



# Level 12

## Book g

Pigs Can't Fly

The Speedy Sparrow

Andy Gets Left Behind

Compost

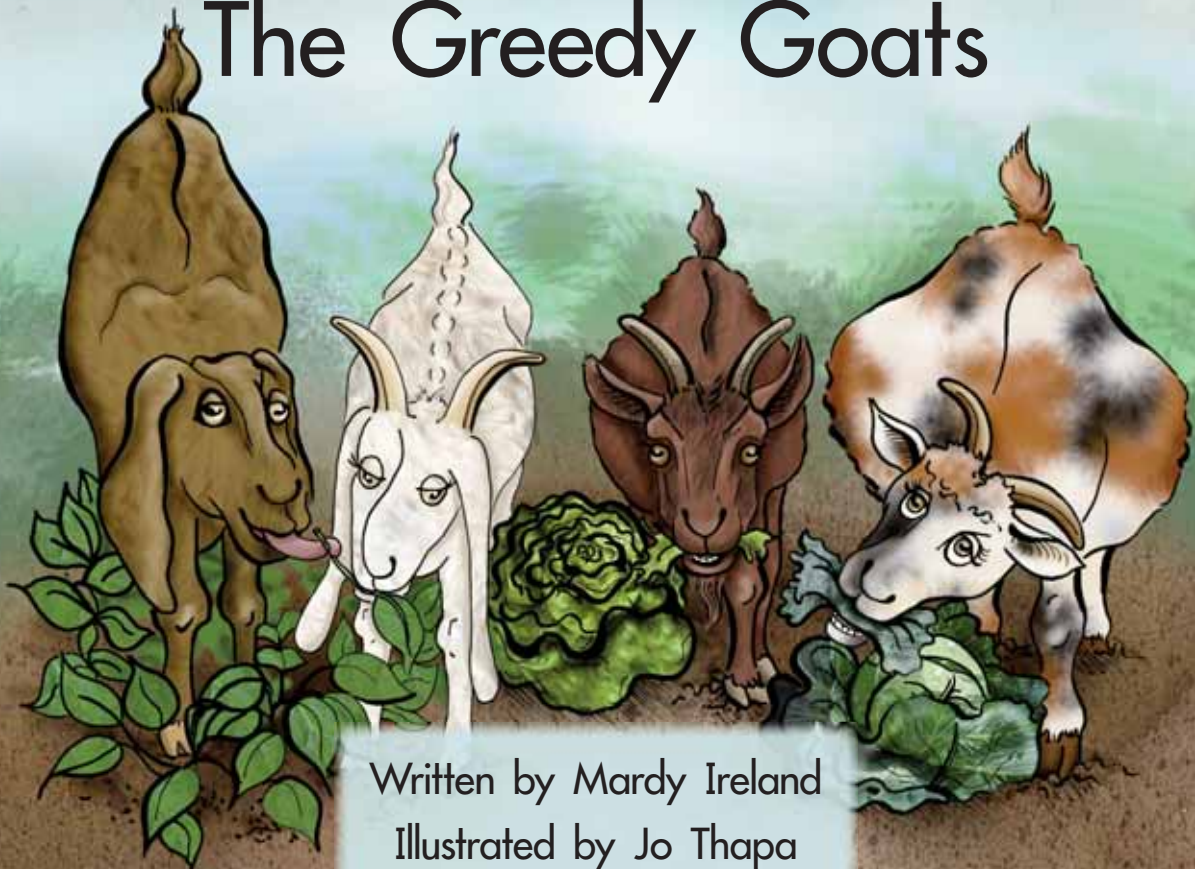
Big Ted's Barbecue

People Who Work Underground

The Greedy Goats

Robots You Can Make

# The Greedy Goats



Written by Mardy Ireland  
Illustrated by Jo Thapa

Level	12
Word Count	269
Text Type	Literary recount
High Frequency Word/s Introduced	



