunity to share with other students in class.

RESOURCES DESIGNED BY: *the subway side*

Name: \_\_\_\_\_

# WHAT'S THE MAIN IDEA & SUPPORTING DETAILS?

Choose a single page or the whole story to consider the main idea or what the story is mostly about.

## THE MAIN IDEA: \_\_\_\_\_

SUPPORTING  
DETAIL 1

SUPPORTING  
DETAIL 2

SUPPORTING  
DETAIL 3

Name: \_\_\_\_\_

# WHAT'S THE MAIN IDEA & SUPPORTING DETAILS?

Choose a single page or the whole story to consider the main idea or what the story is mostly about.

## THE MAIN IDEA:

\_\_\_\_\_

-----

\_\_\_\_\_

SUPPORTING  
DETAIL 1

SUPPORTING  
DETAIL 2

SUPPORTING  
DETAIL 3

Name: \_\_\_\_\_

# WHAT'S THE MAIN IDEA & SUPPORTING DETAILS?

Choose a single page or the whole story to consider the main idea or what the story is mostly about.

## THE MAIN IDEA:

SUPPORTING  
DETAIL 1

SUPPORTING  
DETAIL 2

SUPPORTING  
DETAIL 3

Name: \_\_\_\_\_

# WHAT'S THE MAIN IDEA

Write 3 supporting details under each flap that support the main idea.

## GLUE HERE

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---	---

Name: \_\_\_\_\_

# WHAT'S THE MAIN IDEA

Write 3 supporting details under each flap that support the main idea.

## GLUE HERE

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---	---	---

Name: \_\_\_\_\_

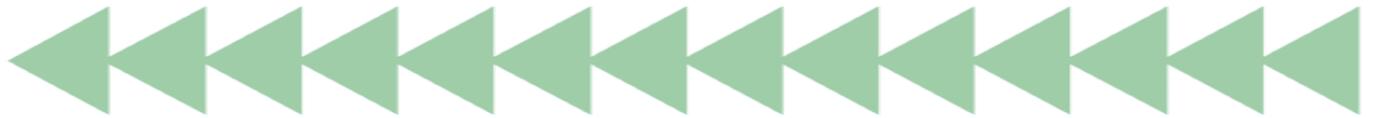
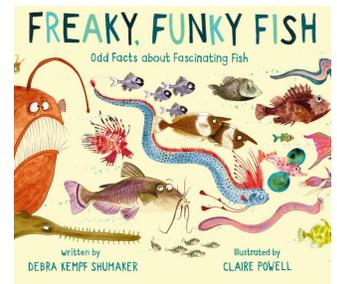
# WHAT'S THE MAIN IDEA

Write 3 supporting details under each  
flap that support the main idea.  
& SUPPORTING DETAILS?

**GLUE HERE**

# SCIENCE ACTIVITY

## WATER POLLUTION EXPERIMENT



### Standards:

- NGSS: K-LS1-1.
- NGSS: K-ESS3-1.
- NGSS: K-ESS3-3.
- NGSS: 3-LS4-3.
- NGSS: 3-LS4-4.

### You will need:

- White or colored copy paper
- Pencils
- Plastic tub
- Water
- Sponges
- Pollution materials (dish soap, soil, pancake syrup, raisins, green food coloring, paper pieces, coffee grounds, salt, and plastic spoons)



Name: _____	
RESOURCES DESIGNED BY: <i>the subway side</i>	
<b>WATER POLLUTION</b> <b>SCIENCE</b> experiment	
QUESTION What will happen....	
MY HYPOTHESIS I think....	
MATERIALS • • •	SKETCH Draw a model of the experiment below.
OBSERVATIONS What happened?	RESULTS Why did that happen?
<small>AUTHOR - DEBRA KEMPF SHUMAKER</small>	<small>ILLUSTRATOR - CLAIRE POWELL</small>
	<small>PUBLISHER - HACHETTE BOOK GROUP</small>

### Step by step to do list:

1. Copy the Water Pollution lab report on white copy paper & distribute to students.
2. Decide whether you want students working as a whole group or small group (if conducting as a whole group the pollution materials can stay inside their original containers, if conducting as small groups separate the pollution materials into smaller containers).
3. Prepare the experiment materials (before the experiment, cut the sponge into the shape of a fish).
4. First, students should complete the question, hypothesis, materials, and sketch portion of their lab report.
5. Next, set up the experiment (place the sponge shaped fish inside the plastic tub with water).
6. One by one, dump the pollution materials into the plastic tub of water and students will record their observations.
7. Finally, discuss the effects of pollution on our wildlife.
8. Have students finish the results portion of the lab report after discussing the science behind the experiment.

Name: \_\_\_\_\_

RESOURCES DESIGNED BY: *the sunny side*

# SCIENCE

experiment

## WATER POLLUTION

### QUESTION

What will happen to the fish when different pollutants are poured into the water?

### MY HYPOTHESIS

I think...

### MATERIALS

- 
- 
- 
- 

### SKETCH

Draw a model of the experiment below.

### OBSERVATIONS

What happened?

### RESULTS

Why did that happen?

# ANSWER KEY

RESOURCES DESIGNED BY: *the sunny side*

# SCIENCE experiment

## WATER POLLUTION

### QUESTION

What will happen to the fish when different pollutants are poured into the water?

### MY HYPOTHESIS

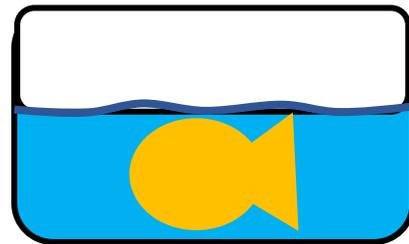
I think...the fish will become dirty and unhealthy.

### MATERIALS

- Sponges
- Plastic Tub
- Water
- Pollution Materials (dish soap, soil, pancake syrup, raisins, green food coloring, paper pieces, coffee grounds, salt, and plastic spoons)

### SKETCH

Draw a model of the experiment below.



### OBSERVATIONS

What happened?

As each pollutant was poured into the water, the water became dirty and unclear. The pollutants that we dumped made the fish dirty as well. The sponge became discolored.

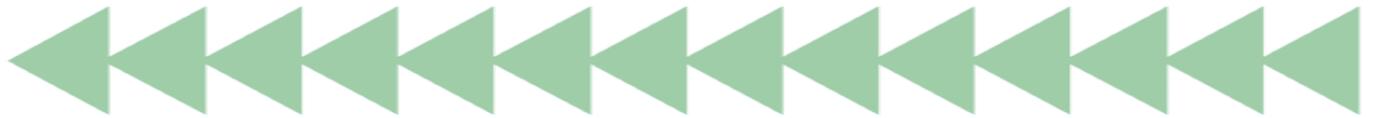
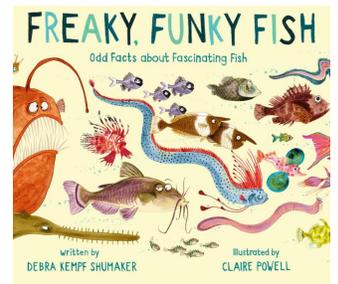
### RESULTS

Why did that happen?

The materials dumped in the water acted as the many pollutants that are regularly dumped into bodies of water daily. The dirty water and fish show how damaging pollution can be to our wildlife.

# SCIENCE ACTIVITY

## ANIMAL ADAPTATION FLIPBOOK



### Standards:

- CCSS.ELA-LITERACY.RI.1.1
- CCSS.ELA-LITERACY.RI.2.1
- CCSS.ELA-LITERACY.RI.3.1
- CCSS.ELA-LITERACY.RI.4.1
- CCSS.ELA-LITERACY.RI.5.1

### You will need:

- White copy paper
- Pencils
- Crayons / colored pencils / markers
- Stapler
- Glue stick



### Step by step to do list:

1. Decide which differentiated flipbook pages work best for your students.
2. Copy the flipbook pieces on white or colored copy paper (copying the pages as a stapled packet works best).
3. Have students cut around the solid black lines of each flipbook page.
4. Discuss what animal adaptations are, why they're important, and include examples from the text (adaptations are special traits that have developed or evolved over time that help animals survive in their environment, e.g., coral reef frog fish blend into the coral around them).
5. Students will write and respond to the above prompts on each flipbook page.
6. Have students stack the flipbook pages in order with the Animal Adaptations title page on top.
7. Staple (or if your students are old enough have them staple) the pages together at the top.
8. Students should choose a fish template to decorate.
9. Then, glue the fish template to the top of the flipbook.
10. After flipping through each step, you will read about what animal adaptations are, why they're important, and fish examples from the story.

RESOURCES DESIGNED BY: the subway side

# ANSWER KEY

# ADAPTATIONS FLIPBOOK

A physical or behavior trait that helps an animal survive.

Define adaptations

Animals must adapt to their habitat in order to continue to thrive.

Why are they needed?

At night, parrot fish coat themselves in snot to help hide their smell from predators.

Fishy examples

Name: \_\_\_\_\_

# ADAPTATIONS FLIPBOOK

## Directions:

1. Gather the flipbook pieces.
2. Cut around the solid, black line.
3. Write about adaptations – what they are, why they're important, and fish examples from the story.
4. Stack the flipbook pages in order with the Animal Adaptations title page on top.
5. Have your teacher staple the pages together at the top.
6. Choose a fish template to decorate.
7. Then, glue your fish to the top of your flipbook.

GLUE FISH HERE

NAME: \_\_\_\_\_

## ANIMAL ADAPTATIONS

RESOURCES DESIGNED BY: *the subway side*

# ADAPTATIONS FLIPBOOK

Blank writing area with a dashed midline for handwriting practice.

Define adaptations

Blank writing area with a dashed midline for handwriting practice.

Define adaptations

RESOURCES DESIGNED BY: *the subway side*

# ADAPTATIONS FLIPBOOK

Define adaptations

Define adaptations

RESOURCES DESIGNED BY: *the subway side*



# ADAPTATIONS FLIPBOOK

Why are they needed?

