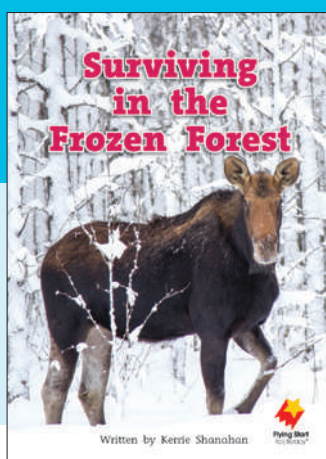


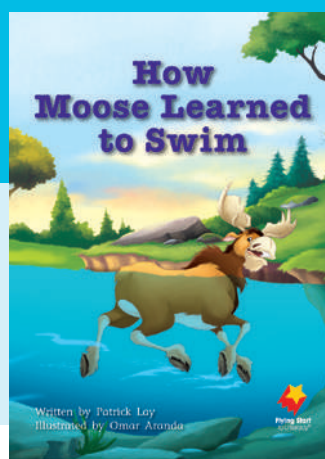
Lesson Plans



Surviving in the Frozen Forest explains how moose live in the taiga forest.

Running words: 571

Text type: Explanation



This tale tells how Moose becomes a swimmer quite by accident. When the catfish attack Moose, he must swim to get away.

Running words: 522

Text type: Narrative – Traditional tale

Content vocabulary

antlers attack catfish forest fur graze ice moose moss predators senses snow spikes summer survive taiga forest water plants winter

Phonics

- Identifying the vowel digraph “oo” making the /oo/ sound as in *moose*
- Decoding suffixes such as “ful”, “er” and “ed”

Text features

Surviving in the Frozen Forest

How Moose Learned to Swim

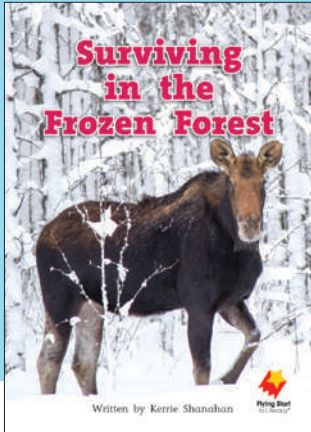
- Contents page; chapter headings and sub-headings
- Glossary
- Chapters
- Dialogue; illustrations support the story

Reading strategies

- Comparing and contrasting
- Summarising the plot

ELL support	Key concepts	Curriculum link
• The glossary supports understanding of content vocabulary. • The main concepts of the book are stated in the introduction and re-stated in the conclusion. • Chapter headings signal content. • Illustrations support the plot.	• Moose are able to survive in the taiga forest, which has a harsh, cold environment. • Moose have ways to find food, keep warm and stay safe. • Traditional tales give explanations about why things are as they are.	• Science: Biological sciences – Living things, habitat

Lesson 1 Surviving in the Frozen Forest



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask them to draw a picture of a moose and label it. Set a time limit of five minutes to complete the task. Ask students to share their pictures. Ask: *What do you know about moose?* List responses.

★ Show students a photograph of a moose. Say: *Moose live in forests where it is very, very cold. How do you think a moose can live in such a cold place?* Have students talk with a partner about the question and then share their ideas with the group.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Write the term *taiga forest*. Say: *Moose live in forests called taiga forests. Taiga forests have very long, very cold winters. What might these forests look like?* Use students' responses to brainstorm words about taiga forests.

Introducing the book

Give each student a copy of the book. Say: *This book is an explanation. It explains how moose are able to survive in a freezing cold forest.* Ask students to turn to the contents page. Read the list of chapter headings and sub-headings. Ask: *How is the information organised in this book?* Give students time to browse through the book and look at the photographs.

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. For example, ask students to compare and contrast the information presented in two sections of the book. Ask: *How do moose survive in winter? How is this different from what moose do during summer? What things are the same?*

After reading

Talking about the book

Ask students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text.

How do moose find food in winter in the taiga forest? (Literal)
Why are moose so good at living in the taiga forest? (Inferential)
What other animals might be able to survive in a taiga forest? Why? (Synthesising)
Would moose be able to survive in another type of forest? Explain your answer. (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *Being able to compare information from different parts of a book helps you to understand the information more fully. For example, knowing what moose eat in summer makes it even more amazing that they can survive in winter.*

Returning to the book

Provide multiple opportunities for students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Have students work in small groups, with each student reading a chapter of the book. Remind them to read fluently. Say: *Remember to read smoothly through line breaks. Take breaks at the end of sentences and paragraphs.*

Word work

Phonics

Ask: *What letters make the /oo/ sound in the word moose? What other sound can these letters make?* Draw out that words such as *book* and *pool* have a different sound. Ask students to brainstorm words with the “oo” digraph. List these on a chart under the appropriate sound.

