

# Fly Away Home

**Grades 4-6**

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## Expectations

### Language:

The students will:

- use language effectively to communicate their ideas, clarify their points of view, and respond to the views of others.
- use a wide range of media texts as sources of information.
- compare the ways in which different media present the same topic or story.

### Science and Technology:

The students will:

- describe the properties of living and non-living things and relate them to form and function in natural and human-made environments.
- describe cycles found in the world and explain their significance.
- describe environmental cause-and-effect relationships that occur on regional and global scales, explain how and why they occur, and suggest possible solutions to environmental problems.
- describe some natural functions that occur in their local bioregion.
- gather information from various sources, make decisions based on the information, and communicate decisions, using appropriate methods.
- evaluate ways in which living things are used/treated in society.
- assess environmental problems in the school or community and prepare and implement an action plan to address them.

### Arts:

The students will:

- select appropriate materials and use them effectively to produce work in the arts.
- select and use appropriate techniques to communicate in the arts through polished work.

### Self and Society:

The students will:

- use advocacy skills to promote environmental awareness in the school and community.
- present a case for a particular position on a local, national or global issue, basing the case on research.
- engage in, and describe their responses to, recreational activities in natural environments.
- analyse the interconnectedness among natural and human-made aspects of a system or process, and, suggest ways in which changes to any aspect will affect the other aspects.
- use a wide range of forms and media to report on research.



## Discussion Questions

### Chapters 1 to 5:

1. What was Amy's immediate reaction to her father's house?
2. What were Amy's feelings as she watched her father fly for the first time?
3. Why did Thomas have a space ship in the barn?
4. How do you think Thomas feels around Amy?
5. What was Amy's first reaction to Susan?
6. What happened to the marsh?
7. Why didn't Amy want to go to school?
8. How did Amy incubate the eggs?
9. Why did Amy choose to care for the eggs?
10. Describe Amy's feelings when the eggs hatched.

### Chapters 6 to 10:

1. Describe the work involved in caring for sixteen goslings.
2. Why was Glen going to clip the goslings' wings?
3. Describe the Aldens' reaction to Glen's action.
4. How did Amy and Susan become friends?
5. What is imprinting?
6. Describe Thomas' plan to migrate the geese south.
7. Why didn't Thomas' plan work?
8. Describe Amy's first flight.
9. Describe Thomas' reaction to Amy's first flight.

### Chapters 11 to 15

1. Describe Thomas' new plan.
2. Describe Susan's reaction to Thomas' plan.
3. How did Thomas pay for Amy's aircraft?
4. Describe Amy's flying lessons with her dad.
5. How was school different for Amy in the fall?
6. Where were the Aldens going to take the geese?
7. Why did they have to be there by November 1?

### Chapters 16 to 20:

1. Describe the great goose escape.
2. Why did Thomas and Amy have to land at an air force base?
3. How did the Aldens and their geese become famous?
4. How was Igor migrating?
5. How did the Aldens lose their geese?
6. Why had Amy's parents separated and how did Thomas feel about that?
7. How did they find their geese again?
8. What happened to Thomas?
9. Why couldn't Thomas finish the migration?
10. Describe Amy's final solo flight with the geese.



## Language Activity One

### A Birdsearch (Wordsearch) Puzzle

How many feathered friends can you spot on the wing?



GROUSE

PLOVER

BOBWHITE

SPARROW

PEREGRIN

SHRIKE

WHOOPING CRANE

RUDDY DUCK

KING RAIL

HAWK

HARLEQUIN DUCK

WARBLER

TRUMPETER SWAN

GODWIT

FLY-CATCHER

CURLEW

SPOTTED OWL



## Language Activity Two

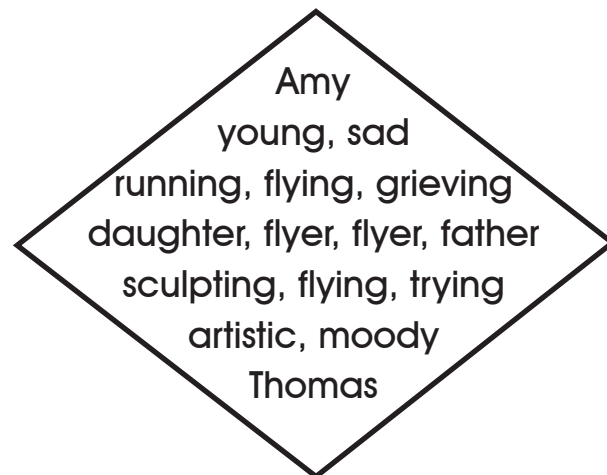
### Diamante Poem

A diamante poem is a shape poem. In a diamante poem, the words are arranged to form a diamond shape.

To make a diamante poem, first you must choose two people. Once you have chosen whom you would like to write about, think of two adjectives for each person that you feel best describes those people. Now think of three actions for each person that you associate with those people. Finally, think of two nouns for each person that go with those people.

Arrange the words you have come up with in the manner where the names of the two people form the points of the diamond. The adjectives go right up close to the person they describe. Then come three verbs for each and the four nouns share the centre line together.

Below is a diamante poem written for Amy and Thomas. Study it to see how it is constructed.



Now make up one of your own either for characters from literature or for yourself and a friend. Maybe you would like to do one for your father and mother or for two of your favorite sports or T.V. stars.

Do your poem in rough draft first, recopy it neatly (perhaps in colored pencils) onto diamond-shaped paper. Finally, mount your poem onto a diamond-shaped piece of construction paper and display.