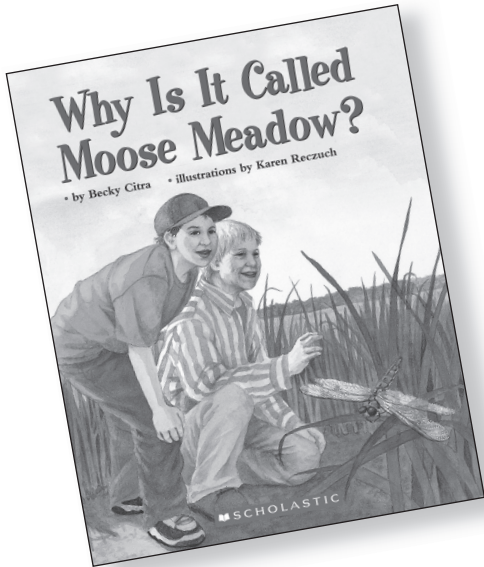


Why Is It Called Moose Meadow?



Written by Becky Citra

Illustrated by Karen Reczuch

Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: J

Summary: One summer, Jeremy visits his grandmother who lives beside a marsh. Every afternoon, Jeremy and his grandmother go for a walk and enjoy seeing and hearing many animals. Jeremy questions why the marsh is called Moose Meadow when no moose was ever seen. His grandmother helps him discover the answer during an early morning walk.

Word Count: 312

Text Features

Visual Literacy

- ▶ italicized words

Text Supports

- ▶ illustrations support the text
- ▶ repetitive language pattern

Possible Text Challenges

- ▶ quotation marks
- ▶ hyphens

Reading Strategies

Comprehension

- ▶ synthesizing
- ▶ inferring

Working with Words

- ▶ using known words and/or chunks to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences
- ▶ synthesize information
- ▶ evaluate: give personal opinions
- ▶ use known words and chunks to read unfamiliar words

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Show students the front cover of the book. Read the title, and the author's and illustrator's names. Show the back cover and read the text. Talk about what *meadow* means and invite students to share their experiences of the sights and sounds one might encounter when taking a nature walk. Ask, *What animals might you see? What sounds might you hear?*

Teaching Tip: If students' experiences with a wetland environment are limited, you may wish to use photographs showing this environment and the animals that dwell there.

Print concepts

Overcoming Text Challenges

Draw students' attention to the quotation marks on page 9. Ask, *How do you know who is speaking?* Elicit from students that quotation marks are used to show the reader what someone is saying.

Visual literacy

Have students turn to page 4 and the italicized words. Have a volunteer read them and then ask, *Why do you think these words been printed in italic type?*

Print concepts/predicting

Say, *The first animal Jeremy and his grandmother meet is a yellow-bellied sapsucker.* Have students examine the illustration on page 4 to discover the reason for the bird's name. Ask students to turn to page 7 and predict the name of the bird from the illustration.

Then have students locate the words *red-winged*. Record *yellow-bellied* and *red-winged* on the board. Ask, *What kind of words are these? How are they different from other compound words you know?* Elicit from students that the hyphen separates the two words. Tell students that there are other compound words they will encounter in the text.

Inferring

Setting a Purpose

Tell students that as they read this book, they are to find the question Jeremy asks his grandmother, as well as the answer.



DURING READING

Ask students to read the story independently, thinking about the purpose for their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *How do you know Jeremy and his grandmother enjoy taking a walk in the meadow?*

Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to reread the story, then discuss with a partner what they think the question and the answer are.



AFTER READING

Inferring

When all students have finished reading the text, have them state the question Jeremy asked his grandmother and provide support for their answer by locating the question on page 9. Then ask, *How did Jeremy's grandmother answer his question?*

Word solving and building

Tell students that the words *spotted*, *yellow*, and *huge* are adjectives. Explain that adjectives are words that describe other words. Have students find other adjectives in the story. Create a chart of the adjectives and place these at the writing centre. When adjectives are found in other texts, they can also be added. Students can refer to the chart when writing stories of their own.

ESL Note: Have cut-out pictures of the animals encountered in the story with their names printed at the bottom (i.e., spotted frog, yellow-bellied sapsucker, etc.). Ask students to place the animal pictures in the order they were encountered in the story, beginning with the first animal.

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Evaluating

Good Title or Not?

Discuss with students whether the title of the story, *Why Is It Called Moose Meadow?*, is a good one or not. Have students provide reasons for their answers. Discuss other suitable titles.

Analyzing

Animal Facts

Have students choose an animal from the story. Ask them to record the animal's name in the first box of the BLM. Talk about the meanings of each of the four headings: "Appearance," "Home or Habitat," "Sound," and "Interesting Facts." Ask students to write sentences describing their animals in the space provided. Encourage students to refer to the text as needed.

Word solving and building

Compound Words

Have students look through the story for compound words. Give them long cardboard cards on which to print each compound word and short cards for the two words that make up each compound word. Students can then use these cards in a matching activity. Allow students the opportunity to make the cards themselves so they get extra practice and experience with the words.

Animal Facts

Name: _____

Name of Animal _____

Appearance

Home or Habitat

Sound

Interesting Facts
