

## About the Book

Text Type: Nonfiction/Persuasive Page Count: 12 Word Count: 211

### Book Summary

Why are goats great? This book informs students about goats and the products they provide. Students will learn what goats look like as well as what they eat. This nonfiction book also provides an opportunity to discuss fact and opinion. Detailed, supportive photographs and repetitive phrases support early readers.

## About the Lesson

### Targeted Reading Strategy

- Ask and answer questions

### Objectives

- Use the reading strategy of asking and answering questions to understand text
- Identify fact and opinion
- Segment onset and rime
- Identify initial consonant *Ff*
- Recognize simple predicate
- Recognize and use high-frequency word *they*

### Materials

Green text indicates resources available on the website

- Book—*Goats Are Great!* (copy for each student)
- Chalkboard or dry erase board
- [Fact and opinion, consonant blend \*fl\*, simple predicate worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

- High-frequency words: *are, eat, like, make, they*
- Content words: *beards, gentle, goats, healthy, mountain, provide, wool*

## Before Reading

### Build Background

- Write the word *goats* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Create a KWL chart on the board. Explain to students that the *K* stands for what they already know about a topic, the *W* stands for what they want to know about the topic, and the *L* stands for what they learned about the topic. Ask students to name some of the things they already know about goats. List the information in the *Know (K)* column of the chart.

### Preview the Book

#### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they

## Lesson Plan *(continued)*

## Goats Are Great!

think they might read about in a book called *Goats Are Great!* (Accept all answers that students can justify.)

- Show students the title page. Discuss the information on the page (title of book, author's name).

### Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that asking questions about a topic before and during reading, and then looking for the answers while reading, will help them understand and remember what they read.
- Model asking and answering questions using the information on the covers.

**Think-aloud:** *The title of the book is Goats Are Great! As I flip through the book and look at the pictures, I think part of the book will tell about how goats can help us, and another part will tell information or facts about goats. I wonder what is great about goats. I'll write that question on my KWL chart: Why are goats great? I'll have to read the book to find out.*

- Have students ask any questions they have about goats, based on the covers and a quick picture-walk. Write their questions in the *W* column of the KWL chart on the board.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Fact and opinion**

- Write the following sentences on the board: *Goats are animals. Goats are beautiful animals.* Ask students to tell which sentence someone could disagree with.
- Explain that books can sometimes contain both facts and opinions. A *fact* is information that is true. An *opinion* is information that some people believe but others do not. Have students identify which statement on the board is a fact and which one is an opinion.

- Read page 3 aloud to students. Model identifying facts and opinions.

**Think-aloud:** *When I read about goats, I know that goats give us food because I've eaten yogurt made from goat milk. It's a fact that goats give us food. However, I think many people could disagree with the sentence Goats make great pets. This is one person's feeling about a kind of pet that people could have. Not everyone would feel the same way about goats as the author does. This is an opinion. As I read the book, I will look for facts and try to learn from them. Any opinions I come across will give me a better idea of the author's viewpoint, which I can also learn from reading about.*

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *I wonder what's so great about goats? Maybe we will learn why goats make good pets or how goats help us.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *weeds* on page 5 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a goat eating grass. When I look at the first part of the word, it starts with /w/. However, the word grass starts with the /gr/ sound, so this can't be the word. I know that the tall grasses sometimes found in yards may be called weeds. The word weeds starts with the /w/ sound. The sentence makes sense with this word. The word must be weeds.*

### Set the Purpose

- Have students use what they already know about goats as well as the questions they asked about goats to help them read the text. Remind them to think about facts and opinions as they read.


## **During Reading**

### Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 7, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.

## Lesson Plan *(continued)*

## Goats Are Great!

- Model asking and answering questions.  
*Think-aloud:* On page 3, I read that goats help us and play with us. I wrote the question: Why are goats great? on the chart on the board. As I read the next few pages of the book, I learned that goats help us by providing foods like milk, meat, and cheese. I can write this information in the L column of the KWL chart. I can also ask another question: How do goats play? I can write this question in the W column of the chart.
  - Invite students to share other questions that have been answered or other questions they have. Add these to the KWL chart.
  - Write the following sentences on the board: *Goats are easy to take care of. Goats learn to come when you call their name.* Ask students to identify which sentence states a fact and which one states an opinion.
  - **Check for understanding:** Have students read pages 8 and 9. Ask them to decide which sentences are facts and which ones are opinions. Ask students to share their facts and opinions with the group. List these on the board.
  - Have students read the remainder of the book. Remind them to ask and answer questions about goats to help them understand new information as they read.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- *Think-aloud:* When I read page 12, I thought about the first question I asked: Why are goats great? I learned that goats are smart, helpful, playful, and gentle. All of these things make goats seem like great animals to be around. The author has persuaded me that goats are great.
- Review the questions on the KWL chart and discuss the answers gathered while reading. Record the answers in the *Learned (L)* column of the chart. Be sure to discuss that not all questions can be answered, and further reading on the subject might be needed.
- Ask students to explain how asking and answering questions helped them to understand and remember the information in the book.

