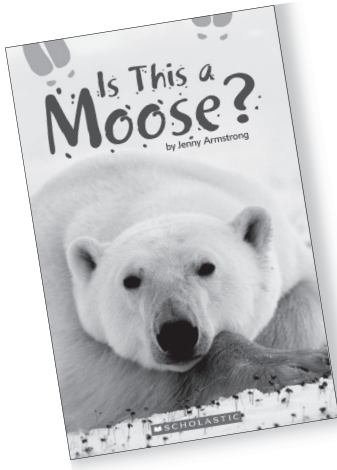


Is This a Moose?



Audio Available Online
www.lpey.ca

Written by Jenny Armstrong

Text Type: Non-fiction: Description — Question and Answer

Summary: This book provides a photographic introduction to some well-known Canadian animals. The text uses a question-and-answer format to engage students in activating background knowledge.

Text Features

▶ fact sheet (Animal Facts on page 16)

Visual Literacy

▶ visual graphics (moose hoofprints)

Print Concepts

- ▶ print above and below pictures
- ▶ question mark

First Reading

Reading Strategies

Comprehension

- ▶ predicting
- ▶ making connections: text to world

Working with Words

- ▶ attending to print (words, spaces between words, tracking across lines and down pages)
- ▶ language predictability: associating meanings to words (vocabulary)

Assessment Opportunities

Note each student's ability to:

- ▶ join in with predictable and familiar language patterns
- ▶ make predictions about content
- ▶ make connections by linking textual information with their own knowledge
- ▶ retell interesting facts about the animals



BEFORE READING

Predicting/text features

Activating and Building Prior Knowledge

Use front and back covers to activate background knowledge. Ask, *What animals can we expect to find in this book? Let's look at the text on the back and see if it tells us more.* Read the title and author's name. Use prompts to point out concepts.

The title of this book is Is This a Moose? and the author is Jenny Armstrong. The title is written as a question. What mark on the page shows us it is a question?

**Making connections:
text to world**

Lead students back to the comprehension focus. *This question asks us if we can see a moose on the page. Can we?*

ESL Note: Have available a picture of each animal in the text with its name printed on the bottom. Students can practise saying the name of each animal as the pictures are shown. Assist the learning through a sound connection by adding the sound the animal might make after each animal is named.

Setting a Purpose

Predicting

Let's read the book together and see if we can find out more about this moose and the other animals.



DURING READING

**Tracking print/
print concepts**

Read through the book, tracking print. (One-line pages move to pages with three to six lines of print. Movement to new lines can be emphasized. Special care needs to be taken to point out print above and below pictures on some pages.)

Teaching Tip: Track some pages smoothly across the lines of text. On other pages you may track print word-by-word. For example, the repeated refrain, "Is this a moose?" could be tracked word-by-word and the next portion of print tracked more holistically under the lines of text. Variety in print tracking supports students who are at different stages in developing print awareness.

Building confidence

Invite students to join in, especially for the repeated "Is this a moose?" question.

Language predictability

Pause at challenging vocabulary and ask questions to explore meanings, e.g., *flippers, howl, hooves, and antlers.*



AFTER READING

Predicting

Did we read about the animals we expected to find in this book? Consider the original predictions and confirm or revise with the students.

Synthesizing

Ask students to discuss in partners (think-pair-share) an animal from the book that really interests them. They should tell their partners why this animal is interesting. Some students can then share their ideas with the whole class.

Hand out sticky notes to the students. Ask the students to draw the animal they found most interesting on the sticky note. Remind them to put their names on their notes and to attach them to chart paper posted on the board.

Second Reading

Reading Strategies

Comprehension

- ▶ analyzing: finding new facts
- ▶ synthesizing: retelling
- ▶ evaluating

Working with Words

- ▶ attending to print (words, spaces between words, tracking across lines and down pages)
- ▶ language predictability: associating meanings to words (vocabulary)
- ▶ high-frequency words: associating spoken words with graphic information

Assessment Opportunities

Note each student's ability to:






- ▶ join in with predictable and familiar language patterns
- ▶ track print using a pointer
- ▶ find and retell interesting facts about the animals
- ▶ evaluate the author's craft
- ▶ locate and identify high-frequency words

Note: This lesson integrates Shared Reading with an interactive writing session.



BEFORE READING

Post sheets of chart paper containing a section for each of the six animals. Label each section and read aloud the names of the animals.

