

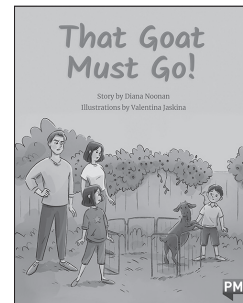
# That Goat Must Go!

PM Level 15

Orange

**Text Type** Narrative

**Running Words** 346



## Preparing for Guided Reading

### Prior Knowledge

- Discuss common characteristics of goats, such as the fact that they are known for eating everything.
- Talk about what is required to look after particular pets, including goats.

### Orientation to the Text

- When Jordan's pet goat, Ginger, eats everything from plants to clothes, his family insist that the goat must go. When Ginger eats Meg's unwanted blackberries next door, an unexpected solution is offered. Ginger can live in Meg's backyard!

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*asked, ate, beside, could, I'll, must, need, once, wait*

#### Content Words

*blackberry, goat, pen, pot plants, roses*

### Decoding

- Break down compound words, such as *birthday* and *blackberries*, into the two words that make them up. Discuss how each smaller word contributes to the meaning of the compound word.
- Encourage students to read through the whole of longer words by running their finger underneath as they break them down.
- Look at the word *goat* together. Ask, *What sound does the 'oa' make in this word? What other words can you think of that rhyme with this word?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Talk about the title and what it means. Ask, *How do you think this connects with the picture on the cover?*
- Read page 2 together. Explain that the introduction in a narrative is called the orientation. Invite students to retell the orientation in their own words and to predict what might happen next in the story.
- Point out the word *lived* on page 4. Ask, *What is the base of this word? What has been added to the base?* Talk about how past-tense verbs show that things have already happened.

- Read page 8. Say, *Find another past-tense verb on this page. What is the base?* Discuss the difference between the present-tense base and how it was changed to become a past-tense verb.
- Continue to page 10. Ask, *What is the problem or complication in the story? How might Jordan fix it?*
- Look at the word *ate* on page 15. Say, *This verb is talking about something that has already happened. What would we say if it was happening right now?*
- Read to page 16 together. Ask, *How was Jordan's problem fixed?* Explain that this part of the narrative is called the resolution because it describes how the complication was resolved.
- Re-read the text together, then invite students to retell each of the sections in their own words.

### Comprehension

- Whose garden did Ginger end up living in? (*Literal*)
- Do you think Ginger liked living at Jordan's house? Why? (*Inferential*)
- What should Jordan have thought about before moving Ginger's pen each time? (*Applied Knowledge*)

### Follow-up Activities

- Discuss the ending of the story and ask students to give their opinions about whether or not they liked it. Give students a minute to think about how else the story could have ended, then ask them to share their ideas with a partner. Students should then write an alternative resolution for the text.
- Make a list of the past-tense verbs from the text. Invite students to suggest what the present tense of each verb is and list these next to the past-tense versions. Make some generalisations for adding suffixes to form past-tense verbs.
- In small groups, ask students to act out their favourite part of the story. Allow students to perform their plays for the rest of the class, and invite the audience to retell the part of the story that was being portrayed.

# That Goat Must Go!

Date \_\_\_\_\_

PM Level 15

Orange

## Learning Intentions

- We are learning to recognise and describe the structure of narratives.
- We are learning to recognise past-tense verbs.

• \_\_\_\_\_

## Success Criteria

- I can identify and retell the orientation, complication and resolution of the story.
- I can find the base of verbs ending in 'ed' and change them to present tense.

• \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up