

Special Ed



MOOSE



ALSO INCLUDES GOOGLE SLIDES

Special Needs for Special Kids



*This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, has a very short attention span, and struggles to sit still. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!*

# Moose

By  
Christa Joy  
Special Needs for Special Kids



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Also included in this resource as separate files:

- Lesson plans
- Links and directions to digital activities
- PowerPoint (**this is the book in the lesson plan**)
- Voice recorded PowerPoint
- Activities in black and white

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This unit contains almost **100 pages** of material plus **18 google slides**. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

It comes in 2 separate files. One in color and one in black and white.

# Moose Lesson Plan

## Preparation

- Print out a vocabulary board for each student to use throughout unit
  - Laminate or place in page protector
- Book
  - Print out, laminate, and bind
  - Also available as a recorded PowerPoint and video in the directions for digital activities pdf
- Fact sheet
  - Laminate or place in page protector

## Preassessment (do day 1 before starting lesson)

- Use the fact sheet to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

## Teaching Tips

1. *Color Coding*: this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
  - a. For more info, read more here:  
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
  - b. I also have a blog post on differentiating one activity 3 ways:  
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make you own copies of the activities*: Every day I review the activity we did yesterday. For that reason:
  - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
  - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their work.
3. *Options for Use*: Turn any activity into a reusable file folder activity by laminating and adding Velcro.
  - a. For more info, watch this video here:  
<https://www.teacherspayteachers.com/Product/Making-File-Folder-Activities-3474240>

The lesson plans contain:

Overall tips for teaching students with significant needs

## Quick Look

| Day | Activity  |
|-----|---|
| 1   | <ul style="list-style-type: none"><li>• Book</li><li>• Fact sheet</li><li>• Vocab board activity</li><li>• Circle map</li></ul>             |
| 2   | <ul style="list-style-type: none"><li>• Book</li><li>• Fact sheet</li><li>• Vocab board activity</li><li>• Habitat map</li></ul>            |
| 3   | <ul style="list-style-type: none"><li>• Book</li><li>• Fact sheet</li><li>• Vocab board activity</li><li>• Label parts of a moose</li></ul> |
| 4   | <ul style="list-style-type: none"><li>• Book</li><li>• Fact sheet</li><li>• Vocab board activity</li><li>• Venn diagram</li></ul>           |
| 5   | <ul style="list-style-type: none"><li>• Book</li><li>• Fact sheet</li><li>• Vocab board activity</li><li>• Close worksheet</li></ul>        |
| 6   | <ul style="list-style-type: none"><li>• Assessment</li></ul>  |

*The lesson plans contain:*

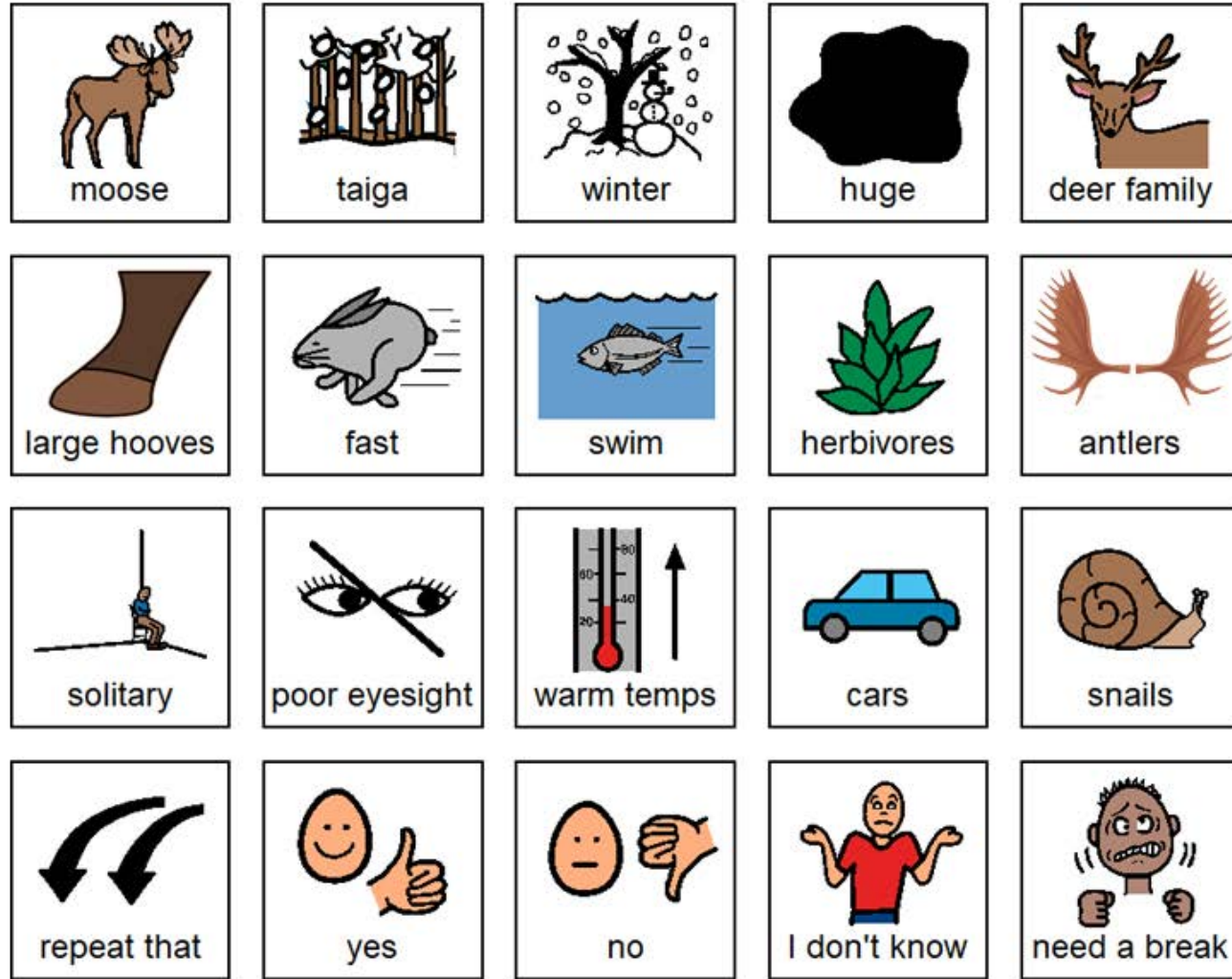
*A quick look at what you will do each day*

