

Mammoths on the Move

by Lisa Wheeler

Larger-than-life illustrations and exceptionally descriptive text will help children discover a world that has been long forgotten, as they follow a herd of migrating mammoths.



Read

Before:

Introduce the book and tell the children a little bit about it. Follow with a comment or question that is related to the story such as, *What would you do if you had to walk a long way in the snow?* Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an "I wonder" statement based on the cover illustration.

- I wonder where these mammoths are walking to?

During:

Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Children gain confidence and a sense of achievement through being able to correctly predict how a story will end. Point out "rare words" (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

Rare Words in *Mammoths on the Move*

- woolly: covered with hair
- mammoths: extinct elephant, large, long curved tusks and covered with hair
- grazed: eat grass in fields
- arctic: extremely cold, freezing, polar region
- permafrost: underlying soil or rock that remains permanently frozen
- herds: large group of animals, that live, feed and travel as a group
- herbs: low growing aromatic plant used fresh or dried for seasoning or eating
- tusks: enlarged tooth, pointed, projects from the mouth of animals
- tundra: Arctic plain, the level, treeless plain between ice caps
- gnawing: chew at something
- migrated: move from place to place
- trunks: elephant's nose, long muscular, used for grasping, feeding and drinking
- snowshoes: shoes used for walking in snow

Rare Words in *Mammoths on the Move*

- soles: bottom of foot
- steady: fixed, stable or not easily moved
- tromping: walk heavily
- majestic: greatly impressive in appearance
- glaciers: ice mass, large and continuously frozen
- snorkel: breathing apparatus, curved tube
- fraught: full of or expressing nervous tension and anxiety
- saber-tooth: an ancestor to the lion, large teeth, covered in long hair
- carnivores: flesh-eating animals
- fierce: aggressive, violent or intense
- frail: physically weak
- lumbering: to move clumsily or heavily
- wary: cautious and alert for problems
- predators: carnivorous animals that hunt, kill and eat other animals
- trumpeting: a loud high sound like a trumpet made by an elephant
- fortress: a fortified place, acts as protection
- bulky: large, heavily built, broad or muscular
- hulky: large, bulky and often clumsy
- bull: male mammoth
- morn: same as tomorrow, Scottish
- appetite: desire to eat food
- strut: walk in an arrogant way, show off
- sparring: to engage in an argument, wrestle
- butting: ram somebody or something
- trek: make a long difficult journey
- raged: extreme anger or outburst
- plodding: slow-moving
- trudging: walk wearily, a long and exhausting walk
- willful: stubborn
- massive: comparatively large in comparison with what is typical
- legendary: described or commemorated in a legend, famous, well-known

After:

Discuss the story. Ask questions...

- What is a mammoth?
- Where did they live?
- What does a mammoth look like?
- Why did mammoths travel south during the winter?
- How did they move snow out of their way?
- How did they swim?
- What animal followed them and tried to hurt them?
- Why did the two bull mammoths fight?
- What did the baby mammoths do during the migration?
- Did the mammoths ever find a warmer place to live? What did they do once they reached there?



Do

Mammoth Feet

You will need: large pieces of cardboard (two for each child), yarn

Cut the cardboard into rectangle pieces, larger than your children's feet (should be large enough that it takes effort to walk). Attach the cardboard to their feet with the yarn and have the children form a line. Next, the children will take a walk (symbolizing migration) from one end of the classroom (or playground) to the other. Discuss how difficult it must have been to walk with such big feet, to stay in a line and to not stop until they reached their goal.