

**Teacher Edition**



alphakids

# The Goat

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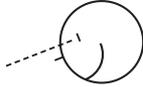
## How to use this book

### 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 the children by helping 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 children's reading should be minimal and focused on specified learning needs.

### 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 16 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

- New words are introduced and recur a number of times to enable the children to practise.
- Direct speech is used.

## Vocabulary

ate, eat, flowers, grass, goat, newspaper, okay, please, straw, watering can, win

## Setting the context

Have you ever seen a goat? What was it like? What did it do? What do goats like to eat? What do you think it would be like having a goat as a pet? Do you think a goat would be an easy pet to look after?

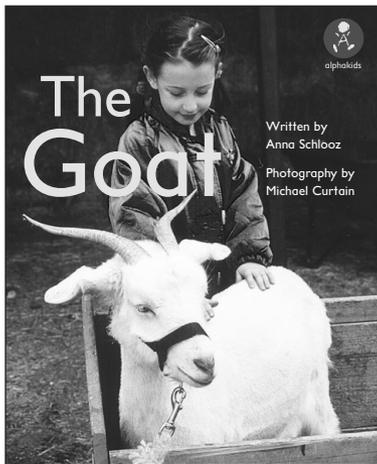
## Introducing the book

This book is about a goat that is supposed to eat the grass.

Turn through the book several pages at a time.

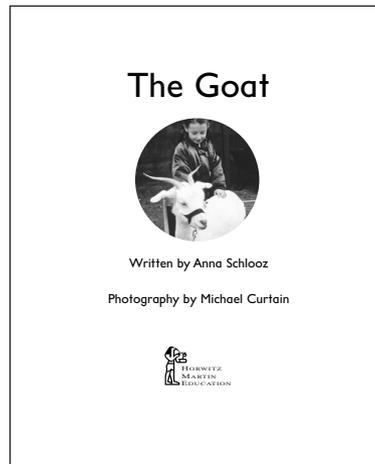
What do you think will happen in this book? Why do you think this? What do you think will happen next?'

Don't reveal the ending of the story. Save this element of surprise for the children to discover as they read the book.



## Front cover

Look at the front cover of the book. How do you think the girl gets along with her pet goat? What tells you this?



## Title page

Ask the children to read the title of the book. Point out the names of the author, photographer and publisher.

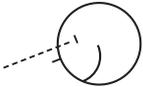


### **Talkthrough**

*The girl in the picture tells us the story about the goat. Her family has a pet goat that likes to eat and eat.*

*What do you think goats should eat?*

*What do you think the family would like their goat to eat?*



### **Observe and support**

*Can the children locate the high-frequency words: we, she, have, want?*

*Can you find the word 'have'? What does it start with? What helps you to remember this word?*



We have a goat.  
She likes to eat  
and eat and eat.

2



We have lots of grass.  
We want the goat  
to eat the grass.

3

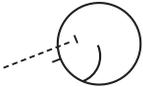


### **Talkthrough**

*Did the goat eat the grass? No, but it ate something else instead. What was it?*

Point to the quotation marks.

*What do these tell us? Yes, someone is talking. Who is it?*



### **Observe and support**

Do the children understand the text at a literal level?

*What did the goat eat?*



'Eat the grass,' I said.

4



But the goat ate  
the flowers.

5



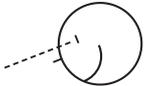
## **Talkthrough**

*How does the girl ask the goat to eat the grass this time?*

*How is this different to the last time she asked him, on page 4?*

*Does it work?*

*What did the goat eat instead of the grass?*



## **Observe and support**

*Can the children identify quotation marks and explain what they mean?*

*Can you show me the part where someone is talking? How did you know this?*



'Come and eat  
the grass,' I said.

6



But the goat ate  
the hat.

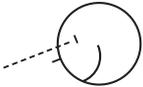
7



### **Talkthrough**

*What word did the girl say this time when she talked to the goat? Did it work?*

*Ask the children to point to the words 'eat' and 'ate'.  
What is the difference between these two words?*



### **Observe and support**

*Do the children scan the text for high-frequency words?  
Can you find the words 'eat' and 'ate'? What helped you to find  
these words in the text?*



'Please come and eat  
the grass,' I said.

8



But the goat ate  
the newspaper.

