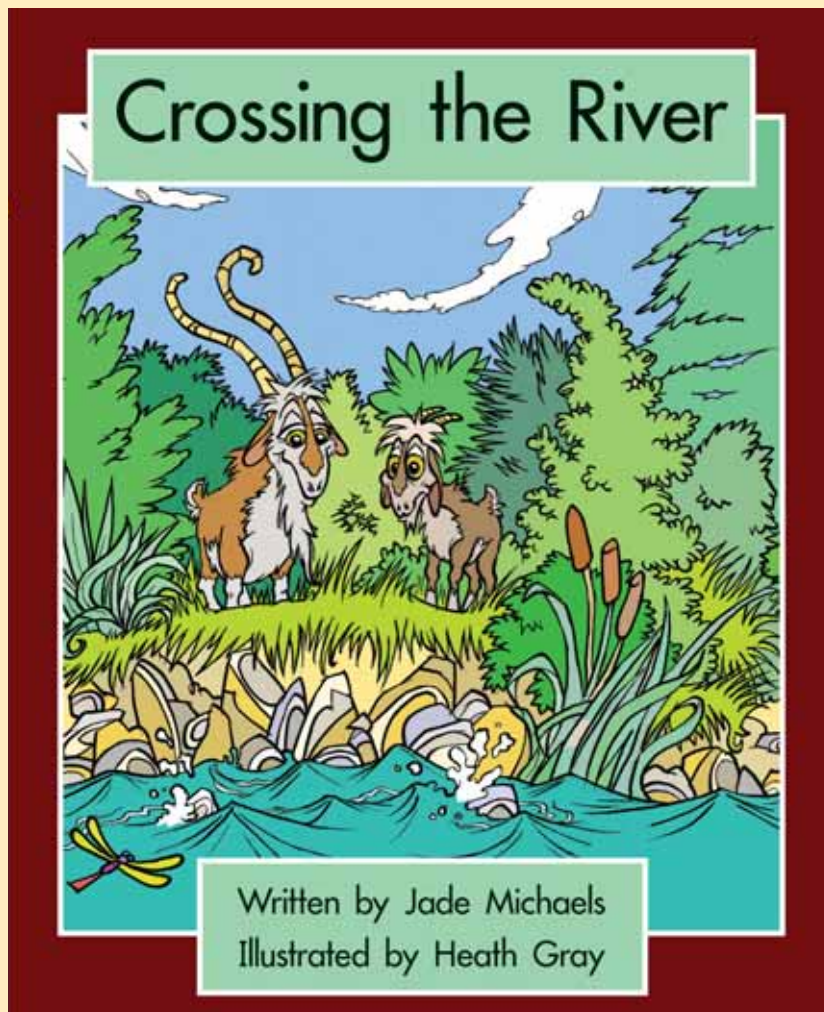




Level 7 Book a



Level	7
Word Count	129
Text Type	Narrative
High Frequency	day
Word/s Introduced	



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

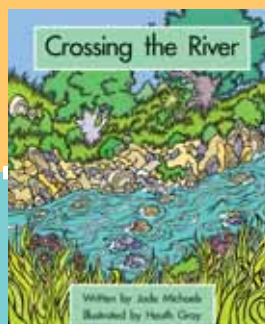
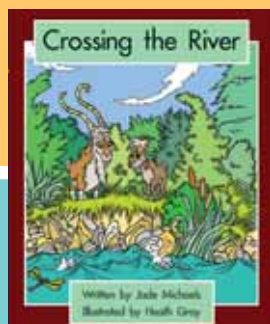
Cover & Title Page



Introduce the book to the children and ask them to describe what this book might be about. Ask the children if they think this is going to be a story book or an information book. Encourage them to give reasons for their answers. Talk about some safety issues regarding crossing rivers.



Read the author's name. Why is there a name here? Identify book conventions. Read out the words *Illustrated by* and ask the children if they know what this means.



Invite the children to tell you what they think is going to happen in this story, explaining the reasons for their guesses. What kinds of characters might they find in this story?



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read.

AFTER READING

BEFORE READING

2/3

Encourage the children to look at the picture and describe what they see. Identify the animals and how they are related. Talk about the habitat that these animals live in. Can the children predict what these goats might be talking about?



"It is a nice day,"
said Papa Goat.
"Come with me, Baby Goat.
We will cross the river
to get some sweet grass."