MACMILLAN

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



*This symbol relates to critical analysis (text critic or analyser)*



*This symbol relates to use (text user)*

BEFORE READING

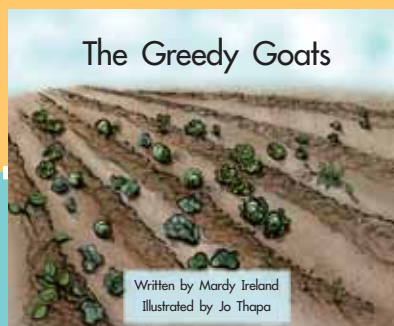
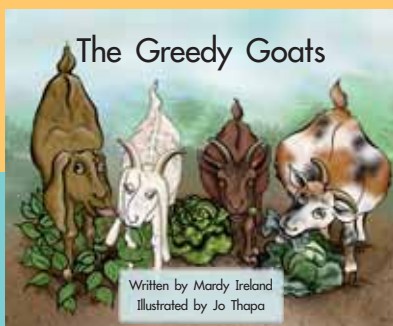
## Cover & Title Page



Ask the children to describe the front cover and title page. What might the story be about?



Explain what the author and illustrator do. Would the children like to do these jobs?



Ask the children if they have met any goats before. What were they like? Were they greedy goats?



Encourage the children to think about their reading. Discuss the strategies they use to decode unfamiliar words.

AFTER READING

BEFORE READING 2/3



Ask the children what the goats are doing in this picture. What are they eating?



Tell the children that speech marks show someone is talking. Locate the speech marks on the page. Who is talking? How do we know?



AFTER READING



Ask the children what the goats saw on Monday. What do they say about the vegetables?



Ask the children to find the word *goats*. Have them place it in sentences to share with the group. Identify the word *garden*. How does the letter *r* change the sound of this word?

BEFORE READING 4/5



Ask the children to tell you what is happening in this picture. How do the children think the farmer is feeling? What clues are in the picture?



Where do we find exclamation marks? Tell the children they can show excitement or anger. How do they change how we read a sentence?



AFTER READING

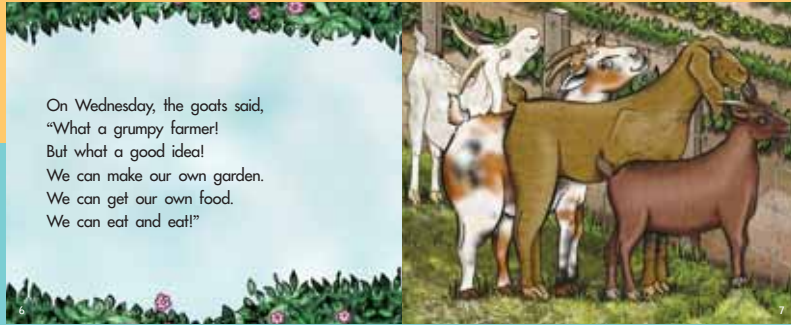


What happened on Tuesday? What did the farmer say? What did he do? Why was he angry?



Have the children point to the word *away*. Have them place it in sentences. How is *threw* different from *throw*? What word has the *y* ending? What other words have the same *y* ending?

Ask the children to explain why the goats cannot get into the garden now. How might the goats be feeling?



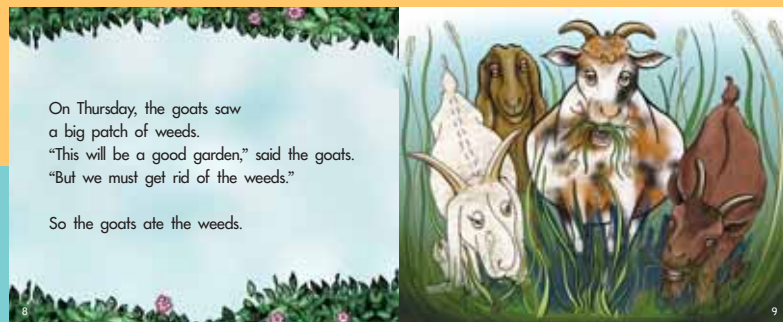
On Wednesday, the goats said,  
 "What a grumpy farmer!  
 But what a good idea!  
 We can make our own garden.  
 We can get our own food.  
 We can eat and eat!"

