



*Jump, Leap, Count Sheep!: A Canadian Wildlife 123*

# A Teacher's Guide

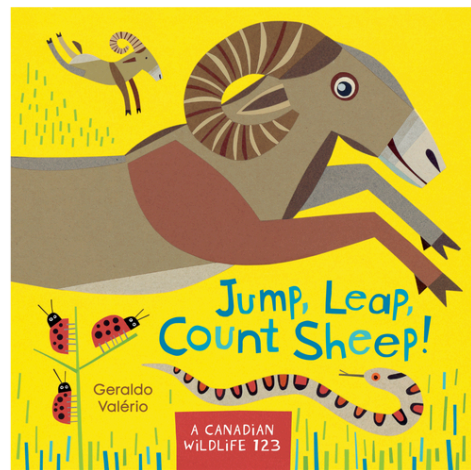
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**Guide learners before, during, and after reading this concept book, which is perfect for reinforcing reading and counting skills.**

- Numbers from 1 to 10 introduced in an accessible way will engage learning.
- Wide range of Canadian wildlife will encourage prediction and visualization.
- Collage-style art, created with paper, scissors, and glue, will inspire classroom activities.

## Math Skills Addressed

- Number recognition
- One-to-one correspondence
- Counting forward and backward



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Grade: K-2

## Language Arts Skills Addressed

- Phonological awareness (rhyme)
- Phonics
- Vocabulary development
- Parts of speech: nouns and verbs

### BONUS

**Extension Activity:  
Numbers, Nouns,  
and Verbs!**



## OTHER CURRICULAR CONNECTIONS

Life Science      Social Studies  
Geography      Visual Arts

## READING LEVELS

Fountas & Pinnell: LB  
Lexile® Measure: NP  
Common Core: L.K, R.F.K, R.I.K, W.K,  
S.L.K, **MATH: K.CC, NGSS: I-LS1, I-LS3**



## Before Reading

Read the full title to students: *Jump, Leap, Count Sheep!: A Canadian Wildlife 123*. Encourage students to make predictions and connect to their prior knowledge by asking these questions:

- “What do you notice about this part of the title: *Jump, Leap, Count Sheep?*” (The words *leap* and *sheep* rhyme.) You may choose to discuss the two graphemes *ea* and *ee* which both make the long *e* sound.
- “Look at this part of the title: *A Canadian Wildlife 123*. Notice the numbers 1, 2, 3. What do you predict this book will be about?” If necessary, explain this is a counting book.
- \*If you have already read *Moose, Goose, Animals on the Loose!: A Canadian Wildlife ABC*, invite students to make connections and comparisons to this book.
- If you have **not** shared other books in this series, say,
  - “Notice the word *wildlife*. Have you heard that word before? What does the word *wildlife* mean?” (animals that live in the wild)
  - “Since it says *Canadian wildlife*, all the animals shown in this book can be found somewhere in Canada.” Show students a map of Canada. If you live in Canada, help students find your city or community.
- Point to the cover and say, “What animals do you see on the cover?” Students may not realize that the large animal featured is a bighorn sheep. They may notice the ladybugs and the snake. Some may notice the animals on the back cover: they are lemmings.
- Ask, “What other wild animals do you know of that live in Canada?” As students say the animals, create a list on a whiteboard or chart paper.




# During Reading

- As you turn each page, point to the number in the corner, prompting students to say the number before you read.
- As the numbers increase, ask students to count as you point to each animal on the page.
- When necessary, discuss the animals on a given page, especially those students are not familiar with. On the last few pages of the book, where all of the animals are shown, more information is provided about these animals. Use it as your reference, if needed.


**1 One**

**Bighorn Sheep**  
Male bighorn sheep often fight with each other by ramming their heads and large spiral horns together. The sound of them crashing into each other can be heard echoing through the mountains, and their battles can last for hours.




**2 Two**

**Grebe**  
The western grebe spends nearly its whole life on the water. Pairs of grebes even run across the water's surface while performing a courtship dance.




