



Running words: 189

Book Summary

This book talks about how many legs different animals have, including animals that have no legs.

Themes

Scientific investigation, Animals, birds and insects

Features of the Book

- The information contained in the photographs and diagrams
- Content words for discussion: *fly, gallop, legs, predators, prey, sticky, suckers, toes, vibrations*
- Phonics and phonemic awareness: consonant digraph /ck/
- Synonyms for the word *run*

Strategies

How Many Legs? introduces and reinforces the following strategies:

- compare and contrast
- finding main ideas

Materials

- copies of the BM, pencils

How Many Legs?

by Philippa Werry

Introducing the Text

Begin by asking the students to name some animals. Ask:

- *How many legs do these animals have?*
- *Different animals have a different number of legs, and some animals don't have legs at all. Let's find out which animals have 2, 4, 6, 8 and more legs.*

Reading the Text

Ensure each student has a copy of the text. Make sure that the content words (*fly, gallop, legs, predators, prey, sticky, suckers, toes, vibrations*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the photographs, body copy text, captions and visual chart to determine the strategies of comparing and contrasting and finding main ideas as you work through the book.

Cover

Together, read aloud the preview question on the back cover: *How many legs does a spider have?* If the students don't know, have them count the spider's legs in the photograph (8 legs). Help the students to make connections with the preview question and their own experiences. Ask the students if they have ever counted a spider's legs in real life. Turn to the front cover. Read the title and the name of the author. Point to the photograph and ask:

- *Does anyone know what animal this is?* (centipede)

Explain to the students that centipedes have many pairs of legs. Tell them that the prefix cent in the word centipede means "one hundred feet", but centipedes can have between 30 and 350 legs!

Title Page

Turn to the title page and read the title aloud. Discuss the photograph.

- *What animal is in the photograph?* (an ant)
- *How many legs does an ant have?* (6 legs)

Point out that it looks like the ant has eight legs, but, in fact, the two long things up by its eyes are two feelers, called antennae.

Page 2

Ask the students how animals get around, encourage them to draw on their personal experiences of watching cats and dogs in the garden, birds at the park, crabs at the beach, spiders in the house and so on (animals fly, swim, slide, walk, etc.) Point out the photograph of the snake. Discuss how some animals don't have legs at all. Ask:

- *How does the snake move?* (it slides along the ground)

Read the text together.

Page 3

Look at the two photographs on page 3.

- *What do you notice about the animals?* (they have four legs)
- *What do you notice about the kangaroo's four legs?* (the front legs are shorter than its long back legs)

Explain to the students that the first sentence is usually the main idea of a page.

- *What is this page's main idea?* (many animals use their legs to move)

Tell the students that the other sentences on the page usually tell us more about the main idea and that these are called supporting details.

- *What are the supporting details on page 3?* (Animals can walk, hop, run or gallop. Kangaroos hop. Horses gallop.)

How Many Legs?

Page 4

Read the heading together.

- *What do you think the main idea of the page is going to be?* (some animals have two legs)

Ask the students to read the text together and then say what the supporting details are. (A bird has two legs. It has four toes on each leg.)

Page 5

- *Look at the photograph. This bird is called an ostrich. Ostriches cannot fly. Instead, they use their two strong legs to walk and run fast.*

Read the body copy text and caption with the students. Have the students compare and contrast ostriches with the bird on page 4.

Page 6

Read the heading together. Have the children predict what the page is going to be about (animals with four legs). Ask the students which animals they know have four legs, having them draw on their personal experiences. Some of the students may have pets, such as dogs, cats, mice, even sheep and pigs. Read the body copy text with the students. Point to the photograph. Explain to the students that this animal is called a gecko and that geckos can climb up walls using their sticky feet. Together, read the subheading and caption. Discuss the bolded glossary word *suckers*. Turn to page 12 and have the students read the meaning of the word *suckers* together.

Page 7

Read the body copy text with the students. Ask:

- *Why do lions have claws on the end of their toes?*

Look at the photograph for clues. Read the caption with the students to confirm their answers (to grab and hold onto their food).

Page 8

Have the students look at the two photographs of the ant and butterfly.

- *How many legs do these two animals have?* (6 legs)

If necessary, have the students count the legs, remembering that both of these animals have two feelers, or antennae.

- *What type of animal has six legs?* (insects)

Together, read the heading and text.

Page 9

- *Look at the photograph of the spider. Who remembers how many legs a spider has?* (8 legs)

Explain that many people get confused with insects and spiders. An easy way to identify them is that an insect has only 6 legs and a spider has 8 legs. Together, read the body copy text and caption. Have the students turn to page 12 to read the definition of the word *vibrations*.

Page 10

Read the heading and body copy text together. Ask the students if they have seen a centipede running. Talk about how many animals need to be able to run after other animals to catch them for food. But they also need to be able to run away from other animals that want to eat them. Read the caption together. Ask the students what the words “prey” and “predator” mean. Turn to the glossary on page 12 to confirm the answers and read the definitions.

Page 11

Point to the chart and talk about how a visual chart helps to convey information using very few words. Quiz the students by asking questions based on information provided in the chart, such as:

- *Which animals have six legs?*
- *How many legs do spiders have?*
- *Which animals have no legs?*

Page 12

Write the glossary words on a piece of chart paper or on the board. Have the students provide definitions for each word using their own words. Encourage them to use a dictionary if they need assistance.

Revisiting the Text

- Revisit the information on page 6 and page 9. Geckos have four legs and spiders have eight legs. Compare and contrast a gecko and a spider. Use the book and the Internet to help you. Have the students use a Venn diagram to show how a gecko and a spider are the same and different.
- Turn to page 6 and re-read the sidebar information about the gecko. Point out the /ck/ consonant digraph in the word *sticky* in the heading. A digraph is two letters that make one sound. With the students, find the other words that contain /ck/ in the sidebar (*gecko, suckers, stick*). Then have the students suggest other words that contain /ck/ consonant digraphs (*truck, black, thick, stuck, duck, chick, etc.*).

Following Up

- Re-read the body copy text on page 6. Have the students choose one of these animals, then write some facts about the animal’s legs. Present the facts like the sidebar information about the gecko on page 6.
- Make a list of synonyms for the word *run*, such as *gallop, sprint*, etc. Use a thesaurus to help you.
- Give the students copies of the BM for this title.