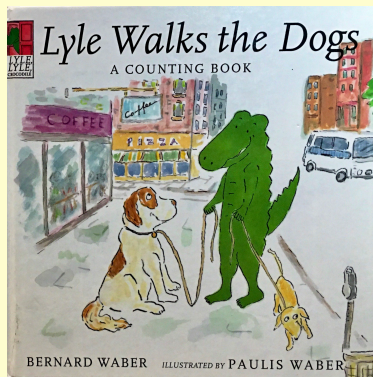


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ILLUSTRATOR:

Paulis Waber

Lyle Crocodile has a job walking dogs! Lyle loves dogs; count and compare the dogs he takes for a walk.

Ages: 3 to 6 years**ATOS Reading Level:**
1.8**Lexile:** n/a**ISBN:** 9780547223230**Copyright:** 2010

Lyle Walks the Dogs

A Counting Book

How many dogs can Lyle walk at once?**Topics:** counting, ordinal numbers

Activities To Do Together: Read *Lyle Walks the Dogs* with your child to practice counting and using ordinal numbers. Ordinal numbers tell us the position of an item such as first, second, or third.

Before reading the book:

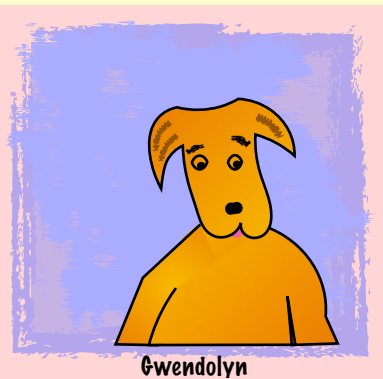
- Explore the cover of the book with your child. Ask them what they think the story is about. Where does Lyle live? Why do you think that?

While reading the book:

- Together, count the dogs Lyle is walking. After counting, ask “How many is that?”
- Compare the dogs. Which is the smallest? Which is the largest?

When you have finished reading the story:

- Practice counting with your child by counting different collections around you: toys, silverware, pieces of food, pebbles, leaves, and so on.
- When your child finishes counting a collection, ask how many there are. When they can consistently answer correctly, they have mastered the skill of cardinality. Cardinality is the understanding that the last number said, when all objects have been counted, is the total number of objects.
- What was the sequence of events in the story? Which dog did Lyle pick up first? Second? Last?
- Ask your child to describe a sequence of events in their own day, such as their bedtime routine, using ordinal numbers. “First, I put on my pajamas, second, I brush my teeth; third, we read a story.”



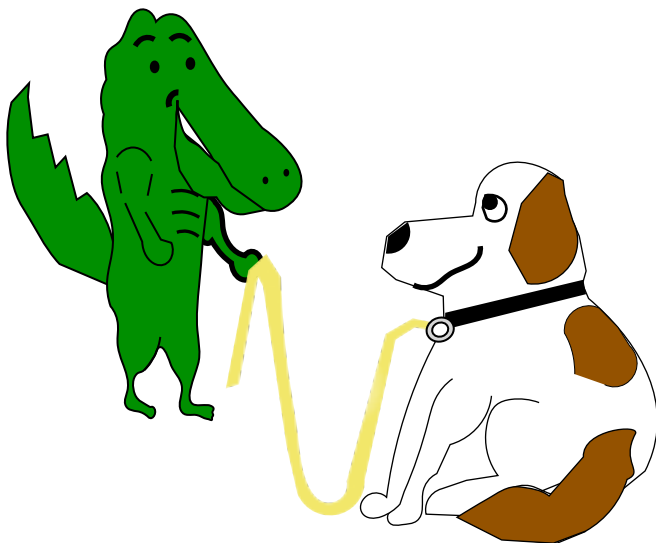
Gwendolyn

Questions for Mathematical Thinking:

1. How many dogs do you think you could walk at one time? As many as Lyle, or more than Lyle? Less than Lyle? Why do you think so?
2. Are all of Lyle's dogs the same? What differences do you notice? How are all of the dogs alike?
3. Do you think Lyle kept walking more and more dogs? How many do you think he could handle at once?
4. How are dogs and crocodiles the same? How are they different?
5. The first couple of ordinal numbers are first, second, and third. They tell the order something is in. What are the names of the next several ordinal numbers?

Early Math Project Resources:

Visit [Lyle Walks the Dogs](http://countplayexplore.org/book/lyle-walks-the-dogs) (countplayexplore.org/book/lyle-walks-the-dogs) 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: all, count, eight, eighth, fifth, first, five, four, fourth, nine, ninth, one, picking up (rate), second, seven, seventh, six, sixth, ten, tenth, third, three, two, under

Related Math Words: cardinal numbers, cardinality, one-to-one correspondence, ordinal numbers

Words to Build Reading Comprehension:

coaxed, contagious

Related Books: *The Very Hungry Caterpillar* by Eric Carle; *Henry the Fourth* by Stuart J. Murphy

Click this link to the [World Catalog](http://bit.ly/3II7oS8) or enter bit.ly/3II7oS8 to find *Lyle Walks the Dogs* in the public library.

Math Connections: As you read *Lyle Walks the Dogs* with your child, stop and ask your child to count the dogs on each page - either with you or on their own. Before taking a walk or doing other daily routines, talk about the steps you take to prepare. For a walk: “First we put on our shoes, second we put on our coats, third...”

Encourage your child to line up toys by size, either smallest to largest or largest to smallest. Explore ordinal numbers by modeling, “First is the largest toy, second is the middle-sized toy, and third is the smallest toy.”

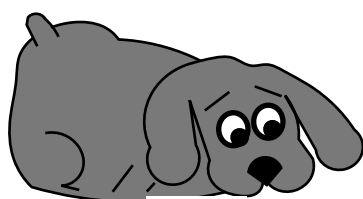
Practice counting collections of objects. Use blocks, pebbles, sticks, leaves, or something else. Encourage your child to learn one-to-one correspondence by organizing their counting so that each item gets counted and counted only once. There are different ways to do this: touching each object as it is counted, moving each item away from the group as it is counted, or organizing the objects into rows and columns.

As you take a walk with your child, count the dogs you see; discuss the differences in the dogs’ color, shape, and size. Talk with your child about the characteristics that all dogs share. If there are no dogs, count trees or flowers or something else and discuss similarities and differences between them. Compare what you see: what is the largest? Loudest? Has the longest fur? Talking about shared characteristics with young children leads to later success with algebra and higher mathematics which involve identifying and combining like terms.

Play a game with your child involving ordinal numbers. Gather a small group of objects. Take turns telling each other how to place the objects. For example, “First, put the red ball down; second, put down the brown teddy bear; third, put down the green block...”

Encourage your child to use ordinal numbers. You could ask your child in what order they would like to do something such as: eat their snacks, play a game, or get dressed. Ask your child to teach you how to do something, one step at a time.

“The fifth dog’s name is Rosie. Rosie loves birds, bugs, flowers, children — and Lyle. Most certainly, Lyle”



Serappy