<p>Beaver</p>  <p>Kyle</p>	<p>Polar Bear</p>  <p>Haley Rashid Tim</p>	<p>Seal</p>
<p>Wolf</p>  <p>Mei Shan</p>	<p>Whale</p>  <p>Zoe</p>	<p>Moose</p>  <p>Jason</p>

Hand back the sticky notes of favourite animals, and ask the students to place their animal pictures in the correct section.

Setting a Purpose

Analyzing

Let's read the book together again and find out more information about these animals.



DURING READING

Tracking print/
building confidence
Language predictability

Read the book with students, tracking print. Invite students to join in.

Clarify any words that puzzle students.

Visual literacy

Discuss the graphics showing the hoof prints and their journey across the pages. Say, *Whose hoof prints do you think they are? Why do you think that?*

Analyzing

Read the Animal Facts page at the end of the book to students.

Evaluating

Ask, *Why do you think the author added the Animal Facts page?*



AFTER READING

Synthesizing: retelling

Ask students to retell facts about each animal. Write down their ideas on the section of the chart assigned to that animal. Invite students to “share the pen” by writing down some of the letters and words on the chart.

Teaching Tip:

Reread the text before adding new ideas. Invite students to join in with the rereadings. Rereading is an excellent strategy to review content when writing, and it also reinforces the concept that ideas that are written down are also ideas that can be read.

High-frequency words

As you are writing with students, check the book as a source for locating high-frequency words. Mask key words that are needed for writing (e.g., words such as *this*, *have*, and *other* can be highlighted with coloured acetate), and ask some students to add them to the written account when needed.

Third Reading

Reading Strategies

Comprehension

- ▶ making connections: comparing

Working with Words

- ▶ word solving and building: analyzing word patterns
- ▶ word solving and building: generalizing by reading and spelling new words based on a known word

Assessment Opportunities

Note each student’s ability to:

- ▶ join in with predictable and familiar language patterns
- ▶ track print using a pointer
- ▶ compare two animals orally using a connective such as *but*
- ▶ analyze word patterns and generalize to read and spell new words from a known pattern




BEFORE READING

Tracking print/building confidence



Cut the interactive writing chart into sections so that each animal has a separate section.

Beaver



sharp teeth
on the nickel
live near rivers and streams

Wolf

howl
live in forests
young are called pups
pups play

**Making connections:
comparing**

Invite students to reread the charts. *Let's all read the interesting facts we found out about each animal.*

Ask individual students to take the pointer and to track print as the charts are reread. Offer support by guiding the pointer with the student if necessary.

Take the moose chart and one other animal chart (e.g., a polar bear) and place them next to each other. Discuss comparisons, e.g., *In the book, it always says "Is this a moose?" when we see a new animal. How did we know that picture of a polar bear was not a moose? (Discuss using the concepts of: How are they different? Are they the same in any way?)*

Collect and record the students' ideas on differences and orally model a comparison: *So, a polar bear has paws but a moose has hooves. A polar bear has white fur and a moose has brown fur. Model a similarity: They both have fur.*

Setting a Purpose

**Making connections:
comparing**

Let's read the book again and think about how each animal is different, or the same, as the moose.



DURING READING

**Tracking print/
building confidence**

Reread the book with the students. Track print, but also ask individual students to come up and track a page or two of print.

**Making connections:
comparing**

Pause at two to three "Is this a moose?" questions and ask the students to make comparisons between the animal and the moose. The students can make the comparisons with partners or in a combination of partner talk and oral sharing with the class. Offer prompts to stimulate comparisons, e.g., *How are they different? How are they the same?*

Teaching Tip:

Prompts may need to be more specific for some students (e.g., *Do they live in the same places? Do they both have fur?*).



AFTER READING

Word solving and building

This book has some interesting word patterns. Let's look at some. Locate walk (page 14) and talk (page 10). How are walk and talk the same/different? Yes, they rhyme and have the same "alk" pattern at the end of each word, but they have different first letters.

Teaching Tip: Writing the words beneath each other on the board can help students to see similarities and differences.

Word solving and building

Let's look at another word in the book. Locate and read stop (page 15). Knowing that word can help me work out how to read and spell another word. Write hop. Ask the students to read stop and hop and discuss similarities and differences (e.g., How are they alike? How are they different?). Write mop and plop on the board and encourage the students to read them and look at how the words are similar and different from stop.

Then ask the students to think of words that finish in the "op" pattern (e.g., crop, drop, chop, shop, flop, lop, top). Build the list on the board asking the students to use what they know about stop to help you to spell each of the new words.



FURTHER READINGS

Many texts benefit from being reread with the students. The three readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar and students will become more comfortable in taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of students in your class.

