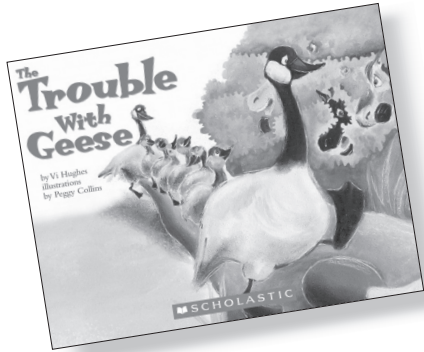


# The Trouble with Geese



Written by Vi Hughes

Illustrated by Peggy Collins

**Text Type:** Fiction: Narrative — Humorous Story

**Guided Reading Level:** I

**Word Count:** 464

## Text Features

### Visual Literacy

- ▶ environmental print

**Summary:** A family of geese keep crossing the path in front of horses from Goose Pond Stables, making them stumble and throw off their riders. Soon no one wants to go riding anymore, so the horses get together and try different things to keep the geese off the path.

## Text Supports

- ▶ illustrations support the text
- ▶ consistent placement of text

## Possible Text Challenges

- ▶ quotation marks
- ▶ question marks
- ▶ words with “ed” endings

## First Session (pages 1-14)

### Reading Strategies

#### Comprehension

- ▶ predicting
- ▶ inferring

#### Working with Words

- ▶ identifying special names for animals
- ▶ word solving and building: using word parts to read unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ make predictions about characters and plot development
- ▶ make inferences to identify problems and solutions in the story
- ▶ identify special names for animals
- ▶ use word parts to read unfamiliar words



## BEFORE READING

### Predicting

#### **Activating and Building Prior Knowledge**

Display the front cover of the book. Discuss with students what they think this story might be about. Record their predictions. Ask, *Who are the characters in this book? Where do you think the story might take place?* If necessary, draw students' attention to the horses in the bushes. Ask, *Why do you think the horses are hiding in the bushes?* Then read the title. Ask, *What do you think might be the trouble or problem in this story?*

### Making connections: text to self

Ask students to share what they know about or any experiences they have had with geese.

### Inferring/visual literacy

#### **Overcoming Text Challenges**

Hand out copies of the book and do a picture walk of pages 1–14. As students look at the pictures, have them think about what the trouble or problem in the story might be. Use the illustrations to point out the various signs in the story. Ask, *What is the name of the stable? How do you think the stable got its name? What do you think the horses are doing with signs? What do these signs say? Where are the horses going? Why do you think they are going to the library?*

### Print concepts

Direct students to page 8 of the book. Read the page together then ask the students to locate the question that the horses are thinking about. Draw students' attention to the question mark and explain that writers use this mark to tell the reader a question is being asked. Point out to students that they will encounter this mark throughout the story as the horses ask themselves this question again and again.

### Word solving and building

Explain to students that there are special names for the female, male, and babies of each animal group. Direct students' attention to page 4. Ask them to find the word for a female goose (*goose*), a male goose (*gander*), and baby geese (*goslings*). Students could add the special names for the female, male, and babies in other animal groups to a class chart called "Special Animal Names" on an ongoing basis.

#### **ESL Note:**

ESL students may not be familiar with idioms or sayings such as "tossed like salad," "put their heads together," and "that was that." Discuss the meaning of the idioms in the story, for example, "put their heads together" means they shared and discussed ideas. Students could share "sayings" used in their home language and the context these sayings are used in.

### Word solving and building

On the board or chart paper, print the following words from the book: *walked*, *tossed*, *crossed*, *tripped*, and *blamed*. Have students look at these words and identify what is common among them. They should identify the "ed" ending. Explain to students that words ending in "ed" tell the reader that an action has taken place. Ask students what they might do to help them read these words. If students are unsure, demonstrate how they can break the words into chunks

by covering up the “ed” ending and reading the root word. Tell students that they will find many action words in the story. Encourage students to use this strategy to support their understanding of these new words.

### Print concepts

Draw students’ attention to the quotation marks on page 6. Explain that authors use these marks to tell the reader exactly what the characters in a story are saying. Point out that students will see these marks throughout the book whenever a character is talking.

**Teaching Tip:** Quotation marks are also found on the following words throughout the text: *animal*, *scary* (page 12); *stop*, *yield to horses*, *no geese* (page 23). If students question or make mention of this usage, explain that writers also use quotation marks when they want to draw attention or emphasize certain words. Ask, *Why do you think the author wanted these words to stand out from the others?*

### Predicting/infering

#### Setting a Purpose

Remind students of their predictions based on the title. Post the following questions for students to think about as they read pages 1–14: What is the trouble or problem in this story? How is this problem solved?

**Teaching Tip:** By writing the purpose for the reading on the board or chart paper students can refer back to it as they independently read and reread the text. Students need to know the purpose for their reading so they are “tuned in” as they read.



## DURING READING

Ask students to read the text independently, thinking about the purpose for their reading. Encourage students to stop after every couple of pages to reflect on their reading and think about what the geese are doing and what the horses are doing.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Note students’ ability to decode unfamiliar words and any difficulties they encounter.

Encourage students who finish early to reread pages 1–14 independently or with a partner.



## AFTER READING

### Predicting/infering

When students have completed their reading, create a T-chart. On one side write the heading “Problems” and on the other side write the heading “Solutions.” Ask, *What was the main problem in the story?* (Geese crossing horse path caused horses to trip and throw their riders. Riders no longer wanted to ride causing horses to worry what would become of them.) *What was the solution to this problem?* (The horses met, thought, and decided to put up signs.)

*What was the next problem?* (The geese ignored the signs and kept on crossing the horse path.) *What was the solution?* (The horses decided to scare the geese by placing a crocodile in the pond.) Record students' responses.