RESOURCES DESIGNED BY: *the subway side*

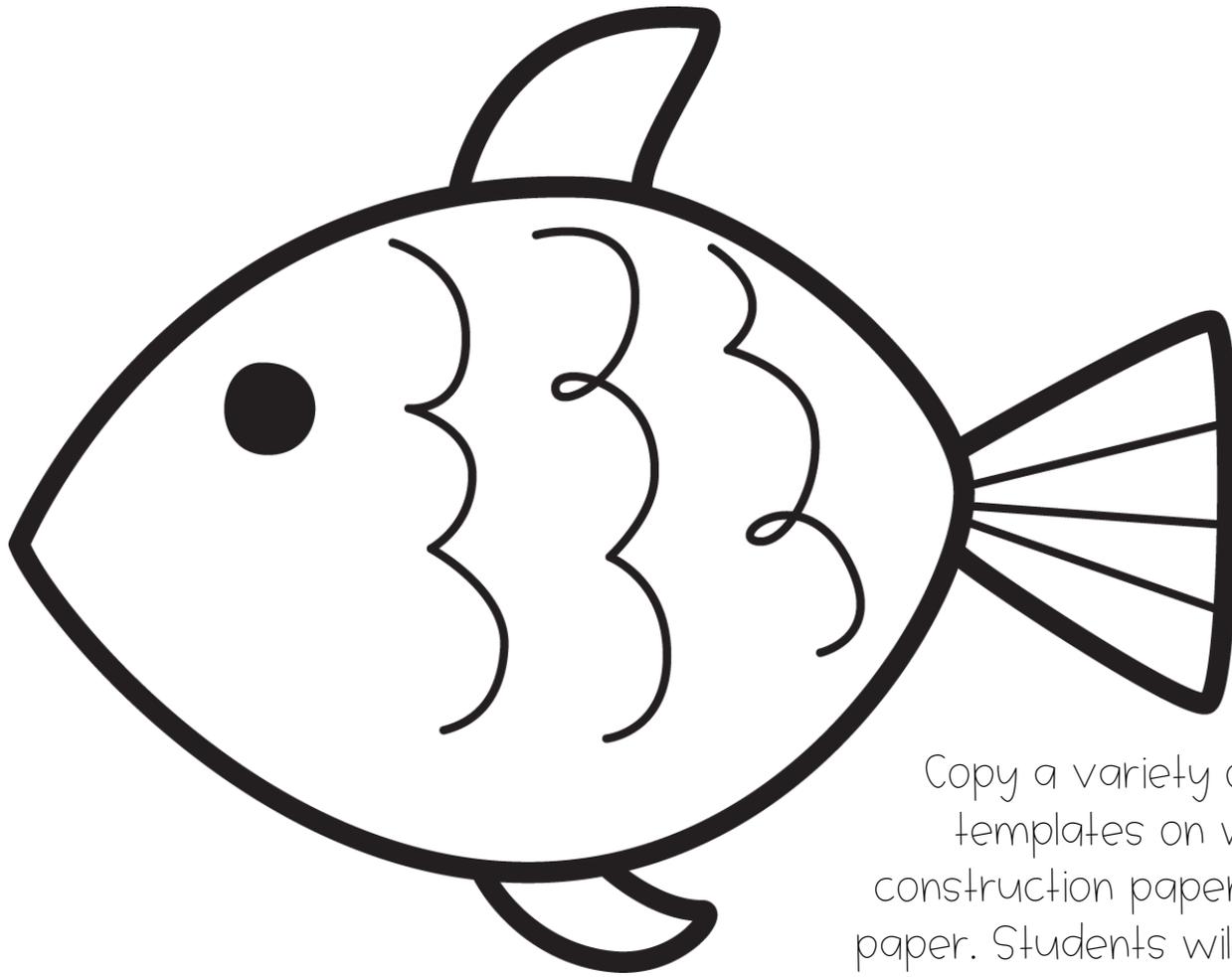


# ADAPTATIONS FLIPBOOK

Fishy examples

RESOURCES DESIGNED BY: *the subway side*

# ADAPTATIONS FLIPBOOK

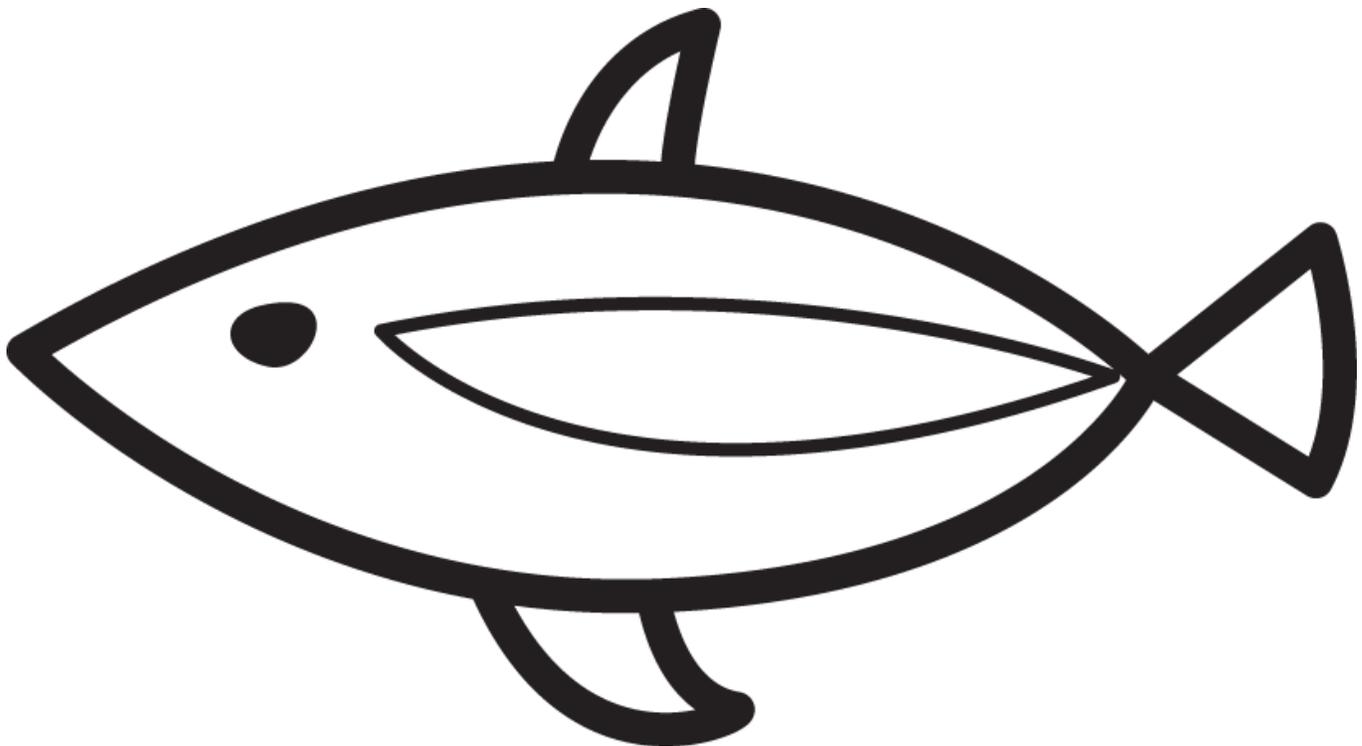
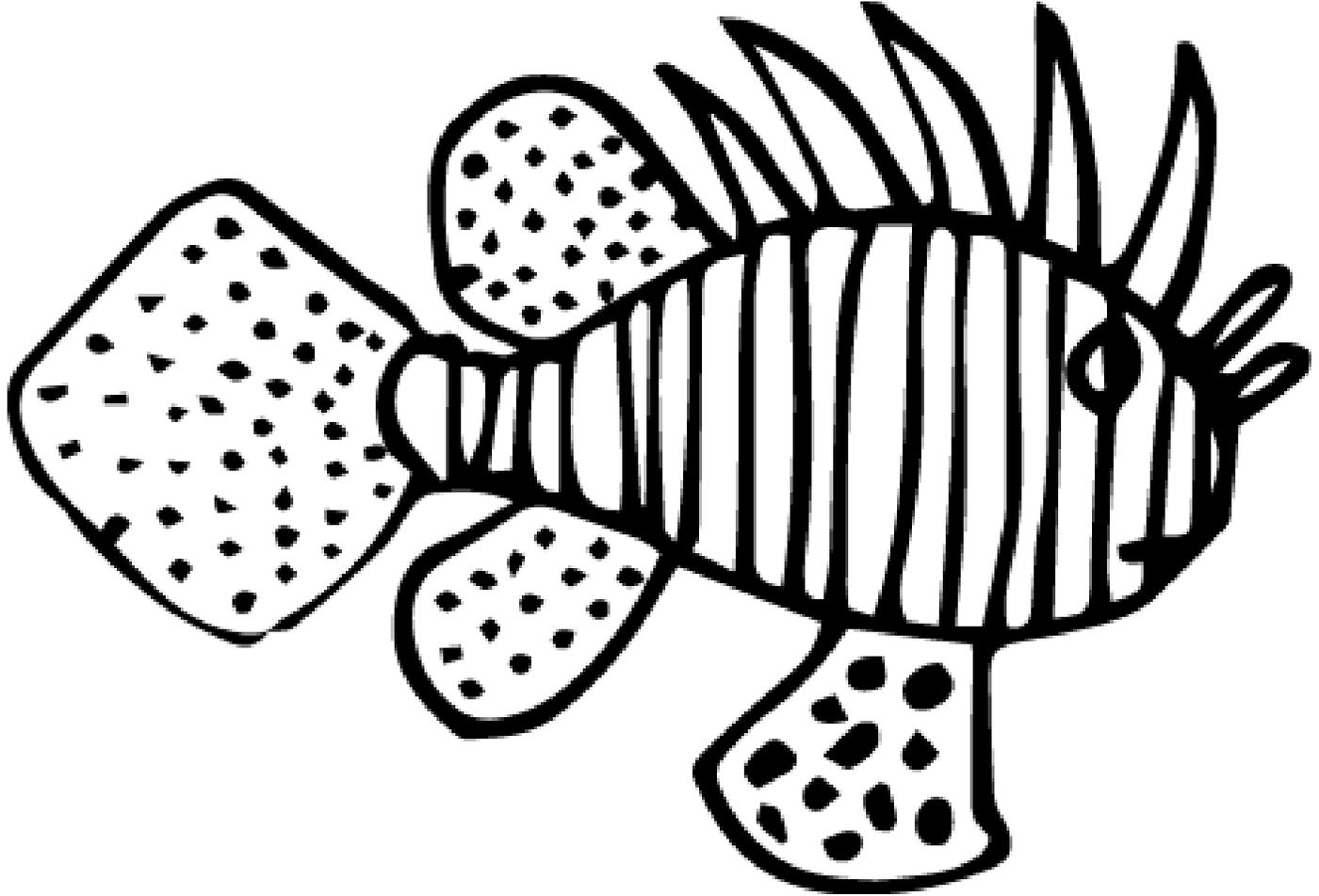


Copy a variety of fish templates on white construction paper or copy paper. Students will decorate the fish and glue it to the top of their flipbook.



