

# Too Many Animals

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## Getting ready for reading

Ask: *What do you know about Noah's ark?* You may like to briefly retell the story before reading the book.

## Talking through the book

Read the title of the book together. Ask: *What do you think this book will be about?*

Turn through the book together. Discuss the children's predictions about what the book is about. Ensure that the children can identify each animal. You might say: *How many animals are on this page?* Count to check.

## Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

## Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

### ***Being a meaning maker***

Discuss these questions. Encourage children to support their responses with evidence from the book.

*How many animals were on the boat?*

*Why are the animals all coming onto the boat?*

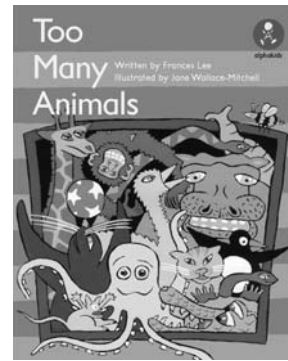
### ***Being a code breaker***

#### **Vocabulary**

- High-frequency words: *in, come, the, by, one, two, and, a, from, with, on, no, too*
- Word families: *balls – ball, call, fall, all, hall, tall, wall*

#### **Sounds and letters**

- Hearing words: Children listen for the rhyming words on each page.
- Hearing sounds: Children listen for the parts of rhyming words that sound the same.



## TEXT FEATURES

- **This traditional rhyme tells of the arrival of a large number of animals into the ark. When each new group of animals comes in it is larger than the group before.**
- **Provides many opportunities for investigating number concepts and ideas.**
- **Text features some repetition, using the sentence forms: *In come the animals \_\_\_\_ by \_\_\_\_.***
- **Text supported by colour illustrations.**
- **Illustrations carry some of the story.**
- **Text separated from illustrations by text boxes.**
- **Line breaks support phrasing.**

## Writing conventions

- Punctuation: capital letters, full stops, commas in lists, exclamation marks
- Use of rhyming couplets

## Being a text user

Discuss:

*Is this a good book to teach you about animals?*

*What could you learn about from this book?*

## Being a text critic

Discuss:

*Could this be a true story? Why? Why not?*

*Could this many animals fit onto a boat?*

*Why do you think the author chose this idea for a book?*

## Literacy learning centres

### **Writing centre**

Children can write their own 'Too Many Animals' book substituting other animals for those in the book.

### **Word centre**

Children list rhyming words from the book and look for other rhyming words to add to the list such as *crocodile – smile, snake – cake*. Alternatively they can list the numerals and a word that rhymes.

5 – alive

10 – pen

1 – fun

You may wish to provide other number rhymes for use during this activity.

### **Interactive literacy centre**

Children work in cooperative groups to make shadow puppets to use in a dramatisation of the poem. Refer to *Shadow Puppets* (level 7) for more information. The group could perform a readers theatre by chanting the text, which is really an old rhyme from many years ago.

### **Book browsing centre**

Provide books such as *Trouble in the Ark* by G. Rose, *Why Noah Chose the Dove* by I. Singer (where all the animals point out their good points to show why they should be chosen instead), and *The Great Flood* by Peter Speir (an excellent wordless picture book, with lots of fun pictures yet full of detail).

### Keeping track

Charts and checklists can be used to test children's recall of high-frequency words.