

Teacher Edition

Shut In the Barn



alphakids

Written by Jenny Feely

Illustrated by Marjory Gardner



Horwitz Education
A Division of Horwitz
Publications Pty Ltd
55 Chandos Street
St Leonards NSW 2065
Australia

Horwitz Gardner
Education
Unit 53, Cressex
Enterprise Park
Lincoln Road
High Wycombe,
Bucks, HP12 3RL,
United Kingdom

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Developed by
Eleanor Curtain Publishing
Text: Jenny Feely
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
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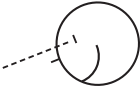
How to use this book

Before reading: Talkthrough




Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- Direct speech used throughout
- Range of words used to indicate 'said':

argued, snorted, sobbed, cried, grunted, roared

Vocabulary

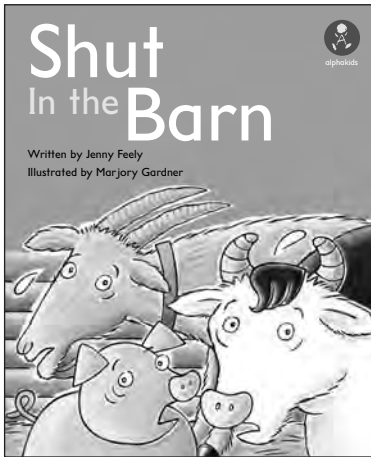
argued, snorted, sobbed, cried, grunted, roared

Setting the context

Ask: *Have you ever seen people arguing about who is the best? What sort of things do they say? Do they ever agree about who is the best? Is this a smart thing to argue about?*

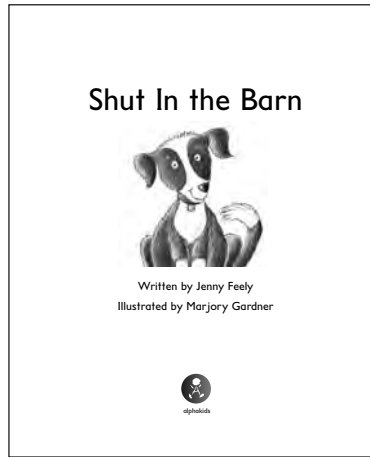
Introducing the book

This book is called 'Shut In the Barn'. It is about four animals that lived together on a farm. Three of the animals were always arguing. They would argue about anything. But the dog never joined in these arguments.



Front cover

What do you notice about the goat, pig and bull? What kind of characters do you think they will be?



Title page

What do you notice about the dog? What kind of character do you think he will be? Point out the names of the author and illustrator.



Talkthrough

What does this illustration tell you about the animals that lived on this farm?

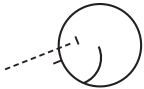
The pig, goat and bull were always arguing. What do you think they argued about?

Model some of the language of the text.

Mostly the animals argued about who was the best.

What do you think the pig would say? What about the goat?

Or the bull? What might the dog say?



Observe and support

Does the child pay attention to the punctuation to support expressive reading? Point to the speech marks.

What do these show? How might your voice sound to show that the bull is talking?

Once upon a time
there was a goat, a bull,
a pig and a dog.
All day long the goat, the bull
and the pig argued.

The goat would say,
'It is hot today.'

Then the pig argued,
'It was hotter yesterday.'

And the bull argued,
'It was hotter last week.'



But most of all they argued about
who was the best on the farm.

'Goats are the best,' said the goat.

'No they're not! Pigs are the best,'
said the pig.

'No they're not! Bulls are the best,'
said the bull.

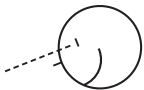
The dog didn't say anything.
He just looked and listened.





Talkthrough

Then one day the animals had a big problem. The farmer slept in and didn't come to let them out of the barn. What do you think the bull will say? What about the pig and goat? Point out words that may cause difficulty: terrible, awful, snorted, disaster.



Observe and support

Can the child use their knowledge of letter/sound relationships to support their reading?