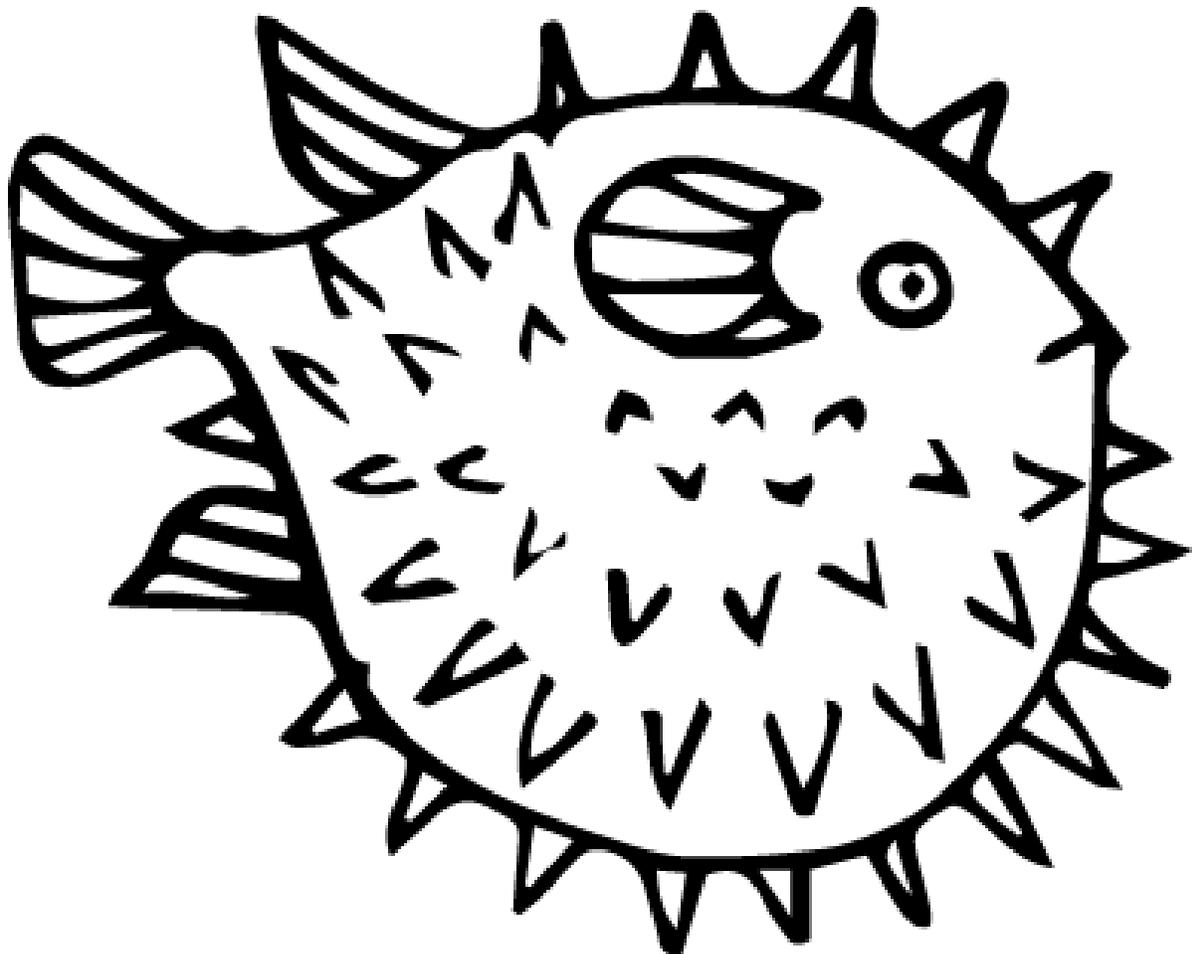
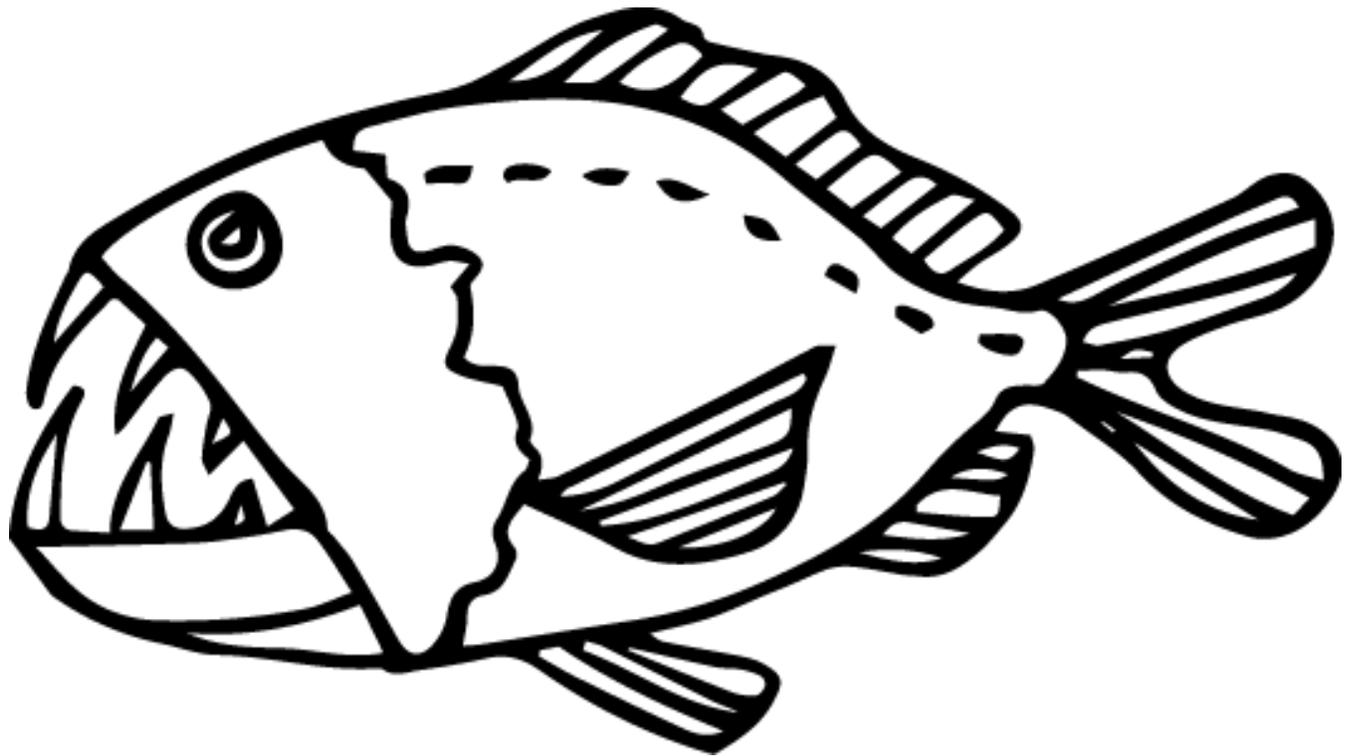
RESOURCES DESIGNED BY: *the subway side*

