



Discuss with children what the baby goose might have written in his diary that night. The children can pretend to be the baby goose and write their own diary entry. The diary entry could be shared with a friend/partner.

Have the children pretend to be goslings while playing "What's the time, Mr Wolf". Perhaps the teacher could be Mr Wolf.

Invite a police officer to the classroom to speak to the children about stranger danger. As a class, list points discussed and make a class poster to hang up in room.

Suggest to children that while on his way to pick nuts for the baby goose, Wolf invites some of his wolf friends over to share his Sunday roast goose dinner. But as in the story, he falls asleep and the baby goose escapes. On Sunday his friends arrive, but there is no goose dinner. What does Wolf tell his friends? Does he tell them the truth about falling asleep from exhaustion? Or is he too embarrassed and decides to lie instead? Have the children write about what Wolf might have told his friends.

Ask the children how the illustrator has shown Wolf's feelings throughout the story, for example, through facial expressions and body language. What are the various feelings Wolf experiences? Ask the children if they think the baby goose's mother looks like a "nice fat, juicy goose". Suggest that when Wolf woke up, a frog teased him about being asleep while a nice, fat juicy goose walked past him. How does Wolf feel? Angry? Hungry? Or just plain tired again at the thought of another goose! Have the children draw a picture showing how Wolf feels.

Using books and computer resources, research wolves and geese.

Children could write and illustrate a story about "Wolf's Sunday Breakfast", or "The Three Little Geese and the Big Bad Wolf".

Create as a class, a big book about two Australian animals in a similar situation as Wolf and the baby goose. Once the text has been completed, small groups of children are responsible for illustrating a page and adding appropriate text to that page.

