



Splish, Splash, Foxes Dash!: Canadian Wildlife in Colour

A Teacher's Guide

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

- Included colours are introduced in an accessible way that 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.

Language Arts Skills Addressed

- Phonological awareness (rhyme)
- Phonics
- Vocabulary development
- Alliteration



ISBN: 9781771472906

Grade: K-3

BONUS

**Extension
Activity: Favourite
Colours!**



OTHER CURRICULAR CONNECTIONS

Life Science Social Studies
Geography Visual Arts

READING LEVELS

Fountas & Pinnell: G
Lexile® Measure: NP
Reading Recovery: 11
Common Core: L.1, RF.1, RI.K, RL.1,
W.1, SL.1, **NGSS:** 1-LS1, 1-LS3



Before Reading


Read the full title to students: *Splish, Splash, Foxes Dash!: Canadian Wildlife in Colour*. 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: *Splish, Splash, Foxes Dash!*” (The words *splish* and *dash* rhyme. Students may notice the digraph *sh* saying /sh/ at the end of those words.)
- “Look at this part of the title: *Canadian Wildlife in Colour*. What do you predict we will find in this book?” Discuss student answers as appropriate. “How might the book be organized? What might we see on each page?”
- 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 pictures on the cover and say, “The author and illustrator *Geraldo Valério* created some wonderful illustrations of colourful animals. Which animals do you think we will see in this book?” As students suggest animals, discuss their colour(s).




During Reading

- As you turn each page, point to the colour word in the corner, prompting students to read the colour before you read it.
- On some pages you might ask students to spell the colour word with you. Highlight/review recently learned graphemes: for example, *ee* in green, the blend *bl* in blue and black, *ur* in purple.
- When necessary, support students with the meaning of the vocabulary on a given page, such as *dabbles*, *woolly*, *pirouette*.
- On the last few pages of the book, where all of the animals are shown, you could read all of the information in order. Or, invite students to choose a colour, and then read the information about the animal listed for that colour.




Red

Northern Cardinal
Cardinals don't fly south for the winter. A feeder stocked with sunflower seeds will attract the bright red male and the pale brown female with their eye masks and pointy head crests.




White

Mountain Goat
The mountain goat's feet help it climb and leap surely and nimbly on rocks, cliffs, and ice. Rough pads on the bottom are good for gripping; cloven hooves act like two toes that spread apart for balance.




Brown

Northern Pintail Duck
This duck is a dabbler: It tips tail up, head down, in shallow water, to forage for food. Using its long neck to reach the muddy bottom, the bird feeds on seeds, plants, aquatic insects, crustaceans, and snails.



Yellow

Bumblebee
This insect's yellow and black colours warn other animals to keep away, because the females can sting. But there's no need to worry: Bumblebees aren't aggressive and only sting to protect themselves.



Orange

Red Fox
Wow-wow-wow! That's the sound this fox makes as it approaches another red fox. These mammals can make as many as twelve different sounds, which they use to greet and "talk" to each other. Red foxes are usually orangy-red, but can also be golden, brown, black, or silver.



Green

Luna Moth Caterpillar
After it hatches from an egg, this caterpillar goes through five stages, during which the larva eats and grows and sheds its skin. When threatened, it can rear up, make a clicking noise with its mandible, and vomit fluids to scare off an attacker.



Pink

Northern Prawn
Prawns, or shrimp, swim forward by paddling with their swimmerets—the small paddle-shaped pairs of legs on the underside of their abdomens. To escape from danger, these crustaceans flick their tails, which moves them quickly backwards.



Blue

Blue Whale
When blue whales breathe, they surface, open their blowholes, and exhale in one powerful breath. But what you see is not a waterspout. The warm air exploding from their lungs mixes with water and creates a column of mist that is taller than a giraffe.



Purple

Purple Sea Star
The purple sea star has five arms. Other kinds of sea stars can have more: ten, twenty, or even as many as forty!



Black

American Black Bear
Black bears eat a lot of berries—as many as 30,000 a day! They scoop them up with their lips and swallow them whole. Experts can tell what kinds of berries these mammals have been eating by examining the seeds in their scat.



Grey

Grey Seal
Seals are marine mammals. They spend most of their time in the water, coming out only to mate, give birth, molt or shed, and get away from predators.



After Reading

- If students didn't already notice the use of colour for other things on each page, say, "I noticed that **Geraldo Valério** illustrated other things with the same colour as the animal. On the page with the cardinals, what else is red?" (berries) Look through the book again to see what else is illustrated with the feature colour of each page.
- Introduce/review the idea of alliteration: two or more adjacent or nearby words that begin with the same sound. Revisit the book to find examples: *lunch on leaves*; *big, big, big blue whales*; *bears breakfast in a bed of berries*; *prawns pirouette*; etc. (If you have already taught *Moose, Goose, Animals on the Loose!* this might be review.)

Alliteration; Tongue Twister Examples

- Five frogs wore flip-flops.
- A big black bug bit a big black bear.
- Hurry honeybee, harvest the honey!
- Woozy woolly bear wears a wool winter coat.



Favourite Colours!

INSTRUCTIONS

1. Examine some of the images in this book and ask students to predict (or review) how the author/illustrator Geraldo Valério made them. Explain that he used collage: cutting, layering, and gluing paper.
2. Invite students to choose their favourite colour.
3. Provide them with a blank page where they will write the colour word.
4. Then, ask them to illustrate as many things as they can using that colour. Depending on time and your objectives, consider using these options for the illustrations:

- Collage in the style of Geraldo Valério
- Collage using magazine photos
- Drawing and colouring



Consider connecting this activity to specific outcomes in your Art or Science curriculum.



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.