



## Morris the Moose

By B. Wiseman

GRL H

### ABOUT THE BOOK:

Morris is convinced that the cow and the deer he meets are actually moose like him. On the other hand, the cow tries to convince Morris that he is a cow while the deer tries to convince Morris that he is a deer, not a moose. When the three uninformed animals stop for a drink of water from a stream, they see their own reflections and they understand that the three of them are **all** different—even though they **all** have four legs, a tail, and horns on their heads.

### DISCUSSION QUESTIONS:

1. Why is Morris convinced the cow is a moose? What arguments does the cow use to attempt to convince Morris that he is a cow?
2. When Morris asks the deer about the cow, why does Morris get angry?
3. What do the deer, the cow, and the moose have that the horse does not have? Why don't they ask the horse about their identities?
4. What do the cow, the deer, and the moose see in the stream that convinces them they are different?

*The above questions correlate to Common Core State Standards (Reading): RL.1.1, RL.2.1, and RL.3.1; (Speaking & Listening): SL.1.1, SL.2.1, and SL.3.1; SL.1.3, SL.2.3 and SL.3.3.*

### EXTENSION ACTIVITIES:

**Four Legs, a Tail, and Things on Their Heads:** The cow, the deer, and the moose have some similarities, and it is those similarities that bring them together. The horse, although similar, does not have “funny things” on his head (p. 25). Ask students to write a possible explanation of why the horse is not included in the trip to the stream. Students can use a personal experience to support their reasoning or something that they have heard or seen previously. In their explanations, have students reflect on the effect of leaving someone out. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.2, RL.2.2, and RL.3.2; (Writing): W.1.1, W.2.1, and W.3.1; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

**Seeing Is Believing:** Morris, the cow, and the deer were all 100% sure that *they* knew who they were, and each of them tried to convince the others that they are something they are not. It is only when they look in the stream and see their images that they acknowledge the truth. Ask students to bring a picture or an image of themselves that truly reflects who they are—both their physical selves and their personalities and motivations. Then ask students to write two to three sentences convincing others what the picture tells about them. Have students share their self-portraits and explanations and post them in the classroom. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.2, RL.2.2, and RL.3.2; (Writing): W.1.1, W.2.1, and W.3.1; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

**This Book...** Ask students to write the name of the book, the author, and the illustrator of the book and then to state their opinion of the story by writing or drawing what they liked and would keep or didn't like and would change about the book. Ask students to supply the reasons that support their opinion. Have students share their responses with a partner. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.2, RL.2.2, and RL.3.2; (Writing): W.1.1, W.2.1, and W.3.1; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

**Morris the Moose = Alliteration:** Morris is the only animal in the book to have a name. Explain alliteration to the students and ask each of them to give an alliterative name to each of the animals and to place all the names of the animals across the top of a large sheet of paper. Then have students work with a partner to list underneath each name the character traits and feelings of each animal based on events in the story as well as the illustrations. Have students share their alliterative names and lists and post them in the classroom. *This activity correlates to Common Core State Standards (Language): L.1.5, L.2.5, and L.3.5; (Speaking & Listening): SL.1.4, SL.2.4, and SL.3.4; (Reading Literature): RL.1.7, RL.2.7, and RL.3.7.*

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