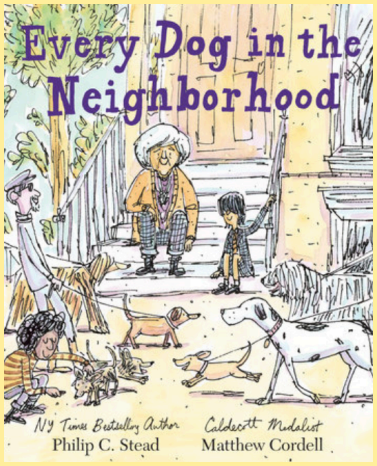

AUTHOR:
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ILLUSTRATOR:
Matthew Cordell

Louis would like a dog but his grandmother says, “There are enough dogs in the neighborhood already.” Louis conducts a survey to find out just how many.

Ages: 4 to 8 years

ATOS Reading Level: 2.7

Lexile: AD510L

ISBN: 9780823444274

Every Dog in the Neighborhood

How many dogs live in the neighborhood?

Topics: data collection, data analysis, surveys, math for civic engagement

Activities To Do Together: In *Every Dog in the Neighborhood,* Louis asks each of his neighbors, “Do you have a dog?” in order to create a neighborhood dog census or snapshot of the number of dogs living in his neighborhood. Louis likely did this because he hoped the data he collected would persuade his grandmother that there was room for one more dog in the neighborhood. Surveys can be a useful tool that allow people to collect and analyze information, answer questions, make decisions, and persuade others.

Before reading the book:

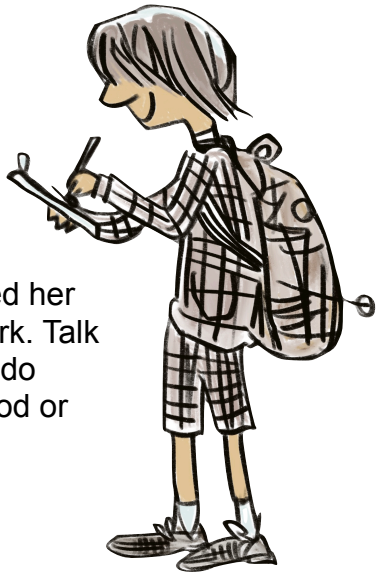
- Ask your child what strategy they would use to figure out the total number of dogs that live nearby.
- Talk about what it means to be a concerned citizen and some of the different ways that a concerned citizen might support their community.

While reading the book:

- Consider whether Louis should have included Mr. Pierce’s dog in the dog census.
- Notice how Louis prepared to collect data and get the answers he needed.

When you have finished reading the book:

- Encourage your child to conduct their own pet census and decide who they will survey, perhaps classmates, relatives, neighbors.
- One of the ways that Grandma helped her community was by creating a dog park. Talk about what you and your child might do together to improve your neighborhood or community.



Questions for Mathematical Thinking:

1. What steps does Louis take to determine how many dogs live in his neighborhood? Why does he want to know?
2. How does Louis keep track of the number of dogs in his neighborhood? What are some other ways you could count and display this data?
3. Louis thinks it's important to be thorough so he knocks on Mr. Pierce's door even though he knows Mr. Pierce does not have a dog. What do you think it means to be thorough when conducting a survey?
4. In what ways are the dogs that Louis encounters different and the same?
5. Louis asks his Grandma how many dogs live in the neighborhood. She doesn't answer him. Why do you think she didn't? Do you think she really knew how many dogs there were? Why or why not?
6. On the final page, Grandma is writing a letter. Who do you think she is writing to and what do you think she might be saying?

Early Math Project Resources:

Visit Every Dog in the Neighborhood (countplayexplore.org/book/every-dog-in-the-neighborhood) to find activities and related California Learning Foundations and/or Mathematics Standards provided by the California Department of Education for this book.

Vocabulary

Math words found in the story: counting, many

Related math words: analysis, census, data, data collection, survey

Words to build reading comprehension: concerned, credentials, official, respectfully, sincerely, thorough, valuable

Related Books: *Tally O'Malley* by Stuart J. Murphy; *The Best Vacation Ever* by Stuart J. Murphy; *Show and Tell! Great Graphs and Smart Charts: An Introduction to Infographics* by Stuart J. Murphy

Click this link to the World Catalog or enter bit.ly/4myVhmQ to find *Every Dog in the Neighborhood* in the public library.

Math Connections:

Data can be a powerful tool. It can be organized, sorted, and analyzed for patterns that help people answer questions, make decisions, and solve problems.

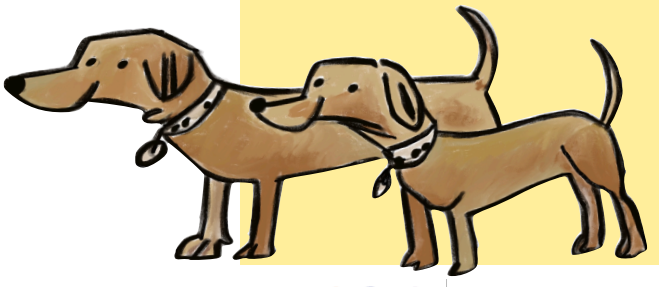
In *Every Dog in the Neighborhood*, Louis conducts a survey (a dog census) when he asks his neighbors if they have a dog and then keeps track of their responses.

In the story, Louis:

1. Identified a problem that he wanted to address (his grandma's claim that there are too many dogs in the neighborhood already).
2. Developed a question to help him gather information to solve the problem (he asked the question, "How many dogs are there in the neighborhood?" to determine if there is room for one more dog.)
3. Designed a survey to answer his question, limiting the survey group to only his neighbors.
4. Conducted the survey, recorded responses, and analyzed the data.
5. Reported his findings to his grandma.

After reading the story, children may want to collect their own data to answer a question they find interesting. Talk with them about the process. These questions may help:

- What question do I want to answer or problem do I want to solve?
- What kind of information will help me answer the question or solve the problem?
- Who needs to be asked the questions so I get the full picture?
- What types of questions should I ask to get helpful answers? What should the questions be?
- Are my questions fair, or could they accidentally lead someone to answer a certain way?



As your child develops their survey questions, encourage them to:

1. **Ask only what they really need to know**.
2. Keep their questions **neutral**. For example, instead of asking “How yummy is strawberry ice cream?” ask “How would you rate strawberry ice cream?” That way, they’re not influencing the answer.
3. Keep it **short**. Too many questions can be tiring for the person answering.
4. Put their questions in a **logical order** so they’re easy to follow.
5. Ask **one question at a time**. For example, instead of asking “Have you walked a dog and used a leash?” split it into two:
    - Have you walked a dog?
    - If yes, did you use a leash?

Once they’ve collected their data, encourage them to:

- **Look for patterns and trends.** Do many people say the same thing? Are there surprises?
- **Draw conclusions.** What does the data reveal about the original question?
- Share **findings**. Your child might:
    - Write a short summary (like: “There are 19 dogs in our neighborhood.”)
    - Make a visual infographic, like a chart, graph, pictogram, or table, to help people understand the data.