## Day 5

| Activity   | Notes  | Materials  |
|--|--|--|
| Read the book:<br><b>Moose</b><br>(10 minutes)     | <ul style="list-style-type: none"><li>• Read through the story, asking lots of questions</li><li>• Continue to make connections between book and vocabulary board</li></ul>  | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary board</li></ul>  |
| Fact sheet<br>(5 minutes)                          | <ul style="list-style-type: none"><li>• As a group read through the fact sheet on moose</li></ul>  | <ul style="list-style-type: none"><li>• Fact sheet</li></ul>   |
| Vocabulary<br><b>Bean Bag Toss</b><br>(10 minutes) | <ul style="list-style-type: none"><li>• Glue the cut apart symbols and tape to the paper plates (one on each plate)</li><li>• Arrange them around the room</li><li>• Students toss the bean bag trying to get it to land on a paper plate</li><li>• Students retrieve the paper plate and share the vocabulary symbol they retrieved</li></ul> | <ul style="list-style-type: none"><li>• Vocabulary board</li><li>• Vocabulary board cut apart</li><li>• Small paper plates (you can also use pieces of construction paper)</li><li>• Bean bags</li></ul> |
| Venn diagram<br>review<br>(5 minutes)              | <ul style="list-style-type: none"><li>• Review the Venn diagram completed yesterday</li></ul>  | <ul style="list-style-type: none"><li>• worksheet completed yesterday</li></ul>  |
| Close<br>worksheet<br>(10 minutes)                 | <ul style="list-style-type: none"><li>• Complete the close worksheet that reviews the facts from the book about moose</li><li>• Add color coding as needed</li><li>• Review any facts that are missed before assessment tomorrow, or go back and do some re-teaching if needed</li></ul>   | <ul style="list-style-type: none"><li>• worksheet</li><li>• scissors</li><li>• glue</li></ul>  |
| Sharing<br>(10 minutes)                            | <ul style="list-style-type: none"><li>• Each student shares their finished map with the group using the communication method of their choice</li></ul>   | <ul style="list-style-type: none"><li>• Completed worksheet</li><li>• Communication devices</li></ul>  |

The lesson plans contain:

Detailed instructions on how that day's lesson should run



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This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

There are no vocabulary CARDS in this unit.

The male moose is called a bull, and the female is called a cow. Only the male moose will grow a pair of antlers each spring.

bull



cow



For the most part, moose are solitary animals that are most active during the daytime. They do not hibernate or migrate, but rather, brave the cold harsh winters in the taiga.



There is a 24-page book with simple text and engaging photos.

It comes in a PowerPoint version as well as a voice-recorded PowerPoint (so you don't have to print it out.)