9



### **Talkthrough**

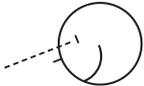
*Now she is pleading with the goat. Is the goat listening to her?*

*Point to the exclamation mark.*

*What does this mean? Why did the author use an exclamation mark here?*

*What did the goat eat this time?*

*Do you think it will ever eat the grass?*



### **Observe and support**

*Can the children read the text fluently?*

*Can you read this smoothly?*

*Assist the children by modelling fluent reading for them if necessary.*



'Please, please come and eat the grass!' I said.

10



But the goat ate the straw.

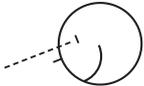
11



### **Talkthrough**

*How did she ask the goat this time? Do you think it made any difference?*

*Do you think the goat will ever eat any grass?*



### **Observe and support**

*Can the children understand the text at an inferential level?*

*Why doesn't the goat eat the grass when the girl tells it to?*



'Eat the grass!' I said.

12



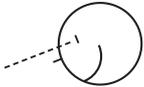
But the goat ate  
the watering can.

13



## Talkthrough

*Look at the picture of the girl. How do you think she is feeling about trying to get the goat to eat the grass?*



## Observe and support

Do the children use a variety of information sources when reading?

*How did you work out the word 'win'? What helped you to work it out? Is there another word you know that looks like this?*

*Why does the girl say, 'Okay. You win! Don't eat the grass!'?*

*What do you think the goat will do?*



'Okay.  
You win!'

14



'Don't eat the grass!'  
I said.

15



## Talkthrough

*Was your prediction right?*

*Why do you think the goat decided to eat the grass?*

*What do you think will happen next time the girl takes the goat out to feed her some grass?*



And then the goat ate  
the grass.

16



## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

*Why does the girl's family have a goat?*

*How would you describe this goat?*

*Did the girl mean it when she said 'Don't eat the grass!'?*

*Why does the goat eat the grass?*

### Being a code breaker

Explore the following language feature:

- The past and present tenses; for example, ate/eat.

### Being a text user

Refer to the text when discussing these questions:

*What sort of book is this?*

*How do you know?*

### Being a text critic

*Could this story be true? Why or why not?*

*Are all goats like this one?*

## Responding to text



Make stick puppets of the characters in the book and the different things the goat ate. Ask the children to work in cooperative groups to retell the story in a readers' theatre.



Ask the children to write a description of this goat. What does it look like? What does it like to do? What does it prefer to eat? Remind the children to use capital letters to begin sentences and full stops to end them.



Write the words 'goat' and 'eat' on the board. Ask the children to think of other words they know that rhyme with each word and that have the same spelling. Have the children work in pairs and make a list of words.

## Writing

Write some of the text from the book on the board. Point out the use of quotation marks. Ask the children to write their own sentences about what they might have said to the goat using quotation marks.

## Assessment

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Can the children:

- explain why the goat doesn't eat the grass when the girl tells it to?
- show where the girl is talking and explain how they know this?



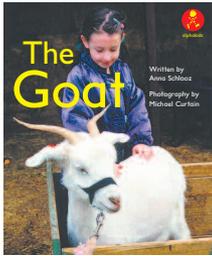
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Pets

**Curriculum link:** SOSE

**Text type:** Recount

**Reading level:** 4

**Word count:** 106

**High-frequency words:** a, and, but, come, don't, have, I, likes, my, of, said, the, then, to, we, you

**Vocabulary:** ate, eat, flowers, grass, goat, newspaper, okay, please, straw, watering can, win

### Possible literacy focus

Using a variety of information sources to make sense of the text.

Using quotation marks to indicate direct speech.

### Summary

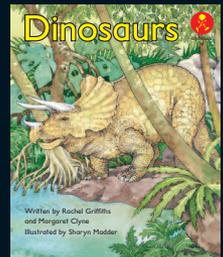
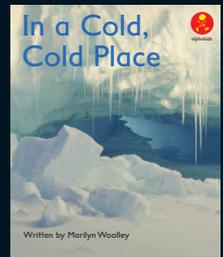
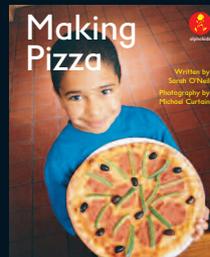
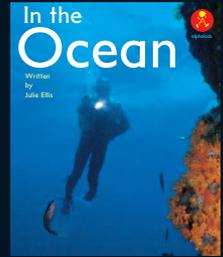
This book is a recount of a girl's efforts to get a goat to eat grass when the goat wants to eat anything else.

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## Other books at this level



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