

Z Is for Moose

A RIF GUIDE FOR EDUCATORS

Themes: Alphabet, Friendship, Sharing, Literacy, Phonics

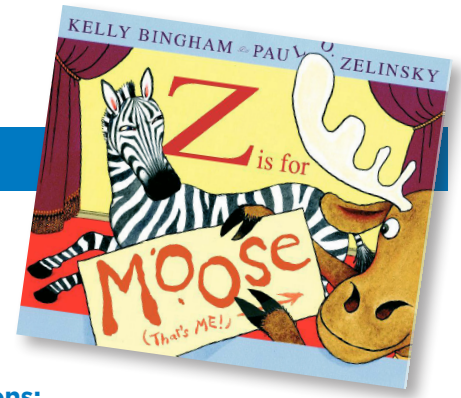
Grade Level: K

Book Brief: While Zebra tries to get the letters of the alphabet in order, an impatient Moose stirs up trouble.

Author:
Kelly Bingham

Illustrator:
Paul O. Zelinsky

Content Connections:
Math, Science



TIME TO READ!

BEFORE WE READ, LET'S LOOK AT...

The Cover: Read the title aloud and ask what's strange about it. Have

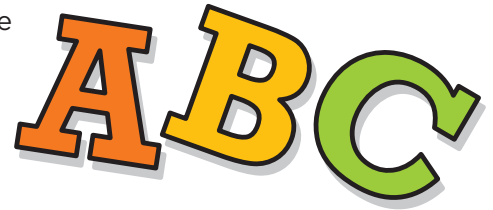
students guess what the book will be about based on the title and the front cover illustration.

The Pictures: Show students the dedication page. Ask what they notice about the line of animals and objects. Who is in charge? How can we tell? What is Moose doing? Ask students to name some of the items in the line.

Prior Knowledge: Pick a character from the story and ask, "Which letter would ____ represent?"

Vocabulary: sight words is, for; zebra, moose, mouse

Purpose for Reading: "Let's think about *cause* and *effect*—when something happens that makes something else happen. While we read, try to find one example of something *causing* something else."



WHILE WE READ



MONITORING COMPREHENSION

Read the story through once without questions.

◆ How would you describe Moose?

- ◆ Why do you think Zebra decided to replace Moose with a mouse?
- ◆ Do you think Moose reacted the right way? Why or why not?
- ◆ How else could Zebra have solved the problem?

LET'S THINK ABOUT

Our Purpose: "What examples of cause and effect did you notice?" Write students' responses on the board in a Cause/Effect chart.

Extending Our Thinking: Ask these open-ended questions: "Why do you think Moose was so impatient?" "How else could Moose have handled the problem?" "What would you have done if you were in charge of the alphabet line up?" "What would you choose to represent the letter 'm'? Why?"

NOTE TO EDUCATORS

◆ Extension Activities for Educators also available.

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