There is also a movie version you can use in google slides.



# Moose Fact sheet



🌲 Moose live in the taiga.



🌲 Moose are very big animals.



🌲 Male moose have antlers that they lose in the fall.



🌲 Moose have a dewlap, a flap of skin, under the chin.



🌲 Moose eat plants.



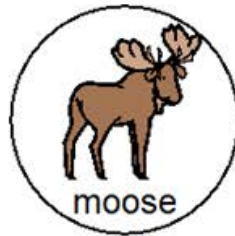
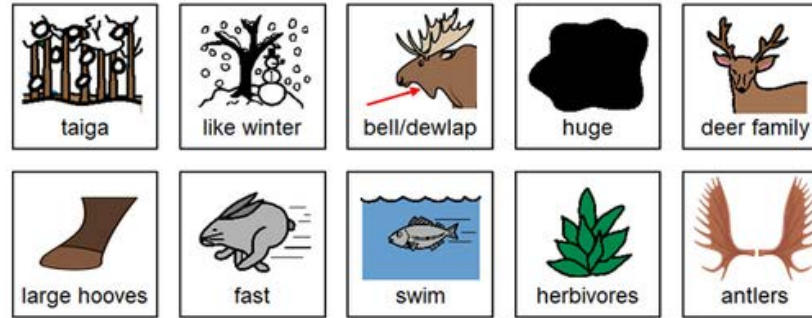
🌲 Moose are good swimmers.



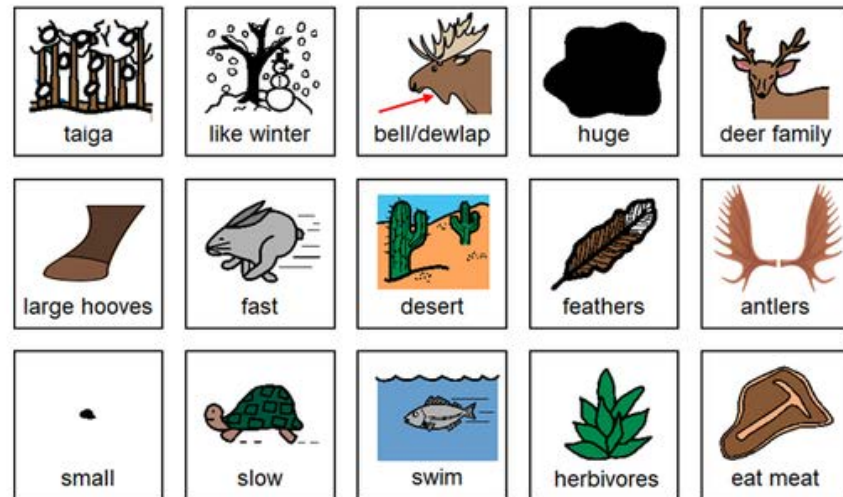
There is a fact sheet that students will review as part of the daily lesson plan.

errorless

Cut apart pictures and place in circle map showing facts about moose.



Cut apart pictures and place in circle map **ONLY IF** they relate to moose.



ChristaJoy, Spr  
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There is a circle map that reviews the main facts from the book.

Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

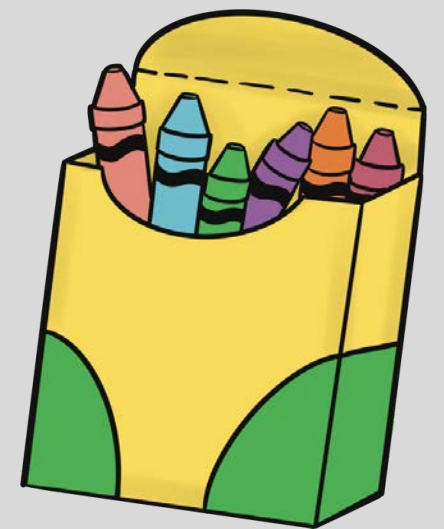
- One is errorless
- One has wrong answers mixed in students will have to set aside

Color in the area of the areas moose live.

