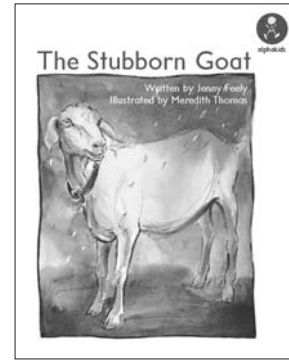


The Stubborn Goat

Written by Jenny Feely

Illustrated by Meredith Thomas



Getting ready for reading

Ask: *What does 'stubborn' mean?* Discuss children's responses. If no-one is sure, you might define stubborn as refusing to do what you are asked.

Ask: *Can any one think of a time when you or someone you know was stubborn?* Discuss.

Talking through the book

You could introduce the book by saying: *This book is called 'The Stubborn Goat'. What kind of book do you think it will be? Factual or fictional? How will you read it?* (from front to back, look at the contents and choose a page I'm interested in, and so on)

You might then say: *This is a story about a goat that was stubborn. He would never do anything that he was told. (Turn through the book) If he was in the sun he wouldn't move. If he was in the rain he wouldn't move. How do you think the other farm animals felt about this? The hen tried to get him to move out of the hen house. How do you think she did this? Did the stubborn goat move out of the hen house? Along came a fox. How would the little chickens feel? What do you think the stubborn goat will do?* and so on.

Reading the book

Children read the book independently. While they read you might like to move next to each child in turn to monitor their reading as they read aloud for a short period of time.

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

Discuss these questions. Encourage children to support their responses with evidence from the book.

Why did the stubborn goat stay in the hen house when the fox was biting his feet?

Why did the farmer say that the stubborn goat could stay in the hen house? Is being stubborn a good way to behave? Why? Why not?

TEXT FEATURES

- **This book is a narrative about a contrary goat that never does what he is asked.**
- **Told in the style of a traditional tale.**
- **Although the text is not highly repetitive, children will encounter similar phrases throughout the book.**
- **Between three and eleven lines of text to a page.**
- **Text supported by colour illustrations.**
- **Line breaks support phrasing.**

Being a code breaker

Vocabulary

- High-frequency words: *there, was, a, if, he, in, the, and, out, of, would, very, said, day, one, come, or, your, not, went, came, ran, were, to, so, that, get, have, little, but*
- Word families: *goat – boat, coat, float, gloat, moat; stay – bay, day, gay, hay, lay, may, pay, ray, say, tray, way*

Sounds and letters

- Hearing syllables: Children can be asked to clap for each syllable in a word.
- Hearing sounds: /st/ – *stubborn, standing, stay*

Writing conventions

- Punctuation: quotation marks, full stops, capital letters, commas
- Grammar: contractions – *I'll, wouldn't*
- Compound words: *outside, hen house, someone*

Being a text user

Discuss:

What kind of book is this? (fiction? factual?)

What information did you get from the pictures? How did that change what you thought the story was about?


Being a text critic

Discuss?

What do you think the author is trying to tell us about being stubborn? Do you agree? Why? Why not?

Literacy learning centres

Interactive literacy centre

Children work in cooperative groups to make masks for each of the characters in the book. They then devise and rehearse a play to be performed for the class. 

Writing centre

Children write the next episode in the story of the stubborn goat. For example – the stubborn goat gets stuck in the mud. You could collect children's episodes into a book for the class to share.

ABC **Alphabet centre**

Children read familiar books and magazines to find and list or cut out as many words as they can that have the initial letter cluster 'st'.

Keeping track

Children's responses to focused teacher questions provide insight into their level of comprehension.