

Mother Goose Bruce

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Ages: 5-8; Grades: K-3

Themes: Animals, Family, Humor

SUMMARY

Bruce the bear loves to cook. He especially loves to cook and eat eggs, so he is delighted when he comes across a recipe for hard-boiled goose eggs drizzled with honey-salmon sauce. However, it is an unwelcome surprise when the goose eggs hatch before he can boil them. Before he can blink an eye, Bruce has become Mother Bruce. Try as he might to rid himself of his unwanted charges, Bruce cannot escape, and when it comes time for winter migration he has to get really creative. Children and adults will chuckle at Bruce's grumpy attitude and reluctant attachment to his flock of goslings.

Common Core State Standards Connections:

CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-Literacy.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

OBJECTIVES

- Students will discuss taking care of others and make text-to-self connections.
- Students will research how different animals get ready for winter and complete a shared writing piece.
- Students will analyze character feelings and identify how the character changes in the story.

BEFORE VIEWING ACTIVITIES

Discuss taking care of others. Guiding questions:

- How do parents take care of their babies? What changes as babies grow up? How do parents take care of bigger children?
- How do animals take care of their babies?
- Have you ever helped to take care of a person or an animal? Who? What did you do to help?

Tell students that they are going to watch a funny movie about a bear named Bruce that finds himself in charge of some baby geese, but he doesn't want them! Encourage students to watch and listen for ways that Bruce tries to take care of the geese and give them what they need.

Have students draw a picture that shows what different animals do during the winter. Give students the opportunity to present their drawings and explain what is happening. Highlight any drawings of hibernating and migrating animals. Guiding questions:

- How do animals survive in the winter?
- Do you know what bears do in the winter?
- How does hibernation help bears?
- What other animals hibernate?
- Do you know what geese and other birds do in the winter?
- How does migration help birds?
- What other animals migrate?

Wrap-up the discussion by encouraging students to pay attention to how Bruce tries to help the geese migrate. Challenge them to think about why Bruce wants the geese to migrate - is it because that's what geese are supposed to do, or does he have another reason?

AFTER VIEWING ACTIVITIES

Discuss Bruce's feelings about taking care of the goslings. Encourage students to use details from the text and to make text-to-self connections. Guiding questions:

- How did Bruce feel when he first saw that the eggs had hatched? What in the story makes you think that?
 - What did Bruce do to take care of the goslings once he knew that they weren't going away? How did he feel about taking care of the goslings? What in the story makes you think that?
 - How did the author make the goslings seem like human babies? Have you had any of the experiences that Bruce had with younger siblings, cousins, or friends?
 - Why do you think Bruce tried to get the geese to fly south? What in the story makes you think that?
 - What happened at the end of the story? How did Bruce's feelings towards the geese change? What caused his feelings to change?
- Encourage students to actively listen to each other and build on each other's answers. The following discussion frames may be helpful:
- I agree/disagree with _____ because...
 - I'd like to elaborate on _____'s comment...

- I understand what _____ is saying, and...
- _____'s comment supports the idea that...

Wrap-up the discussion by having students draw a picture of Bruce and write one sentence using the frame: Bruce changed in the story because in the beginning he felt _____ and at the end he felt _____. He changed because _____. (CCRA.R.1; CCRA.R.3; CCRA.SL.1; CCRA.SL.2)

Conduct research as a class on how different animals survive in the winter. Use nonfiction books, the internet, and multi-media to present the information. Provide students with graphic organizers on which to record one fact about each animal that you read about. Discuss ways that animals are similar and different in their preparations for winter. Culminate the research with a shared writing activity in which you work with students to synthesize their learning in a book, "Winter's Coming!" After you have written the text (in front of students, with their input), make a copy of the book for each child to illustrate and practice reading for fluency. (CCRA.R.9; CCRA.W.7)

Make a lifecycle matching game. On index cards, draw the stages of a goose's lifecycle. On separate cards, write simple sentences that describe each picture. Attach pieces of Velcro to the back of each card. Then, draw a large circular flowchart on a piece of poster board or chart paper. For each stage of the lifecycle, draw a space for the picture card and description card. Attach a piece of Velcro in each spot, so that the index cards can be stuck onto the appropriate parts. To play:

- Students turn all cards upside down.
- The first student selects a card, he or she reads or shows it to the group and together they decide where to place it on the lifecycle chart.
- The process is repeated, each student taking a turn, until the lifecycle chart is complete with picture and description cards matching in the correct spaces.

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