

Square Fish • Ages 3-5  
ISBN: 9780805042528

### What Can You Count?

Yes, we are counting animals in this book, but how many legs on those animals? What about eyes? Are there horns or antennae? Maybe you could count noses, ears, or tails, too.

## Talk Sing Read Write Play

**Talk** – What’s the first thing you notice about a crocodile? What do you think would be fun about playing with a kangaroo? Why do you think giraffes have such long necks? What sound do you think a crane makes? Let’s find out! Hear a Sandhill crane at [www.youtube.com/watch?v=KpTykjLYr0](http://www.youtube.com/watch?v=KpTykjLYr0). Name two things that are different about you and a fish. How does a butterfly start out in life? Why are bees important?

**Sing** – 1 gnu galloping through the grassland, galloping through the grassland, galloping through the grassland, galloping through the grassland, 1 gnu galloping through the grassland, stomp, stomp, stomp, stomp. Continue with other animals: 2 zebras jumping; 3 crocodiles snapping in the lake; 4 kangaroos bouncing around the bush; 5 giraffes stretching their necks.

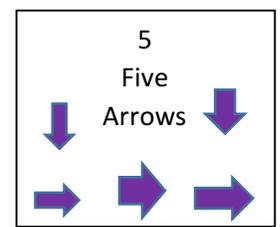
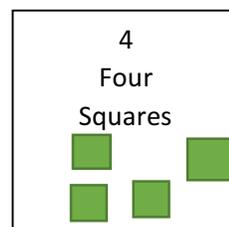
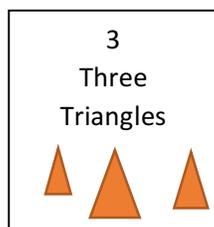
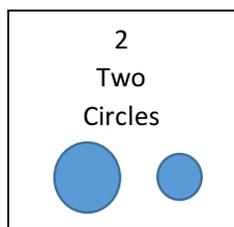
**Read** – Pick one of the animals you are interested in and go find out more information. The school or public library will have information at all reading levels for children.

**Write** – After reading about an animal, have a child dictate what they found out or a short story about that animal to you. Have the child draw and color a picture to go with the story.

**Play** – Have the children pretend to be the different animals and move like them.

# Make Your Own Counting Book

Staple eleven pages together: one title page and one page for each number one through ten. Then have your child make a page for each number. They can make up a collection of animals like Denise Fleming or something else, like toys, stuffed animals, or ways to get around. Be sure to have them make the numeral and write out the word just like Denise does.



## Action & Animals

Make a list of the animals in Count on one side of the board or chart paper. On the other side make a list of the actions the animals make in the book. Be sure to not line them up, so the children can match the animal to the action. Have the students take turns and when they find the match, the whole class moves that way. There will be bouncing kangaroos, stretching giraffes, and wiggly worms before you know it!



## Connect with Denise



Find more *Count!* activities at [count.denisefleming.com](http://count.denisefleming.com), including a finish-the-picture sheet, a word search, and a counting match-up.

## Blocks and Place Value

Now it's time to get out the Unifix Cubes, Place Value Blocks or whatever base ten hands-on kits you have. For each counting page, Denise places the same number of blocks there too. This is the time to take counting and Math to the next level. Show the children how to take the 4 kangaroo toys and replace them with 4 blocks, but you still have four – 4 or .

When 10 lizards line up, you take 10 blocks and make 1 unit and count by tens. Although Count! Stops at 50 nothing stops you and your children! Keep going! To infinity and beyond!

## COMMON CORE STANDARDS

### Math: KNOW NUMBER NAMES AND THE COUNT SEQUENCE:

CCSS.MATH.CONTENT.K.CC.A.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Count to tell the number of objects.

### Math: COUNT TO TELL THE NUMBER OF OBJECTS:

CCSS.MATH.CONTENT.K.CC.B.4 - Understand the relationship between numbers and quantities; connect counting to cardinality.

### ELA/Literacy: KEY IDEAS AND DETAILS:

CCSS.ELA-LITERACY.RL.K.1 - With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.2 - With prompting and support, retell familiar stories, including key details.

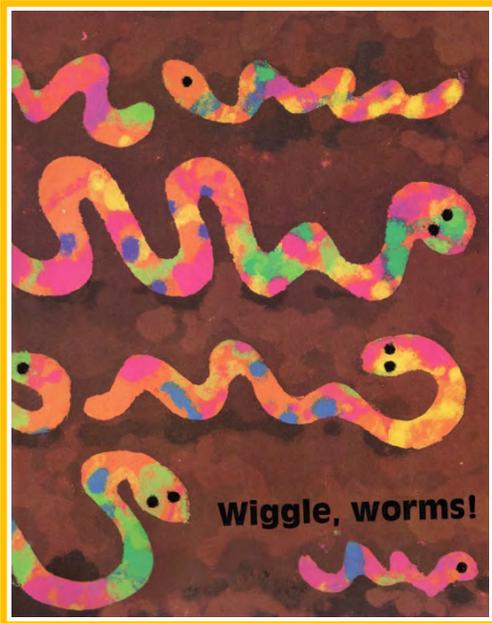
CCSS.ELA-LITERACY.RL.2.1- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

### ELA/Literacy: INTEGRATION OF KNOWLEDGE AND IDEAS:

CCSS.ELA-LITERACY.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).



