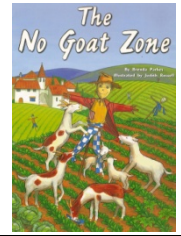




The No Goat Zone

By Brenda Parkes



Week A	Week B
<p>Lesson 1: Read book. Discuss words that the students may not be familiar with. Talk about the foods that were eaten during each season. Get some students to recount the story orally.</p> <p><i>Students illustrate some sections from the story, then cut and paste these into their books in the correct order. Use Story sequence worksheets.</i></p>	<p>Lesson 6: Read book placing post it notes on random words. Students predict the missing words as it is being read.</p> <p>Complete <i>cloze passage worksheet.</i></p>
<p>Lesson 2: Read book. Discuss sentences making sense. Look at how sentences are structured.</p> <p>Complete <i>word sequencing worksheet.</i></p>	<p>Lesson 7: Read book. Write a book about a scarecrow in your garden.</p> <p>Complete <i>Write a book about a scarecrow in your garden worksheet</i></p>
<p>Lesson 3: Read book. Cover some of the NOUNS/VERBS/ADJECTIVES with post it notes so the students have to guess the word from the context.</p> <p>Complete <i>Matching Nouns and Verbs worksheet OR Nouns and Adjectives worksheet.</i></p>	<p>Lesson 8: Read Book. Look at the beginnings and the endings of sentences. Start a sentence, get students to finish it. Ask some students to start a sentence (orally) and another student gets to finish the sentence (orally). Complete <i>beginnings and endings worksheet.</i></p>
<p>Lesson 4: Read book. Discuss the types of things that were grown during each season.</p> <p>Discuss the things you do during different seasons. <i>Write a recount of something you do during one season provided on the worksheet OR draw your own picture and write a recount about it.</i></p>	<p>Lesson 9: Read Book. Talk about what it would be like to be a scarecrow.</p> <p><i>Write about If I was a _____ for a day.</i></p> <p><i>Eg. Scarecrow, goat, villager.</i></p>
<p>Lesson 5: Read book. Teacher stops at various spots so students can read/recall the text. <i>Complete sentence sequencing worksheet.</i></p>	<p>Lesson 10: Read book. Ask questions about the book. Get some students to ask the class some questions. Complete <i>comprehension worksheet.</i></p>



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Story Sequence - 1

By Brenda Parkes

Draw a picture about each of the following parts in the story.

Cut them out and paste them into your book in the correct sequence.

Billy the goat lived on a mountain with his family.

The people built scarecrows to keep the goats away.

The goats went into the village and found food to eat.

Each day the goats went down the mountain.



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Story Sequence – 2 Page 1 of 2

By Brenda Parkes

Draw a picture about each of the following parts in the story.

Cut them out and paste them into your book in the correct sequence.

Billy the goat lived on a mountain with his family.

Each day the goats walked through the woods.

Each day the goats walked across the bridge.

Each day the goats went down the mountain.



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Story Sequence – 2 Page 2 of 2

By Brenda Parkes

Extension: When you finish, design a fruit orchard and vegetable garden for the goats.

In Autumn, the goats ate apples and olives in the village.

In Summer, the goats ate corn.

In Winter, the goats ate bread off the bakers wagon.

In Spring, the goats ate buds from grape vines.



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Word Sequencing - 1

By Brenda Parkes

Write four more words that start with the letter g.

g	g	g	g
---	---	---	---

Cut and paste the words into the correct order to make a sentence that makes sense.

the	Each	day	goats
came	trotting	trot	trot
mountain	.	down	the



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Word Sequencing - 2

By Brenda Parkes

Write four more words that rhyme with goat.

b	fl		
---	----	--	--

Cut and paste the words into the correct order to make a sentence that makes sense.

plan	They	with	up
a	.	came	.
They	frighten	built	to
goats	away	the	scarecrows



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Matching Nouns & Adjectives - 1

By Brenda Parkes

Match the NOUNS and ADJECTIVES by using matching colours to colour with. Then cut and paste them into your book by placing each noun next to the adjective that matches it from the story.

olives	juicy
goat	crusty
corn	ripe
apples	white
bread	ripe

Write your own ADJECTIVES to match these ones. (At the bottom write a noun & adjective)

lettuce	
beans	
carrots	
pears	



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Matching Nouns & Adjectives - 2

By Brenda Parkes

Match the NOUNS and ADJECTIVES by writing (or pasting) the correct word in the space provided. Then cut and paste them into your book.

	mountain
	apples
	olives
	corn
	bread

ripe	rocky	juicy	ripe	crusty
------	-------	-------	------	--------



Write your own NOUNS or ADJECTIVES to match these ones.

fresh	
green	
ripe	
crunchy	

	grass
	bridge
	forest
	villager



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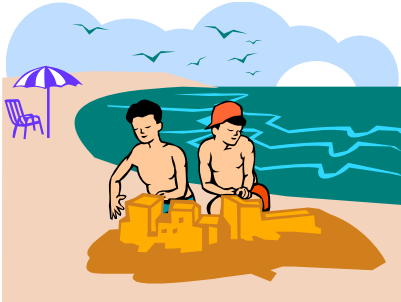
By Brenda Parkes



Write a recount - 1

Choose one of these seasons and write a recount of something you have done during that time of year. Describe what you were wearing, the weather, why you did it.