### Reflect on the Comprehension Skill

- **Discussion:** Review the meanings of the terms *fact* and *opinion*, as well as the examples listed on the board.
- **Independent practice:** Introduce, explain, and have students complete the **fact-and-opinion worksheet**. If time allows, discuss their responses. Introduce, explain, and have students complete the fact-and-opinion worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned many facts and opinions about goats. Now that you know this information, would you like to have a goat for a pet? Why or why not?

### Build Skills

#### Phonological Awareness: **Segment onset and rime**

- Say the word *goat* aloud to students. Explain that you are going to say the word a second time and leave off the /g/ sound. Then say: /oat/; goat without /g/ is /oat/.
- Have students identify other words that end with the /oat/ sound (*boat*, *coat*, and so on).
- Have students say the word *make*. Then have them say the word *make* without the /m/ sound (/ake/).

## Lesson Plan *(continued)*

## Goats Are Great!

- **Check for understanding:** Write the following words on the board: *give, food, cheese, hair*. Say each word aloud, one at a time, and then say only the initial sound before the vowel (onset). Ask students to say the rime for each of the words.

### Phonics: **Consonant blend fl**

- Write the word *flowers* on the board and say it aloud with students.
- Have students say the /fl/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /fl/ sound in the word *flowers*.
- Have students practice writing the letters *fl* on a separate piece of paper while saying the /fl/ sound.
- **Check for understanding:** Write the following words that begin with the /fl/ sound on the board, leaving off the initial consonants: *flap, flip, flight*. Say each word, one at a time, and have volunteers come to the board and add the initial *fl* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [consonant blend fl worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: **Simple predicate**

- Write the following sentence on the board: *Goats give us food*. Read the sentence aloud with students. Explain that every sentence has two parts—a simple subject and a simple predicate. Review that a *simple subject* tells who or what the sentence is about, and a *simple predicate* is a verb that tells who or what the subject is, says, or does. Ask students to identify the subject and predicate of the sentence (*goats/give*).



**Check for understanding:** Have students locate and circle all of the simple predicates, or verbs, in the sentences on page 4.

- **Independent practice:** Introduce, explain, and have students complete the [simple predicate worksheet](#). If time allows, discuss their responses.

### Word Work: **High-frequency word they**

- Tell students that they are going to learn a word that they will often see in books they read. Write the word *they* on the board and read the word aloud. Have students read the word with you.
- Ask students to write the word *they* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Read the third sentence on page 3 aloud to students. Point to the word *they*. Explain that the word *they* is often used to explain which group of things someone is talking about. Have students use the word *they* in oral sentences with a partner.



**Check for understanding:** Have students locate and highlight every occurrence of the word *they* in the book. Have them write the word on a separate piece of paper several times. Then have each student use the word *they* in an oral sentence.

## **Build Fluency**

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them identify some of the facts and opinions in the book to someone at home.

## **Extend the Reading**

### **Informational Writing and Art Connection**

Make a list of the facts that students learned about goats. Additional information about goats can also be provided. Have students choose one fact about goats to illustrate. Under the picture, have students write one sentence telling about their picture. Place the pages together to create a class book about goats.

Visit [Writing A–Z](#) for a lesson and leveled materials on expository writing.

### **Science Connection**

Work with students to create a list of other animals that provide food or clothing to people. Discuss the types of services these animals provide. Have students give opinions as to whether these animals would make good pets.

### **Skill Review**

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

## **Assessment**

### **Monitor students to determine if they can:**

- consistently ask and answer questions to understand text in discussion
- accurately identify facts and opinions during discussion and on a worksheet
- accurately segment onset and rime during discussion
- identify and write the letter symbols that represent the /f/ sound during discussion and on a worksheet
- correctly understand and locate the simple predicate of sentences during discussion and on a worksheet
- correctly use and write the high-frequency word *they*

### **Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)