A Goat Afloat

poem by Pat Simmons | illustrated by Peter Sheehan

Worksheet: **Making Predictions Worksheet** and **A goat's diary**

Understanding
ACELY1675 | EN2-11D

Make predictions about the experiences of the narrator and monitor those predictions through identifying and analysing the goat's perspective.

Explain to the class that this is a poem told from the perspective of a goat. Therefore, before reading the poem, they have to imagine what life would be like if you were a goat that lived on a ship.

As a class, make predictions about why an eighteenth century ship would be uncomfortable for a goat. Record the list in the Making Predictions worksheet. Provide visuals and diagrams to help generate predictions (suggested diagrams: Goat Anatomy and His Majesty's Bark Endeavour.

Read through the poem, looking for the literal and explicitly mentioned difficulties experienced by the goat. Underline or highlight these difficulties. Answers could include: smelly animals and crew, "slippery decks", "no other company". Compare these answers to the list of predictions on the worksheet, completing columns two and three by finding the quotation in the poem and monitoring the prediction.

Look at the predictions that still need confirming. Explain to the students that they will be text detectives, reading the poem again, this time looking for inferential or hidden difficulties. Answers could include: hooves are firm on the ground but not on the sea, she's been around the world twice which would take a long time. Update the worksheet.

Then ask students to identify any predictions that can be confirmed by closely studying the picture. Answers could include: the rough seas as seen through the waves, the lightening suggests a storm. Update the worksheet.

Finally, ask students if there are any predictions left to be answered. Challenge students to write additional stanzas about these challenges that the goat might face.

Connecting
ACELY1682 | EN2-2A

Make connections between the subject matter of the poem and the textual features of an informational text. **Conduct research** to transform the poem into a different text type.

Read "A Goat Afloat" in conjunction with Issue 10's "Captain Ahab's Weird Wide World" column, on the topic of the Banksia Man. Ask students to make connections between the texts (both about experiences on The Endeavour, Joseph Banks would have drunk the goat's milk, Banks is one of the "smelly crew" that she refers to).

Explain to students that they will be writing a "Captain Ahab" column using information about the goat in the poem.

Unpack the textual features specific to this form of informational text. You may also wish to look at past editions of the column on the explore Countdown section of The School Magazine website (available once you login to the website). Textual features to focus on include:

- An italicised introduction / byline

- A heading that clearly states the topic

- Two subheadings with a paragraph underneath

- An appropriate image with its source referenced

- A combination of facts and opinions

Direct students to conduct research on the true story behind the goat. Suggested websites include (some of this content will need to be adapted to suit the reading age of your students):

- The Goat Who Sailed the World
- The Well Travelled Goat
- The Goat that Sailed the World

Students should find two interesting topics about the goat to structure into the two paragraphs of their column. Suggested topics include: the purpose of having the goat onboard, other animals on the boat, her life after her journeys.

After conducting their research, students should plan, draft and publish their column on the goat. A collaborative Google Doc can be used as a template to structure the textual features, allowing students to type content into the appropriate sections (headings, subheadings, bylines, body text).

Engaging Critically
ACELT1600 | EN2-8B

Explore poetic techniques and draw links between 'The Goat Afloat' and traditional sea ballads.

While the poem has two irregular stanzas, the majority of the poem has quite a tight structure with a consistent rhythm and rhyme scheme.

Allow students to 'technique spot' by asking them to identify poetic techniques. Provide metalanguage as necessary, asking students to find examples of the following terms: rhyme / rhyme scheme, rhythm, stanzas, repetition (of words and stanzas), enjambment.

Students should identify the stanzas that have a consistent structure (stanzas 1, 2, 4, 6, 7, 8, 9) and rhyme scheme (ABCB). They should also identify the repeated stanza which is similar to a chorus.

Ask students why some poets choose to use rhythm and rhyme and compile a list of answers on a brainstorming tool like bubbl.us. Answers could include: to make it sound like a song / more musical, to make to easy to remember, or to place emphasis on certain words.

Show students an example of a sea ballad (suggested text: Old Swansea Town Once More). Explain to students some of the key features of a sea song (a ballad or a shanty): they were written for performance or to be sung, they generally had a narrative, they were often performed during work so required a steady rhythm, and had a call-and-response structure or a chorus so that lots of people could participate.

Students should identify similarities between a sea ballad and 'A Goat Afloat'. These include: the subject matter, the use of a chorus and the four line stanza. As a challenge task, students may perform/sing parts of the poem as a song, in the style of a sea ballad.