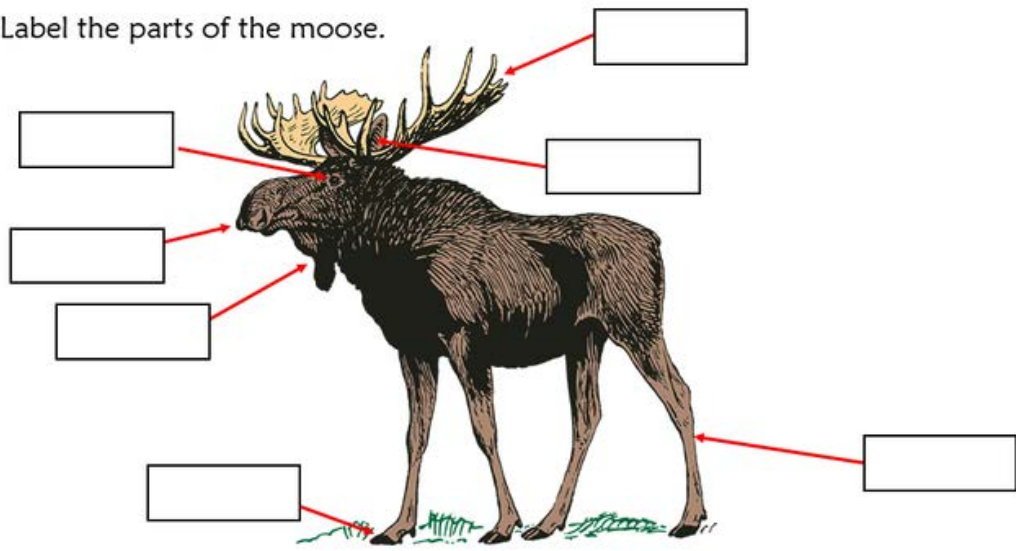


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There is a map for students to color in the areas where moose live. It is differentiated with the area already outlined.



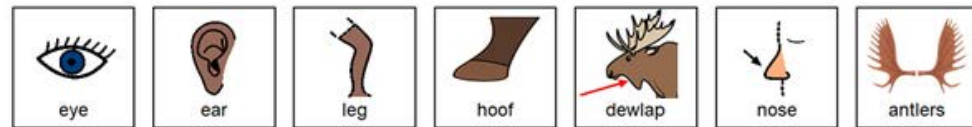
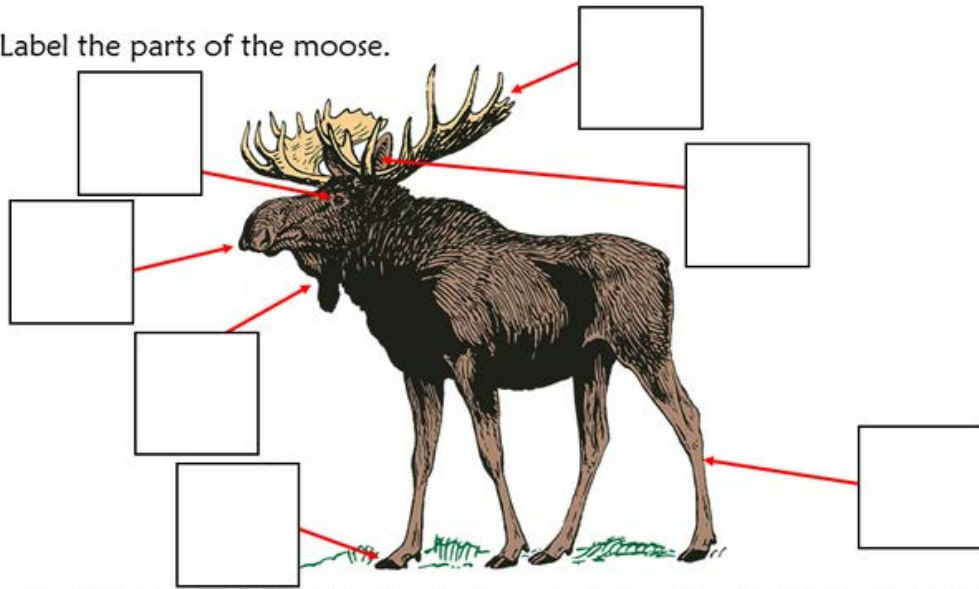
Label the parts of the moose.



|      |        |         |
|------|--------|---------|
| leg  | eyes   | nose    |
| hoof | dewlap | antlers |
| ear  |        |         |

