

Goodbye, Goose

Author Patricia Nikolina Clark
Illustrator Cathy Diez-Luckie
16 pages ■ 264 words
Fountas and Pinnell Level L
Reading Recovery Level 19



Goodbye, Goose

SYNOPSIS

A goose learns why she should not wait too long to fly south with her friends.

WHAT THE BOOK OFFERS

- Fiction narrative, but provides factual information about Canada geese
- Third person
- Past tense
- Anthropomorphic
- Problem and solution structure
- Onomatopoeia
- Proper noun
- Wide range of vocabulary: verbs and adjectives
- Text above and below illustration
- Extra information on inside back cover ■

Inherent moral

POSSIBLE SKILLS EMPHASIS

- Gathering information
- Drawing conclusions and summarizing
- Acquiring new vocabulary
- Considering author's writing style and voice
- Understanding problem/solution structure

INTRODUCING THE BOOK

What do you notice about the geese in the cover illustration? What kind of geese flies in that formation? When? Where do they go? Why? Well, why do you think one goose was left behind?

What does the illustration on the title page add to your knowledge about the book?

Goodbye, Goose (continued)

FOCUS OF INSTRUCTION

- The first reading should concentrate on Wild Goose and her belated departure. The second reading could then focus on gathering information and drawing conclusions about Canada geese. The facts could be noted with a page reference.

Page 2: *What do you notice about the way this author writes? Look at the verbs on this page. How do they influence the way you read?*

Page 3: *What is similar between these two pages? Do geese really talk? But what does the Wild Goose's speech do to this text?*

Page 5: *What do you think might be the consequence for Wild Goose for not joining her friends? Why were they flying south? What does the author have to do now?*

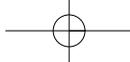
Page 9: *What should Wild Goose's response have been? How will the author solve Wild Goose's problem?*

What did the other geese say when Wild Goose caught up with them?

FOLLOWING THE READING

- The students could use the information gathered about Canada geese to compose an expository text.
- Discuss the reason for geese flying south and compile a list of other hibernating creatures.

To help you summarize the story, think about the way the author sets it up: first a problem for Wild Goose, then the rest of the story is how that problem was solved. Finish your summary by saying what Wild Goose might have learned from this situation.



Goodbye, Goose (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading																									
FINISH THIS THOUGHT	<i>Wild Goose didn't want to leave because . . . If I were Wild Goose, I would not . . . because . . .</i>																								
USE YOUR MEMORY	<i>What did Wild Goose say to the autumn breeze? What did Wild Goose say to her friends who flew by? What did Wild Goose say to the wind? Check and see if you remembered correctly.</i>																								
WHAT'S YOUR OPINION?	<i>What do you think would have happened if Wild Goose had listened to her friends? Where do you think Wild Goose finally flew off to? Why do you think that?</i>																								
BE CREATIVE	<i>Choose your favorite scene in the book. Use a shoebox, construction paper, scissors, glue, and anything else you can find to make a diorama of your favorite scene. Write 2 sentences about it on the back of your shoebox. Goose in a box!</i>																								
VOCABULARY AGENT	<i>Make 3 columns on a sheet of paper. The heading for the 1st column will be 'ed' like 'd.' The heading for the 2nd column will be 'ed' like 'ed.' The heading for the 3rd column will be 'ed' like 't.' Read the words below, listening to the sound 'ed' makes, and then write them in the correct column.</i> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>*nibbled</i></td> <td style="width: 50%;"><i>*hissed</i></td> </tr> <tr> <td><i>*stopped</i></td> <td><i>*sighed</i></td> </tr> <tr> <td><i>*stretched</i></td> <td><i>*tucked</i></td> </tr> <tr> <td><i>*looked</i></td> <td><i>*rotated</i></td> </tr> <tr> <td><i>*listened</i></td> <td><i>*shivered</i></td> </tr> <tr> <td><i>*whispered</i></td> <td><i>*wondered</i></td> </tr> <tr> <td><i>*pulled</i></td> <td><i>*called</i></td> </tr> <tr> <td><i>*honked</i></td> <td><i>*flapped</i></td> </tr> <tr> <td><i>*wanted</i></td> <td><i>*lifted</i></td> </tr> <tr> <td><i>*pecked</i></td> <td><i>*rolled</i></td> </tr> <tr> <td><i>*rushed</i></td> <td><i>*pointed</i></td> </tr> <tr> <td><i>*whistled</i></td> <td></td> </tr> </table>	<i>*nibbled</i>	<i>*hissed</i>	<i>*stopped</i>	<i>*sighed</i>	<i>*stretched</i>	<i>*tucked</i>	<i>*looked</i>	<i>*rotated</i>	<i>*listened</i>	<i>*shivered</i>	<i>*whispered</i>	<i>*wondered</i>	<i>*pulled</i>	<i>*called</i>	<i>*honked</i>	<i>*flapped</i>	<i>*wanted</i>	<i>*lifted</i>	<i>*pecked</i>	<i>*rolled</i>	<i>*rushed</i>	<i>*pointed</i>	<i>*whistled</i>	
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