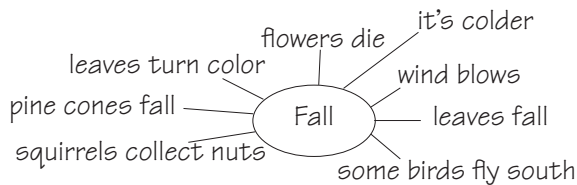
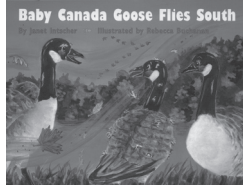


BABY CANADA GOOSE FLIES SOUTH

Written by – Janet Intscher
 Illustrated by – Rebecca Buchanan
 Set 9 – 141 words

Building Anticipation – Setting the Context

Discuss what things that help us to know fall is coming. Encourage discussion about weather changes and what some birds and animals do. A chart can be made as children share their knowledge.



Introduction

Today we are going to read a book about a baby Canada Goose. Show a picture of Canada Geese. This book is called 'Baby Goose Flies South'. Baby Goose tells Father Goose he does not want to fly south. He wants to stay in the pond. Give each child a book. Look at the illustrations of geese flying in formation and talk about why Baby Goose might not have wanted to go. Ask the children to read to find out why Baby Goose did not want to fly south.

Discussion - Book Talk

Why did Baby Goose not want to fly south? Have a child read the supporting evidence on page 7. How do you think Baby Goose felt when Father was teaching him how to fly? Why? Was Baby Goose happier later in the book? How do you know? Support your response by reading a section of the text on page 15. What did Baby Goose say at the end of the book? Read the words that show his excitement.

Responding Creatively - Independent Practice

Children can:

- draw or paint a picture of Baby Canada Goose arriving back in Canada next spring. How will he look? On a sentence strip write the words that Baby Canada Goose might say when he arrives back.
- look for words in their personal book bag collection that begin with a blend and record the words in their word booklet.
- do a report on geese using a chart format with these headings: *Animal's Name, Where it Lives, Food, Habits*. Use the Habitat chart on the reproducible master.

Read Aloud Connection

From *Poppa*, by Ann Carter, Lobster Press, Montreal, 1999.
Have you Seen Birds? by Barbara Reid, Scholastic, 1992.

Learning About Language - Focused Teaching

High Frequency Words	stay, cried, do, don't	Provide a double set of known and almost known word cards. Play <i>Concentration</i> with a friend.
Letters and Letter Clusters	<i>Xx</i> - next <i>cr</i> - cried <i>st</i> - stay <i>sn</i> - snow <i>fl</i> - fly, flew	Choose the letters or letter cluster that the children need to learn and develop a chart of words. Post the chart for reference during independent writing.
Onset and Rimes and Word Families	fall, call, hall, mall, wall, tall, hall goose, moose, loose flew, new, blew, dew, few, grew	Use movable letters to make words using the rime <i>all</i> . How many words can be made that start with a capital letter? Record all the words that start with a capital letter.
Word Endings	<i>th</i> - south, with <i>ch</i> - teach <i>y</i> - very, baby	Brainstorm a list of words that end in <i>y</i> and make the long <i>e</i> sound, i.e. baby.
Compound Words		Review familiar concepts.
Contractions	don't, let's, it's, can't	Practice making contractions with movable letters. Record all the new contractions.
Text Features	Quotation marks, Exclamation marks	Feature dialogue in shared writing. Encourage children to read expressively to a partner. Read as the characters would talk.
Poetry Links	<i>don't - I Like</i> <i>next - Dreaming</i>	Feature these poems in shared reading to reinforce high frequency words. The high frequency words shown are in the book as well as the poem.

Habitat Chart

Animal's Name	Where it lives	Food	Habits