Exploring words

Ask students to find adjectives in the book that the author has used to describe the snow and the moose’s fur. Discuss other adjectives in the book. Ask: *Why are adjectives important in factual texts?* Draw out that the adjectives need to accurately describe the thing to remain factual.

Writing

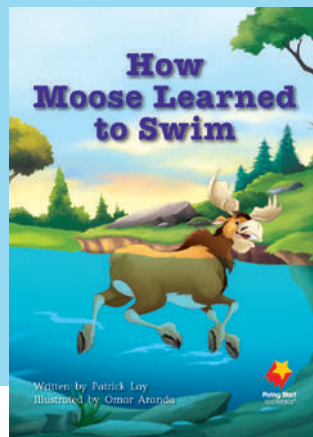
★ Model writing a report on moose. Use the headings “Appearance”, “Habitat”, “Food” and “Keeping safe”. Think aloud as you write and make it explicit that you are using what you learned from reading the book, but you are writing the information in your own words.

Revisit students’ moose drawings done during the “Getting ready to read” stage. Ask: *How could you improve your drawing?* Ask students to draw another picture of a moose, label it and write captions to show what they know about moose. Have students then complete the Blackline master to organise the information they know about moose.

Sharing and presenting

Display students’ drawings and provide time for all students to view the display.

Lesson 2 How Moose Learned to Swim



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Show them the photographs of moose swimming on pages 12 and 13 of *Surviving in the Frozen Forest*. Ask: *Does it surprise you that moose can swim? Why?* Discuss responses. Say: *It may seem odd to some people that moose can swim, so some stories have been made up to explain this. What story would you make up to explain how such a big animal can be such a good swimmer?*

★ Ask: *Why is it important for a moose to be a good swimmer?* Discuss responses and draw out that moose can swim underwater to eat water plants that grow at the bottom of a lake. Say: *During winter the lake is frozen so moose are unable to eat water plants until the ice melts in summer.*

Vocabulary building

★ As needed, introduce the vocabulary from the book. Write the words *moose* and *catfish*. Discuss these animals. Ask: *What words might be in a story about moose and catfish?*

Introducing the book

Give each student a copy of the book. Say: *This book is a type of story called a traditional tale. What do you know about traditional tales?* Discuss students’ responses and explain that traditional tales are stories that often give reasons why animals and people are the way they are. Say: *This tale gives an explanation as to how the moose may have learned to swim.*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. After the student has read some of the book, ask them to summarise what has happened so far. If the student has difficulty doing this, encourage them to flip back through the book and re-read some sections.

After reading

Talking about the book

Ask students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text.

Why did Moose begin to swim when he was in the lake? (Literal)

What is this traditional tale explaining? (Inferential)

What other traditional tales could be told about Moose?

(Synthesising)

Is this a believable tale? What is the purpose of traditional tales?

(Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *When I stopped you and asked you to tell me what had happened so far in the story, you could summarise it accurately. Well done. This shows me that you are understanding what you are reading.*

Returning to the book

Provide multiple opportunities for students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Have students work in pairs and take turns to each read a page. Encourage them to use expression when reading dialogue. Ask: *How would Moose have felt? How would he have said these words? Try to make your voice sound like Moose would have sounded.*

Word work

Phonics

Ask pairs of students to scan the book and list words with suffixes (e.g. *painful*, *covered*, *stamping*, *leader*). Discuss how the suffix changes the way the word is said.

Exploring words

Say: *If I have one cat I say cat. If I have two cats I say cats. What do I say for one moose? What do I say for more than one moose?* Discuss students' responses and draw out that the singular and plural for *moose* is the same word. Use *catfish*, *fish* and *sheep* as other examples.

Writing

★ On a large chart, model writing a traditional tale called *How the Catfish Got Its Spikes*. Using the events in *How Moose Learned to Swim*, write the tale from the point of view of the catfish.

Have students write their own traditional tale about a feature of the moose (e.g. *How the Moose Got Its Antlers*, *How the Moose Grew Woolly Fur*, *How the Moose Learned to Eat Bark*, *How the Moose Discovered Moss Under the Snow*, *Why the Moose Has Such Good Hearing*).

Sharing and presenting

Compile students' traditional tales into a book and read them to the class.

Talk about the pair

After students have read both books, ask: *Why are moose good at living in the taiga forest?* Record students' responses

on a concept map. Students can work further with the books by completing the Activity card provided.

Blackline master

How moose survive

Use information from *Surviving in the Frozen Forest* to list all the things moose do to stay safe, keep warm and find enough food.

Staying safe

Keeping warm

Finding food

Assessment

Can the student find information in a text?

Can the student record accurate information appropriately on a data chart?

Activity card

Moose mix and match



You will need: scissors, a long strip of paper, glue, pen or pencil

What to do:

1. Cut out the illustrations below.
2. Stick the pictures on a strip of paper in the order that they happened in *How Moose Learned to Swim*.
3. Write a sentence about each picture.



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