Print Concepts, Book Handling, and Text Features

Text features/print concepts

Review the title, author, back cover text, and the Animal Facts.

Tracking print

Continue to track print but offer individual students roles in print tracking during rereadings. Offer as much support as necessary (e.g., by guiding the pointer with the student who needs assistance.)

Add concepts that offer learning opportunities for the range of students in the classroom, e.g., *Where do we start reading? Some authors write their ideas above and below the pictures. Where do I go now?* (over the page or on to the next line).

Focusing on Comprehension

Making connections: comparing

Ask students to select one animal and write a "same" and "different" sentence when comparing their animal with the moose. Provide different coloured strips of paper to distinguish the "same" and "different" statements.

Students can bring their sentences to the next discussion and the class can build comparison charts.

Compare the Animal Facts in the book with the comparison charts the students have built on each animal.

Synthesizing: summarizing

Students can summarize the top two or three interesting things about their favourite animal. The oral sharing can occur with a buddy followed by some whole class sharing. Students could then record their summaries.

Analyzing/making connections: text to world

Have the students generate suggestions for other Canadian animals that might have been included in the book. Select half a dozen animals and invite students to build a fact list for each animal in preparation for writing a class book on those animals, using a question-and-answer format.

Self-monitoring

Emphasize the strategy of self-questioning, e.g., *Good readers ask themselves questions when they read.* Model self-questioning, e.g., *I wonder, do the big hooves help the moose to walk over deep snow?*

Phonological and phonemic awareness

Working with Words

Orally stretch words (e.g., *sharp*: sh–ar–p on page 4 and *help*: h–e–l–p on page 8). Blend to reform the words.

Letter knowledge

► Frame “w” in *wood* on page 4, in *swim* on page 8, in *wolves* and *howl* on page 10, and *whales* and *water* on page 12 with coloured acetate if some students still need assistance with letter recognition.

► Locate words that start with “l,” e.g., *leap* (page 12), *long* (page 14), *legs* (page 14).

High-frequency words

Frame a selection of high-frequency words to introduce or review the words. (See list of high-frequency words recommended for grade one in the Working with Words Guide.)

Word solving and building

► Focus on word patterns starting with words in context, e.g., *strong* (page 15). Write two words with the same ending on the board (e.g., *long* and *gong*). Ask the students to read each word and to put it into a sentence orally. Discuss similarities and differences with *strong* and remind the students that knowing one word can sometimes help you work out other words.

Ask students to suggest other words with the same pattern (e.g., *dong*, *song*, *wrong*: discuss silent “w”), and try to spell them using knowledge of the word pattern “ong.”

► Point out “ing” in *sinking* (page 15). With the students generate other examples where a word can be expanded with “ing” (e.g., *play/playing*, *run/running*, *jump/jumping*, *swim/swimming*, *leap/leaping*).



RESOURCE LINKS

Writing

Model a question-and-answer text with the class. The setting can be varied, e.g., animals in a zoo, animals on the farm, or animals that live in the jungle or sea. Alternatively, students could follow the theme in *Is This a Moose?* and offer an expanded range of Canadian animals.

Whichever setting is chosen, start with modelling the pattern with one animal and do a whole class page on “Is this a _____? No. This is a _____.” (followed by one or two facts about the animal). Continue modelling, inviting students to give their ideas until they demonstrate that they understand the frame. (For more ideas refer to the Description text-type study in the Writing Guide.)

In pairs or individually, have students select an animal and create a page for a class book. Students can discuss their ideas orally with a partner before recording them. Pages can be combined to form a class report that the class can read together. (See the graphic planner in the Reading Guide.)

Independent Reading

Make the six small versions of *Is This a Moose?* and the online audio available for students. Invite students to use these materials to read the book independently.

Gather a selection of picture books on Canadian animals for individual or partner reading.

Once the setting for the report is finalized, collect a selection of picture books that match that setting, e.g., animals in the jungle, at the zoo, or under the sea. Encourage students to use the books to do research for the text. (See Resource Links: Writing above.)

Working with Words

Once concepts have been introduced in context, see the focused lessons in the Working with Words Guide for more direct instruction for those students who need it.

See also the Building Words lessons (“Antlers” or “Flippers”) in the Working with Words Guide.

Read Aloud

Read to the class another example of a descriptive report on a Canadian animal.



Home Links

Encourage students to take home library books that feature Canadian animals. Recommend that parents or family members read these aloud to students and discuss content in an open-ended way, e.g., *I didn't know that. Did you?* or *I wonder what you think about that?*