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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 desksUse 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 boardCreate 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 teacherHold up flashcards for new vocab wordsChalk, 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 sentenceAnalyze 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, chalkboardStudents can come up to write or draw responses/vote results on the boardCan have student volunteers to count votes |