## Word solving and building

Ask students to share any words that they found challenging and what strategies they used to figure out the word. Mention effective reading strategies observed as you listened to students read.

**ESL Note:** ESL students could find new idioms or ones with similar meanings by surveying students and/or adults (e.g., “two heads are better than one”). They can also create posters depicting the meaning of an idiom.

# Second Session (pages 15-24)

## Reading Strategies

### Comprehension Strategies

- ▶ inferring
- ▶ synthesizing

### Working with Words

- ▶ word solving and building: using word parts to read unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ make inferences to identify problems and solutions in the story
- ▶ synthesize: summarize the main parts of the story
- ▶ use word parts to read unfamiliar words



## BEFORE READING

### Synthesizing

#### **Activating and Building Prior Knowledge**

Review the T-chart created from the previous session. Ask: *What was the main problem in the story? How did the horses try to solve this problem?*

### Predicting

Have students turn to page 14 and reread the page. Ask, *What do you think will happen when the geese discover the crocodile in the pond?*

## Word solving and building

#### **Overcoming Text Challenges**

Ask students to share any words that they found challenging from the previous session and what strategy they used to figure out the word. Review the list of “ed” verbs and demonstrate again how you can chunk these words to decode them.

### Inferring

#### **Setting a Purpose**

Post the following question for students to think about as they read this book: *How do you think the horses' problem with the geese will be solved?*



## DURING READING

Ask students to read the text independently. Encourage students to stop after every couple of pages to reflect on their reading and to think about what the horses are doing to solve their problem with the geese.

Observe and listen to students as they read the text noting their ability to analyze words ending in “ed” into chunks.

Encourage students who finish early to reread the entire story independently or with a partner.



## AFTER READING

### Inferring

After students have completed their reading, direct their attention to the T-chart. Record students’ responses to questions about the problems and solutions in the story under the appropriate heading on the chart. Ask, *Did putting the crocodile in the pond solve the horses’ problem with the geese?* (No, the geese climbed onto the crocodile and sunned themselves.) *What was the horses’ solution to this problem?* (They put a horn on the crocodile’s back to scare the geese when they stepped on it.) *What was the next problem?* (The geese were not afraid of the horn’s honk. They thought the sound was made by other geese and honked in response.) *What was the horses’ solution to this problem?* (The horses decided to scare the geese themselves.) *How was the problem in the story solved? Who solved the problem?*

### Synthesizing

Have students retell the story to a partner. Once they have retold the story have them try telling it from the geese’s perspective. Students could share their retelling with the group.

### Word solving and building

Ask students if they found any words challenging during their reading and how they were able to figure them out. Use your diagnostic observations to discuss challenges with the students. Point out positive reading strategies that you observed during the lesson. For example, *I noticed that when Carlo came to the words with “ed” endings in the story, he looked for the part of the word he knew and then added on the sound for the “ed” ending.*

**ESL Note:** Find all the pluralized nouns in the story and explain to students the use of singular and plural nouns. Create a chart and have students fill in the plural of each word (e.g., use horse, gosling, rider, etc.).

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

## Focused Follow-up

The following activities are optional. Choose those that best meet your students’ needs.

### *Trouble with Geese Again*

### Inferring

Discuss with students what might happen next year at Goose Pond Stables when the geese return. Ask, *What problem might the geese cause for the horses? What might the horses do? What other problems might the geese cause at Goose Pond Stables? How might these problems be solved?* Have students use the discussion ideas to tell a new story to a partner about the trouble with geese.

## Synthesizing

### ***Problems and Solutions***

Using the BLM have students summarize the story. Have them complete the Problem box by writing and/or drawing about the main problem in the story. Then have them complete the Resolution box by writing and/or drawing about how the problem was resolved in the story. Finally, ask them to complete the Event #1 and Event #2 boxes by writing and/or drawing two events that happened in the story.

### ***Keep Off the...***

Have students create a sign to keep the geese off the horse path at Goose Pond Stables.

### ***Action Words***

Have students look through the story for five to ten action words that end in “ed.” Ask students to print each word on a piece of paper, highlight the “ed” ending, and draw an illustration for the action word. Finally, have students cut the words and illustrations apart. Students can use the cut-up words and pictures to play a matching game either independently or with a partner.

## Word solving and building

### ***Evaluating Opinions***

## Evaluating

Ask students to consider the two questions at the top of the BLM and to discuss the opinions the groups of characters have about each other. The students can take the parts of the horses and the geese and present their opinions taking roles as these characters. Following the discussion, ask students to cut up the opinions on the BLM and match them to the appropriate questions. They may want to write extra opinions.

# Problems and Solutions

Name: \_\_\_\_\_

<p>Problem</p>	<p>Event #1</p>
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<p>Event #2</p>	<p>Resolution</p>
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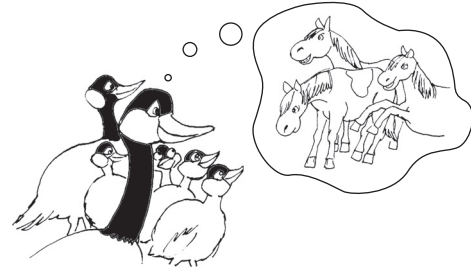
# Evaluating Opinions

Name: \_\_\_\_\_

What do the horses think about the geese?



What do the geese think about the horses?



✂

Those horses and riders are dangerous.  
They try to ride over our babies!

✂

We hope those mean geese never come  
back here because we want our riders to  
have fun.

✂

The geese don't read signs and we can't  
scare them away. They don't listen!

✂

Maybe they like us now. They have  
been kind and given us a honking horn.  
We think we'll come back next year.