Experimenting
ACELT1601 | EN2-2A

Compose a new piece of writing based on shifting the perspective from the goat to another character in 'A Goat Afloat'.

Instruct students to reread the text for a purpose: to identify secondary characters. These include: Captain Cook, sheep, hens, cattle, cats, dogs and crew.

Students adopt the perspective of one of these secondary characters to compose a piece of independent prose writing.

To scaffold the planning process, complete some of the following activities:

- Provide students with a cross section of His Majesty's Bark Endeavour (also used in the 'Understanding' activity)

- Research the daily schedule of a crew member on board The Endeavour

- Research some of the key events when Captain Cook was sailing on The Endeavour

- Research the reason why animals were kept on board ships in the eighteenth century

- Read an excerpt from Jackie French's novel "The Goat Who Sailed the World" and use some of her stylistic features (third person narration, vivid description of the weather)

Students write a short story based around a day on The Endeavour. Publish these stories on a collaborative platform, such as Google Classroom, so that students can read the work of others and investigate the many perspectives onboard The Endeavour.

A goat's diary

Dear Diary,

Can you believe it? I'm on a ship again!

_____

_____

How long have you been sailing?

_____

_____

Why are you on the ship?

_____

_____

What's the worst part about the ship?

_____

_____

How do you feel about Captain Cook?

_____

_____

What would make the journey more enjoyable?

_____

_____

What will you do when you get home?

_____

_____

Making Predictions

As you read you think about what may happen. Then when you have finished the story you find what actually happened.

My prediction (I think)	Text Evidence (Because)	Can I confirm my prediction?
		YES NO
		YES NO
		YES NO
		YES NO

How to Write Thank You Cards

article by Anne Renaud | illustrated by Douglas Holgate

Worksheet: **Thank You Cards Marking Criteria template** and **I spy digraphs**

Understanding
ACELY1792 | EN2-1A

Compose marking criteria for thank you cards in groups.

Show students a range of examples of peer assessment marking sheets. Explain the purpose of criteria: to judge how successful something is by looking at key features.

Next, read the article for a purpose: to locate the features of a successful thank you card. During reading, students should highlight or underline these features. Suggested answers include: "asking how the gift-giver is", "mention the gift … tell the gift-giver if you've worn it, used it…", "thank them in a nice manner, no matter what the gift is".

Create and display a class list of criteria for a successful thank you card. Divide students into groups of three and assign roles: leader, note taker and reporter. Instruct students to identify the three most important features for a successful thank you card and write it into the Thank You Cards Marking Criteria template. Students then need to justify why this criteria is important, adding their notes onto the worksheet. Finally the reporter needs to share the group's criteria with the class.

Connecting
ACELT1596 | EN2-11D

Discuss the role of etiquette through creating a spider diagram.

Provide students with a definition of etiquette: the rules of good behavior. (For further information, read Etiquette at Britannica Kids.)

Create a spider diagram, on paper or using a web tool such as creately, about etiquette rules in Australia. Start with the topic of the article: receiving gifts. Expand the web to include two or three details from the article. These could include: create and decorate a card, explain what the gift has been used for, write a thank you card even if you didn't like the gift. Then brainstorm other situations that involve etiquette, such as meeting new people, school assemblies or eating at a restaurant. Students should expand the web to provide details about these scenarios. You may also wish to create additional spider diagram, or expand the diagram to include etiquette rules from other cultures.

Extension: students choose a topic from their completed spider diagram. Using the topic as the heading, and the branches of the web as their subheadings, they compose a short instructional text in the style of "How to Write Thank You Cards".

Engaging Critically
ACELT1600 | EN2-8B

Consider the effect of using rhetorical questions in an informative text.

Provide students with the definition of rhetorical questions. A sample explanation is: a rhetorical question is a question that does not expect an answer. Then provide students with the three most common reasons why rhetorical questions are used:

1. To hook the reader by speaking directly to them, allowing them to pause and think about questions that do not have a clear or straightforward answer.

2. To make a point because the answer is so obvious.

3. To create a certain tone in the text, such as sarcasm or familiarity.

Instruct the students that they will reread the text, specifically to locate the rhetorical questions. They should underline or highlight them as they encounter them.

After locating the rhetorical questions, students should classify the reason why they have been used. (An example for reason one is: "Where do you begin?" An example for reason two is: "See, how easy can it be?" An example for reason three, creating a familial/conversational tone is: "See what I mean?")

Ask students to write their own rhetorical questions about writing thank you cards on post-it notes. They should then find appropriate sections of the article to insert their rhetorical questions by sticking down the post-it note and drawing an arrow.

