

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 400

Book Summary

Migrating Geese explains how geese migrate from cold climates to warmer ones in the fall. Students will learn many amazing facts about geese and how they help each other on the long journey of migration. Informative illustrations accompany the text.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand nonfiction text
- Identify cause and effect in nonfiction text
- Identify *r*-controlled vowel *er*
- Recognize and identify irregular plural nouns
- Identify and use content vocabulary words

Materials

Green text indicates resources available on the website

- Book—*Migrating Geese* (copy for each student)
- Chalkboard or dry erase board
- Cause and effect, *r*-controlled vowel *er*, content vocabulary worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:
 Story critical: **flocks** (n.), **goose** (n.), **goslings** (n.), **hatched** (v.), **mate** (v.), **migrating** (adj.)
 Enrichment: *formations* (n.), *injured* (adj.)

Before Reading

Build Background

- Write the word *migrating* on the board. Ask students what *migrating* means. Ask students to think of animals that migrate and explain to them that the book they are going to read is about migrating geese. Create a KWL chart on the board. Review or explain what each letter on the KWL chart stands for. Have students tell what they know about migrating geese. Write this information in the first column of the KWL chart.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Allow time for students to look through the text. After reviewing the illustrations and looking at the front and back covers, model using the information as a way to think of questions for the KWL chart.

Think-aloud: *On pages 5 and 6, I see geese flying in a V-shaped pattern. I wonder why they do that. I'll write that question on the KWL chart.*

- Have students share any questions they have about the book after previewing the covers and contents.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Cause and effect**

- Review or explain books often deal with a series of events where one or several things happen that cause something else to happen. This is referred to as *cause* and *effect*. Create a two-column chart on the board with the headings *Cause* and *Effect*. Write the following sentence on the board under the *Cause* heading: *It starts to rain.*
- Model identifying a cause-and-effect relationship.
Think-aloud: *If I was outside playing and it started to rain, I would probably start to run home. I would also have wet clothes and feet because of the rain. I might even be a bit chilly from being outside in the rain. (Cause: starts to rain; Effect: I'm wet and cold)*
- **Check for understanding:** Ask students to identify the effect of the cause written on the board. Have them try to identify other cause-and-effect relationships. When you have finished, point out how each cause-and-effect relationship leads to other cause-and-effect relationships.

Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the illustrations. Reinforce the vocabulary words they will encounter in the text.
- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model strategies students can use to work out words they don't know. Have them find the word *hatched* on page 16. Ask students how they might read this word if they didn't know it. Suggest that they look at how it starts and read the /hat/ segment. They might recognize the consonant digraph *ch* in the middle of the word and the *ed* ending. Model combining the sounds (/hat/ /ch/ /ed/). Read the sentence to them and ask if the word *hatched* makes sense in the sentence.
- Remind students to look for familiar parts in words they don't know and to check that the word makes sense in the sentence.

Set the Purpose


- Have students think about what they know about geese and migration as they read the book to find answers to their questions about migrating geese.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 8. Remind them that as they read, they should look for answers to the questions on the KWL chart and think of other questions they have. Encourage those who finish early to go back and reread.

- Model answering a question written on the KWL chart.
Think-aloud: The first question I wanted to find the answer to was why geese fly in a V-shaped pattern. I found the answer on page 6. I read that the V-formation makes it easier for geese to move through the air. I can write the answer in the Learned section of the KWL chart.
- Ask students to share any cause-and-effect relationships they may have identified on these pages. Referring to the KWL chart, select a question that involves a cause-and-effect relationship or add the following question: *What events cause a goose to migrate south?*
- Model a cause-and-effect relationship.
Think-aloud: I read about three things on page 3 that may cause a goose to migrate south. Shorter days, colder temperatures, and leaves falling from trees are all things that may cause geese to migrate south.
- **Check for understanding:** Have students read to the end of page 13. Ask them to share events that may cause a goose to migrate back north and what the effect of the migration might be. Have students help you add cause-and-effect relationships to the chart on the board using the information from pages 12 and 13.
- Have students read the remainder of the book. Remind them to look for answers to the questions written on the KWL chart and to think of other questions to add to it. Students may also recognize other cause-and-effect relationships as they finish reading the story.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Review the KWL chart on the board. Have students identify which questions were answered by reading the book. Explain to students that if they have unanswered questions, they can look in other resources, such as science books or on the Internet.
- Have students share any other questions they have from the reading. Reinforce how asking questions and looking for the answers as they read keeps them actively involved in the reading process and helps them understand and remember what they read.
- *Think-aloud: When I read page 8, I was surprised to learn that if a goose in the flock gets injured while migrating, a healthy goose stays with it on land until it gets better. The chart made learning more interesting because different students knew different facts about geese, and as a group we came up with a larger variety of questions. Searching for answers as we read was more of a team effort.*
- Ask volunteers to share their experience with this reading strategy.

