**Z is for Moose**

**AUTHOR:** Kelly Bingham

**ILLUSTRATOR:** Paul O. Zelinsky

**PUBLISHER:** Greenwillow Books, and imprint of Harper Collins

**COPYRIGHT DATE:** 2012

**ART MEDIUM:** mixed media

**GENRE:** humorous stories

**LIFE SKILLS:** caring, friendship, cooperation, patience

**SYNOPSIS:** Moose expects to be part of the ABC book and wreaks havoc when he is not included.

**BOOKTALK:** Moose really wants to be part of the book Zebra is putting together. Only when they come to his letter there is not a place for him. What is he to do? See how Moose tries to fit with the other letters of the alphabet.

**AUTHOR:** Kelley Bingham

Kelley earned an MFA writing for children and young adults at Vermont College. For 12 years she worked at Disney Animation. Her interests include reading, writing, photography, and movies. She is coming out with a MOOSE 2 book in 2014.

**ILLUSTRATOR:** Paul O. Zelinsky

Mr. Zelinsky grew up in Wilmet Illinois, and went to Yale College. He lives with his wife in Brooklyn NY. They have two grown daughters.

**Other books illustrated by the illustrator:**


**CHALLENGING WORDS (…due to pronunciation, spelling and/or defining):**
List any words that students might have difficulty with.

Pg. 10 kangaroo  
Pg. 11 lollipop  
Pg. 13 supposed  
Pg. 13 needle  
Pg. 19 umbrella  
Pg. 20 violin  
Pg. 21 whale  
Pg. 22 xylophone

**DISCUSSION QUESTIONS:** (Please include 4-6 questions)

1. Why do you think Moose was so eager to be the alphabet book?
2. Moose jumped on the letter “D” page, what animal should have been on that page?
3. Why did Moose not get to be on the “M” page?
4. What did Moose do when he did not get to be on the “M” page?
5. How did Zebra fix things for Moose?

**ACTIVITIES with CORE STANDARDS:**

Language Arts activities, include Core Standards

1. Have students make an ABC book by cutting out pictures from magazines, newspapers, or draw pictures with each letter.

2. Have students make flash cards, making multiple cards for each letter, using pictures they have drawn or cut out from magazines and newspapers.

RF. K.1a Follow words from left to right, top to bottom, and page by page.

RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1c Understand that words are separated by spaces in print.

RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

**RELATED INTERNET SITES:**

www.mooseonearth.com moose’s blog

TLSBooks has over 100 alphabet related worksheets  
http://www.tlsbooks.com/alphabetworksheets.htm
STARFALL is an educator’s website that has both free and member only activities related to learning the alphabet, reading and math. The feature ABC’s Let’s Get Ready to Read is free and displays both the upper and lower case of each letter with a corresponding picture. http://www.starfall.com/

**ACTIVITY SHEET:**

Activity could be word search (puzzlemaker.com), webbing activity, board game, etc.

**Alphabet Sensory Bottle**

Create an observation bottle with tiny objects in sand or rice that match the letters of the alphabet. Make a sheet of paper listing the letters of the alphabet. Have students write down under each letter of the alphabet the name of the item when they locate the correct item.

**Paper Plate Alphabet Craft**

Assign each student a letter and have them make an animal out of paper plates. http://www.activity-mom.com/2013/07/paper-plate-alphabet-crafts-z.html

**Z is For Moose**

Name ________________________________

Find a food to go with each letter.

A__________
B__________
C__________
D__________
E__________
F__________
G__________
H__________
I__________