Summer



Autumn



Winter



Spring





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By Brenda Parkes



Write a recount - 2

Draw something you do in SUMMER, AUTUMN, WINTER or SPRING and write about it.
Include: What you do, when you do it, who does it, why you do it, where you do it, etc

A large, empty rectangular box with a black border, intended for a student to draw an activity.A large, rounded rectangular box with a black border and five horizontal lines, intended for a student to write a recount.

A large rounded rectangular box with a black border and rounded corners. Inside the box, there are 18 horizontal black lines spaced evenly, providing a template for writing. The lines are parallel and extend across most of the width of the box.



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By Brenda Parkes



Sentence Sequencing – 1

Cut and paste each line into the correct order to make sense.

They trotted into the village in search of food.

trot, trot, trotting down the mountain . . .

and trot, trot, trotting over the bridge.

Each day, the goats came

trot, trot, trotting through the woods . . .





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Sentence Sequencing – 2

By Brenda Parkes

Cut and paste the sentences into the correct order to make sense.

buds from grape vines.

crusty bread from the baker's wagon.

rows of ripe corn.

In autumn, the goats feasted on

In summer, the goats munched

In winter, the goats chomped on

In spring, the goats nibbled

juicy apples and ripe olives.



Cloze passage - 1

The No Goat Zone

By Brenda Parkes



Write in the missing words.

High on a _____ mountain, a big white billy goat named _____ and his family made their home. Each _____, the goats came trot, _____, trotting down the _____ . . . trot trot trotting through the _____ . . . and trot, trot, trotting _____ the bridge. They trotted into the village in search of _____.

mountain	day	over	trot
Billy	food	rocky	woods



Cloze passage – 2



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By Brenda Parkes



Write in the missing words

In autumn, the goats feasted on juicy _____ and ripe olives. In winter, _____ goats chomped on crusty bread from the _____ wagon. In spring, the goats _____ buds from grape vines. In _____, the goats munched rows of ripe corn. _____ and his family were very happy. But the _____ were _____! They came up with a _____. They built _____ to frighten the goats away. But the _____ ate the scarecrows, too!

Use these words to help you fill in the missing words.

baker's	Billy	the	HAPPY
nibbled	apples	scarecrows	summer
NOT	goats	villagers	plan

For an extra challenge, fold the words under and try to work out the missing words yourself.



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Write a book - 1

By Brenda Parkes

Write a book about a scarecrow in your garden. Tell us what he looks like and how he keeps things out of your garden. What does he keep out of your garden?

Illustrate one of your sentences:

Illustrate one of your sentences:



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Write a book - 2

By Brenda Parkes

Write a book about a scarecrow in your garden. Tell us what he looks like and how he keeps things out of your garden. What does he keep out of your garden?

Illustrate one of your sentences:

Illustrate one of your sentences:



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Beginnings and endings - 1

By Brenda Parkes

Match the beginning of the sentence with the end by using matching colours to colour with.

In summer, the goats munched	on juicy apples and ripe olives.
But the goats	for Billy and his family.
In autumn, the goats feasted	buds from grape vines.
The villagers built a garden	rows of ripe corn.
In spring, the goats nibbled	ate the scarecrows too!

Write your own beginning and endings for these sentences.

The fat goat	
	on the green hill.
We looked out over	
	and they were happy then.

Illustrate one of your sentences:



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Beginnings and endings - 2

By Brenda Parkes

Match the beginning of the sentence with the end by writing the correct ending.

But had	
That night the villagers	
. . . and trot, trot, trot over	
Fearfully, they watched,	
They were sure they had	

wondering what was happening.	they	slept soundly.	Solved their problem.	The bridge.
-------------------------------	------	----------------	-----------------------	-------------

Write your own beginning and endings for these sentences:

The farmer	
	will be a fun day.
The scarecrow had	
	was brown and white.
Everyone liked	
	a long way away.
We all looked for	

Illustrate one of your sentences:



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Writing - 1

By Brenda Parkes

If I was a _____ for a day.

A large rectangular writing area with 16 horizontal lines, intended for a student to write their response to the prompt.



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Writing - 2

By Brenda Parkes

Write an acrostic poem about scarecrows.

S

C

A

R

E

C

R

O

W

S



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Comprehension - 1

By Brenda Parkes



Answer the following questions.

1. Where did Billy live?

2. Where did the goats go at the bottom of the mountain?

3. What was the bridge made of?

4. Why was the baker angry?

5. Did the scarecrows scare the goats away?

Through the
woods

The goats ate
his bread.

stone

Yes / no

On a rocky
mountain



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By Brenda Parkes

Comprehension - 2



Answer the following questions.

1. What word describes the mountain that Billy lived on?
2. Where did the goats go just before they trotted into the village?
3. How many goats were there?
4. What shop was next door to the bakery (Panaderia)?
5. What type of animal was towing the baker's wagon?
6. What did the goats nibble in spring time?
7. Why did the goats eat the scarecrows?
8. What was written on the sign of the new garden?