Experimenting
ACELY1677 | EN2-6B

Compose a thank you card following the etiquette outlined in the informational text. **Peer assess** the composition using the criteria developed in the 'Understanding' activity.

Play a game of 'Receive a Random Gift'. This can be done either using the web tool Generate Gift, or on paper. If using paper, all students should write down the name of a gift suitable for the class's age range and then pick another gift out of a hat. Then allocate each student a gift-giver from a range of options (aunt, family friend, peer etc.).

After being assigned a gift, students need to write a thank you card that takes into consideration both the gift and the gift-giver, following the steps outlined in the article. This could include scaffolding the response into paragraphs:

• Paragraph One: introductions and updates

• Paragraph Two: discussing the gift and how it has been used or appreciated

• Paragraph Three (optional): acknowledging a disappointing gift politely

Instruct students to decorate the card with the appropriate audience in mind (reminding students to think about how design choices would differ on a card for a peer compared to a card for a grandmother).

Students should present their thank you cards in whole-class or small group presentation and receive feedback from their peers. The marking criteria, generated in the 'Understanding' activity could be used to facilitate peer assessment.

I spy digraphs

A consonant digraph consists of two consonants side-by-side that produce a single sound e.g. 'sh', 'wh' and 'th'.

1. See how many consonant digraphs you can find in 'How to Write Thank You Cards'. Write them in the table. You only need to write each word once.

sh	wh	th

2. Can you think of any other words that contain the 'sh', 'wh' or 'th' consonant digraphs? Write your words on the lines below.

_____

_____

_____

3. Write down any other digraphs you might know. Remember, these are two letters that make a single sound.

_____

_____

Thank You Cards

Create your own criteria for what is needed to be included on a Thank You card. Explain your reasons

Criteria 1:	☺	☹
This criteria is important because:		

Criteria 2:	☺	☹
This criteria is important because:		

Criteria 3:	☺	☹
This criteria is important because:		

Sloan, the Triathlete Sloth

story by Carolyn Dickinson| illustrated by David Legge

Worksheet: **Just the facts**

Understanding
ACELY1679 | EN2-4A

Sequence the story's illustrations and draw new illustrations to create a storyboard.

After reading, provide students with photocopies of David Legge's six illustrations and an eight panel storyboard template. Jumbling up the order of the illustrations will increase the complexity of the task.

Instruct students to place the six images in order. Ask students to choose two other events in the story to independently illustrate and to adjust the sequence of Legge's illustrations. (Suggested events include: Queen Silvia's announcement, the start of the race with participants and spectators gathered on the beach, a marlin or turtle recording notes about Sloan's behaviour).

Provide students with a definition of a caption. Ask students to caption their storyboards, either with a detailed description, or finding a short relevant quotation from the story.

Connecting
ACELA1477 | EN2-7B

Use modal verbs and adverbs to express opinions about how successful a range of animals would be at different types of sport.

As the class reads through the story, create a list of the animals that appear (sloths, chimpanzees, macaws, mice, marlins, leatherback turtles, jaguars, otters, howler monkeys, crocodiles, anteaters, peccaries, pumas, iguanas, tree frogs, giant toads, water snakes, deer and coatis).

Each student should choose five animals from the story. Encourage them to select unfamiliar animals (such as a howler monkey or peccary) and conduct research. Instruct students to complete the table, below, for their selected animal. Their answers should be based on their background knowledge, research and inference.

Animal	Sporting strengths	Sporting weaknesses
Sloth	Ability to turn head almost 360 degrees.	
Chimpanzee		Can fight or disagree with their peers.
Macaw	Able to fly.	
Mice	Fast and nimble in small spaces.	

Marlin		Can't survive out of water.

Provide students with a list of popular Olympic sports. Tell students to imagine that the sequel of "Sloan, the Triathlete Sloth" is set at the Olympics and they will write sentences using modal verbs and adjectives indicating the likelihood of certain animals winning medals.

Review modal verbs and adverbs with students. (Suggested modals include: can, could, may, might, should, shall, will, would, must, have to, always, never, sometimes, often, rarely, usually.) Create modal dices, either by making one physically, or use an online modal dice.

Students roll their dice. Based on the modal that appears, they must select an animal and Olympic sport that corresponds to the word and offer a justification. For example: A marlin would never win shot-put because its fins couldn't grip or throw effectively.

Students write a range of sentences that express their opinion about how successful certain species would be at winning competitions.

Engaging Critically
ACELT1594 | EN2-10C

Investigate how and why animal symbolism is used through comparing the story to Aesop's Fables.