# SCIENCE



## Classifying Animals for Kids

Put each animal in its area of classification.

There are **Vertebrates** and **Invertebrates** – With a backbone and without a backbone.

And within the backbone or Vertebrate there are **warm-blooded** and **cold-blooded**.

**WARM-BLOODED**



**Mammals**      **Birds**

**COLD-BLOODED**



**Fish**   **Reptiles**   **Amphibians**

Invertebrates or without a backbone are usually listed as having legs and not having legs like

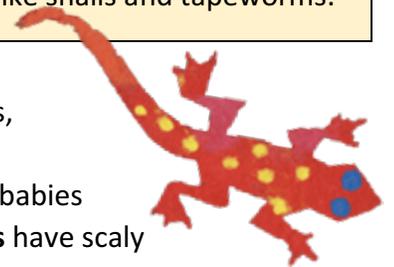


**Insects**



**Worms\***

\*Includes other animals without legs, like snails and tapeworms.

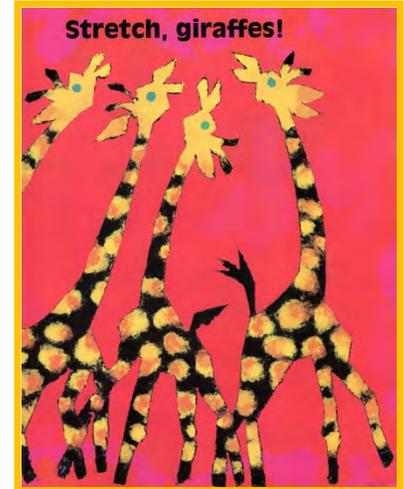


Make a graph with the children showing how to organize the animals as mammals, birds, fish, reptiles, amphibians, insects, and worms. You can take this further by discussing what each classification has in common. **Mammals** all have hair or fur, babies are born live, females give their babies milk, and they breathe with lungs. **Reptiles** have scaly skin, they breathe with lungs, some live on land, and some live in the water. **Fish** spend their whole lives in the water. They breathe by using gills and reproduce by laying eggs. Most are covered in scales and slimy coating. **Birds** have a beak, feathers, wings and two legs. They breathe air with lungs and lay eggs to reproduce. **Amphibians** spend part of their life in the water. They are usually born with gills but as they grow older, they grow lungs and live on land. **Insects** have no backbone. They do have 6 legs with 3 distinct body parts, head, thorax, and abdomen. **Snails** have no backbone and no legs, but they do have a shell.

Mammals	Birds	Fish	Reptiles	Amphibians	Insects	Worms*
Gnu	Crane	Fish	Crocodile	Frog	Bee	Worm
Zebra	Toucan		Lizard		Butterfly	Snail
Kangaroo						
Giraffe						

## More Movement with Yoga!

Try slowing things down by using some yoga poses from <https://www.kidsyogastories.com/fun-with-numbers-books-yoga>. You can use the ones suggested or make up your own. The idea is to think about how that animal would stand and move in the wild and to replicate it.



# Six Early Literacy Skills

**Narrative Skills** are all about your child becoming the storyteller. This encourages play and dramatic play. Acting out where the animals from *Count!* live and how they live is a great beginning, but let your child's imagination grow. Let them make a tail to pretend to be the gnu or a beak to be a toucan.

**Letter Knowledge** is helping your child identify that letters have names and have sounds, many times more than one sound. You can start off easy with the letters in your child's name. For example, if your child's name is Lucy, then start with the lizards in the book and talk about the first letter sound and write the letter, play with the sound and the name. Some of my favorite tactile ways to play with a letter are to write it in sand or cornmeal, to use sandpaper, to put gel in a baggie and let kids trace the letter in the gel, and shaving cream writing!

**Print Awareness** is learning how a book works and the parts of a book. It is also learning that the words have meaning but that you can get clues from the pictures too about what is going on in the story. For example, in the above picture, it helps a child learn to read the word 'giraffe' when they see a giraffe in the picture on the page.

**Vocabulary** is learning the names of things. The more items your child identifies, the more likely she will be able to read and write those words later in school. Vocabulary is providing an abundant background knowledge for your child to build upon. Background knowledge can be an experience like taking your child to the zoo to see the animals or reading about them in a book.



**Print Motivation** is sharing the best books with your child. Share funny, silly, sad, crazy books with them and share them often. Follow the interest of your child and they will come back and want you to read to them more and more and more. *Count!* is a great Print Motivator. The action coupled with the vibrant illustrations may encourage your child to want to read more and learn more.

**Phonological Awareness** is learning about rhyming. When children learn that words rhyme, they are figuring out how sounds and words work. Playing with those sounds will help them be better readers and writers. Having fun with beginning sounds, rhyming ending sounds and language makes learning fun. When learning is fun then half the battle is won! Have your child pick an animal or two and make up some silly rhymes together.