Reflect on the Comprehension Skill

- **Discussion:** Review with students that the cause-and-effect chart drawn on the board earlier showed some cause-and-effect relationships and how one can lead to another. Point out that some cause-and-effect relationships may be obvious (*Cause: Days get colder, Effect: Geese fly south*), while others may be less obvious (*Cause: Days get colder, Effect: Less food is available for geese*).
- **Independent practice:** Introduce, explain, and have students complete the [cause-and-effect worksheet](#). Discuss their responses if time allows.
- **Enduring understanding:** In this book, you learned how wild animals take care of themselves and take responsibility for their survival during cold months. Now that you know this, how might humans in underdeveloped societies take care of themselves? What sort of adaptations or techniques might they use to survive in winter or in a period of severe weather?

Build Skills


Phonics: **R-controlled vowel er**

- Review or explain that when a vowel and the letter *r* come together, they work together to make one sound. Tell students that the /er/ sound is usually spelled with the letters *er*, but sometimes it is spelled differently.
- Write the following words on the board and say them aloud: *faster, longer, better*. Ask students to tell how the words are alike (*all end with -er*).
- **Check for understanding:** Have students work in pairs to search and underline the words in the book with *r*-controlled vowel *er*. Select volunteers to share their words, and make a list on the board.
- **Independent practice:** Introduce, explain, and have students complete the ***r*-controlled vowel er worksheet**. If time allows, discuss their responses.

Grammar and Mechanics: **Irregular plural nouns**

- Write the words *dogs* and *geese* on the board. Review or explain that both of these words are *plurals*, or words that mean more than one. Explain that sometimes an *s* or *es* is added to the end of a word to make it mean more than one. At other times, more than one letter must be added, and the pronunciation must be changed to make a word mean more than one. These types of words are called *irregular plural nouns*.
- **Check for understanding:** Have students turn to page 8. Write the word *geese* on the board. Ask students to find the singular form of *geese* (*goose*). Write it on the board next to *geese*. Ask what letters were changed to make *goose* plural.
- **Independent practice:** Give students other examples of words that change letters and pronunciation to change singular to plural (*foot/feet, mouse/mice, tooth/teeth*). Discuss the similarities in the changes from singular to plural. Have students work in pairs to brainstorm other examples of irregular plural nouns.

Word Work: **Content vocabulary**

- Discuss the content vocabulary and their meanings after students have read the text. Question students to find out what strategies they used to determine the meanings of the content vocabulary. For example, ask if they used a known part of a word or the sentence context to figure out the meanings of new content vocabulary.
- Have students turn to page 5 and find the word *formations*. Explain to students that the base of this word, *form*, is defined as the shape and structure of something. Point out that the illustration and the context gives the reader the best understanding by using it in the following sentence: *They take to the sky, and they get into formations shaped like the letter V.*
-  **Check for understanding:** On page 5 have students find the word *migrating*. Ask students to underline the text on the page that defines migrating (*They head for a warmer place.*)
- **Independent practice:** Introduce, explain, and have students complete the ***content vocabulary worksheet***. Discuss their answers aloud after they have finished.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them practice making cause-and-effect connections with someone at home.

Extend the Reading

Informational Writing Connection

Compare the geese in the book to members of a family. Discuss and list the ways in which geese, like family members, help each other. Then write a class story about a family of geese and how they helped each other on the long journey of migration from north to south and back again. Be sure to include characters, setting, a problem, events, and a resolution.

Visit [Writing A–Z](#) for a lesson and leveled materials on expository writing.

Science and Math Connection

Have students work in pairs to research the subject of migration. Have them locate information about a particular migrating animal and its destination. (Possibilities include birds, whales, sea turtles, and butterflies.) Encourage students to use a map to trace the animal's migration pattern from start to finish. Have them use the scale on the map to figure out how many miles the animal travels. Allow pairs of students to share their findings about their particular animal with the group.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- use the strategy of asking and answering questions to understand nonfiction text during discussion
- identify cause-and-effect relationships in text during discussion and on a worksheet
- recognize words with *r*-controlled vowel *er* during discussion and on a worksheet
- recognize and use irregular plural nouns during discussion and on a worksheet
- determine the meanings of content vocabulary on a worksheet after reading nonfiction text

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)