Explicitly teach students a simple version of symbolism. (Suggested definition: Symbolism.) Explain that animals commonly have a symbolic or deeper meaning. List a range of animals that do not appear in the story (dogs, cats, lions, etc.) and as a class brainstorm some of the symbolic meanings associated with them.

Recall students' prior knowledge about Aesop's Fables and see which stories they remember. Construct a class list of story titles and the morals of each story. Explain to students that the animals in these stories are stand-ins for humans, and their mistakes reflect the mistakes that humans make.

Focus specifically on *The Tortoise and the Hare.* Review the plot and moral before asking students what kinds of people the tortoise and the hair symbolise. Return student attention to "Sloan, the Triathlete Sloth" and complete the same thinking process: review plot, moral and then infer the kind of person Sloan represents. Complete a Compare and Contrast Chart graphic organiser, analysing the similarities and differences between the two stories through focusing on characterisation, plot and moral.

Provide students with a list of the animals that appear in this story. Considering the message, or moral of this story, students think of symbolic meanings associated with these animals (for example: Sloan the sloth is slow but reliable, the chimpanzees are arrogant and mean).

Experimenting
ACELY1792 | EN2-1A

Role-play key scenes from the triathlon through playing a Theatresports game.

Explicitly teach students a modified version of the Theatresports game "Slow Motion Commentary". Use the following resources as a teaching aide:

- 1 minute games: Slow Motion Commentary
- The Impro Show: Teachers' Notes

Two students will act as commentators. They will lead or direct the action. As they offer commentary on the action in the competition, other students will act out their instructions in slow motion.

Review the key action scenes in the story: Sloan rescuing the anteater, tree frog's bike crash, water snake's accident. Ask students to act out these scenes using the structure of "Slow Motion Commentary". Provide rehearsal time as/if necessary. Encourage groups to add extra detail into the scenes that they are performing to heighten the entertainment value.

Reflecting
ACELT1598 | EN2-12E

Reflect on the features of the story, in comparison to another text to establish a personal preference for types of literature.

After reading the story ask students to give it a thumbs up or thumbs down. (A poll can be conducted on the website Mentimeter.) Call on students to verbally provide a reason why they liked or disliked the story.

Instruct students to complete a T-chart listing what they liked and disliked about the story. After completing the T-chart, ask students to identify if they liked the fantastical / unrealistic elements of the story or not.

Provide students with a list of genres (action/adventure, military, historical, comedy, fantasy, science-fiction, horror, drama, mystery) and ask them to rank them according to their interest level. Then ask students to reflect if their genre rankings match the reasons listed in their T-chart.

Finally, read "Sloan, the Triathlete Sloth" in conjunction with another fiction text from The School Magazine archive (suggested stories include: "The Leaky Creaky Cottage" and "Beach Treasure"). Make sure that the text is of a different genre.

After reading the story, ask students to complete another T-chart, listing what they liked and disliked about it. Then instruct them to look back at their ranking of genres and ask them to reflect again if their rankings match the reasons listed in their T-chart.

Lead a class discussion on the students' findings about their preferences for literature.

Just the facts

Read the story about Sloan, the Triathlete Sloth and how he became the lead story on the news channel. In the table below, write down important information from the story. Then use these facts to write a newspaper report about the incident.

What happened?	
Who did it happen to?	
Where did it happen?	
When did it happen?	
Why did it happen?	

List any other important facts from the story on the lines below:

_____

_____

_____

_____

_____

Now use this information to write your report for the local paper. Remember to start with the most important information first. Give your article a catchy headline so that others will want to read it!

The Queen's Goat

story by author Margaret Mahy | illustrated by Andrew Joyner

Worksheet: **Comprehend it**

Understanding
ACELY1680 | EN2-4A

Compile textual elements and events to categorise the genre of the story.

Brainstorm a list of genres based on subject matter (fantasy, adventure, horror, comedy etc.). Provide students with a traditional definition of the fantasy genre, such as this definition of Fantasy. Analyse the key features of the fantasy genre, as identified in the definition and discuss whether these features are present in *The Queen's Goat*. This could be done using the format of a checklist.

Explain to students that while *The Queen's Goat* does not feature all the elements of a fantasy text, students can uncover fantastical elements by being text detectives.

Reread the text, instructing students to underline the parts of the story that are unlikely to happen in real life. After reading, ask students to complete a table summarising the fantasy features. Some examples are listed below:

Story element or event:	Why it would be unlikely to happen in real life:
The queen was not allowed to have pets.	Queens are very powerful and have hired housekeepers and butlers to be their servants.
The categories of prizes at the pet show (wettest, driest, brightest, funniest, etc.)	Pet show categories are often based on breed. It would be hard to judge pets based on the categories in the story.

