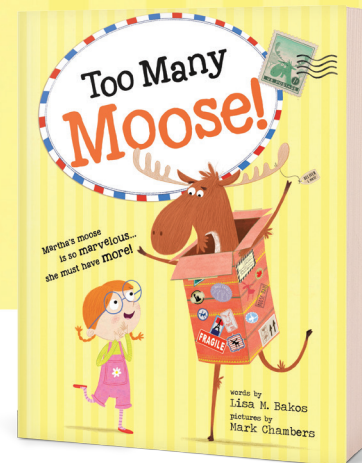# An Educator's Guide to
Too Many Moose!

words by Lisa M. Bakos · pictures by Mark Chambers

**A Common Core State Standards–Aligned Educator's Guide for Grades
Kindergarten, 1, and 2**

*Note: The activities in this guide align with Common Core State Standards for English Language Arts for
Grades Kindergarten, 1, and 2, but standards for other grades may also apply.*

Prepared by We Love Children's Books

About the Book

When Martha gets an unusual pet, she's delighted by all of the fun things they do together.

They shared an umbrella.
They sipped maple tea.
They carved hearts and Ms
On a mulberry tree.

If one moose is this marvelous, then more moose must be even better, right? Martha quite merrily orders one more—and one more and one more and one more…until she's in a major mess! Through silly, exuberant rhymes and marvelous alliteration, Martha learns that sometimes less is more in this madcap moose adventure.

About the Author and Illustrator

Lisa M. Bakos is an author and advocate of picture books for children of all ages. She has a BA from UCLA and enjoys writing books when not taking care of her loving but slightly crazy family. She often has cold feet because she lives with a caboodle of cover hogs, including, but not limited to, her husband, three kids, two dogs, and three cats. Keeping her busy in between is one horse and several chickens. The chickens, a cohort of cover hogs themselves, sleep outside in a coop, much to their chagrin. www.lisambakos.com

Mark Chambers was born in Aberdeen, Scotland, on a cold and windy day in 1980 and shortly afterward moved to warmer climates down south in rural Lincolnshire, England. Although he wanted to be a professional golfer, chef, and master LEGO builder (not all at the same time), he found that his skills were much more suited to becoming a professional doodler. He graduated with an illustration degree in 2003 from University of Lincoln. He was shortlisted for the UK's Roald Dahl Funny Prize in 2013 and won the Sheffield Children's Picture Book Prize that same year. http://www.markachambers.com/
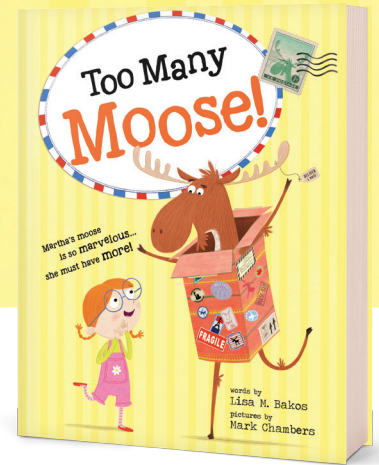
Praise

"A humorous tale filled with rhythm and M-word play… This is great fun to read aloud and an entertaining ode to human-animal friendship. Chambers's digital illustrations on a white background present moose that are animated, antic, and delightfully personable."
—*Kirkus Reviews*

An Educator's Guide to
Too Many Moose!

words by Lisa M. Bakos · pictures by Mark Chambers

Pre-Reading Questions and Activities

As a class, look at the front cover of *Too Many Moose*. What do students predict is going to happen in this book? What kind of story do they think it will be?

This book is about a girl named Martha and her unique pets: moose! Ask students if they have a pet. What kind of pet do they have? How did they select their pet? What is the best thing about their pet?

Before starting to read this book to the class, do a picture walk. Page through the book and have students examine the illustrations. Discuss what is happening. Have them identify illustration details and ask what these details tell them about the story's characters, setting, and events.

What does the phrase "Too Many Moose" mean? Can students think of other phrases that mean something similar? What about a phrase that means the opposite? Ask students if they think a person could have too many moose. Why or why not?

Post-Reading Discussion Questions and Activities

Vocabulary Words

This book is rich with vocabulary that might be unfamiliar. As you read the book to the class, have students use context and the accompanying illustrations in the story to define unknown words. Discuss other words that could be used that mean the same thing. Reread the sentences using the synonyms students suggest. Using these synonyms to reinforce the meaning, have students make real-life connections between these words and their uses. Challenge students to surprise you by working these words into a conversation with you!