If the child cannot read the word 'disaster' help them to use various strategies:

What letter does that word start with? What sound might it make? Can you think of a word that starts with 'd' that would fit there?

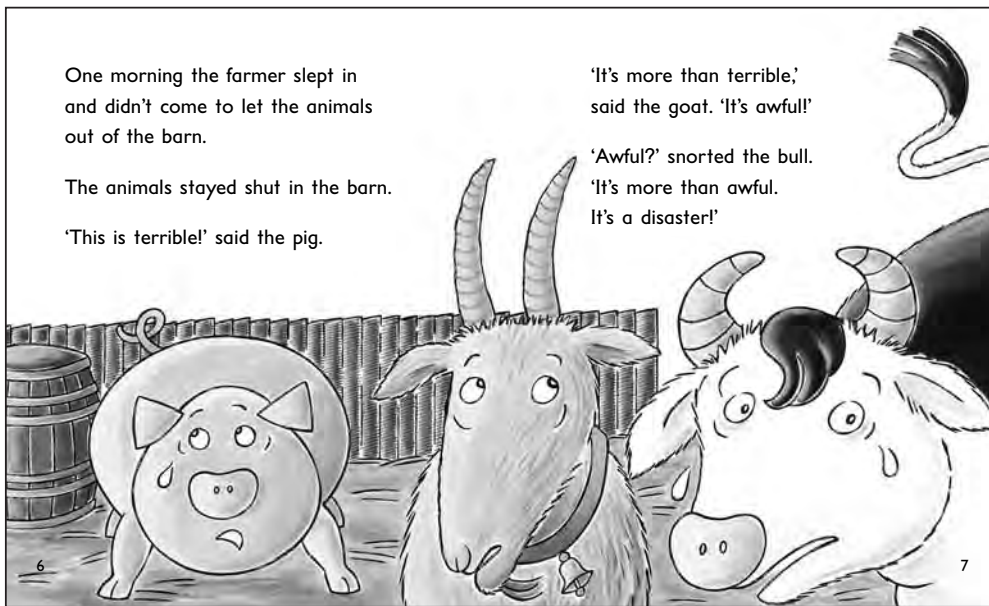
One morning the farmer slept in
and didn't come to let the animals
out of the barn.

The animals stayed shut in the barn.

'This is terrible!' said the pig.

'It's more than terrible,'
said the goat. 'It's awful!'

'Awful?' snorted the bull.
'It's more than awful.
It's a disaster!'



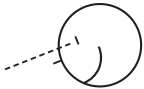


Talkthrough

Read the text and look at the illustrations on pages 8–10.
How does the pig try to open the door? How does the goat try to open the door? What does the bull do?

Look at the illustration on page 11.

What does the illustration tell us about how the animals are feeling? Do you think they are still arguing?



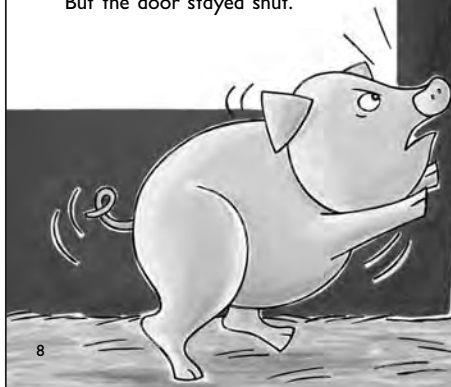
Observe and support

Does the child use a range of strategies to work out new vocabulary?

How did you work out the word ‘forever’? Can you see some words you know in ‘forever’?

'Out of my way!' said the pig.
'I will get us out.'

He shoved and pushed
the door of the barn.
But the door stayed shut.



'Stand back!' said the goat.
'I will get us out.'

He butted and bashed
the door of the barn.
But the door stayed shut.



'Stand back!' said the bull.
'I will get us out.'

He ran at the door
of the barn.
But the door stayed shut.