As a class, construct a list of changes or additions that could be made to the story to make it more easily fit into the fantasy genre. Examples could include: Carmen could be a talking goat, the distant mountains could have a mythical backstory, the butler and housekeeper could have villainous traits.

Connecting
ACELA1790 | EN2-8B

Analyse the advantages and disadvantages of owning a goat as a pet through navigating informative websites.

Using a T-chart predict some of the benefits of having a goat as a pet. Then predict some of the challenges.

Inform the class that they will confirm or correct predictions through research. Either start a new T-chart, or add to the existing T-chart using a different colour. Model extracting information and practice note taking using the clip Having Miniature Goats As Pets.

Provide students with a range of reliable websites on goat ownership. Instruct them to compose an information report on owning a pet using the following headings:

- Name of pet or species
- Behaviour and temperament
- Appearance
- Home and equipment
- Diet
- Care
- Interesting facts
- Images

Suggested websites and articles for research:

- Australian all breeds of miniature goat and sheep society (AABMGS)
- Keeping Miniature Goats as Pets - The Ultimate Guide
- Goats as pets (RSPCA UK)
- Goat: Species Profile

After completing their information report, ask students to identify moments in the story that highlight the advantages and disadvantages of owning a goat as a pet. (Sample answers: goats are curious and love to explore, as seen in Carmen's willingness to explore with the queen, however goats can also be destructive, and Carmen demonstrated this when she went through hedges, trampled petunia beds etc.)

Engaging Critically
ACELT1599 | EN2-8B

Consider and **evaluate** how the use of extra detail adds humour in the story.

After reading the story, ask students to interpret the mood of the story (the answer should be light, or humorous). Then ask students to identify the parts of the story they found funny, encouraging them to reference details as much as possible.

Explain to students that the author's style is to include lots of additional as well as essential information. There are two ways to locate this information: punctuation and through analysing main events and details.

The most obvious method to locate extra details is by looking at punctuation clues; ask students to identify asides in the parentheses and then interpret why this information is humorous. (For example: the information in the quotation "the Queen (clinging desperately to the chain)" gives us a much clearer and funnier mental picture of Carmen's speed.)

Humorous details are also embedded in the main events. Use the Main Idea Tree to closely read and analyse the key sequence of events that make up the story's rising action: the Queen and Carmen running through the gardens of Mrs Zingler, Admiral Tompkins, the Flips and Mr Wallace. For each event, use one copy of graphic organizer. For example: the main idea/event is that Carmen accidentally stole clothing from Mrs Zingler, the details could include that she has a merry-go-round washing line, that she whirled around 32 times and that the clothing was a lacy petticoat and red long johns.

Lead a class discussion about how these extra details create a light and humorous mood. Answers could include: there is a lot of surprising details, the characters have funny possessions, they create more vivid descriptions etc.

Extension: read another Margaret Mahy story or poem, such as Bubble Trouble to compare how she uses asides in parentheses and extra details in events to create a humorous mood.

Experimenting
ACELT1791 | EN2-2A

Compose a story in a similar writing style to The Queen's Goat.

Explain to students that they will write a recount (either real and embellished, or entirely fictional) about an animal that wins some sort of competition. It should be written in the style of The Queen's Goat, containing lots of extra details that create a humorous mood.

To scaffold the planning process, brainstorm and create class lists of:

- Pets
- Competitions for animals
- Accidents that could involve animals

Encourage students to be creative and innovative. Students could also turn the brainstormed lists into a planning aide such as a chatterbox, story cubes or story stones.

Students need to select or use the planning aide to generate the outline for their story: the pet, the competition and the series of accidents. Prior to writing, students should add three extra, humorous details about each aspect of their outline. For example, their pet iguana could be missing a toe, know three words in English and be afraid of musical theatre.

As students write their stories, they should tick or cross off the extra details they have listed on their planner, aiming to include as many as possible.

Comprehend it

Read 'The Queen's Goat' and
answer the questions below.

1. What type of text is 'The Queen's Goat'?

   _____

2. Why wasn't the Queen allowed to have a dog?

   _____

3. Why did the Queen compare Carmen to a hairy rocket?

   _____

   _____

4. Explain the problem or complication in the story.

   _____

   _____

   _____

5. Explain how Carmen helped the Queen.

   _____

   _____

   _____

6. Why do you think the housekeeper and the butler didn't go on holiday to the mountains?

   _____

   _____

   _____

7. Do you think the Queen would take Carmen to the next pet show? Why or why not?

   _____

   _____

   _____