# ADAPTATIONS FLIPBOOK



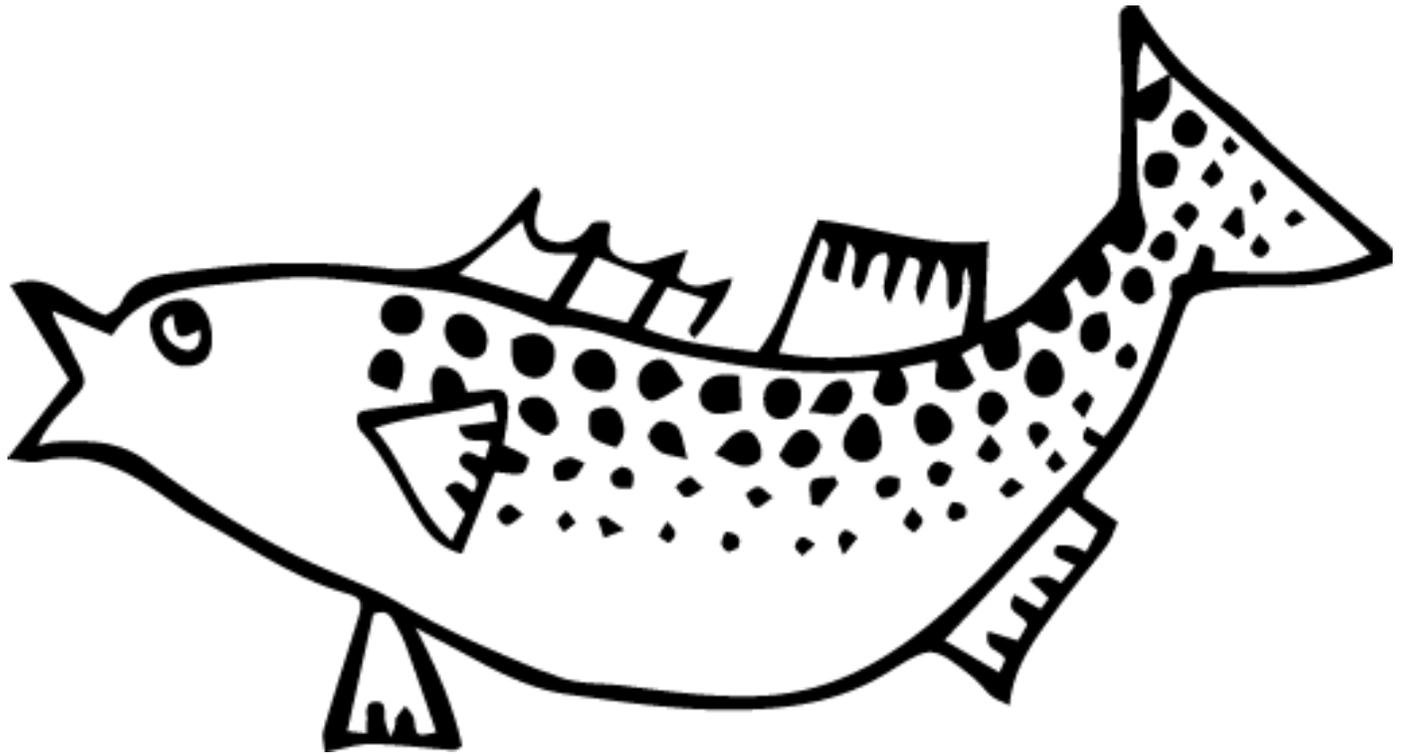
RESOURCES DESIGNED BY: *the subway side*

# ADAPTATIONS FLIPBOOK



RESOURCES DESIGNED BY: *the subway side*

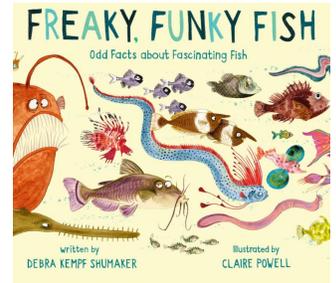
# ADAPTATIONS FLIPBOOK



RESOURCES DESIGNED BY: *the subway side*

# STEAM ACTIVITY

## DESIGN A NEW FISH SPECIES



### Standards:

- NGSS: 3-5-ETS1-1.
- NGSS: 3-5-ETS1-2.
- NGSS: 3-5-ETS1-3.
- NGSS: MS-ETS1-1.
- NGSS: MS-ETS1-2.
- NGSS: MS-ETS1-3.
- NGSS: MS-ETS1-4.

### You will need:

- White copy paper
- Pencils
- Crayons / colored pencils / markers



### Step by step to do list:

1. Decide which differentiated STEAM pages work best for your students and copy them on white copy paper.
2. Explain that students will have the opportunity to design and create their very own freaky, funky fish!
3. Students will draw and name the new fish species on the first page.
4. Next, students will describe their new fish species in writing using the differentiated writing paper.
5. Encourage students to use topics from the book in their writing (describing the fish's appearance, the fish's diet, habitat and any adaptations the new fish species may have).
6. End the lesson by reflecting on the STEAM experiment and allow students an opportunity to share with each other.

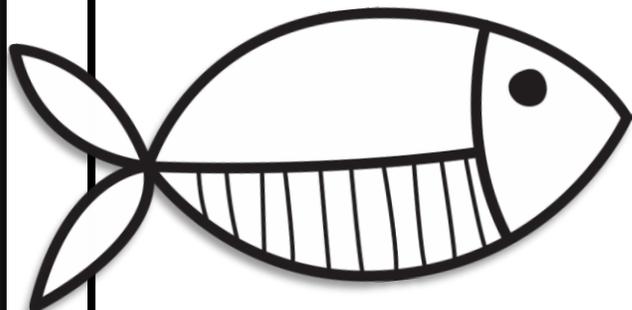
Name: \_\_\_\_\_

RESOURCES DESIGNED BY: *the sunny side*

# MY FREAKY & FUNKY FISH SPECIES

---

Name of Fish



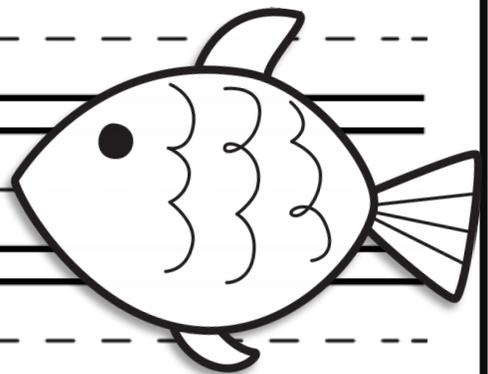


Name: \_\_\_\_\_

RESOURCES DESIGNED BY: *the sunny side*

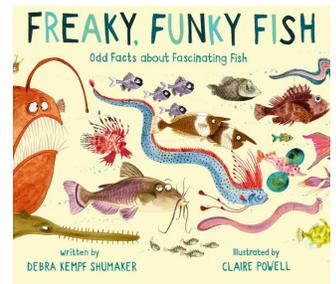
# MY FREAKY & FUNKY FISH SPECIES

Handwriting practice area consisting of 10 sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



# ART ACTIVITY

## 1-2-3 FISH ART

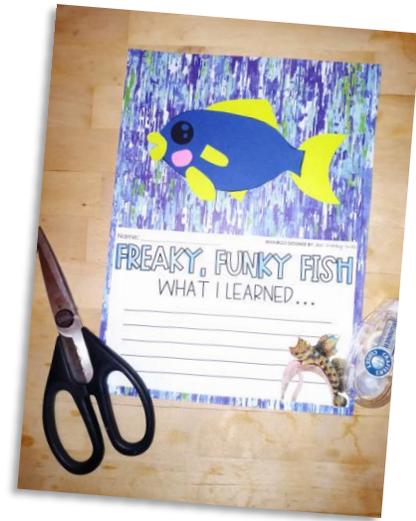


### Standards:

- CCSS.ELA-LITERACY.SL.K.5
- CCSS.ELA-LITERACY.SL.1.5
- CCSS.ELA-LITERACY.SL.2.5
- CCSS.ELA-LITERACY.SL.3.5
- CCSS.ELA-LITERACY.SL.4.5
- CCSS.ELA-LITERACY.SL.5.5

### You will need:

- White copy paper
- Pencils
- Crayons / colored pencils / markers
- Scissors
- Colored construction paper (assorted bright colors and pink)

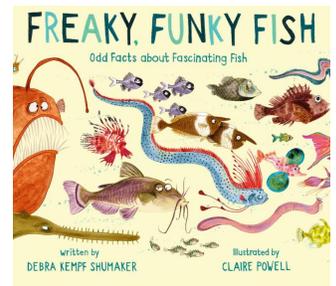


### Step by step to do list:

1. Copy the fish templates on coordinating construction paper or on white copy paper for students to color.
2. Show students the picture samples.
3. Have students cut out the templates and glue the pieces together to create a fish.
4. Assemble and glue the templates according to the pictures.
5. Then, have students reflect on what they've learned after reading the story (you can prompt them to think about 3 new things they learned, 2 interesting facts, and 1 question they still have) and respond on the lines.
6. Students should glue fish at the top of a piece of cardstock or scrapbook paper and glue the written prompt to the bottom.

