

Goodbye, Goose by Patricia Nikolina Clark

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link
<p>onomatopoeia: the formation or use of words such as <i>buzz</i> that imitate the sounds associated with the objects or actions they refer to</p> <p>pg. 8 "the wind whistled"</p> <p>Students can find other examples within the text</p>	<p>See vocabulary experience</p>	<p>Root word: <u>form</u></p> <p>Latin: forma; to assume a specified form, shape or pattern.</p> <p>formation form formless format former formerly formative formulate</p> <p>Create a vocabulary tree. The trunk has the root word with it's definition. The branches use the words students find (include the meaning and in a sentence).</p>	<p><u>Guided Oral Reading</u> This book uses such rich, descriptive language, use reader's theatre with a few pages. Assign speaking parts to various readers.</p> <p>Prior to the group reading, students may practice their lines with each other working on their tonation, fluency and expression.</p> <p>Consider tape recording for students to hear themselves and judge their fluency and expression for themselves.</p>	<p>What do you notice about the geese on the cover? Is there a word that describes what they are doing?</p> <p>What experiences have you had that help you understand Goodbye Goose?</p> <p>What was the most important idea presented?</p> <p>What would you like to learn more about after reading this book about geese?</p>	<p>Good writing "shows" the reader rather than "tells the reader. This author uses powerful verbs to "show" rather than "tell" the reader. Students may reread the story, listing the strong verbs. This list can be saved in their writing folder and used later to support them in revising some writing to demonstrate more facile use of language. Students can be directed in guided writing to find some "tired" verbs to consider replacing.</p>

Guided Reading Level: Fluent 2

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