

About the Book

Text Type: Fiction/Fantasy Page Count: 16 Word Count: 224

Book Summary

Where is the moose going? In the book *Moose on the Move*, students will read about a moose who moves to a new forest. He decides to meet the other animals. He soon realizes that he is different from most of the animals in the forest. Will he find any animals that are like him? Students will have the opportunity to compare and contrast as well as ask and answer questions as they read. Detailed, supportive pictures, a repetitive sentence pattern, and high-frequency words support readers.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions


Objectives

- Use the reading strategy of asking and answering questions to understand text
- Compare and contrast
- Segment syllables
- Identify short /u/ vowel
- Recognize and use quotation marks
- Alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Moose on the Move* (copy for each student)
- Chalkboard or dry erase board
- Compare and contrast, short /u/ vowel, quotation marks worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *at*, *he*, *said*, *you*
- Content words:
Story critical: *antlers* (n.), *clearing* (n.), *dam* (n.), *hooves* (n.), *understand* (v.), *upset* (adj.)

Before Reading

Build Background

- Write the word *moose* on the board and point to it as you read it aloud to students.
- Ask students whether or not they have ever seen a moose. Explain to students that a moose lives in the forest. Discuss other animals that might live in the forest and how they are different from a moose.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title to them. Ask what they think they might read about in a book called *Moose on the Move*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that asking questions about a topic before and during reading, and then looking for the answers while reading, will help them understand and remember what they read.
- Model how to ask questions as you preview the book.
Think-aloud: When I read the title, Moose on the Move, I think that the moose might be moving somewhere. I wonder where the moose might be going. I will write that question on the board. (Where is the moose going?) I also wonder who he might meet when he moves. I can also write that question on the board. (Who will the moose meet?)
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Explain to students that one way to understand and organize new information in a book is to explain how objects are alike and different. Write the words *compare* and *contrast* on the board. Point out that explaining how things are alike is called *comparing*, and explaining how things are different is called *contrasting*. Write the word *alike* under *compare* and the word *different* under *contrast* on the board.
- Draw a Venn diagram on the board. Label the left side *Fish* and the right side *Duck*.
- Model how to compare and contrast a fish and a duck.
Think-aloud: I can compare and contrast a fish and a duck. I know that a fish has scales, but a duck has feathers. I will write scales on the Venn diagram under the Fish heading and feathers under the Duck heading to show one way that a fish and a duck are different. I know that a fish and a duck are both animals. I will write animals on the diagram where the circles overlap to show one way that a fish and a duck are the same.
- Invite students to suggest other ways that a fish and a duck are the same and different. Write the student responses on the Venn diagram under the appropriate headings.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *hooves* on page 5 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows the moose looking at his feet. When I look at the first part of the word, it starts with /h/. However, the word feet starts with the /f/ sound, so this can't be the word. I know that the hard parts on the feet of some animals are called hooves. The word hooves begins with the /h/ sound. The sentence makes sense with this word. The word must be hooves.*


Set the Purpose

- Have students use what they already know about forest animals to help them read the book. As they read, remind them to think about how the animals are alike and different.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (A). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model asking and answering questions.
Think-aloud: *Earlier, I asked the question: Where is the moose going? When I read page 3, I learned that the moose moved to a new forest. I also asked who he would meet. So far I know that he has met a squirrel and a beaver. I will have to keep reading to see what other animals the moose meets. I wonder if the moose will find any animals that are like him. I will write that question on the board. (Will the moose find any animals that are like him?)*
- Ask students if they asked any questions while reading. Invite them to share the questions they asked. Accept all questions that students can justify, on the basis of the pictures and story.
- Draw a Venn diagram on the board. Label the left side *Squirrel* and the right side *Moose*. Have students identify things that are alike and different about the squirrel and the moose, on the basis of what they read and the pictures. (The squirrel can climb trees. The moose cannot climb trees. They both have four legs.) Write the information on the Venn diagram.
- **Check for understanding:** Have students read to the end of page 9. Have them share with a partner how they asked questions and looked for answers as they read.
- Have students discuss how a *moose* and a *bear* are alike and different. Have them draw a Venn diagram on a separate piece of paper and write the information from their discussion on their diagram.
- Have students read the remainder of the book. Remind them to ask and answer questions and think about how the animals are alike and different as they read.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *As I read the book, I thought about the questions I asked earlier in the lesson. I asked who the moose would meet. As I continued to read, I learned that he met a bear, a mole, and a bird. These animals did not seem to understand the moose, which upset him. I also asked if the moose would meet any animals that were like him. Then I read that the moose met some deer. They had many things in common. This made the moose feel more comfortable in the new forest. He decided that he liked his new home.*
- Ask students to explain how asking and answering questions helped them to understand and remember the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Review the meanings of *compare* and *contrast* as well as the Venn diagrams created earlier in the lesson.
- **Independent practice:** Have students complete the [compare-and-contrast worksheet](#).
- **Enduring understanding:** In this book, you have read about a moose moving to a new forest and trying to find new friends. Now that you have thought about this information, do you think it is

