

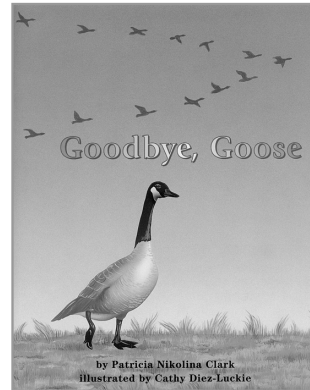
# Books for Young Learners Teacher Resource

## Book Notes



### Goodbye, Goose

Author Patricia Nikolina Clark  
 Illustrator Cathy Diez-Luckie  
 16 pages ■ 264 words



Goodbye, Goose

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
					S	G	I	

S = Shared G = Guided I = Independent

#### 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?*

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### 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?*

#### FOLLOWING THE READING

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

- The group could compile a glossary of interesting vocabulary.
- 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.*