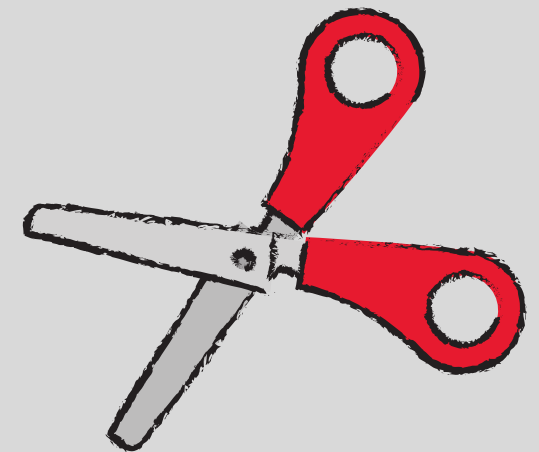
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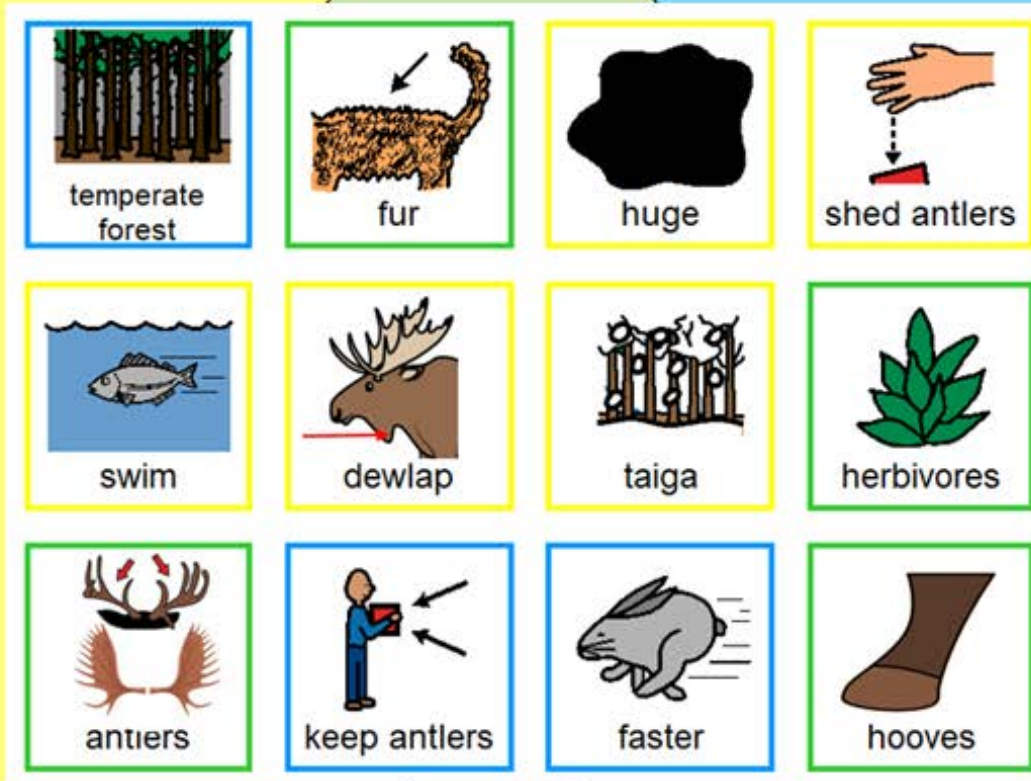
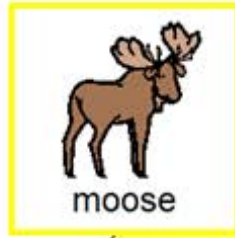
Label the parts of the moose.



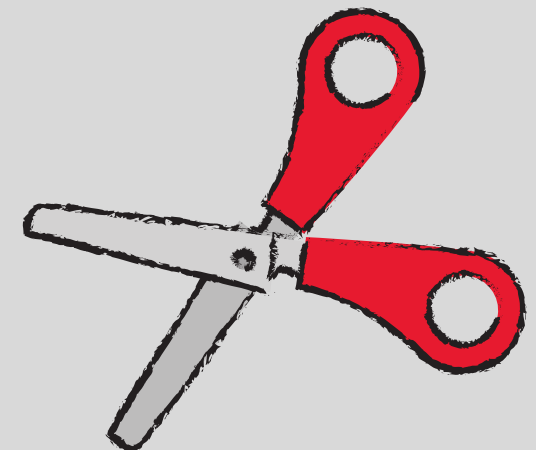
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Students will label parts of the moose. There is an option with words only and one with pictures. Suggestions for differentiation are included.





There is a Venn diagram comparing moose and deer. This uses facts from the book. There is a color-coded option included.



## Moose

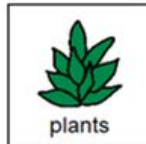
1. Moose live in the .

2. Moose are a member of the  family.

3. Male moose have  that they lose in the fall.

4. Moose have a flap of skin called a  under their chin.

5. Moose eat .



plants



deer



taiga



dewlap



antlers

## Moose

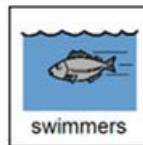
6. The female moose will normally have  calf.

