



THE POUT-POUT FISH GOES TO SCHOOL

AUTHOR: DEBORAH DIESEN

ILLUSTRATOR: DAN HANNA

See a video of the book read aloud here: [The Pout Pout Fish Goes to School](#)

**** REMEMBER: HAVE FUN AND THE KIDS WILL TOO! ****

OVERVIEW

ABOUT THE BOOK

“Mr. Fish is nervously awaiting his first day of school, and he frets about not knowing how to write his name, how to draw shapes, and how to do math—until he’s reassured that school is the perfect place to learn how to master all of these new skills, in [The Pout-Pout Fish Goes to School](#) from Deborah Diesen and Dan Hanna.” ([Amazon](#))

ABOUT THE AUTHOR

“Deborah Diesen is the author of many children’s picture books, including the NYT-bestselling *The Pout-Pout Fish*. She loves playing with words and rhymes and rhythms. She has worked as a bookseller, a bookkeeper, and a reference librarian. She and her family live in Michigan.” ([Deborah Diesen](#))

ABOUT THE ILLUSTRATOR

“Dan Hanna has over ten years’ experience in the animation industry, and his work has appeared on BBC America and the Cartoon Network. He lives in Santa Barbara, California. This book marks the debut of both author and illustrator.” ([Dan Hanna](#))

THE READ ALOUD

BEFORE READING

Use these before reading the story to help students activate background knowledge and make predictions:

- What do you notice that is different about this fish?
- Whisper to your neighbor what kind of book this is, fiction or non-fiction.
- I wonder what the fish is feeling.
- How did you feel on your first day of school?
- Let’s find out if Pout-Pout Fish will change how he feels about school.

DURING THE STORY

Use these while reading the story to help students interpret the action and content:

- (p.1) Did you lose your way to school on the first day?
- (p.5) I wonder how Pout-Pout Fish is feeling now.
- (p.8) Does anyone know what a corridor is?

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GOES TO SCHOOL

TOPICS & THEMES:

- Friends
- New experiences
- Fish

Tips for every book!

POWER PHRASES:

I WONDER...

I NOTICE...

TELL ME MORE...

DIGGING DEEPER:

“Tell me more, why do you think that?”

“How do you know that?”

“Why do you think they feel like that?”

“Interesting, did you notice anything else?”

- (p.11) Why do you think everyone else could draw a rhombus?
- (p.19) What do you think Pout-Pout Fish will do now?
- (p.23) I am noticing Pout-Pout Fish has changed his expression, why?
- (p.27) I wonder why he was able to draw like the other fish in the class.
- (p.29) Everyone repeat the last rhyme.
- (P.30) Has anyone attended a class or family reunion?

AFTER READING

Use these after reading the story to help students understand what they just read:

- What did the author want us to learn from this story?
- What did the teacher do to make Mr. Fish feel comfortable in his new surroundings?

BRINGING THE BOOK TO LIFE!

- Have you ever felt like Pout-Pout Fish? When was that?
- What would you do to make a new classmate feel comfortable?

COOPERATIVE LEARNING

- Reread some key pages in the story and leave off the last word on each page. Have the children guess the rhyming word and say it out loud in unison.

SMALL-GROUP IDEAS

1. DISCUSSION ACTIVITY

- Conduct a picture walk and let each child find their favorite page and tell why.
- Are there other times when you did not feel like you belonged?
- How would you react if you couldn't do an activity the first time?
- What could you do to help someone who doesn't succeed the first time?
- What is difficult for you in kindergarten and what can you do to succeed?

Suggested Optional Activity:

1. Ask the children to take turns retelling the story using the pictures and talk about how Pout-Pout Fish gained confidence.

2. WRITING ACTIVITY

- Draw and label the Pout-Pout Fish. Write about the new things he might learn how to do in his class.

3. EXTENSION ACTIVITY

- Listen to the song and watch the video, "[The Pout-Pout Fish Goes to School](#)" on-line. Encourage the kids to join in where they can!

COMMON CORE LINKS

CCSS.ELA-Literacy.RL.K.1, K.2, K.3, K.4.