

Shut the Gate!



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Illustrated by Steve Axelsen



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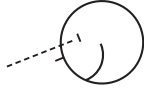
How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- The text features rhythm and rhyme.
- The sentence form: 'The ... came out and gave a shout, "You forgot to shut the gate!"'

Vocabulary

after, animals, duck, farmer, fell, forgot, gate, goat, hill, Jack, Jill, jumped, pig, shout

Setting the context

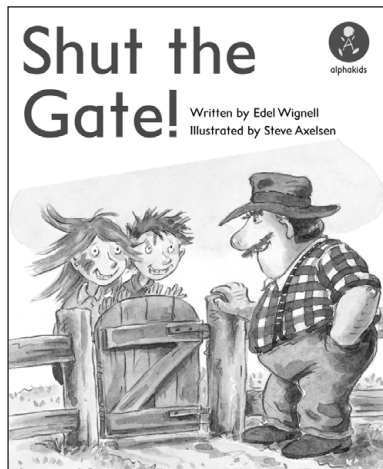
Have the children sing or chant the nursery rhyme 'Jack and Jill Went Up the Hill'.

Jack and Jill went up the hill to fetch a pail of water.

Jack fell down and broke his crown and Jill came tumbling after.

Up Jack got and home did trot as fast as he could caper.

He went to bed to mend his head with vinegar and brown paper.

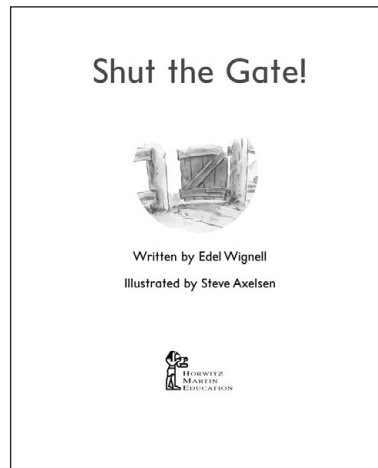


Front cover

*What do you think Jack and Jill have done?
Why are they talking to the farmer? What
might they be saying?*

Introducing the book

This book is about another time that Jack and Jill went up the hill. This time they forgot to shut the gate. What do you think might happen?



Title page

Read the title together with the children.
Point out the exclamation mark.
*Why do you think there is an exclamation
mark in the title?*
Point out the names of the author and
illustrator.



Talkthrough

Ask the children to look at the illustration and describe what is happening.

Where are Jack and Jill going? Where have they come from? What are they going to do? What do you notice about the gate?

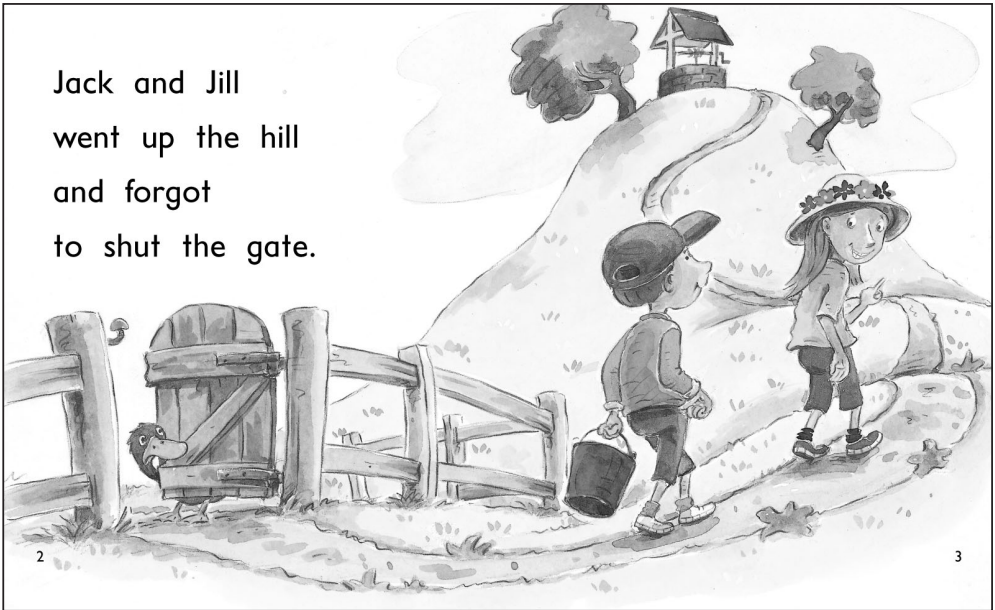


Observe and support

Do the children use their knowledge of high-frequency words to support their reading of other words? Point to the words the children are likely to know by sight.

Can you read the words you know? 'Went up the ...' What could the next word be? What would make sense? What would look right?

Jack and Jill
went up the hill
and forgot
to shut the gate.





Talkthrough

What has happened? What is the duck doing? Yes, it is yelling, ‘You forgot to shut the gate!’

Point out the quotation marks.

These are called quotation marks. They tell us that someone is talking. The book tells us that ‘The duck came out and gave a shout’, so we know that the duck is talking.

Point out the speech balloon.