• marveled	• marvelous	• mamboed
• mulled	• merrily	• catalog
• glum	• mirthful	• smitten
• magnificent	• masquerade	• amok
• humdrum	• crumpets	• mums
• compared	• marmalade	• minced
• manicure	• swimmingly	• proclaimed

RL K.4, 1.4
SL K.1, 1.1, 2.1
L K.4, K.5, K.6, 1.4, 1.5, 1.6, 2.4, 2.5, 2.6

The "Who, What, Where, When, Why, and How" of *Too Many Moose*

Introduce students to interrogative sentences. Discuss what "question words" are and how they are used. These include the Five Ws and one H: who, what, where, when, why, and how. Ask students the following comprehension questions, drawing their attention to the "question words" you use. Then have students practice making up their own questions and see who can answer them.

An Educator's Guide to
Too Many Moose!
words by Lisa M. Bakos · pictures by Mark Chambers
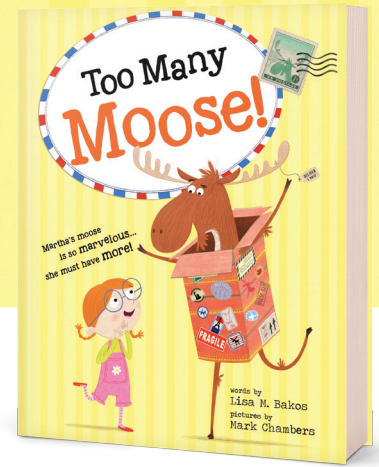
Who are the main characters in this book?
Where does it take place?
What are the major events of the book?
How does Martha feel about her first moose?
Why does Martha get more moose?
What activities does Martha do with her pets?
When does Martha decide she has too many moose?
How many moose is "too many moose"?
What does Martha do to solve her problem? What is the main idea or lesson of this story?

RL K.1, K.2, K.3, K.7, 1.1, 1.2, 1.3, 1.7, 2.1, 2.2, 2.3, 2.7
SL K.1, K.2, 1.1, 1.2, 2.1, 2.2
L K.1

Portrait of a Pet Moose
Using the text and illustrations, work as a class to create a description of Martha's moose pets. What do they look like? What kinds of foods do they eat? What activities do they like to do? Ask students: Would you like to have a pet moose? Why or why not? Create a class list of the pros and cons of owning a pet moose like the ones in this story.

RL K.1, K.3, K.7, 1.1, 1.3, 1.7, 2.1, 2.3, 2.7
SL K.1, K.2, 1.1, 1.2, 2.1, 2.2

Moose Facts
Do a shared research project on moose, comparing the moose in this book to real ones in the wild. Break students into small groups, and with the help of an adult, have them use library resources and the Internet to research moose in the wild. How do real moose compare to the moose in this book? What do moose actually eat? Where do they live? What do they do? Gather together and create a list of facts about moose discovered during research. Review the facts and discuss as a class whether a moose could ever really be a good pet.

RL K.1, 1.1, 2.1
W K.7, K.8, 1.7, 1.8, 2.7
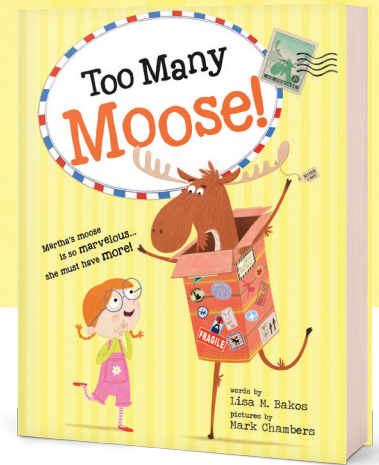SL K.1, 1.1, 2.1

Improbable Pets Pretended and Pictured
Have students pretend they are going to adopt a crazy, exotic new pet—just the way Martha adopted her moose. The new pet could be anything from a whale to a worm. Have students imagine what sort of fun they would have with their new pet and draw a picture of the two of them playing. Working with an adult, have students create a short description in the style of the book telling what they are doing with their pets. Encourage them to incorporate alliteration and rhyme. When students are finished, help them scan their work into the computer and create a slide show of all the pages. Have students take turns reading

An Educator's Guide to
Too Many Moose!
words by Lisa M. Bakos · pictures by Mark Chambers

their works aloud.

W K.3, K.5, K.6, 1.3, 1.5, 1.6, 2.3, 2.5, 2.6
SL K.5, 1.5, 2.5

Tell Me a Moose Story, Please?

