

# Lucky the Goat

## Before reading

- Look at the picture and encourage the children to read the title.
- Discuss the animal and introduce the word “kid” as a baby goat. Ask the children: *How did Yasmin get a goat?* Encourage them to skim through the story for the answer.
- Look at the word “Lucky” and ask the children to describe its meaning.

## During reading

- Encourage the children to read the story.
- Praise the children who take time to look at the illustrations and then read the sentence. Re-read a sentence just as the child did if it did not make sense. Ask: *Does that make sense?* Encourage them to try reading it again.
- Encourage the children to blend the phonemes in words with clusters, e.g. “pl-ay-ed”, “sp-o-t-s”.

## Observing

Check that the children:

- expect reading to make sense and check if it does not, and read aloud using expression appropriate to the grammar of the text
- blend phonemes in words with clusters for reading .

## Group and independent reading activities

### Text level work

**Objective** To discuss reasons for, or causes of, incidents in stories.

- Ask the children to recap the key events of the story. Prompt them to give reasons why events were happening (e.g. ask: *Why was Yasmin with her grandmother? Why did Grandmother have a party? Why did Adam have spots?*).
- Encourage the children to refer to the text to help them with their answers.

**Observing** Can the children give reasons for key events in the story?

### **Sentence level work**

**Objective** To predict words from preceding words in sentences and investigate the sorts of words that “fit”, suggesting appropriate alternatives.

- Turn to page 75-⑤ . Read the first part of sentence: “*Yasmin looked after ...*”. Encourage the children to describe an alternative word to “Lucky” that would also fit. Discuss their suggestions.
- Prompt the children to question whether these suggestions make sense and don’t change the meaning.
- Repeat for the other sentences on these pages.

**Observing** Can the children think of alternative words that make sense?

### **Word level work**

**Objective** To blend phonemes in words with clusters for reading .

- Discuss with the children how you can blend phonemes together.
- Encourage them to look through the text and find examples of when phonemes have been blended together to make new sounds.

**Observing** Can the children find examples of blended phonemes in the text?

### **Comprehension**

Ask the children:

- *How did they go on holiday?* (p 73-① They went by aeroplane.)
- *How did they get to Grandmother’s house?* (p 73-② by taxi)
- *What is a kid?* (a baby goat)
- *On page 75-⑤ , why is Yasmin sad?* (She doesn’t want to leave Lucky.)
- *On page 76-⑧ , why did the doctor say “Come back in two weeks”?* (Adam’s chicken pox would be better, and they would be able to fly home.)

# Speaking and listening activities

**Objectives** Take into account the needs of their listeners; use language and actions to explore and convey situations, characters and emotions; present drama and stories to others.

- Ask the children to re-enact the story and encourage them to expand key events in the story (e.g. at the airport or at the party).
- Encourage them to think how the key characters might have behaved and what they may have said.



## Cross-curricular links

D&T: moving pictures

Geography: Where in the World is Barnaby Bear?

# Writing

**Objective** To represent outlines of story plots using, e.g. captions, pictures, arrows to record main incidents in order.

- Discuss with the children the concept of a wall story.
- Explain to them that you would like them to retell the story of “Lucky the Goat” but only using six pages. Encourage them to plan the layout and decide what text and which illustration should go on each page.
- Remind the children that they are working together as a group and producing one story outline and not six story outlines.