

# Boo and Brutus

## GOALS

### Comprehension

Identify the sequence of events. Use the pictures to confirm.

### Vocabulary

**High-frequency Words:** but, find, he, him, me, new, not, ran

**Content Words:** best, chickens, ditch, friend, gate, goats, grass, headbutt, snorted, tractor

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: long /u/

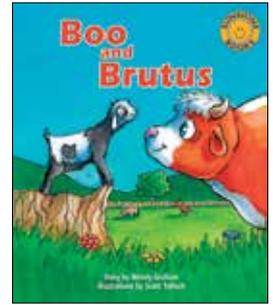
### Phonics

**Letters and Sounds:** long /u/

**Words to Blend and Segment:** blue, boo, cute, new, you

### Fluency

Model fluent reading of text with expression, noting the punctuation and change of characters. Students repeat after you.



Boo is a brave little goat who isn't scared of Brutus, the bull.

## Before Reading

- Read the title and the name of the author and illustrator. Together look at the cover picture. Discuss what they see. Ask: Which animal do you think is Boo and which one is Brutus in the picture? What kinds of animal are they? Can you see more animals in the picture? What do you know about goats and bulls?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is different in this picture compared to the cover? (the fence between Boo and Brutus) What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the animals on each page or what they are doing. Bring words like *best, chickens, ditch, friend, gate, goats, grass, headbutt, snorted, tractor* into the conversation.
- On page 15, have students predict the ending. Ask: Is this a fiction or nonfiction book? How do you know? Look at the back cover and talk about things goats like to do.

## Reading the Text

- Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues. On pages 2–3, look at the picture. Ask: What are the animals? (*goats*) Locate the word *goats* to confirm. What are the goats' names? Find some clues in the initial letters: /m/ *Max*, /f/ *Fergus* and /b/ *Boo*. Do these make sense? Read the sentences together.
- Students look at the picture and tell what Max liked to do. (Max is eating grass.) Locate *grass* in the text. Ask: What does Fergus do to the gate? (*headbutt*) Find *headbutt* in the text. Read the sentence.
- On pages 4–5, ask: What are the goats doing now? (*looking at the bull*) Look for the word in the text to confirm this. What does Boo want to do to the bull? (*tease him*) Find the word *tease*. Read the sentence to check it makes sense.
- Follow this pattern, using the illustration, text and contextual cues to read the words.
- Review students' predictions for the ending made earlier. Turn to page 16 to reveal the ending.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Ask students if they liked the ending. Did it make you laugh? Identify the sequence of events. Use the pictures to confirm. What happened first, next and so on? Reread the story together.
- Discuss what pronouns are and model using them. Relate the pronouns to the illustrations in the book, e.g. *she* is used instead of *Boo* on page 4. Students find other pronouns in the book and explain what they relate to. (*he/Brutus*, page 5; *you/Brutus*, page 7)
- Reread page 4, focusing on the punctuation. Teach students the purpose of the capital letters, full stops, commas, exclamation marks, apostrophe and speech marks. Why is there an apostrophe in *let's*? (contraction for let us)

## **Phonemic Awareness**

- Recognise and produce words that have the same vowel sound: long /u/ Have students indicate when they hear words with the long /u/ vowel sound, e.g. *blue*, *boo*, *cute*, *new*, *you*. They repeat the words, emphasising the long /u/ sound.

## **Phonics**

- Discuss the long /u/ vowel sound. Write the words *blue*, *boo*, *cute*, *new*, *you* on the board to practise blending and segmenting the onsets and rimes together as a group. Use magnetic letters to make the onsets and rimes. Brainstorm other words ending with the long /u/ vowel sound to write on the board. Read them together. (*knew*, *too*, *few*, *queue*) Students record their own lists.

## **Word Study**

- Talk about the words *but*, *find*, *he*, *him*, *me*, *new*, *not*, *ran*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *him* is a pronoun in place of the bull. (page 11)
- Students find contractions in the story and discuss their meaning, e.g. *I'm*, *Let's*, *can't*, *I'll*, *couldn't*. They make a list and match to their expanded form.
- Have students locate verbs in the text and write their matching base verb, e.g. *snorted/snort*; *poked/poke*; *scared/scare*; *smiled/smile*; *tried/try*.

## **Fluency**

- Model fluent reading of the text with expression, noting the punctuation and change of characters. Students repeat after you.

## **Writing**

- Students make a time line of the events in the story. They illustrate and label their time line, then use it to retell the story to the class.
- Students make a problem/events/solution three-column chart about the story. They illustrate and share it with the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.