INTERACTIVE READ-ALOUDS

Z Is for Moose

BY KELLY BINGHAM; ILLUSTRATIONS BY PAUL O. ZELINSKY
SUGGESTED VOCABULARY

**eager:** very excited

[Note: This vocabulary word is inspired by the illustrations; it does not appear in the text or illustrations.]

As you encounter this word and other unfamiliar terms in *Z Is For Moose*, you might use the following strategies to support children’s understanding:

- Gather information from illustrations (e.g., discuss how Moose’s words and expression make him appear **eager**).
- Revisit new vocabulary words at other times of the day when appropriate. For example, when you are preparing to go outside, mention that the children look **eager** to go out to play.

TEACHER PLANNING

1. Read the book thoroughly for your own understanding and familiarity.
2. With a pencil, number the pages of the book starting with the numeral 1 on the first page of text in the book (the page that starts with “A is for Apple”).
3. Select “stopping points” in the text. (Suggested stopping points are identified in the Reading the Book section of this read-aloud, but you may want to add your own.) You may also want to flag these stopping points with sticky notes or removable highlighter tape as reminders.
4. Have a large alphabet chart or individual alphabet charts available for children to use during this reading.
Getting Ready to Read

Introduce the book and your reason for choosing it. Here is an example of how you might introduce a book based on its title and why it piqued your interest.

YOU MIGHT SAY:
I picked this book today because of its title. The book is called Z Is for Moose (point to each word as you read the title). I’m a bit confused by that title. What do you think?

Reading the Book

Position the book so children can easily see the text and illustrations and you can comfortably read the text.

As you read, gather information from the pictures by asking children what they notice.

SUGGESTED STOPPING POINTS

Title page
Point to each word as you read the title again. Introduce the author and illustrator. Ask children to gather information from the illustration.

YOU MIGHT SAY:
Here’s the book’s title page. It says Z Is for Moose, and it tells us that the author of the book is Kelly Bingham and the illustrator is Paul O. Zelinsky. I see the moose. What do you see?

Page 4
Introduce the concept of speech bubbles.

YOU MIGHT SAY:
Zebra’s words are in speech bubbles (point to one of the speech bubbles). Authors use speech bubbles sometimes to let us know what characters are saying or thinking.

Page 7
Think aloud to suggest Moose’s eagerness. Introduce the vocabulary word eager. Help children use the alphabet chart to determine the hidden H.

YOU MIGHT SAY:
What do you think Moose is feeling when he asks if it’s his turn? (Acknowledge children’s answers.) Moose seems really eager to have a turn. When you are eager, you are excited about doing something. It looks like there’s something behind Moose’s antler and hoof. What do you think it is? (Acknowledge children’s answers.) Let’s use the alphabet chart to find the letter that comes after G.

Page 11
Ask children what they think about Moose’s comment, “Here it comes!” Use the alphabet chart to confirm that M is the next letter in the alphabet. Think aloud to make the connection between moose and the letter M.

YOU MIGHT SAY:
Why does Moose say, “Here it comes”? What do you think Moose is expecting to happen next? Let’s use the alphabet chart to figure out what the next letter is.
Pages 14–15
Encourage children to use the illustrations on these pages to infer how Moose is feeling and why. Turn back to pages 12–13 to help children summarize why Moose is upset.

YOU MIGHT SAY:
What’s happening in this picture? (Point out the expression on Moose’s face on p. 14.) Why do you think Moose looks so upset? (Pause for children’s responses.) Let’s look back at the previous page to see if we can figure this out.

Page 23
Think aloud about why Moose is sad.

YOU MIGHT SAY:
How do you think Moose feels here? Moose seems really sad. Why do you think he might feel that way? (Acknowledge children’s responses.) He thinks it’s too late to have a turn in the book because the only letter left in the alphabet is Z, and he knows that Moose does not start with Z.

Page 24
Ask children what Zebra did to help Moose feel better.

YOU MIGHT SAY:
It looks like Zebra figured out a way to make Moose happy. What did he do?

After Reading the Book
Remind children about your initial confusion about the title and ask them what they think about the title now. Think aloud about the reason the book is titled Z Is for Moose.

YOU MIGHT SAY:
Before we started reading the book, I was confused by the title Z Is for Moose. Now I think I understand. Why do you think the book is titled Z Is for Moose? (Give children a chance to respond before explaining your understanding.) I was expecting the last page of the book to say Z is for Zebra. I think Zebra changed the words so Moose could be in the book. That’s why the book is called Z Is for Moose.