

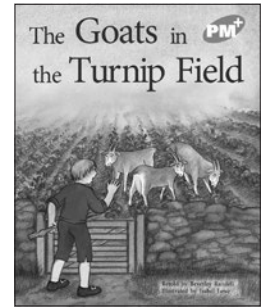
The Goats in the Turnip Field

PM Level 15

Orange

Text Type Narrative

Running Words 327



Preparing for Guided Reading

Orientation to the text

- Discuss occasions when students have been told they couldn't do something because they were too small. Write their ideas on a chart.

Prior knowledge

- The repetitive text structure in this traditional tale helps young readers predict successfully. It is a story that encourages students to read with expression and is suitable for role play.

Building the Balanced Reader

Vocabulary

Key vocabulary

field, goats, once, upon

Content Words

because, buzzed, chase, last, turnips

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when required.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; attending to print details.

Focusing on the story – guided reading

- Discuss the cover illustration. Establish the time and the setting, i.e. Northern Britain, between 1750–1800. Students may be unaware that turnips are a field crop for cattle and sheep. Read the title together. Explain that the animals in this story can talk.
- Inform students that this is a humorous story. Study the illustration. Notice the stone wall, wooden gate and clay road. These are indicative of the time.
- Explain that this story is a fable. That means it is a story using animals to teach the readers a lesson. Read the text with students and talk about

the moral of the story: just because you are little, it doesn't mean you can't do great things. Small things can have a large impact. Discuss.

- The illustrations will drive the meaning in this text. Talk about why the cheerful goats do not respond to any of the attempts to chase them out. Observe the similarity between the dialogue on each successive page. Read with appropriate expression.
- Discuss the reactions of the characters to the bee's confident statement. Talk about the bee's chances of moving the goats before reading these pages. Ask, *Do you think the bee whispered something special in each goat's ear?* Enjoy the humour of the bee's successful completion of the task.
- Ask students to locate words in the text that begin with *be*, e.g. *because, behind, beside*.
- Revise and expand the contractions *I'll, I'm* and *can't*.
- Revise past tenses of irregular verbs, e.g. *try, tried; cry, cried; fly, flew*.
- Revise the use of questions marks and the purpose of bold print for emphasis.

Comprehension

- When did the goats jump over the fence? (*Literal*)
- Why did the boy want to get the goats out of the turnip field? (*Inferential*)
- How did the bee get the goats to leave the turnip field? (*Inferential*)

Follow-up activities

- List the characters in the story. Identify the roles played by each. Discuss how each affects the plot, e.g. the goats thought they were clever, the boy didn't try hard enough, etc. Have students draw their favourite characters and write about their illustrations.
- Provide additional reference books for students to gather information about goats or bees, e.g. where they live, what they eat, what they do, etc. Help students to complete simple research projects to share.
- Write a simple book review about the moral of the story.

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Learning Intentions

- We are learning to integrate a variety of skills and strategies to decode unfamiliar words.
- We are learning to use a variety of comprehension strategies to predict or check meaning.

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Success Criteria

- I can use meaning, language structures and visual information to help me decode fluently.
- I can apply prior knowledge, think aloud, and attend to details in illustrations and print to bring greater meaning to the texts I read.

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Guided Reading Notes

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