Break the class into pairs or small groups, and have students practice retelling the story to one another, page by page, using the illustrations for guidance. Then come together as a class to do a group retelling of the story. Choosing a different volunteer for each page or spread, have students retell their parts of the story in their own words. Now discuss how the retold versions compare to the original. Were the events accurately described? Do students feel the original alliterative, rhyming text added anything to the story? For an extra challenge, go through the book again, but this time, tell the story from a first-person point of view—either as Martha or her first pet Moose. How does this change the story?

RL K.2, K.3, K.7, 1.2, 1.3, 1.7, 2.2, 2.3, 2.4, 2.6, 2.7
SL K.1, K.6, 1.1, 1.6, 2.1, 2.6

Major Moose Events

Working as a class, summarize the story, listing the major events in chronological order. Then, have each student select one of the events to illustrate. When all the illustrations are finished, have students arrange them one after the other in sequential order. Do this several times, first with the students adding their own illustrations to the sequence of events, then gather all the illustrations, mix them up, and have students choose an illustration at random to place in order. Go one step further and divide the class into teams. How fast can each team tell the story in the correct chronological order? Display the drawings in the classroom.

RL K.1, K.2, K.3, K.7, 1.1, 1.2, 1.3, 1.7, 2.1, 2.2, 2.3, 2.5, 2.7
SL K.1, K.5, 1.1, 1.5, 2.1, 2.5

My Favorite Part Is…

Have each student write the words "My favorite part of *Too Many Moose* is…" on a sheet of paper. With help where necessary, have students write or dictate a few sentences describing their favorite scene and explaining why they liked it. When they are done, have students illustrate their favorite moments with original drawings.

W K.1, 1.1, 2.1
SL K.5, 1.5, 2.5

A Little Alliteration, Anyone?

Discuss what alliteration is and how it is used in *Too Many Moose*. As a class, review the book and point out all the words that begin with the letter *M*. Why do students think the author used this technique? Then explore new *M* words. Does anyone in the class have a name that begins with *M*? What items in the classroom begin with *M*? Come up with other *M* words to describe activities one could do

An Educator's Guide to
Too Many Moose!
words by Lisa M. Bakos · pictures by Mark Chambers
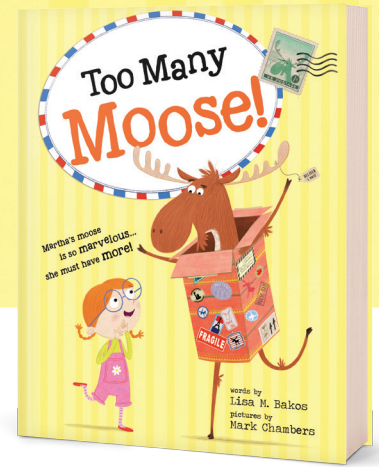
with a pet moose. Have each student select a different one to illustrate and, with help if necessary, compose an alliterative sentence describing what is happening. Come together as a class to share and discuss the drawings and sentences. Encourage students to continue making up alliterative phrases and sentences.

RL K.1, K.4, 1.1, 1.4, 2.1, 2.4
SL K.1, K.5, 1.1, 1.5, 2.1, 2.5

Past, Present, Future

Use this book as a fun way to practice identifying verbs (Kindergarten) and changing them from one tense to another (Grades 1 & 2). Read each page aloud to the class, and have students identify the verbs when they hear them by raising their hands. Work with students to change each verb on the page to reflect a sense of past, present, and future (e.g., *Yesterday Martha exclaimed; Today Martha exclaims; Tomorrow Martha will exclaim*). Now reread the page, and when you come to a verb, point to a student volunteer and have that student say the verb in a different tense. Look for and identify any irregular verbs as an added challenge!

L K.1, 1.1, 2.1

A Single Activity about Plurals

Discuss the concept of singular and plural nouns. Read a page from *Too Many Moose* to the class, and have students identify and practice turning the nouns into singulars or plurals as appropriate and changing their corresponding verbs to match. Be sure to discuss the singular and plural forms of *moose*. Can students think of other nouns that have the same singular and plural forms (*deer, fish*)? As an extra challenge, try to come up with nouns that have irregular plural forms, like mouse and mice.
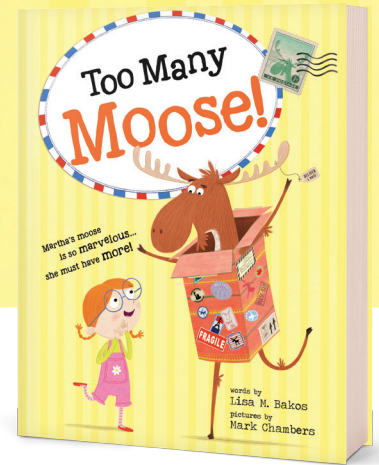
L K.1, 1.1, L.2