AFTER READING

Talk to the children about the characters and how they are related. Encourage the children to justify their answers by referring to the words in the text that support their conclusions.

Ask the children to identify the words *day* and *some*. Put them in sentences to clarify meaning and use. Then ask the children to find the word with the *cr* blend – *cross*. Ask the children to think of other words with the *cr* blend.

BEFORE READING

4/5

Ask the children to tell you what is happening in this picture. Talk about the expressions on the goats' faces and why they may be concerned. Draw the children's attention to the river and ask them to think about why crossing the river would be a challenge for the goats.



"Look at these stones,"
said Papa Goat.
"I cross on these stones
each day.
Come with me, Baby Goat."

AFTER READING

Ask the children if they have ever come across something more difficult than they thought it was. What did they do? Did they turn around and not do it or did they give it a try, being as careful as possible, giving it their utmost concentration?

Identify the word *these*. Ask the children to put it into sentences to clarify meaning and use. Then ask the children to look at the word *stones*. Focus on the *st* blend. List other words with the same sound.

Ask the children to describe what is happening and if they can predict what might happen. Can they think of times when this happened to them? Ask them to describe what happened to them and their feelings about the situation.



Talk about what a bank is – there are two meanings. Can the children identify both of them?

Ask the children to point to the word *down*. Put this word into some sentences to assist understanding. Then identify the word *bank* and its *nk* final blend. Ask the children to list other words with the same ending.

Ask the children how the goats are doing. Do they think the goats are going to cross safely?

Ask the children what they think of the story so far, referring to their favourite parts.



Ask the children where it says in the text how the goats get across the river – are they able to point to the words *went on the stones*?

Ask the children to identify the word *too*. Place it into sentences to clarify meaning. Compare it with the word *to*. Ask the children to put it into sentences of their own to clarify meaning and use.

BEFORE READING 10/11

Ask the children to tell you what has happened. Talk about why Baby Goat has fallen in the river and how she might be feeling. How do the children know Baby Goat is scared?



AFTER READING

Ask the children why Baby Goat didn't get to the bank. They need to refer to the text for the answer.

Draw the children's attention to the word *get*. Tell them to point to it. Ask them to put it into a sentence to clarify meaning. Then ask them to put this word into the past tense – *got*. Put this into another sentence to compare and contrast the meaning with the word *get*. Discuss tenses – past and present.

BEFORE READING 12/13

Ask the children what is happening in this picture and what they think Papa Goat is going to do. Can they predict what will happen next?



AFTER READING

Ask the children what Papa Goat said to Baby Goat, referring to the text. They need to point to the text and read it aloud.

Ask the children to identify the word *out*. Place it in some sentences to clarify meaning and then draw the children's attention to the word *pull*. Compare this word to the word *pulls*, placing them in different sentences so that the children can draw some conclusions about their use and meaning. Discuss past, present, and future tenses of these words.

Ask the children to describe what has happened in the picture and how Baby Goat might be feeling now. Invite the children to talk about any times they have escaped from a difficult situation.



Ask the children how the author has added excitement to this story. Talk about what techniques they use to make their own ideas exciting, talking about specific story titles they have worked upon.

Ask the children how Papa Goat got Baby Goat out of the river. They need to point to the words *pulled and pulled*. Then ask the children to recall the study of the tenses on the last page. Which tense is *pulled*?

Ask the children to cover the text and describe what the goats are doing now. Can they predict any words for this page without looking at the text?

Encourage the children to use vocabulary and style like that of the author.



Identify the words *sweet* and *grass*. Ask the children to tell you what the blends are in these words – *sw* and *gr*. List some other words with these blends.

Ask the children to tell you their favourite page and part of the story, explaining why.

7 a Crossing the River

Name _____

Make two lists of words.

Make one list with the long *a* vowel sound.

Make another list with the short *a* vowel sound.

The first ones have been done.

~~came~~ crate flat late make
man ~~pat~~ pram sat take

Long <i>a</i> vowel sound	Short <i>a</i> vowel sound
came	pat

7 a Crossing the River

Name _____

Verbs have past, present, and future tenses.

Put the right words in the sentences.

pull pulled pulls

Papa Goat pulled and _____.

“I will _____ you out,” said Papa Goat.

Papa Goat _____ Baby Goat out of the river.

get got gets

Papa Goat _____ to the bank.

“I will _____ you out,” said Papa Goat.

Papa Goat _____ to the bank.