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| “Flying South” | Grade: 4 | Kelsey McIntosh |
|  | Actions | Setup/Materials |
| Engage | Review book: (2 minutes)   * What animals are flying south? * Who did the geese meet? Where is flamingo going? | Students sit in their desks  Use flashcards to review vocabulary |
| Explore | Read Aloud (10 minutes)   * Students read flamingo’s part, Teacher reads the other parts. Start p.18 * Teach students vocab word, flock. Have one volunteer come up and be the lone flamingo, have 4-5 students be a flock of geese. **“How many are there in each group?”** Start taking one person away from the geese group until only 1 person is left. **“Is it still a flock?”** Answer: yes until only one is left. * Pause after page 20, 21, 22 and ask “**What does flamingo say about \_\_\_ compared to Rio?**” * Read last few pages electronically. At last page ask: “**Which duck is the most colourful?**”   Check for understanding: (1 min)  “Why did the geese decide to go to Rio? What did flamingo say about it to make them want to go there?”  -Elicit responses of “more/most”  -write responses on board  Create a template: (5 minutes)  “**What are some sentences from the story with more in them? Or made up sentences.**”  -write student responses on the board. Analyze them to get:  *Noun* is **more** *adjective* **than** *noun*  “**What are some sentences from the story with most in them? Or students’ own.**”  -write student responses on the board. Analyze them to get:  *Noun* is the **most** *adjective* | “Flying South” Book for every student, and a copy for teacher  Hold up flashcards for new vocab words  Chalk, blackboard |
| Consolidate | Survey (15 minutes)  Ask students “**What places did flamingo compare Rio to?”**  -write responses on board (should include Holland, Miami, and Sydney) and Rio on board.  “**What can you do in each place?”**  -Show a slideshow with pictures of each place (first: Rio and Holland, then: Sydney and Miami)  -write responses of what students say they see below the places on the board.  Vote: “**Which place is the most (relaxing) fun?”**  -Compare the 1st set of places (Rio and Holland) and vote which place is **more fun?** Record number on board.  **-**Write on the board: \_\_\_\_\_ is more fun than \_\_\_. Have students repeat saying the sentence  -Then compare the 2nd set of places (Sydney and Miami) and vote which place is **more fun?** Record number on board  **-**Write on the board: \_\_\_\_\_ is more fun than \_\_\_. Have students repeat saying the sentence  -Ask for each place individually and let students put up their hands (can get some to say their response in a full sentence using “most”)  -Record the number of votes for each place on the board  -Have students look at the numbers for all 4 places. Ask: “**Which place is the most fun?”**  **-**Write on the board: \_\_\_\_\_ is the most fun. Have students repeat saying the sentence  -Ask: “**How many people think \_\_\_\_ is the most relaxing?”** Elicit: Students answer in full sentence  Analyze the results:  -have students help order the places from most to least fun  -“**What can we say about *place* and *place*?**”  Elicit: ….more relaxing than… | Chalk, chalkboard  Students can come up to write or draw responses/vote results on the board  Can have student volunteers to count votes |