**AUTHOR**

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Fish Eyes is a counting story about a small fish who explains what he would see if he became a beautiful fish who flipped down rivers and splashed in the sea.

Ages: 2 to 6 years

Interest Level:

Toddler to 1st Grade

ATOS Reading Level:

Not available

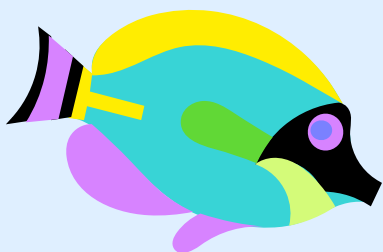
Lexile: Not available

ISBN: 9780152280505

Copyright: 1990

Genre: Fiction

Classification: Picture Story Book



Fish Eyes



Can you add your way through the ocean with an adventurous little fish?

Topics: counting, adding, shapes, patterns, comparisons, sorting

Math Connections: Use the book *Fish Eyes* to introduce counting and addition. Children who are just learning to count can practice counting the fish. They may enjoy sorting the fish by type and answering the question, “Which fish are alike and which fish are different?” Ask your child to identify different shapes that make up the fish. They will find circles, triangles, squares, and rectangles throughout the book. Ask your child how many circles or triangles they see on a certain page. Are there more triangles or rectangles? Which triangle is the biggest? Have a shape scavenger hunt within the pages of the book!

Talk about the patterns that exist in the book, both the patterns on the fish and the pattern of adding one fish. As you read, ask your child to predict how many fish they think will be on the next page. Ask why they think there will be that many fish. Talk about the addition in the book. What would the addition look like if it was written down on paper? For example, “5 spotted fish plus me makes 6” could be written as $5+1=6$ or as $6=5+1$. Talk about how the $=$ sign means that the numbers on both sides of the equal sign are worth the same amount.

Extension Questions:

1. How are the fish in this book alike? How are they different?
2. Which is your favorite fish in the book? How do you think the author created the fish? What does it look like? What shapes do you see in your favorite fish?
3. Find a fish with spots in the book. Count the spots. How many are there? How many spots would the fish have if it had one more spot?
4. Six fantailed fish plus one small fish equals seven fish. Four spotted fish plus three striped fish also equal seven fish. What other ways can you think of to add fish to make a total of seven fish?
5. Find a page with lots of circles. What do the circles represent?

Vocabulary for Building Math Concepts	add, eight, five, four, nine, one, plus, seven, six, ten, three, through, two
Vocabulary for Extending Math Concepts	addition, counting, equation, increasing by one, patterns
Vocabulary for Reading Comprehension	darting, fantailed, scales, suit

Spanish Title: Not available

Related Books: *Quack and Count* by Keith Baker; *Animals on Board* by Stuart J. Murphy

Find this book at your local library: <https://www.worldcat.org/title/fish-eyes-a-book-you-can-count-on/oclc/466255396?referer=&ht=edition>

Early Math Project Resources:

Plus 1 Brown Fish Makes...: <https://bit.ly/3e9xvLZ> (English)

Plus 1 Brown Fish Makes... (Spanish)

Game Pieces: <https://bit.ly/31O8otc>

Suggested Activity:

Use circles, triangles, ovals, squares, and rectangles to design a fish of your own.

Online Resources:

Math Picture Book Guide for Fish Eyes written by Colleen Uscianowski for dreme.Stanford.edu: <https://stanford.io/3eelzrr>



Age/Grade Level	Related Preschool Foundations and CA State Standards
Infant/Toddler	Infant Toddler Foundations https://bit.ly/3ozQios
Infant/Toddler	Spatial Relationships The developing understanding of how things move and fit in space; Number Sense The developing understanding of number and quantity; Classification The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.
Preschool/TK	Preschool Learning Foundations https://bit.ly/34vEeN3
Preschool/TK	Number Sense 1.0 Children begin to understand numbers and quantities in their everyday environment. 1.2 Recognize and know the name of some written numerals. 2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group. 2.3 Understand that putting two groups of objects together will make a bigger group. 2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects. Algebra and Functions 2.0 Children begin to recognize simple, repeating patterns.
Grades K-3	California Common Core State Math Standards K-12 https://bit.ly/31No7bP
Kindergarten	Counting and Cardinality K.CC.1, K.CC.2, K.CC.3 Know the number names and the count sequence. K.CC.4, K.CC.5 Count to tell the number of objects. Operations and Algebraic Thinking K.OA.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

If you could truly have a wish, would you wish to be a fish?