Lesson Plan *(continued)*

Moose on the Move

important to know how you are alike and different from others in order to make new friends? Why or why not?

Build Skills

Phonological Awareness: **Segment syllables**

- Review or explain that every word contains one or more parts. Point out that these parts are called *syllables*.
- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *antlers*. Clap each time you say a syllable (*ant/ler*).
- **Check for understanding:** Say the following words, one at a time, and have students clap the syllables and tell how many syllables are in each word: *clearing, together, hooves, dam, upset, understand, replied, decided*.

Phonics: **Short /u/ vowel**

- Write the word *upset* on the board and say it aloud with students.
- Have students say the short /u/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short /u/ sound in the word *upset*.
- Have students practice writing the letter *Uu* on the desk with their finger while saying the short /u/ sound.
- **Check for understanding:** Write the following words that have the short /u/ sound on the board, leaving out the vowel: *hut, pup, tug*. Say each word, one at a time, and have volunteers come to the board and add the letter that represents the short /u/ sound to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short /u/ vowel worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Quotation marks**

- Write the following sentence on the board: *"I like my new home," said the moose*. Ask students what words are being spoken. Explain that *quotation marks* are the punctuation marks around dialogue in the book. Write quotation marks on the board. Discuss the difference between what is being said aloud by the character (*I like my new home*) and what is not (*said the moose*).
- Have students turn to page 15 in the book. Have them circle all the quotation marks on the page. Read the page aloud as students follow along. Ask them to give the thumbs-up signal while dialogue is being read aloud and give the thumbs-down signal when a character is not speaking.
- Discuss the different words used in the text to indicate dialogue. Point out that words come directly before or after the quotation marks to show which character is speaking. Ask students to find the words used in the text. Write them on the board as students find them (*said, replied, asked, called*).




Check for understanding: Have students work in pairs to locate dialogue in the text. Instruct them to circle the quotation marks in each example and underline the dialogue words.

- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their responses.

Word Work: **Alphabetical order**

- Review or explain to students that words are sometimes placed in a list by alphabetical order. Words are placed in alphabetical order by first looking at the beginning letter in each word and then deciding which letter comes first in the alphabet.
- Write the words *antlers* and *hooves* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, *a* or *h*. Explain that the word *antlers* would come first in an alphabetical list because the letter *a* comes before the letter *h* in the alphabet.
- Write the words *dam* and *clearing* on the board. Have students identify the initial letter in each word (*d* and *c*). Ask them to identify which letter comes first in the alphabet (*c*). Explain that the word *clearing* would come first in an alphabetical list.

 **Check for understanding:** List these words in the following order on the board: *deer, mole, bear, squirrel, bird, forest*. Have students write the words in alphabetical order on a separate piece of paper. When they have finished, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them ask and answer questions as they read the book to someone at home.

Extend the Reading

Fantasy Writing and Art Connection

Have students draw a picture of the moose and one of his new friends. Under the picture, have them write a short story telling about the moose and his friend in their picture.

Science Connection

Provide students with books and other materials that contain information about the forest animals in the story. Read and discuss the material with students. Make a list of facts that students learned about each of the animals they read about in the story. Write each fact on a piece of paper and have each student illustrate one page. Collect the sentences and illustrations, and include them in a class book about each of the animals. Have students compare and contrast pairs of animals.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently ask and answer questions to understand text
- accurately compare and contrast animals during discussion and on a worksheet
- accurately segment syllables during discussion
- accurately identify and write the letter symbol that represents the short /u/ sound during discussion and on a worksheet
- correctly identify and use quotation marks during discussion and on a worksheet
- accurately place words in alphabetical order during discussion and on a separate piece of paper

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**