



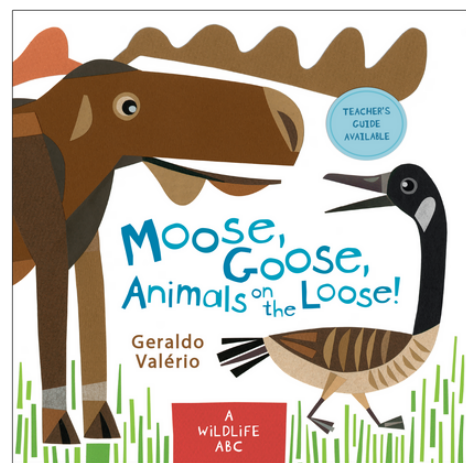
Moose, Goose, Animals on the Loose!: A Wildlife ABC

A Teacher's Guide

Written by Karen Filewych, M.Ed

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

- Engaging learning tool with uppercase and lowercase letters presented in alphabetical order.
- Encourages prediction and visualization, using a wide range of wildlife from coast to coast to coast.
- Collage-style art, created with paper, scissors, and glue, will inspire classroom activities.



ISBN: 9781771477499

Grade: K-I

Language Arts Skills Addressed

- Letter Recognition
- Phonological Awareness (rhyme, recognizing phonemes in the onset position of a word)
- Phonics
- Vocabulary Development
- Alliteration

BONUS
Extension
Activity: Create
a Class ABC
Book!



OTHER CURRICULAR CONNECTIONS

Life Science Social Studies
Geography Visual Arts

READING LEVELS

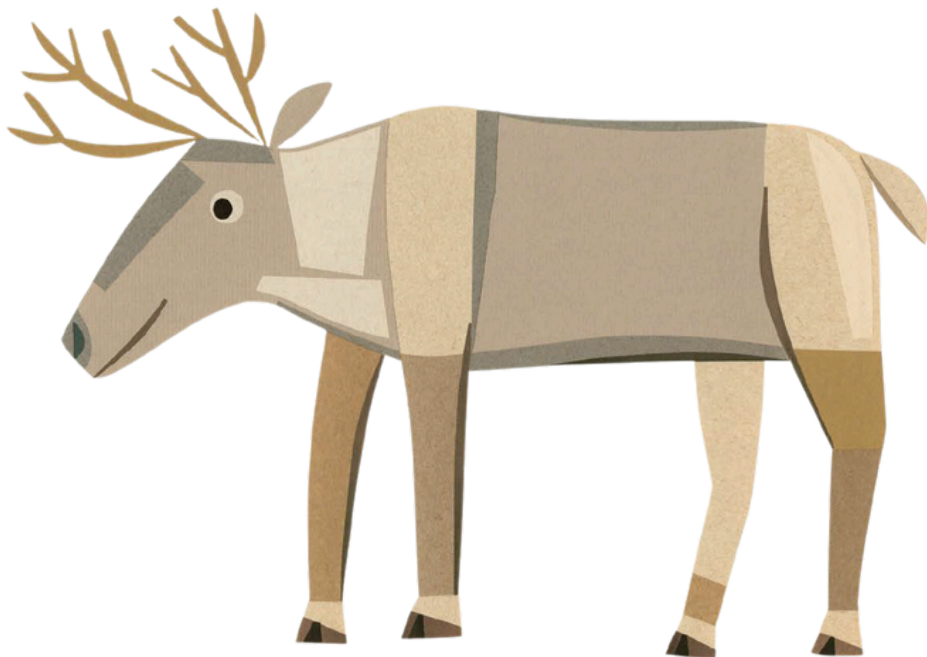
Fountas & Pinnell: LB
Lexile® Measure: NP
Common Core: L.K, RF.K, RL.K,
RI.K, W.K, SL.K, **NGSS: I-LS1, I-LS3**



Before Reading

Read the full title to students: *Moose, Goose, Animals on the Loose!: A Wildlife ABC*. 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: *Moose, Goose, Animals on the Loose?*” (The words moose, goose, and loose rhyme.)
- “Look at this part of the title: *A Wildlife ABC*. We have read ABC books before. How is an ABC book organized?” Give students time to respond. “What would we find on the first page? The second page? What do you think we might find on the last page?” Discuss the format of a typical ABC book. If possible, refer to other books you have read.
- “Notice the word *wildlife*. Have you heard that word before? What does the word *wildlife* mean?” (Animals that live in the wild.)
- Point to the pictures on the cover and say, “I see the moose, I see the goose... What other animals do you think will be in this book?” You may leave the question opened-ended or choose a letter and ask students to make predictions specific to that letter. For example, “What do you think will be on the page with the letter *a*? What might be on the page with the letter *p*?” Be sure to emphasize the sound made by the letter as students are making predictions. Consider recording some of their predictions on the whiteboard to refer back to when you are reading.



During Reading

As you turn each page, point to the letter in the corner of the book, prompting students to say the name of the letter before you read each page.

- On the pages with letters about which students made animal predictions, compare their predictions with the animal(s) on the page.
- When necessary, support students with the meaning of the vocabulary on a given page, such as *exuberant*, *trio*, *voracious*.
- On the pages with the letter *Uu*:
 - Ask students what they notice about the words beluga and walrus. (Neither word begins with the letter *u*.)
 - Invite students to think of an animal that begins with the letter *u*. Explain that the author chose animal names that include the letter *u* because there are few animals that begin with this letter.
 - Point to the word beluga and ask students to spell it with you. Then say, “The letter *u* is a vowel that sometimes makes the /*oo*/ sound like in the word beluga. Say it with me: beluga. Do you hear the /*oo*/ sound?”
 - Point to the word walrus and ask students to spell it with you. “Sometimes the letter *u* makes the short *u* sound /*ŭ*/ like in walrus. Say it with me: walrus. Do you hear the /*ŭ*/ sound?”
 - Ask students what sound the letter *u* makes in the words upside and under, which are also on the page. (/ŭ/)
- On the pages with the letter *Xx*, ask, “Why do you think the author chose words that end with the letter *x* rather than words that begin with this letter?” Explain that there are very few words in English that begin with this letter.
- On the last few pages of the book, where all of the letters are shown, ask students to say each letter as you point to it. You could also invite them to say the name of the animal(s) for each. If students want to learn more about any of the animals shown, read the information provided.



After Reading

- To reinforce letter recognition and phonics, start at the beginning of the book and instead of reading the text, point to each letter and ask students to say the name of the letter, and then, the sound it makes. Example, *a*, /a/.
- Introduce the idea of alliteration to your students: two or more adjacent or nearby words that begin with the same sound. Revisit the book to find examples: *beaver building branch by branch*, *big bold bison*, *dragonflies dart and dip*, *frog feasting on flies*, etc. Show students a tongue twister or other text that also includes alliteration. Talk about how these phrases sound when we read them aloud.



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.

BONUS

Create a Class ABC Book!

A

B

C

INSTRUCTIONS:

1. Decide on a topic for your class book: continue with the wildlife theme, or choose another category.
2. Examine some of the images in this book and ask students to predict how the author/illustrator Geraldo Valério made them. Explain that he used collage: cutting, layering, and gluing paper.
3. Assign each student a letter and provide them with a blank page. Direct them to write the letter in both uppercase and lowercase. They will also illustrate the animal. Consider using time during an art lesson to practice creating images in the style of Geraldo Valério.
4. Depending on the grade level and the abilities levels of the students, you may also invite them to write the animal name or an alliterative phrase to describe the animal.
5. Laminate the pages or place each page in a plastic sleeve before compiling them into a class book.
6. Add the book to your reading corner for repeated readings!



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.