**3 Three**

**Mantid**  
Unlike other insects, a praying mantis is able to turn its head from side to side. This helps the bug find and hunt its prey.




**4 Four**

**Owl**  
The northern saw-whet owl comes out only at night. Most of the time, it doesn't make a peep. But the owl does let out a high-pitched too-too-too call in late winter and through the spring.



**5 Five**

**Snake**  
If a predator comes near, the milk snake shakes its tail to make a rattling sound and scare away the attacker. While it might sound like a rattlesnake, this creature is harmless.



**6 Six**

**Seahorse**  
The lined seahorse is a very slow swimmer. This fish would need about five minutes just to swim the length of a bathtub.



**7 Seven**

**Plover**  
Piping plovers live on sandy beaches. Males use their feet to dig a small nest into the sand. They line the bottom with small pebbles and shell fragments. Then the female lays her eggs there.



**8 Eight**

**Lemming**  
A northern collared lemming's front teeth continue to grow throughout its entire life. These strong teeth allow the lemming to eat tough plants, mosses, twigs, and roots.



**9 Nine**

**Salmon**  
Sockeye salmon are born in freshwater rivers and streams. They swim to the ocean and live in its salty water for up to four years. Then they make the long and difficult journey back to their hatching place to lay and fertilize their eggs.



**10 Ten**

**Ladybug**  
Ladybugs come in many colours, including red, black, orange, and pink. They can have up to 24 spots, but some don't have any at all.





## After Reading

- “When we were reading this book, we were counting forward. Now let’s use the book to help us count backward!” Start on the page with the number 10 and invite students to count backward as you turn the pages backward.
- After you have practiced as a group, invite students to practice counting forward and backward with a partner.

### Take this opportunity to review or teach nouns and verbs.

- “Some words are what we call nouns. Nouns include people, places, and things. On each page of this book, there is a noun: an animal.” Display the pages showing the bighorn sheep. Ask, “What is the noun on this page?” (the bighorn sheep)
- Turn to the next page and ask, “What is the noun on this page?” (the grebes)
- Continue with each page, asking students to identify the noun. If necessary, remind them that the animal is the noun.
- Then say, “On each page, the animals were *doing something*.” Return to the page with the bighorn sheep. “What was the bighorn sheep doing? That’s right it was *jumping*. The word *jumping* is a verb, an action word. It tells us what the animal was doing.”
- Turn the page. “What are the grebes doing on this page? That’s right, they are *dancing*. The word *dancing* is the verb, the action word.”
- Turn the page. “What are the mantids doing on this page? What is the verb?” (hunting)
- Continue with as many pages as you wish, asking students to identify the verb on each page. (Complete the Extension Activity on the next page to reinforce this concept!)





## INSTRUCTIONS

Invite students to write and illustrate their own page. Direct them to include:

1. A numeral of their choosing between 1 to 10
2. The number word which corresponds to the numeral
3. An animal of their choosing (and the correct amount for the number they chose)
4. An illustration of the animals doing something: jumping, sleeping, eating, etc.
5. The written words: a noun (the animal name) and a verb (what they are doing)

Return to *Jump, Leap, Count Sheep!* to show examples to students.

### DIFFERENTIATION:

If necessary, this activity can be simplified. Consider which of the details above are appropriate to include for your students. For example, you might only ask them to write a numeral, write the number word, and draw the correct quantity of the animal of their choosing.



**KAREN FILEWYCH** has over twenty-five years of educational experience as an elementary teacher, school administrator, and language arts consultant. In 2007, she completed her Master of Education degree in the area of literacy. She is the author of four teacher resources published by Pembroke Publishers. Her latest, *Literacy Instruction Matters*, provides foundational literacy support to elementary teachers of all grade levels. She is also the senior author of the Pearson resource entitled *Bug Club Morphology*. Subscribe to her blog or visit her website for more information: [www.wordschangeworlds.ca](http://www.wordschangeworlds.ca).