'What now?' sobbed the pig.

'We'll never get out!' cried the goat.

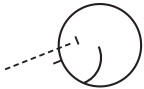
'We'll be stuck here forever!'
sobbed the bull.





Talkthrough

Then the dog got the animals to work together. The bull pushed the box, the goat slid the hay bale and the pig rolled the barrel over to the door. Why did the dog ask the other animals to do these things? How did that solve the problem?



Observe and support

Can the child understand the inferences in the text?
Why did the animals need to work together to solve the problem?

'I have an idea,' said the dog.
'Maybe we could work together.'

'Push that box over to the door, Bull.
Slide that hay bale over too, Goat.
Roll that barrel over as well, Pig.'

The animals did as the dog asked.

'Now we have some steps,'
said the dog.

The dog climbed up the steps
and lifted the latch with his nose.



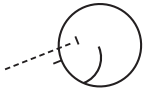


Talkthrough

The animals rushed out of the barn. What do you think they said when they got outside? Do you think they stopped trying to see who was the best? What would the bull say? What about the goat and the pig?

Turn the page.

What does the dog do and say?



Observe and support

Does the child search for a range of information on the page to support their reading?

When you looked at the illustrations before you read the page what were you looking for? How did that help you?

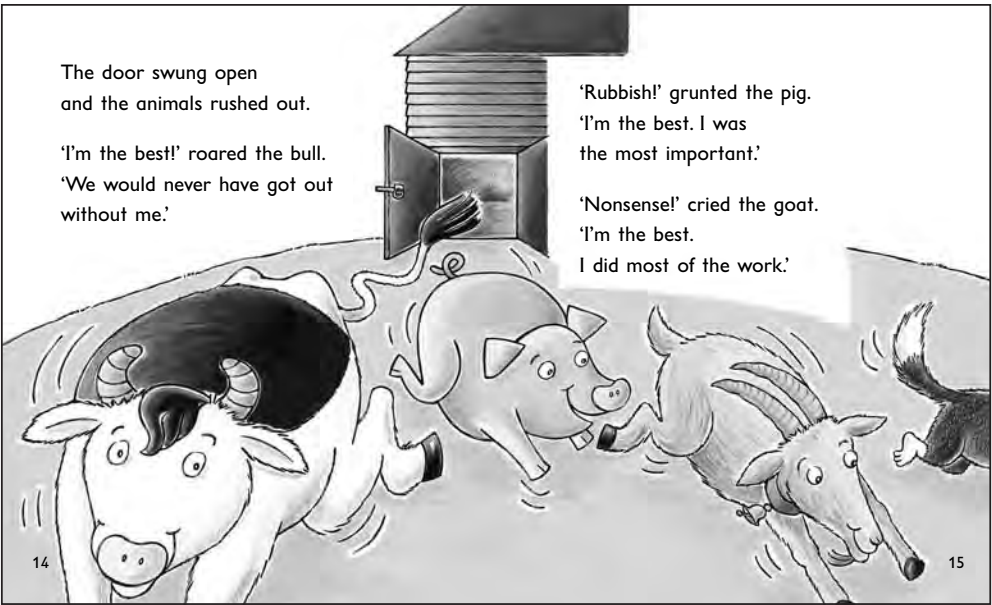
What else did you check?

The door swung open
and the animals rushed out.

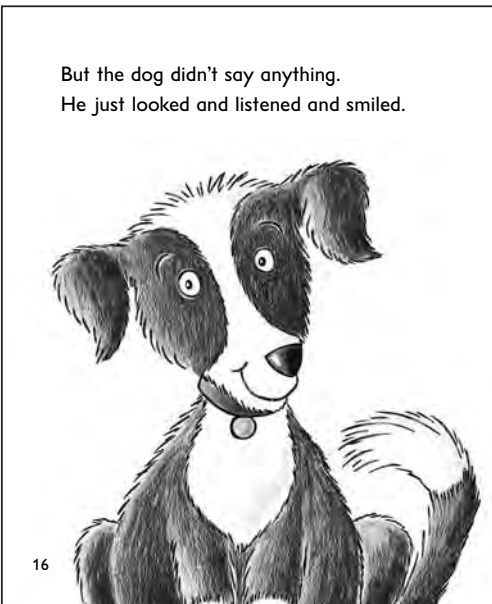
'I'm the best!' roared the bull.
'We would never have got out
without me.'

