

TOO MANY DOGS



Story Synopsis

This counting story starts with Joe posting a sign announcing his services as a dog walker. He begins walking 1 dog. On each page he receives another dog to walk until he is walking 5 dogs. On the last page these dogs see a cat, run after it, and end up walking Joe. Children will enjoy the fact that the dogs and owners look alike.

LITERACY ELEMENTS

plurals: dog, dogs
counting to 5

WORDS TO DISCOVER

dogs
walks
number words to 5

MATH CONNECTIONS

NUMBER SENSE
sets to 5
1 more, 1 less

ESL CONSIDERATIONS

If children are not familiar with the usage "walk" as an active verb, act it out.

Overall Learning Opportunities



Children will:

- demonstrate understanding of a variety of written materials that are read to them
- make sense of simple written materials
- use and respond to a variety of media materials



Children will:

- demonstrate understanding of sets and whole numbers

Activity Menu

Reading Together, page 2

Read the story to the class or a small group. The predictable pattern in the story will help children feel comfortable joining in the reading.

Guided Reading/Picture Walk, page 3

Meet with children who are at Instructional Level A to guide them through the text, using discussion, a Picture Walk, Independent Reading, and Revisit and Reinforce the Story.

As a Group, pages 4–5

Story Beat – Children recite the story using rhythm.

Make a Book of Dogs – Children respond to the story by drawing and describing dogs.



One More Dog – Children use counters to explore sets to 5 as they tell and act out stories about dogs.

Joe Walks Dogs – Children use counters to retell the story *Too Many Dogs*.

Independent Work, pages 6–9

Blackline Master 1 provides practice in reading short sentences and putting the story in order.

Blackline Master 2 asks children to draw what they read.



Blackline Master 3 provides additional practice ordering sets to 5.

Blackline Master 4 asks children to create sets to 5.

LEARNING OPPORTUNITIES

Children will:

- listen to stories for enjoyment and information
- make connections between their own experiences and those of storybook characters
- demonstrate understanding of a story by making predictions

YOU WILL NEED

- a set of 5 linking cubes for each child

TEACHING tip

Because the book develops in a repetitive manner with a predictable number pattern, children may spontaneously join in the reading. Encourage this participation by inviting children to chime in as you read the story aloud.

Getting Ready to Read

Show the cover of the book and read the title aloud. Begin a discussion about the children's experience with dogs by asking:

- Who has a dog in their family?
- How do you take care of a dog?
- What are some important things to think about when you are walking a dog?
- What are some important things to think about when you meet a dog being walked?

Explain that they are going to read a story about a man named Joe who walks dogs. Show the cover art and ask:

- How many dogs is he walking?
- Why do you think the story is titled *Too Many Dogs*?

As You Read

As you read aloud, prompt children to predict what will happen next by asking:

- If Joe gets 1 more dog, how many dogs will Joe walk?

Returning to the Story

Engage children in talking about the story by asking open-ended questions, such as:

- Why does page 8 end with "5 dogs walk Joe"?
- Now that you've heard the story, why do you think the book is titled *Too Many Dogs*?
- What do you think would have happened if the cat had not come along?

Ask children questions to help them recall specific details, such as:

- What is Joe's job?
- How does Joe advertise that he is a dog walker?
- How many dogs did Joe walk?
- How are the dogs and their owners alike?
- How many dogs walk Joe?

Extending the Reading Experience

- Give children their own set of 5 linking cubes to place on the floor in front of them. As you read a number word, children link the cubes and hold up the corresponding cube train.
- Extend the story by having Joe return each dog to its owner. For example, say:
 - Joe walks 5 dogs. Joe takes 1 dog home. How many dogs does Joe walk now? Joe walks 4 dogs.
 Continue until there are no dogs left for Joe to walk. Then ask:
 - How shall we end this part of our story?
 Invite interested children to illustrate the new ending the class creates.

LEARNING OPPORTUNITIES

Children will:

- listen to stories for enjoyment and information
- listen and respond orally to language patterns in stories
- demonstrate understanding of a story by making predictions

OBSERVING FOR ASSESSMENT

During *Independent Reading*, assess specific reading behaviours and make anecdotal notes of your observations. For example, do the child:

- show an interest in reading the book independently?
- identify specific words, as asked?
- appear to be reading by using print clues or from memory?

TEACHING tip

Give children time to practise reading the book, then have them read the story aloud.

Setting the Scene

Tell the children the title of the book. Ask:

- How many dogs do you think are too many dogs?

Show the cover of the book. Ask:

- How many dogs do you see?
- Is that too many dogs?

Reading the Text

Picture Walk

Have the children turn to pages 2–3. Read the sign that says “Need a dog walker? Call Joe.” Say:

- Joe likes to walk dogs. Why might he enjoy walking dogs?

Point to page 3. Ask:

- How many dogs does Joe walk?
- Yes, Joe walks 1 dog.

Turn to page 4. Ask:

- How many dogs does Joe walk?
- Yes, Joe walks 2 dogs. Put your finger on the first dog. Put your finger on the second dog.

Continue the pattern of questions and answers through to page 7. Then ask:

- How does Joe look now? How many dogs is Joe walking now? Let’s count.
- Is Joe walking too many dogs? How do you know?

Turn to page 8. Ask:

- Is Joe walking the 5 dogs?
No—5 dogs are walking Joe!

Independent Reading

Invite children to read the whole book independently with as little assistance as possible.

After Reading

Ask:

- Have you ever walked a dog?
- Did you have the same problem that Joe had or did everything work out OK?

Encourage children to tell about their experience.

Revisit the Story

Discuss the story using open-ended prompts to engage children in talk. Ask:

- What part of the story did you enjoy most? Why?
- Which picture did you think was the funniest? Why?