RESOURCES DESIGNED BY: the subway side

# 1-2-3 FISH ART

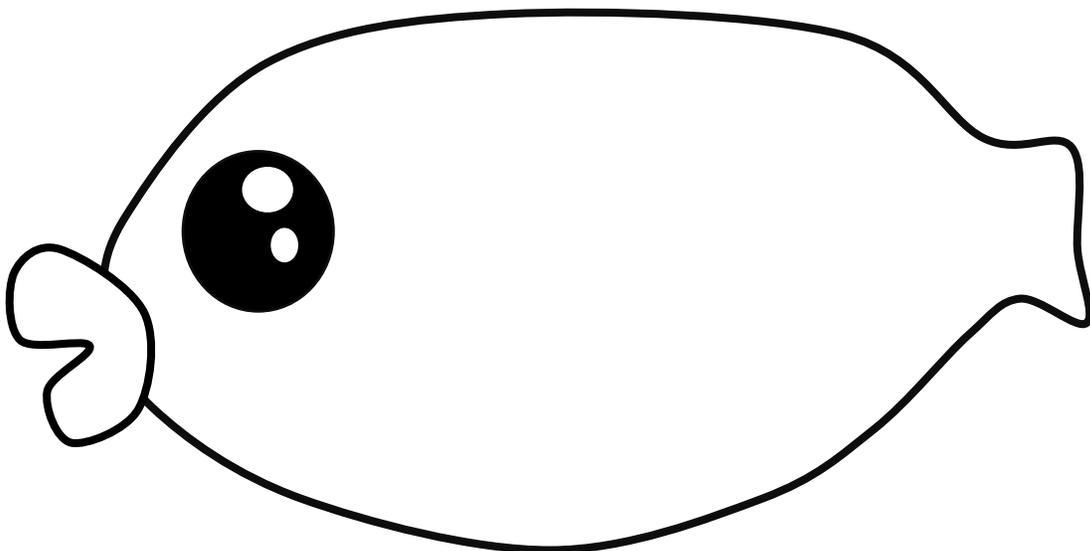
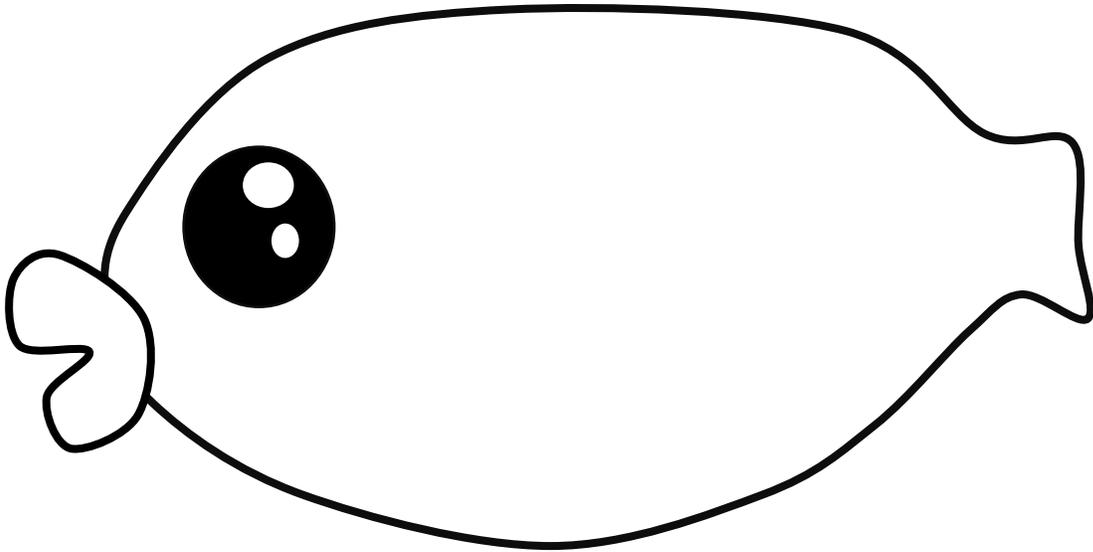
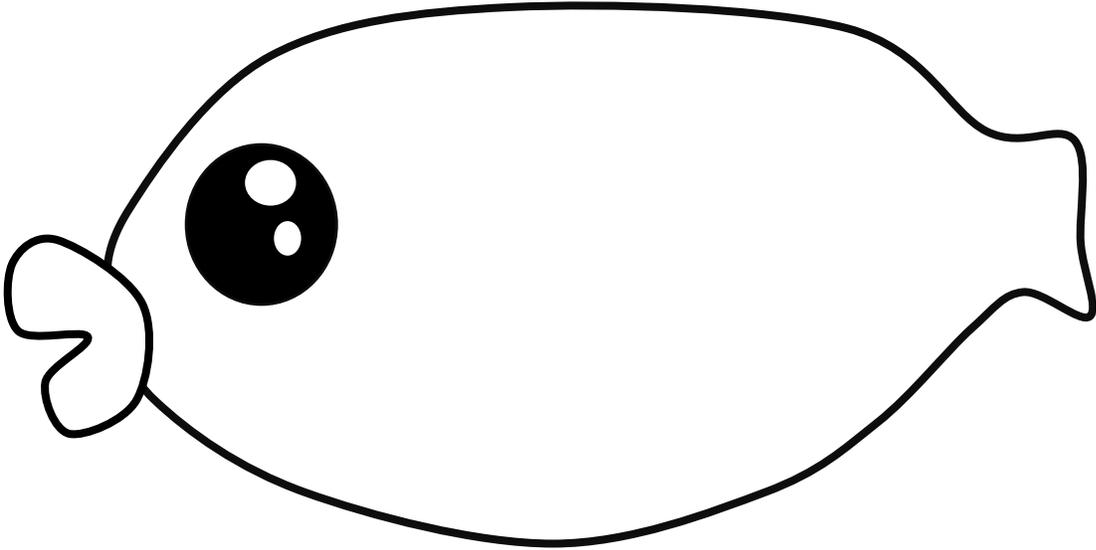


Copy fish templates on colored construction paper or white paper for students to color.

RESOURCES DESIGNED BY: the subway side

# FISH TEMPLATES

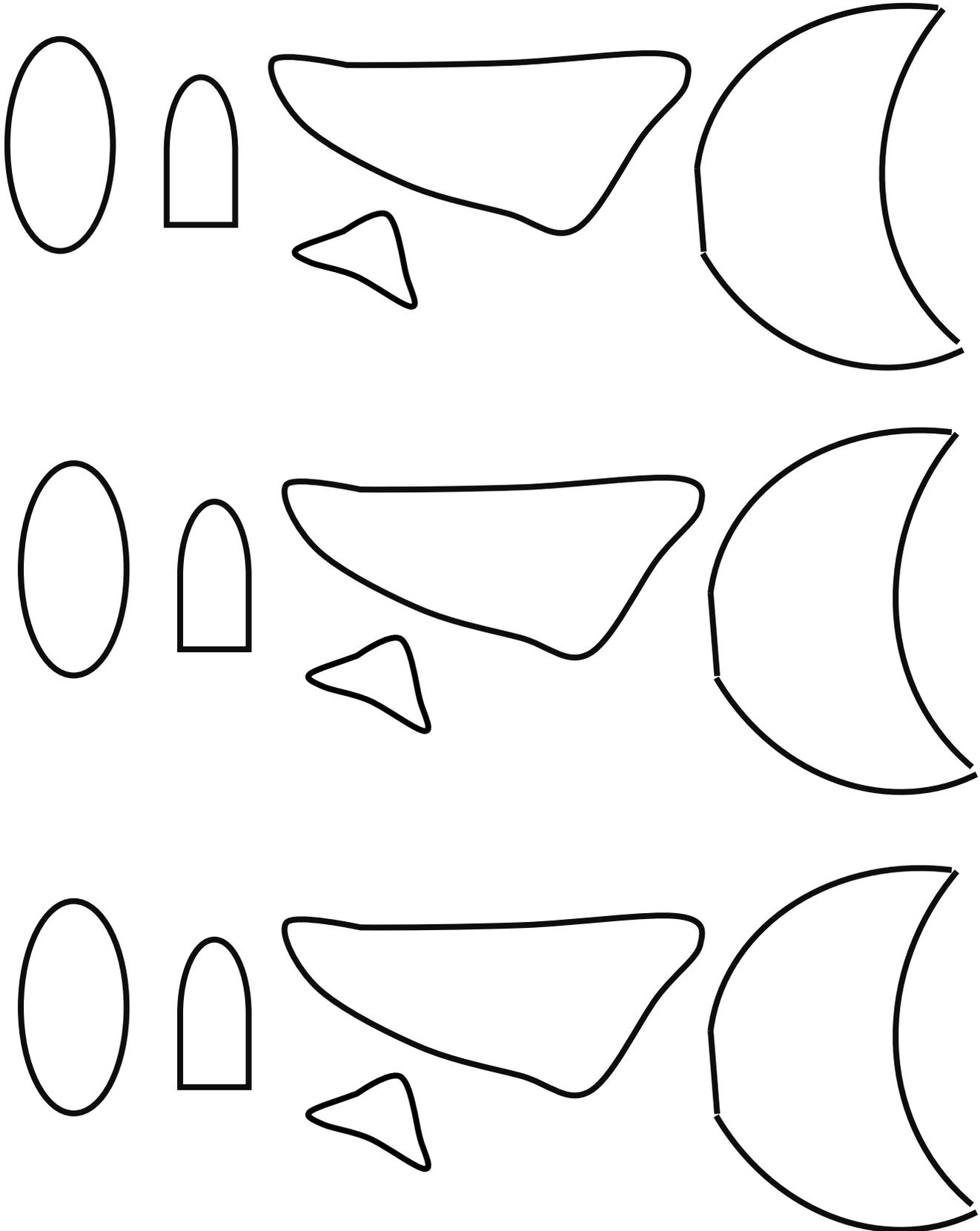
Copy on bright multi-colored construction paper.