7. Moose use their  when fighting.

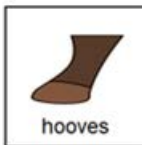
8. Moose are really good .

9. Moose are very  animals.

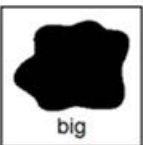
10. The main danger to moose are .



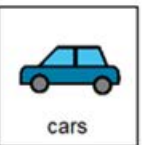
swimmers



hooves



big

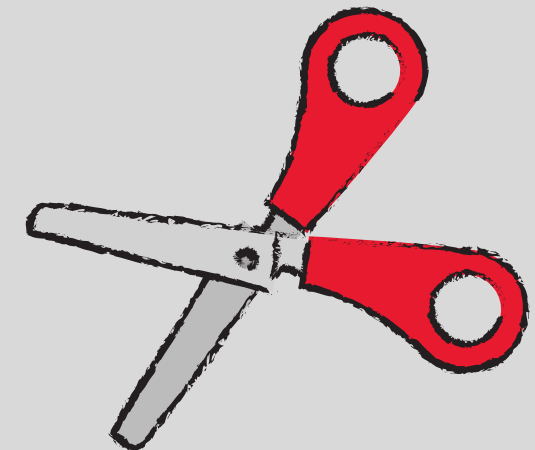


cars

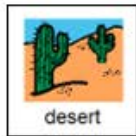


one

There are 2 fill-in-the-blank worksheets. These allow you to review and find areas that may need to be re-taught before the assessment.



1. Where do moose live?



desert

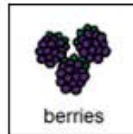


taiga

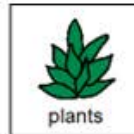


grasslands

2. What do moose eat? (circle all)



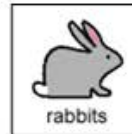
berries



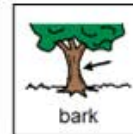
plants



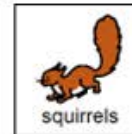
leaves



rabbits

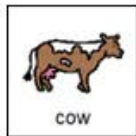


bark



squirrels

3. What family do moose belong to?



cow



horse

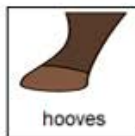


deer

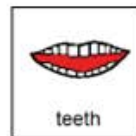
4. What do moose mainly use when hunting?



antlers

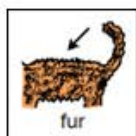


hooves

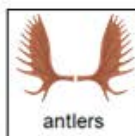


teeth

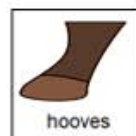
5. What do male moose grown that fall off in the fall?



fur



antlers



hooves

There is a 10 question assessment.

There are 3 versions. This version has 10 questions with 3 picture choices for each question.

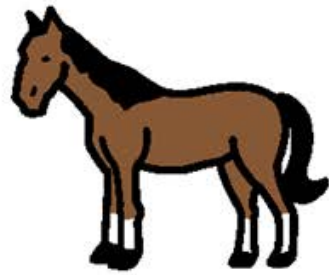
Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 3



cow



horse



deer

Q 4



antlers



hooves



teeth

With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.



Version 3

1. Where do moose live?
  - A. Desert
  - B. Taiga
  - C. Grasslands
2. What do moose eat? (circle all)
  - A. Berries
  - B. Plants
  - C. Leaves
  - D. rabbits
  - E. bark
  - F. squirrels
3. What family do moose belong to?
  - A. Cow
  - B. Horse
  - C. Deer
4. What do moose mainly use when hunting?
  - A. Antlers
  - B. Hooves
  - C. Teeth
5. What do male moose grow that fall off in the fall?
  - A. Fur
  - B. Antlers
  - C. Hooves
6. Which senses do moose rely on to detect danger and food?
  - A. Sight
  - B. Hearing
  - C. Touch
  - D. Taste
  - E. Smell

*This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.*

Watch the  
movie on  
Moose



*This unit also includes digital versions of the activities.*

*Students can watch a movie book version of the book rather than printing it out.*

## Moose

1. Moose live in the

2. Moose are a member of the

family.

3. Male moose have

that they lose in the fall.

4. Moose have a flap of skin called a

under their chin.

