



Lonely Without a Flock

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Grade Level: PK–3

GRL: D

Lexile: 410L

Subject: Character Education

Genre: Beginning Reader,
Fiction

Vocabulary Words: *flock, goose, lonely, phoenix*

Key Idea: Can Phoenix and Goose make a flock that's all their own?

Standards Addressed: RL.K Reading Literature

1. Before Reading

Build Background/Access Prior Knowledge

Students can make predictions by looking at the cover of the book and book title. Have them discuss what they see and what they think the book is going to be about.

Another great idea is to complete a Word Chart: Context and Connection to explore students' understanding of the word *lonely*. (See page 5 of this *Teacher Note*.)

Introduce Vocabulary

The goal is for students to identify and define common words and sort them into basic categories (e.g., colors, shapes, food).

Students will be able to relate new vocabulary to prior knowledge and be able to use the vocabulary in their daily lives.

flock: A group of animals of one type that live, travel, and feed together, especially birds.

goose: A large waterbird with a long neck, short legs, and webbed feet.

lonely: A feeling of missing the company and friendship of other people.

phoenix: An ancient, make-believe bird that can burn and then come back to life from the ashes.

Introduce the Genre

You can tell this story is fiction because it is about made-up characters and their adventures. The illustrations are drawings of animals and places that are not real.

Establish a Purpose for Reading

We will read to find out how Goose and Phoenix can help each other not feel lonely.

2. During Reading

Check for understanding by asking students questions:

- Why do the animals like to watch Phoenix fly?
- Look at page 5. How does Goose feel?
- What does being lonely feel like?
- Why do the animals like to play games with Phoenix?
- Look at page 9. How does Goose feel?
- What does Goose have that Phoenix does not?
- Why doesn't Phoenix have a flock?
- What does Goose ask Phoenix?
- What can you tell about Goose from his invitation to Phoenix?
- How do Goose and Phoenix help each other?

Have students draw on prior knowledge, as well as the book, to answer the questions. You may wish to share the following extension. After reading the story, show students how to flap their “wings” far out to their sides to pretend to be Phoenix and close to their bodies to pretend to be Goose. Then, read statements aloud. For each one, ask students to flap their wings like Phoenix or like Goose to show who would say or think it. Use these statements: *No one wants to watch me fly. I am good at lots of games. I feel lonely. I wish I had a family of my own. I wonder why he does not come over and play games with us. I wonder if he would like to come to our picnic. I do not feel lonely anymore.* Ask students to contribute more things the two birds might say or think.

Model good reading by stopping and thinking aloud about what you read. Have students describe the pictures. What is happening in each one? Keeping students engaged throughout the story ensures reading comprehension.

3. After Reading

- Recall main ideas and details from the text.
- Identify the author's purpose for the fiction text.
- Students can summarize what they learned.
- Students can choose to read additional stories about friendship.

Follow-Up Lessons:

- Let students act out the story in pairs. What facial expressions, tone of voice, and body positions best portray Phoenix? What changes are needed to portray Goose?
- Brainstorm and list things to say to friends who are feeling lonely. Ask students to choose one, write it on drawing paper, and illustrate it with Phoenix and Goose.
- Ask students to draw and write on an Event Map graphic organizer to help them think about when Goose asked Phoenix to come to the picnic. (See page 6 of this *Teacher Note*.)

Small Group/Partner Activities:

- Reread the story.
- Use choral reading.
- Students can ask questions about the story.

Phonics:

- Ask students to identify and spell words from the text that have short and long vowel sounds. (Meets standards RF.1.2.A, RF.2.3.A)
- Ask students to identify initial, medial vowel, and final phonemes in consonant-vowel-consonant words and other single-syllable words. (Meets standards RF.K.2.D, RF.1.2.C)

Writing:

- Write about things you are grateful to be or have.
- Students can write and illustrate sentences that use the vocabulary words.

4. ESE/SWD

- Use diagrams, graphics, and pictures to enhance spoken information.
- Provide hands-on materials such as props and manipulatives.
- Help students decode multisyllabic words such as *different* and *picnic*.
- Match sight word cards to words in the story.

Have students create flashcards with the vocabulary words. Pair the students to review and read the flashcards together. Have students write the words on paper.

5. ELL/ESOL

- Use visuals to represent spoken words.
- Speak slowly and enunciate words clearly.
- Be mindful of your gestures and facial expressions to make sure they support understanding.
- Share background knowledge about different kinds of birds, what they look like, and what they are called.
- Find and share internet videos that will help students understand the meanings of *picnic*, *flock*, and other words.
- Have fun acting out the meanings of *cheer*, *fly*, and other words.
- Invite students to describe the people in their “flock.”
- Use repetition to help students remember. Consistently repeat explanations, examples, and connections that help students understand.



NEW Digital Read-Alongs With Audio and Word Highlighting

Tips for Teachers

- Connect to your SMART Board or projector for teacher and student interaction.
- Read aloud together standing up.
- Highlight, underline, and circle information (e.g., sight words, phonics, vocabulary).
- For each page, have a student be in charge of pointing to each highlighted word as it is read.
- Play “I Spy” and have students find sight words, phonics patterns, vocabulary words, punctuation, etc.
- Use with ELL/SWD as a center to listen and then practice reading for fluency.
- Share with parents at home so students can practice reading.

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