



Title: Going Home

Author: Marianne Berkes

Illustrator: Jennifer DiRubbio

Age Range: 7-9

Topics/Themes: Migration, animal survival, instinct

Items Needed: **Globe**

See video of this book read aloud here: [Going Home](#)

I. INTRODUCTION (PREP QUESTIONS)

- Use the title to predict what the story is about. Ask students if they know what *migration* is, or what it means when an animal *migrates*. Using the think-aloud strategy, ask: I wonder why the title says home? Why does it say mystery of animal migration? Have students suggest reasons.

II. INTEGRATIVE STRATEGIES

During Reading:

- Read p. 1 aloud to the students. Ask what they notice about the text (poem). Remind students that many poems have rhyming patterns but that not all do. Ask them to decide about this first poem and which words rhyme. Also have students decide whether the author chose first-person (the narrator is part of the story) or third person (the narrator is not part of the story) and have them tell how they know (words like we, us). Also have them decide who is narrating (the animals).
- Continue reading the book aloud, reading both the poetry and text portions. Include The Mystery of Migration on p. 24.

Post Reading:

- Revisit p. 1. It says “It’s time for us to travel on, It’s something we just know.” What do these mean? Discuss instinct and what it means (untaught behavior). Share some common examples with students such as smiling, laughing, crying, etc.
- Have students define urge on p. 1, using context clues.
- Have students identify 3 reasons given in the poem on p. 1 for migration (food, mate, weather).
- Reread p. 2 and have students decide the migration reason (eggs). Reread p. 3 and include information from p. 25 that indicates they will be out in the ocean for about 20 years before the female will swim thousands of miles back to the beach of birth. Have students share their thoughts.
- Read p. 4 and have students decide migration reason (warmth).
- Reread p. 7 and have students decide migration reason (warmth).
- Reread p. 8 and have students decide migration reason (eggs).
- Reread p. 11 and have students decide migration reason (eggs). Help students understand the salmon go from fresh to salty and then back to fresh where they were born.
- Reread p. 13, emphasizing the “V” formation. Help students understand by having them compare going through underwater with their arms in a “V” compared to dragging their straight arms sideways underwater.
- Reread p. 15 and have students decide migration reason (give birth in warm waters).

- Reread p. 17 and have students decide migration reason (birth).
- Reread p. 18 and have students decide migration reason (constant daylight). Discuss the 20,000 mile migration.
- Reread p. 20 and have students decide migration reason (eggs).
- Reread p. 22. Discuss migration reasons and the significance of “Our genius is to know the way, And yours to wonder, ‘How’?”.
- Study map on pp. 22-23, pointing out text features of different colors to show routes. Use globe to illustrate some of them.
- Have students share which animals amazed them and why. Ask students what they think the author’s reason was for writing this book?