5. Moose eat

Choose the best picture to finish each sentence.



taiga



bell/dewlap



antlers



plants

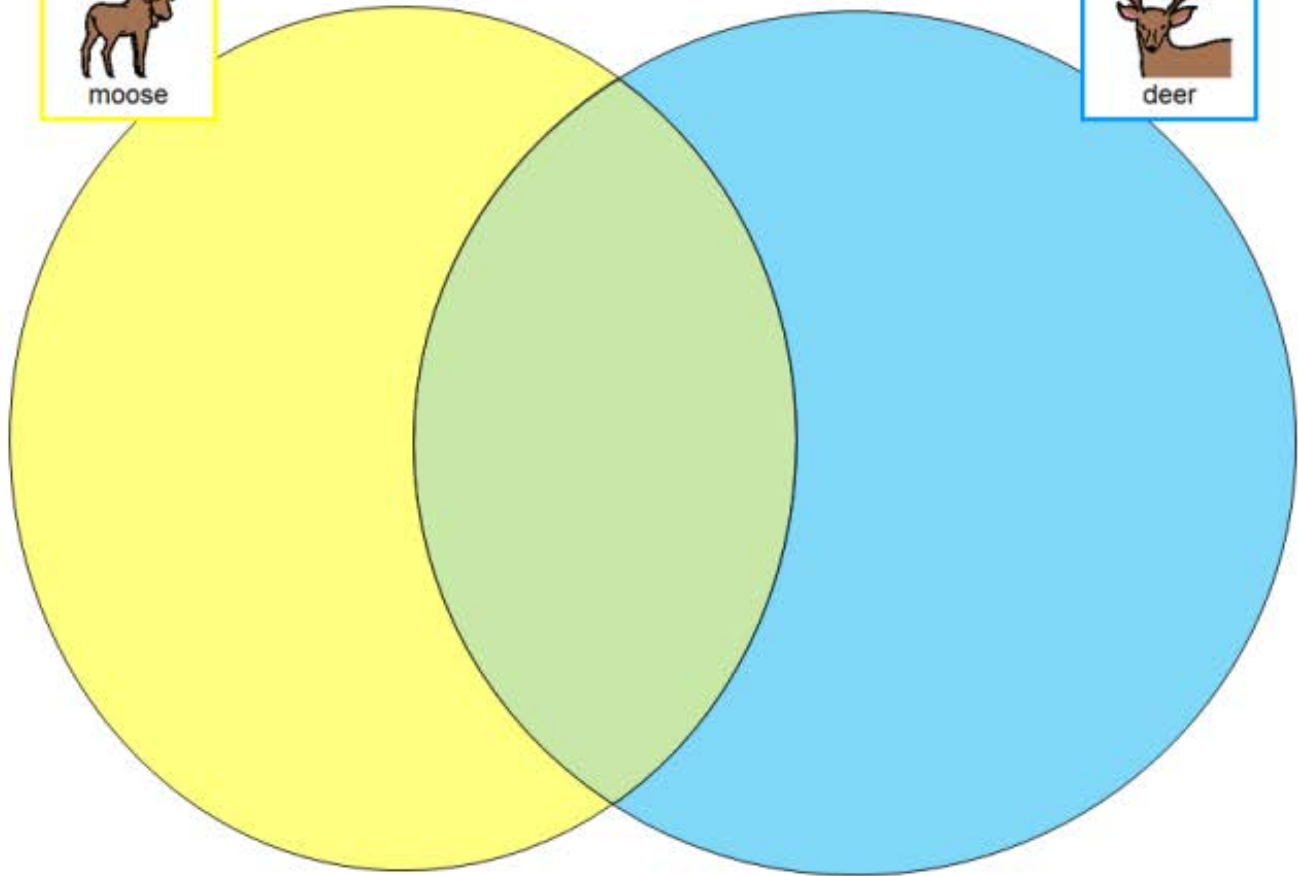
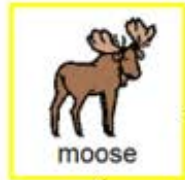


deer

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Each activity is set up so students can click and drag answers. No typing is required.