Ask the children what the goats decided to do on Wednesday. Is this a good idea? Why or why not?

Ask the children to find the word *What*. What word has the *y* ending? Have the children point to the word *our*. What other word has the same *ou* sound?

Ask the children what the goats are eating in this picture. Is this a better food for the goats?

Can the children think of some text for this picture? What might the goats say?



On Thursday, the goats saw  
 a big patch of weeds.  
 "This will be a good garden," said the goats.  
 "But we must get rid of the weeds."

So the goats ate the weeds.

Ask the children what the goats found to eat on Thursday. Do the children think this food is better suited to goats?

Identify the double *o* sound in the word *good*. What other words have this sound? Identify the word *ate*. How is *eat* different from *ate*? Compare the two words by placing them in sentences.

BEFORE READING 10/11

Ask the children to describe what the goats are doing. What do the children think the goats have done?

Can the children think of some text for this picture? Encourage them to use vocabulary and style similar to that of the author.

On Friday, the goats dug their garden. They put the seeds in the garden. "What will come from the seeds?" said the goats. "Cabbages? Lettuces? Or spinach?"

The goats watered their garden. They watched their garden. They waited for their new food.



AFTER READING

Ask the children what questions the goats asked on Friday. What are they waiting for?

Have the children find the word *their*. Compare *their* and *there*. Have the children place both words in sentences. Have the children point to the words *Cabbages*, *Lettuces*, and *spinach*. Clap the syllables.

BEFORE READING 12/13

What are the goats doing while they wait for the seeds to grow? Is this a good food for the goats? Why or why not?

Can the children think of some text for this picture? Encourage them to use vocabulary and style similar to that of the author.

On Saturday, the goats were tired of waiting. They went for a walk and found a tasty hedge.

"So good!" said the goats, nibbling the leaves.  
"So tasty!" said the goats, with their mouths full of twigs.  
"We love it!" said the goats, crunching the thorns.



Identify the word *love*. Have the children place it in sentences. Talk about the *y* ending in the word *tasty*. What other words with the *y* ending can the children find in the book?

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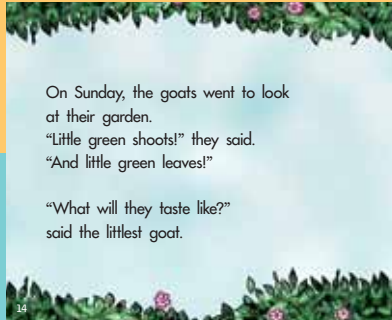
People Who Work Underground

The Greedy Goats

Robots You Can Make

What can the goats see?  
Have any of the children  
grown plants from seeds?

Ask the children what they  
think of the story so far.  
Why do they think this?



Have the children point to the  
words that tell what the goats  
saw on Sunday. What did the  
littlest goat ask?

Identify the word *Little*. Clarify the sound  
the *le* ending makes. How is this word  
different from *littlest*? Identify the word  
*look*. What other words have the same  
double *o* sound?

Ask the children what the goats are doing in the  
picture. Have the goats eaten the plants too soon?  
What should the goats have done? Are the goats  
greedy? What do goats usually eat?



Ask the children what they liked  
about this story. Would they  
recommend it to their friends?

Ask the children to reread the  
book. Have them use different  
voices for different characters.  
Remind them their reading needs  
to sound right and make sense.

# 12 g The Greedy Goats

Name \_\_\_\_\_

Make the words show two or more things.

Write the new words with the new endings.

The first one has been done for you.

leaf            leaves

wolf            \_\_\_\_\_

calf            \_\_\_\_\_

half            \_\_\_\_\_

wife            \_\_\_\_\_

knife            \_\_\_\_\_

Put two of the new words in sentences.

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# 12 g The Greedy Goats

Name \_\_\_\_\_

Make new endings for the words.

Show things that have already happened.

wait            waited

taste            \_\_\_\_\_

want            \_\_\_\_\_

stay            \_\_\_\_\_

dry            \_\_\_\_\_

clean            \_\_\_\_\_

eat            \_\_\_\_\_

run            \_\_\_\_\_

Put two of the new words in sentences.

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