RESOURCES DESIGNED BY: *the subway side*

# FISH FIN / LIP TEMPLATES

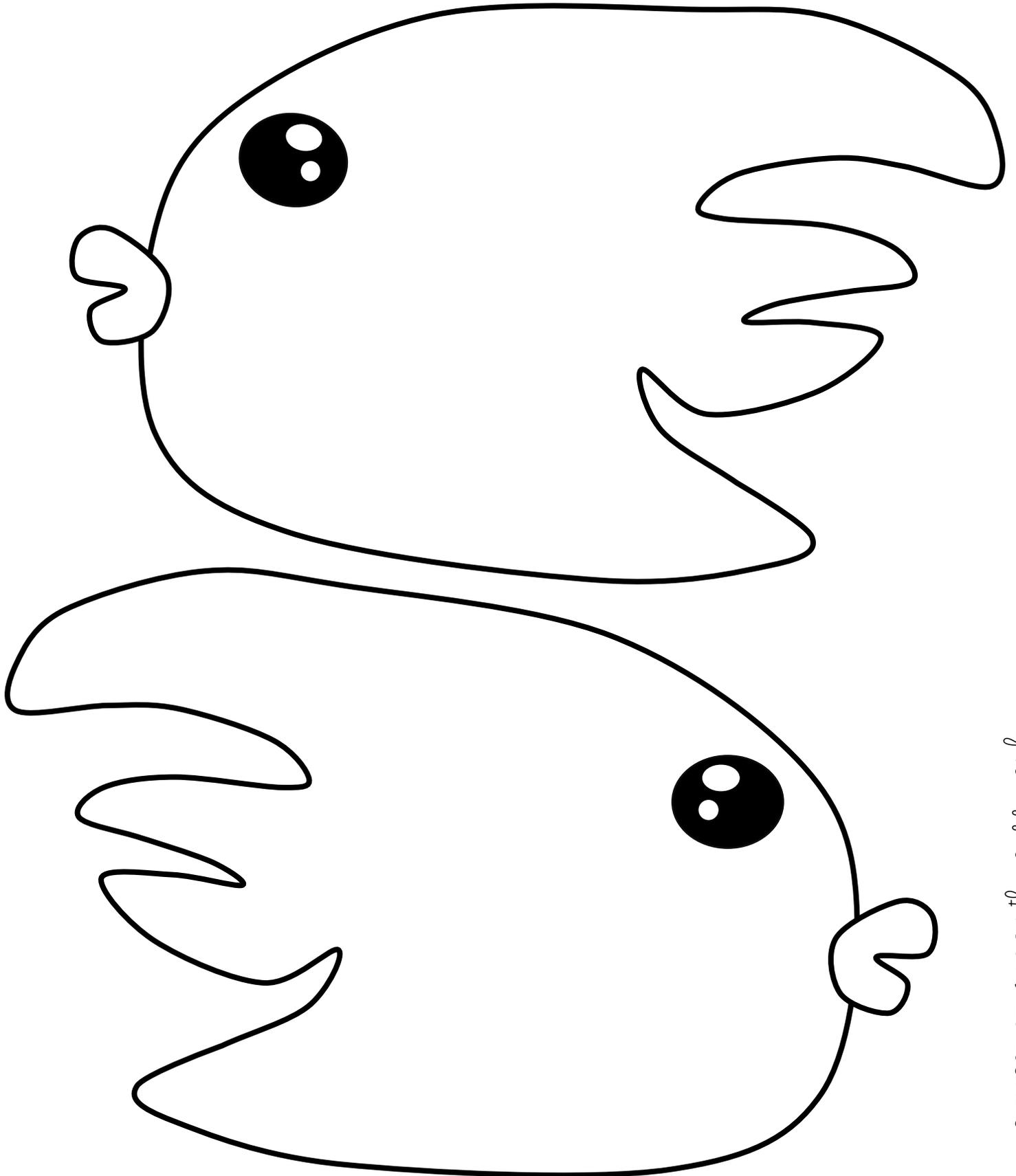
Copy on bright multi-colored construction paper.



RESOURCES DESIGNED BY: *the subway side*

# FISH TEMPLATES

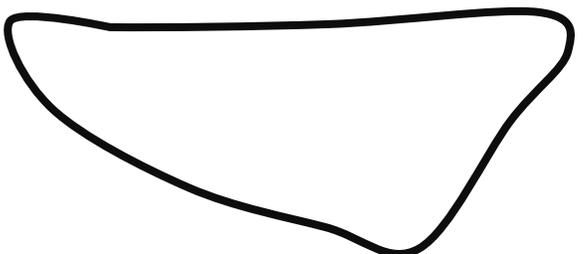
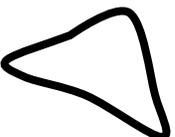
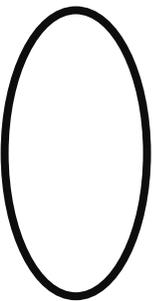
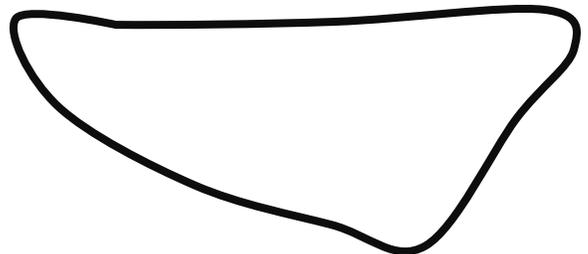
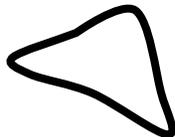
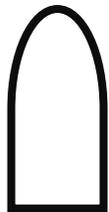
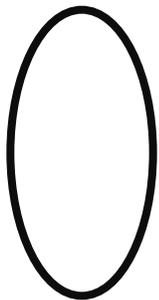
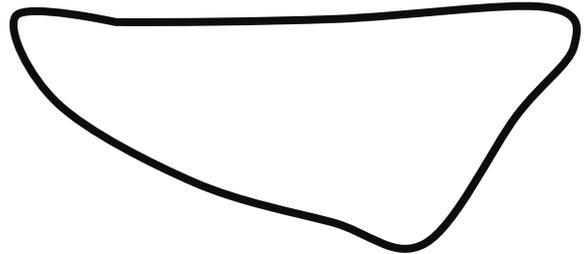
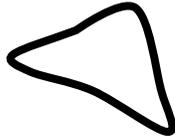
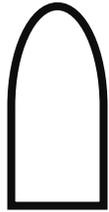
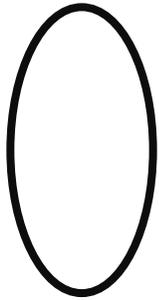
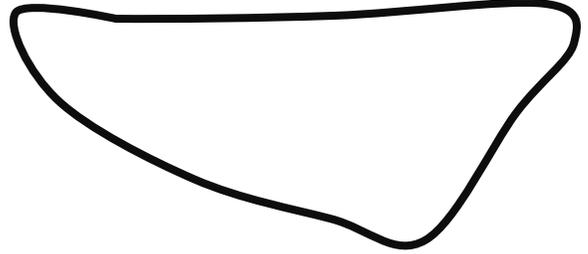
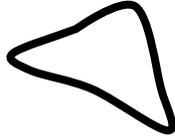
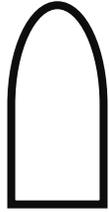
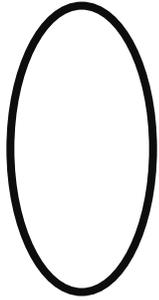
Copy on bright multi-colored construction paper.



RESOURCES DESIGNED BY: *the subway side*

# FISH FIN / LIP TEMPLATES

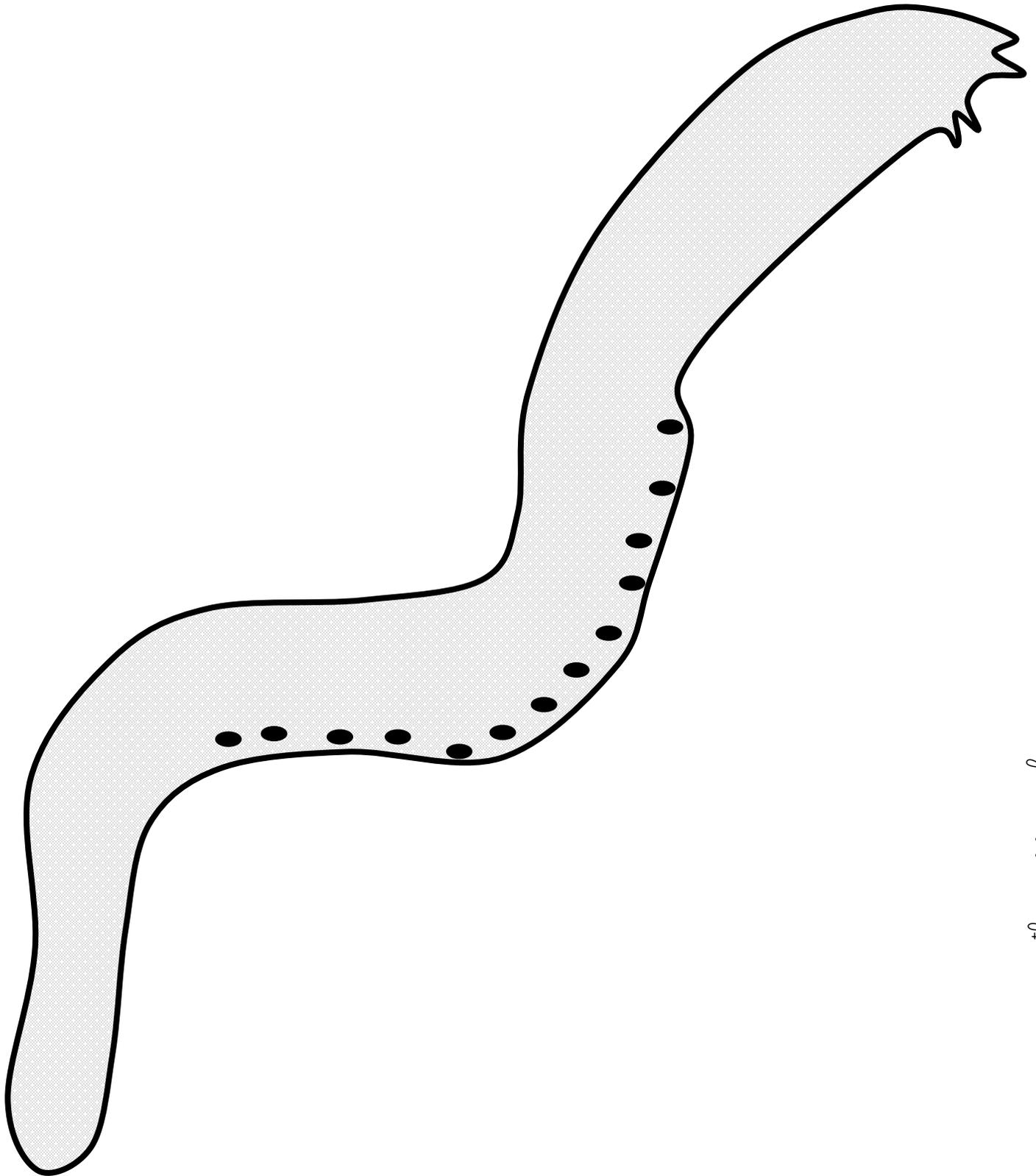
Copy on bright multi-colored construction paper.