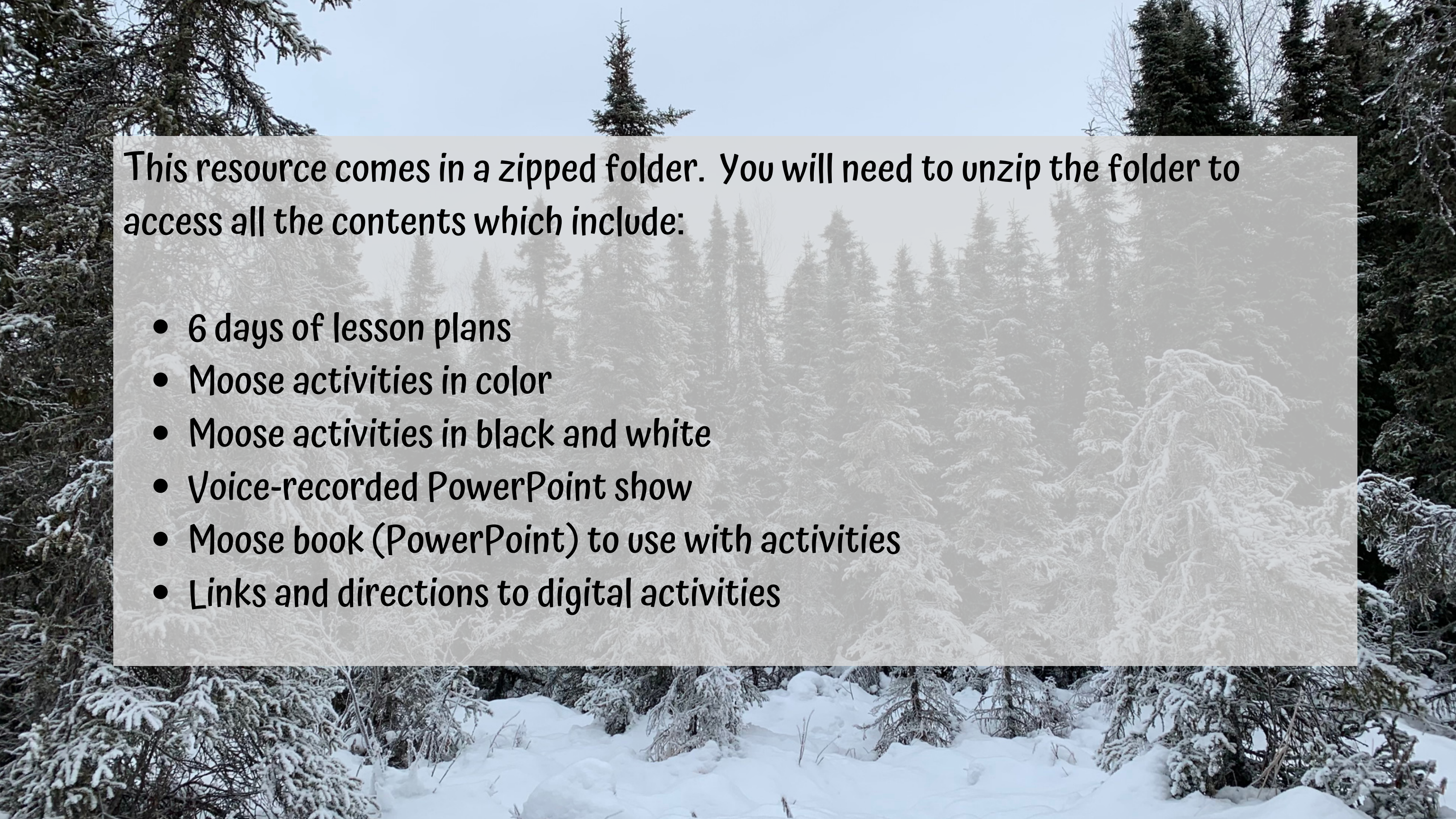


Place in the pictures in the correct location on the Venn diagram.

|  |   |  |
|--|---|--|
| A forest with tall, thin trees.<br>temperate forest                                  | A close-up of brown animal fur.<br>fur                              | A hand holding a red object, with a small red object falling away.<br>shed antlers |
| A large, dark, irregular shape representing a shadow or a large object.<br>huge      | A forest with tall, thin trees and snow on the ground.<br>taiga     | A fish swimming in blue water.<br>swim   |
| A brown hoof.<br>hooves  | A green leaf.<br>herbivores   | A set of brown antlers.<br>antlers   |
| A person holding a red object, with a small red object falling away.<br>keep antlers | A grey animal running quickly, indicated by motion lines.<br>faster | A moose's head with a red tongue sticking out.<br>bell/dewlap                      |

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The second set of slides uses color for differentiation and extra support for students who may need it. Mix and match slides from both sets to make the perfect set for each student.



***This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:***

- ***6 days of lesson plans***
- ***Moose activities in color***
- ***Moose activities in black and white***
- ***Voice-recorded PowerPoint show***
- ***Moose book (PowerPoint) to use with activities***
- ***Links and directions to digital activities***

I also have a resource that is an overview of the 4 terrestrial biomes

- Forests
- Grasslands
- Desert
- Tundra

**CLICK HERE** 