Engage children in recalling specific information from the selection. Ask:

- When did you start to know that Joe might be in trouble? How could you tell?
- Which dog did you like most? Do you think it would be a good pet? Why do you think so?

Focus children on the way the story is told through repetitive and patterned language. Assign a page of text to each child. Everyone reads page 1 chorally, one child reads page 3, another child page 4, and so on. To end, everyone reads page 8 together.

Reinforce the Story

Pretend the story doesn’t end with Joe and 5 dogs. Say:

- Let’s write the 5 pages that come after the story. Joe likes dogs. Joe walks 1 dog. Joe walks 2 dogs. Joe walks 3 dogs. Joe walks 4 dogs. Joe walks 5 dogs.
- Joe walks ___ dogs.
- Joe walks ___ dogs.

Until:

Joe walks 10 dogs. 10 dogs walk Joe!

LEARNING OPPORTUNITIES

Children will:

- respond appropriately to a variety of materials read aloud to them
- use language patterns and sound patterns to identify words and to predict the next word

YOU WILL NEED

- scissors and glue

Activity: Story Beat

Read the story to the children several times so they commit it to memory. Encourage children to recite the story with you:

- at the regular pace, then faster, then slower.
- leaving out all the number words and substituting a clap as a placeholder.
- leaving out the word “dog” and substituting a finger snap as a placeholder.

When the children are very comfortable reciting the story in a variety of ways, together clap a 4/4 beat as you recite the story, for example:

- Joe likes do-oos. Joe walks 1 dog.

Extension

- Invite children to clap the beat and recite the story with you. Then invite children to march to and clap the beat as you recite the story. Then invite children to march to and clap the beat while reciting the story with you.
- Once children are very familiar with the story, they can use **Blackline Master 1** to cut out the sentences from the story and glue them in the correct order.



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LEARNING OPPORTUNITIES

Children will:

- retell the story in their own words
- write using a variety of tools
- write simple messages

YOU WILL NEED

- colouring materials
- chart paper

Activity: Make a Book of Dogs

Discuss with children the various dogs from *Too Many Dogs*. Invite them to describe the dogs' sizes and colours while you write down their responses.

Invite children to use crayons to make a picture of a dog they would like Joe to walk, based on the words you have written down. When they finish their pictures, have them choose one word from each word list

and print a phrase on their page that describes the dog they've drawn, for example, a big, black dog.

Extension

Give each child a copy of **Blackline Master 2**. Have children draw the proper number of dogs in each square.



Page 7

Size	Colour
big	black
small	white
large	brown
little	grey
huge	
tiny	

LEARNING OPPORTUNITIES

Children will:

- demonstrate an understanding of sets
- demonstrate awareness of addition and subtraction in everyday activities

YOU WILL NEED

- 5 counters
- a container, such as a plastic food tub
- scissors

LEARNING OPPORTUNITIES

Children will:

- demonstrate awareness of addition and subtraction in everyday activities

YOU WILL NEED

- 5 counters per child
- a paper to act as a story mat for each child
- drawing materials

Activity: One More Dog

• Present a container and a set of counters. Ask children to recall what Joe was doing in *Too Many Dogs*. Explain that the counters are going to be the dogs and Joe is going to pick them up and drive them to the park in his special Dog Mobile, the container.

Begin telling a “one more” story. For example, take a counter and slide it under the container and say:

► Joe took Mrs. Tipple’s poodle and lifted it gently into the van. How many dogs are in the Dog Mobile?

Lift the container and confirm there is 1 counter. Cover before taking another counter and sliding it under the container. Continue the story:

► Joe stopped at the next house and a retriever hopped into the Dog Mobile. How many dogs are in the Dog Mobile now?

Lift and count to confirm. Cover and continue to add 1 counter at a time until Joe has 5 dogs in the Dog Mobile.

• On another day, begin with 5 counters in the Dog Mobile. Tell the story removing 1 counter at a time, with Joe dropping the dogs back home.

Extension

Use **Blackline Master 3** to provide practice with placing a set in order up to 5. Invite children to put the pictures in order and create a mini counting booklet.



Page 8

Activity: Joe Walks Dogs

Provide each child or pair with a story mat and 5 counters. Explain that you are going to retell *Too Many Dogs* and they are going to act it out on the story mat with their counters. Begin:

► Joe likes dogs. He wants to be a dog walker but he doesn’t have a dog.

Print 0 on the chalkboard. Then say:

► Show 0 dogs on your mat.

Continue:

► So Joe posts a sign advertising that he would like to be a dog walker and exercise people’s dogs for them. A lady sees his sign and asks Joe to walk her poodle. Joe walks 1 dog.

Print 1 and ask children to use their counters to show 1 on their mats.

Continue telling the story until Joe has 5 dogs and the children have placed 5 counters on their mats.

Extension

Children can draw sets of 1–5 objects on **Blackline Master 4**. Post the numerals 1–5. Brainstorm different things the children would like to draw. Some children may want to draw Joe walking different sets of dogs or other animals. Some children may want to draw things Joe sees while he is walking.

Encourage children to include a number to label their work. Invite children to share their scene and tell how many are in the set they drew.



Page 9

Name _____

Cut and put in order.



Joe walks 5 dogs.	Joe walks 3 dogs.
Joe walks 1 dog.	5 dogs walk Joe.
Joe walks 2 dogs.	Joe likes dogs.
Joe walks 4 dogs.	




Too Many Dogs

BLM 2

Name _____

Draw the correct number of dogs.



 5 dogs	 3 dogs
 1 dog	 3 dogs
 1 dog	 4 dogs
 5 dogs	 too many dogs

Name _____

Name _____

Cut and put in order.



3 dogs



5 dogs



4 dogs



1 dog



Too Many Dogs



2 dogs

Name _____