'Rubbish!' grunted the pig.
'I'm the best. I was
the most important.'

'Nonsense!' cried the goat.
'I'm the best.
I did most of the work.'



But the dog didn't say anything.
He just looked and listened and smiled.



Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:
Why couldn't the animals get out of the barn?

What did the animals need to do to get out of the barn?

Why did the dog smile and not say anything at the end of the book?

Why should people cooperate?

Being a code breaker

Children may like to explore the following language features:

- Suffix 'ed' as used throughout the book: argued, looked, listened, stayed, snorted, shoved, pushed, butted, asked, climbed, lifted, rushed, roared, grunted, cried, smiled.
- Contractions: didn't, they're, it's, we'll, I'm.
- Use of exclamation marks to emphasise direct speech.

Being a text user

What kind of book is this? How do you know?

Did you like reading this book?

Would you recommend it to anyone else? If so, who?

Being a text critic

The author shows that working together is more effective than trying to prove that you are better than everyone else.

Do you agree with this? Why?

Do people really cooperate to solve problems in real life? Can you give me an example of when you have seen people cooperating?

Responding to text



Write two sentences on the board:

'I am the best,' said the bull.

'I am the best!' roared the bull.

Have the children read the sentences expressively. Children could then write a range of sentences using words such as 'whispered', 'grunted', etc. to indicate how they are to be read.



Children could retell the story as a comic. Provide large sheets of paper folded into eighths to form the cells. Encourage the use of speech balloons to indicate conversation between the characters.



Children could make a reference list of alternative words for 'said'. These could be found

by browsing through 'Shut In the Barn' and other familiar texts.

Writing links

Shared writing

Discuss how words such as 'puffed' and 'sobbed' add to the text. Children could work in pairs to write a story showing how characters need to cooperate to solve a problem, e.g., a little boy's kite is stuck high up in a tree. Children could model their writing on 'Shut in the Barn'.

Independent writing

Children could write a conversation between themselves and another person using a range of words to indicate how each sentence was said.

Assessment

Can the child:

- Read the text expressively and fluently?
- Explain what the author is trying to say about cooperation?
- Identify several words with the suffix 'ed'?



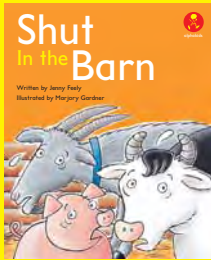
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Interpersonal relationships

Curriculum link: Health and Physical Education

Text type: Narrative

Reading level: 15

Word count: 368

Vocabulary: argued, snorted, sobbed, cried, grunted, roared

Possible literacy focus

Using direct speech to support fluent and expressive reading.

Understanding the author's point of view in relation to cooperation.

Understanding how the suffix 'ed' is used to indicate past tense.

Summary

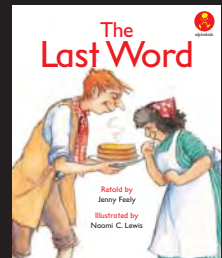
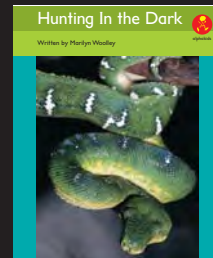
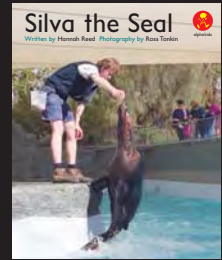
This book is a narrative about how four animals work together to solve their problem and get out of the barn.

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Other books at this level



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