RESOURCES DESIGNED BY: *the subway side*

# FISH TEMPLATES

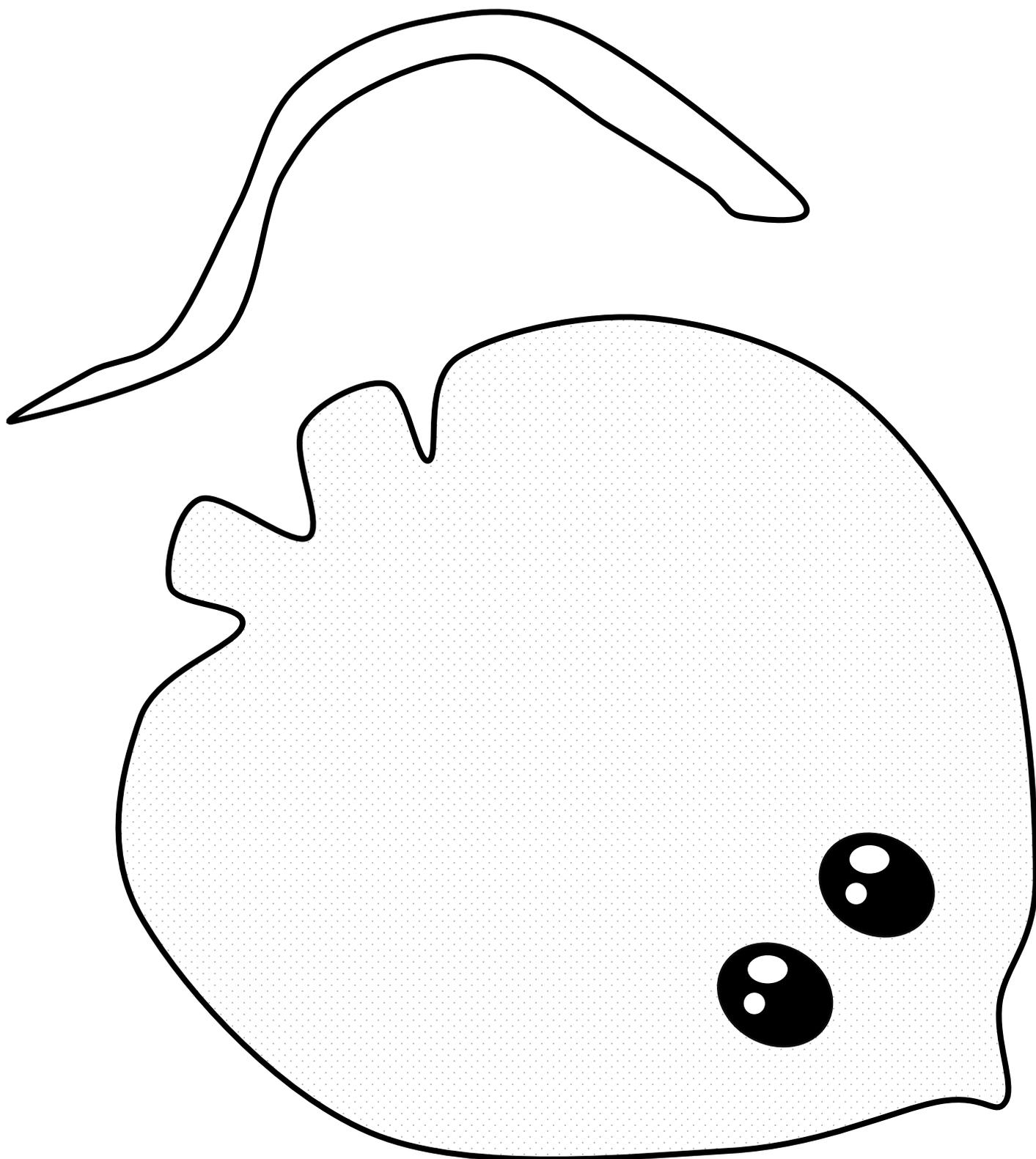
Copy on bright multi-colored construction paper.



RESOURCES DESIGNED BY: *the subway side*

# FISH TEMPLATES

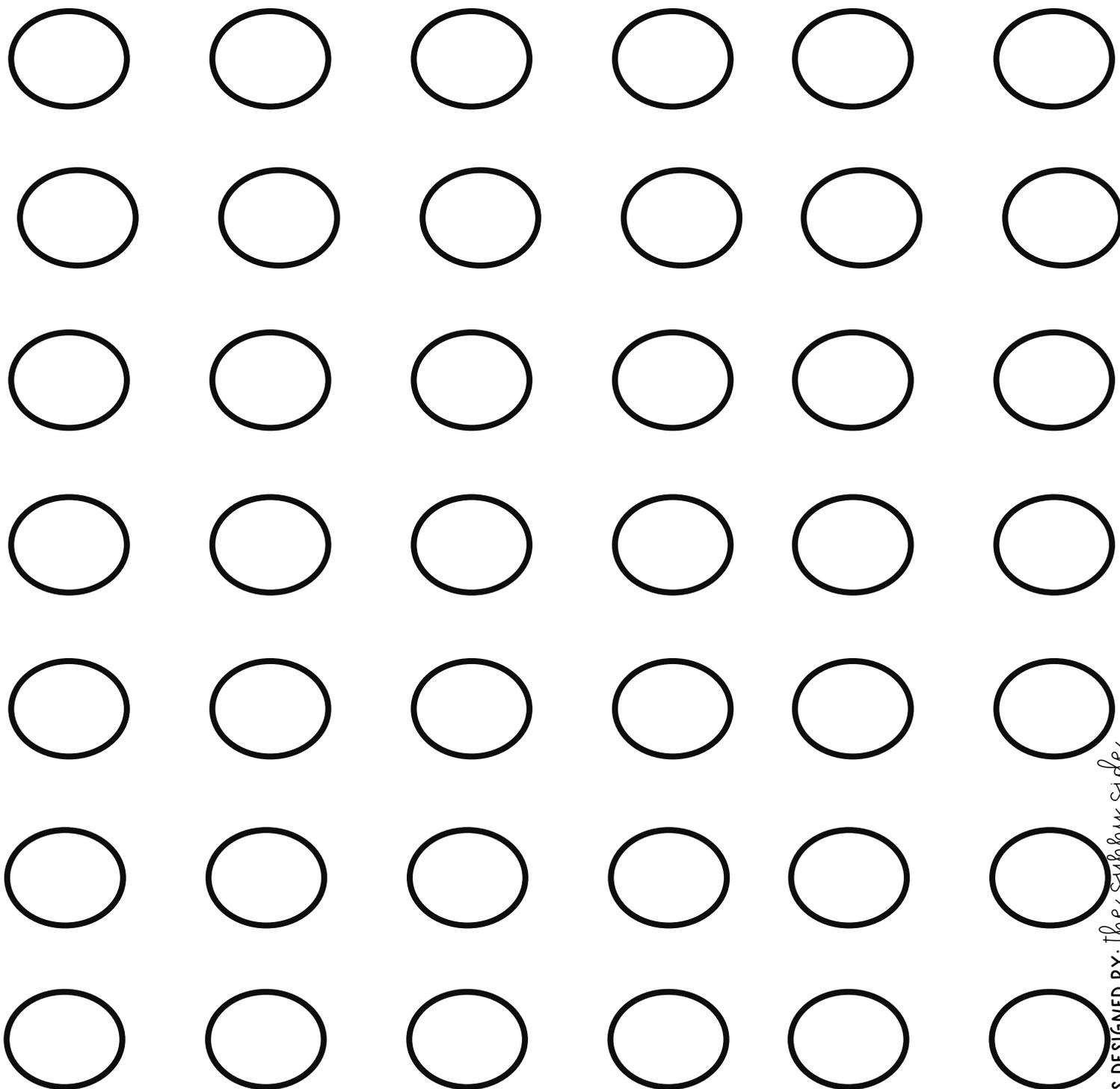
Copy on bright multi-colored construction paper.



RESOURCES DESIGNED BY: *the subway side*

# FISH CHEEK TEMPLATES

Copy on pink construction paper



RESOURCES DESIGNED BY: *the subway side*

Name: \_\_\_\_\_

# FREAKY, FUNKY FISH

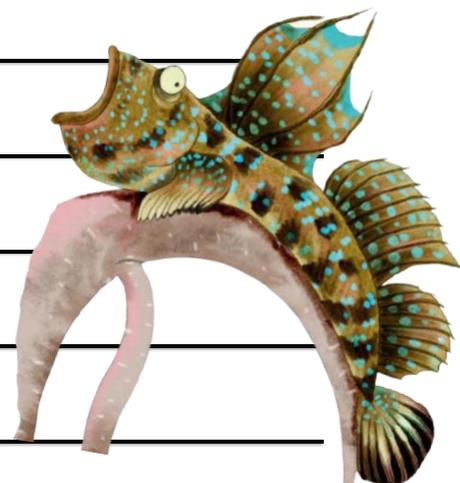
## WHAT I LEARNED ...



Name: \_\_\_\_\_

# FREAKY, FUNKY FISH

## WHAT I LEARNED ...



Name: \_\_\_\_\_

# FREAKY, FUNKY FISH

WHAT I LEARNED...

---

---

---

---

---

Name: \_\_\_\_\_

# FREAKY, FUNKY FISH

WHAT I LEARNED...