Endpaper Secrets

After the class has finished the book, take a look at the endpapers. Compare the endpapers at the beginning of the book to the ones at the end. How are the two sets of endpapers different? What is being illustrated by each set of endpapers? As a class, write the text that could accompany the last set of endpapers to tell the reader the ultimate "happy ending" for the moose Martha returns. Then have each student, with help if necessary, write a brand-new story about one of the pairs pictured.

RL K.1, K.7, 1.1, 1.7, 2.1, 2.7
W K.3, 1.3, 2.3
SL K.1, K.2, 1.1, 1.2, 2.1, 2.2

An Educator's Guide to
Too Many Moose!
words by Lisa M. Bakos · pictures by Mark Chambers

Visit the Common Core State Standards website to read about the individual standards listed in this guide: http://www.corestandards.org/ELA-Literacy/

FOR REFERENCE:

Common Core State Standards Used

Reading Standards for Literature KINDERGARTEN (RL)
Key Ideas and Details
K.1. With prompting and support, ask and answer questions about key details in a text.

K.2. With prompting and support, retell familiar stories, including key details.

K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure
K.4. Ask and answer questions about unknown words in a text.

Integration of Knowledge and Ideas
K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Writing Standards KINDERGARTEN (W)
Text Types and Purposes
K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…).

K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.

Production and Distribution of Writing
K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
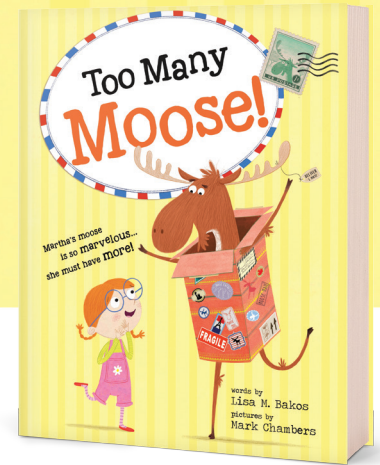
Research to Build and Present Knowledge
K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite

author and express opinions about them).

K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards KINDERGARTEN (SL)

Comprehension and Collaboration

K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  b. Continue a conversation through multiple exchanges.

K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Presentation of Knowledge and Ideas

K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards KINDERGARTEN (L)

Conventions of Standard English

K.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  a. Print many upper- and lowercase letters.
  b. Use frequently occurring nouns and verbs.
  c. Form regular plural nouns orally by adding /s/or /es/ (e.g., *dog, dogs; wish, wishes*).
  d. Understand and use question words (interrogatives) (e.g., *who, where, what, when, why, how*).
  e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 **f.** Produce and expand complete sentences in shared language activities.

Vocabulary Acquisition and Use

K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
  a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
  b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

An Educator's Guide to
Too Many Moose!
words by Lisa M. Bakos · pictures by Mark Chambers
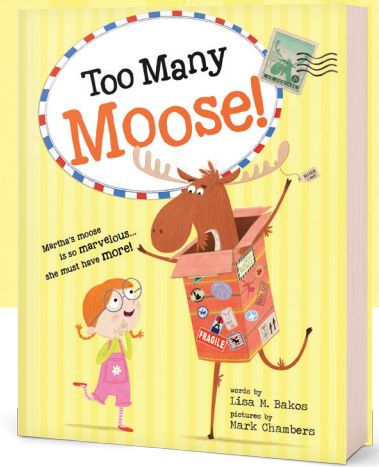
K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

    a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

    b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

    c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

    d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Reading Standards for Literature Grade 1 (RL)
Key Ideas and Details
1.1. Ask and answer questions about key details in a text.

1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1.3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure
1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Integration of Knowledge and Ideas
1.7. Use illustrations and details in a story to describe its characters, setting, or events.

