



RedRover Readers Program and Forest School Partnership

GRADE(S): PRE-K-3 **SEL ALIGNMENT:** Self-awareness; Social Awareness; Responsible decision-making; Managing emotions

TEACHING GUIDE

GOOSE'S STORY

Written by Cari Best | Illustrated by Holly Meade

TIME: 35 minutes (reading and discussion - 15; activity - 10)

MATERIALS: Goose's Story book

KEY CONCEPTS:

- Kindness to everyone even when they are different.
- Limb difference.
- Encouragement.
- Leaving wild animals alone.

Land acknowledgment: You may want to do a land acknowledgment before this reading and lesson to determine what land you are on. [Native-land.ca](https://native-land.ca) is an app to help map Indigenous territories, treaties, and languages.

BEFORE READING: As a group, discuss the following topics.

- Show the cover of the book and ask, what do you think this story will be about? Ask the children to make predictions about the story.
- What does encouragement mean? (giving someone hope, support, or confidence)
- What is one goose called? A goose. What is more than one goose called? Geese. What are baby geese called? Goslings. What sound do geese make? (honking)
- What does belonging mean? What is belonging? (the feeling of fitting in and being accepted into a group or space)

DURING READING:

- On the page where the girl first sees the goose's foot, re-read the words "My heart was thumping so loud, I'm sure she could hear it. Oh goose, what happened to you?" ask, How do you think the girl feels in this picture when she discovered the goose had a hurt foot? Why do you think that?
- On the page where the girl is balancing on one foot, ask, "What is happening in the story?"
- On the next page, What behaviors do you notice the geese doing in the pond? How do geese spend their time?
- Why did the girl think the geese were mean? How do you think the goose without the foot felt? (lonely? Without friends?)



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DURING READING CONTINUED:

- On page 56 where the girl's mother says, "...the wild goose needs to learn to live with her weakness or she won't live at all." Ask: Why do you think the girl's mom tells her to leave the goose alone? How do you think the goose feels now? Discuss with the children the beautiful power we have that can make others feel included (sense of belongingness). Also, discuss the ways we can encourage others to accomplish their dreams (cooperative and collective learning).
- On the page that says, "I wish she would stay and I wish she would go." Ask: What do you think the little girl means by that? (Possible answers: she wishes the goose feels better and well enough to fly away, but also wants the goose to stay because she likes it.)
- On page 66 it says, "I'm the first in my family to spot the red-breasted robin." Ask: What do you notice is happening in the storyline? What do these changes (return of the robin, smell of onion grass, warm sun) mean? (Seasons are changing. It was winter and snowing and now it is spring. The cycle of life continues.)
- How do Henry and the girl know the geese are coming? (Possible answer: They can hear the geese honking). Ask, have you ever heard geese honking as they fly by?
- How does it make you feel to see that the goose with one foot has a family at the end of the story?

AFTER READING:

- What encouragement does the little girl give the goose? (Be strong, atta girl, cheering her on, come on goose.) How can we be that support for ourselves? In what ways can we be that support for others?
- Return to the page that says, "It's really you goose! It's really you!" Ask: How do you think the girl feels in this picture? Why do you think she feels that way? How do you think the goose might feel in this picture?
- Why do you think the goose comes back to the pond the next spring?
- How did the goose's injury change its life?
- At the end of the story, the goose is shown with another goose and little goslings living a life just like all of the other geese. How might this ending have been different if the girl had done more (or less) to help the goose and the goose hadn't learned on its own to be a goose with one foot?
- What choices did the little girl make? How did her actions (or inaction) help the goose?
- What is belonging? Where do you find belonging? How do we create belonging? How can we as a group foster belonging? What things can we say to each other when one of us is feeling down? How did the girl help the goose feel like belonging?



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EXTENSION ACTIVITIES:

- Listening to the world around us. Henry and the girl knew the geese were coming because they heard the geese honking. What are some other bird calls or animal sounds that we have heard? (Pause and wait for answers then ask everyone to put their hand to their ear and listen.) Ask: What do you hear right now?
- Tell Goose's Story in your own words. Make up what you think happened to the goose's foot. Invite children to draw or write what they think happened to the goose's foot to injure it. Was the goose bitten by a large animal? Did a plastic wrapper cut off the circulation to the goose's foot? Encourage students to come up with their own stories and invite everyone to share who would like to. If stories of plastic and trash come up, ask: What can humans do to help animals like geese stay safe? Make sure to cut plastic soda rings so no animals get stuck in them, etc.
- Balance. Ask students to balance on one foot. Hold their balance for five seconds. Imagine how it would feel to have only one foot. Ask the children: What if you had only one foot? How would that change what you do and how you do it? Balance can be when we try to stabilize and not fall over and it can also mean when different elements are equal. Discuss how we can balance our efforts to not take too much from nature and to help nature thrive. Not using too much plastic, minimizing trash and waste, being responsible where we put our waste, composting our food waste, saving water, etc. Discuss what responsibilities humans have to help animals. Discuss how nature meets our basic needs. What can we do to take care of nature?

AT THE END OF THE LESSON: Ask students to reflect on these questions.

- How did you feel about today's book and discussion?
- What did you learn that you didn't already know?

DON'T FORGET TO REPORT YOUR READING:

RedRover.org/reportreadings