---

---

---

---

---

Name: \_\_\_\_\_

# FREAKY, FUNKY FISH

## WHAT I LEARNED ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

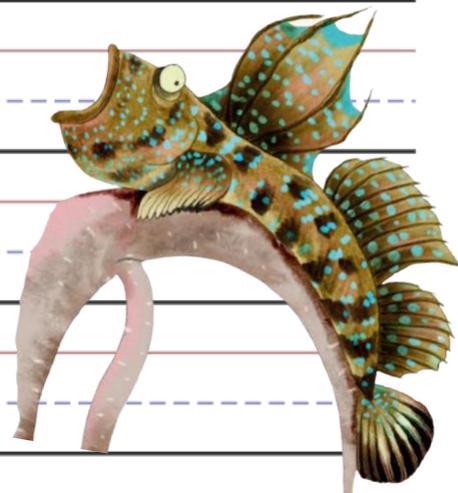
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

# FREAKY, FUNKY FISH

## WHAT I LEARNED ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

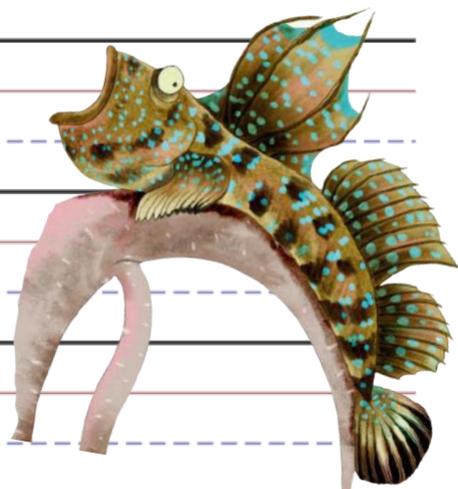
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

# FREAKY, FUNKY FISH

WHAT I LEARNED ...

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are four sets of these lines provided for writing.

Name: \_\_\_\_\_

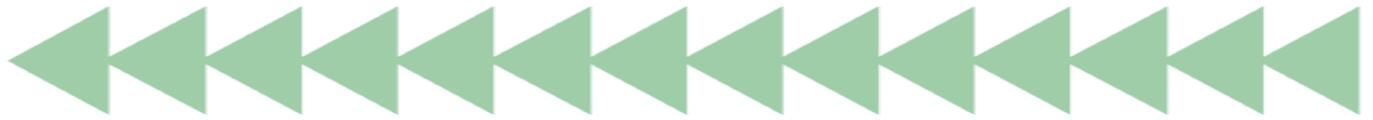
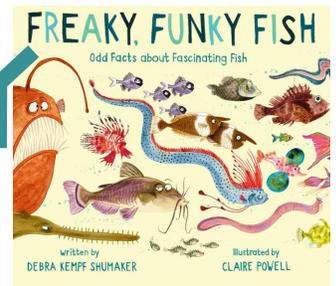
# FREAKY, FUNKY FISH

WHAT I LEARNED ...

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are four sets of these lines provided for writing.

# SOCIAL STUDIES ACTIVITY

## CONSERVATION LETTER



### Standards:

- CCSS.ELA-LITERACY.W.3.1
- CCSS.ELA-LITERACY.W.4.1
- CCSS.ELA-LITERACY.W.5.1

### You will need:

- White copy paper
- Pencils

### Step by step to do list:

1. Decide which differentiated graphic organizer and writing paper works best for your students and copy on white paper.
2. Copy the mind maps on white copy paper as well.
3. First, discuss with students what conservation is (conservation refers to the process of protecting species from extinction, restoring habitats, and preserving biological diversity).
4. Then, brainstorm reasons why conservation is important and add those reasons to the mind map.
5. Distribute the graphic organizers and writing paper to students.
6. Encourage students to write reasons discussed in the outer circles.
7. Model for students how to choose and sequence their reasons, using the graphic organizer.
8. Finally, have students use their reason graphic organizer to write a letter promoting conservation on the writing paper.

RESOURCES DESIGNED BY: *the subway side*

Name: \_\_\_\_\_

### SEQUENCE YOUR REASONS!

Choose three reasons why conservation is important to include in your \_\_\_\_\_

**FIRST** \_\_\_\_\_

**NEXT** \_\_\_\_\_

**FINALLY** \_\_\_\_\_

AUTHOR- DEBRA KEMPF SHUMAKER ILLUSTRATOR- CLAIRE POWELL PUBLISHER - HACHETTE BOOK GROUP

Name: \_\_\_\_\_

### CONSERVATION LETTER

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

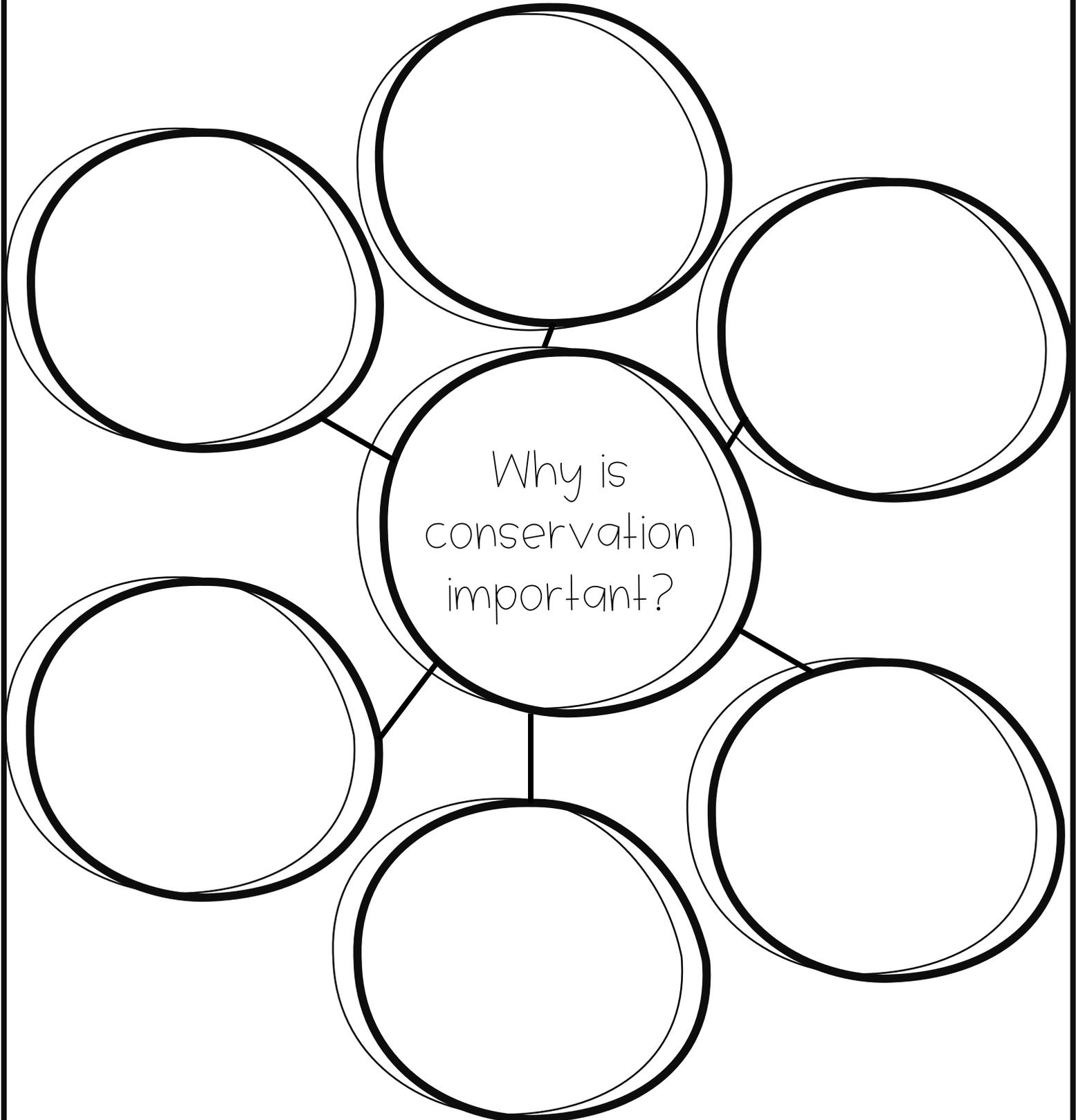
RESOURCES DESIGNED BY: *the subway side*

Name: \_\_\_\_\_

RESOURCES DESIGNED BY: *the sunny side*

# CONSERVATION MIND MAP

Brainstorm why conservation is important. Write a different reason in each circle.



Name: \_\_\_\_\_

# SEQUENCE YOUR REASONS!

Choose three reasons why conservation is important to include in your letter.

**FIRST**

**NEXT**

**FINALLY**

Name: \_\_\_\_\_

# SEQUENCE YOUR REASONS!

Choose three reasons why conservation is important to include in your letter.

**FIRST**

**NEXT**

**FINALLY**

Name: \_\_\_\_\_

# SEQUENCE YOUR REASONS!

Choose three reasons why conservation is important to include in your letter.

**FIRST**

**NEXT**

**FINALLY**





# CREDITS PAGE

## The author – Debra Kempf Shumaker

Debra Kempf Shumaker loves weird and fascinating facts. When she isn't reading or writing, Debra enjoys cooking, gardening, and watching Jeopardy. She lives in northern Virginia with her husband, three sons, and two cats who miss the days the youngest son owned an aquarium full of fish. *Freaky, Funky Fish* is her debut picture book.



 CREDIT: YANKA PHOTOGRAPHY

## CONNECT WITH DEBRA



## The illustrator – Claire Powell

Claire Powell is a best-selling children's book illustrator working in London, UK. She started out designing for big-hitting television brands before an impromptu visit to a children's book exhibition led her down the path of illustration. A hugely versatile artist, Claire has a talent for creating characters that are brimming with emotion and personality.

## CONNECT WITH CLAIRE



THESE RESOURCES WERE DESIGNED BY MOLLY AT

*the sunny side*

EMAIL OR VISIT HER WEBSITE FOR MORE INFORMATION.



# YOU MAY

-  Use this guide for personal use.
-  Use this guide in your classroom and with your students.
-  Copy this guide for your class and your students.
-  Copy this guide for your child and personal home use.

# YOU MAY *not*

-  Give this guide to others.
-  Copy this guide for others.
-  Post this guide on a website; personal, school, or district.
-  Copy or modify any part of this guide to offer others for free or for sale.



THESE RESOURCES WERE DESIGNED BY MOLLY AT

*the sunny side*

EMAIL OR VISIT HER WEBSITE FOR MORE  
INFORMATION.