Range of Reading and Level of Text Complexity
1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Writing Standards Grade 1 (W)
Text Types and Purposes
1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
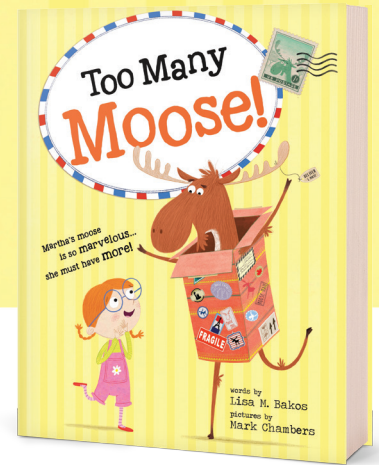
Production and Distribution of Writing
1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

An Educator's Guide to
Too Many Moose!
words by Lisa M. Bakos · pictures by Mark Chambers

1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards Grade 1 (SL)

Comprehension and Collaboration

1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  c. Ask questions to clear up any confusion about the topics and texts under discussion.

1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Presentation of Knowledge and Ideas

1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1.6. Produce complete sentences when appropriate to task and situation.

Language Standards Grade 1 (L)

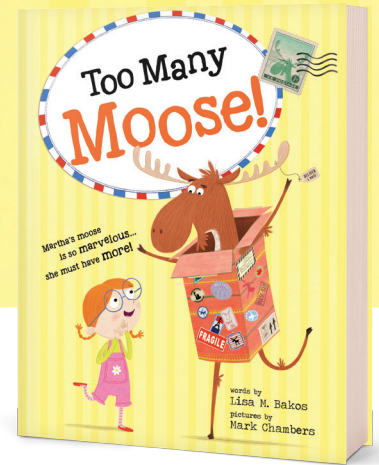### Conventions of Standard English

1.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  a. Print all upper- and lowercase letters.
  b. Use common, proper, and possessive nouns.
  c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
  d. Use personal, possessive and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
  e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
  f. Use frequently occurring adjectives.
  g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
  h. Use determiners (e.g., *articles, demonstratives*).
  i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).

j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Vocabulary Acquisition and Use

1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
    a. Use sentence-level context as a clue to the meaning of a word or phrase.
    b. Use frequently occurring affixes as a clue to the meaning of a word.
    c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
    a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
    b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
    c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
    d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Reading Standards for Literature Grade 2 (RL)

Key Ideas and Details

2.1. Ask and answer such questions as who, where, what, when, why, and how to demonstrate understanding of key details in a text.

2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**2.3.** Describe how characters in a story respond to major events and challenges.

Craft and Structure

2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
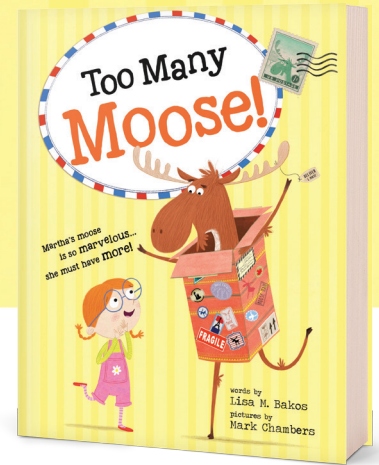
2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Writing Standards Grade 2 (W)

Text Types and Purposes

2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

2.8. Recall information from experiences or gather information from provided sources to answer a question.

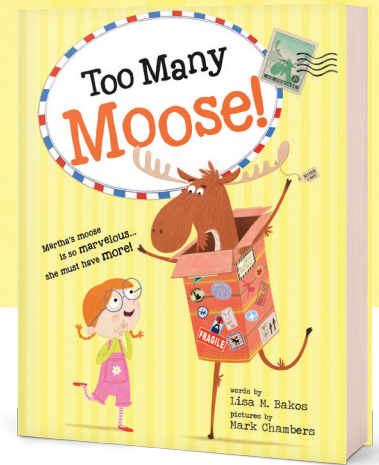**Speaking and Listening Standards Grade 2 (SL)**

Comprehension and Collaboration

2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
   b. Build on others' talk in conversations by linking their comments to the remarks of others.
   c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or

An Educator's Guide to
Too Many Moose!
words by Lisa M. Bakos · pictures by Mark Chambers

through other media.

Presentation of Knowledge and Ideas

2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards Grade 2 (L)

Conventions of Standard English

2.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Use collective nouns (e.g., *group*).
   b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
   c. Use reflexive pronouns (e.g., *myself, ourselves*).
   d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
   e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
   f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

Vocabulary Acquisition and Use

2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
   b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/ unhappy, tell/retell*).
   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
   d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
   e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

2.5. Demonstrate understanding of word relationships and nuances in word meanings.
   a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
   b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).