This is a speech balloon. It also tells us what the duck is saying. What is the duck saying?

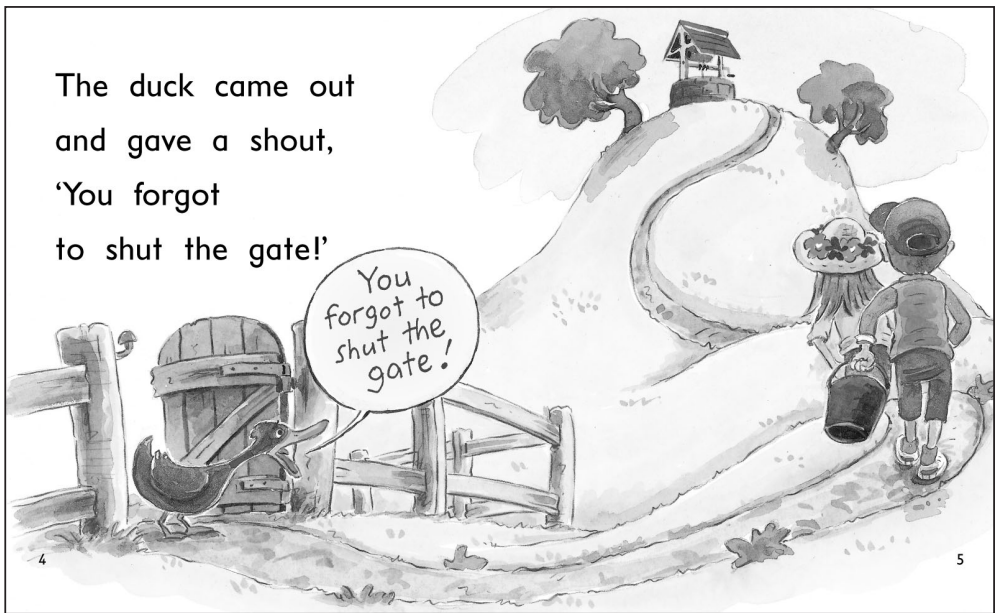


Observe and support

Do the children monitor their reading and notice when there is a mismatch between what they read and the information on the page?

You said ‘The duck came out and shouted’, then you fixed it up. How did you know you had made a mistake?

The duck came out
and gave a shout,
'You forgot
to shut the gate!'





Talkthrough

What has happened now? What does the pig say?

Point out the exclamation mark.

This is an exclamation mark. It tells us that the pig is saying 'You forgot to shut the gate!' in a loud or excited voice. How do you think the pig would sound?



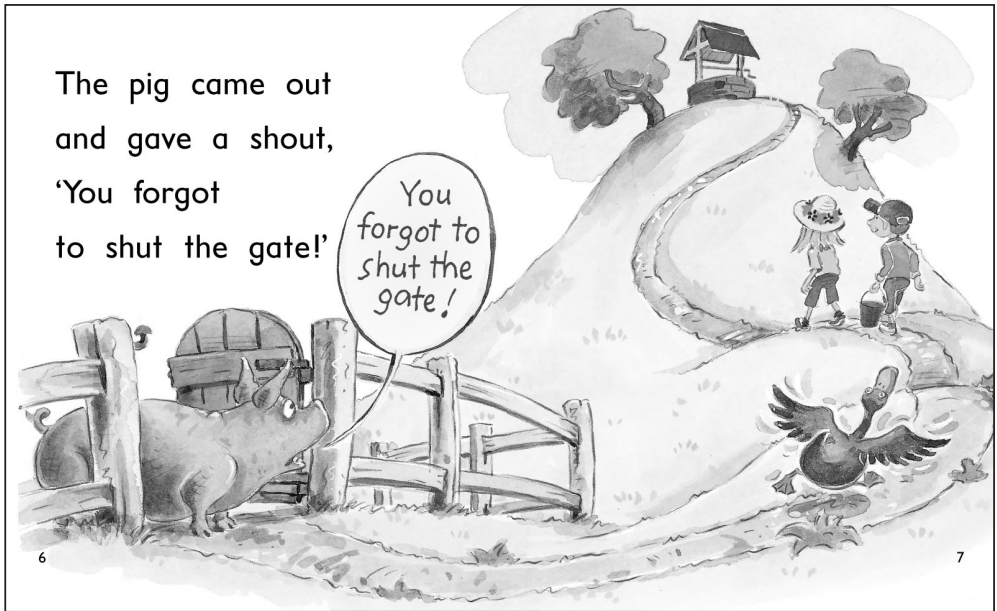
Observe and support

Do the children attend to the punctuation to support expressive reading? Point out the exclamation mark.

What is this? What does it tell you about how your voice should sound when you read 'You forgot to shut the gate!'
Can you make your voice sound alarmed when you read this?

The pig came out
and gave a shout,
'You forgot
to shut the gate!'

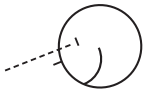
You
forgot to
shut the
gate!





Talkthrough

What does the goat say? Yes, it is shouting, ‘You forgot to shut the gate!’ How does the goat look in the picture? How would the goat say these words?

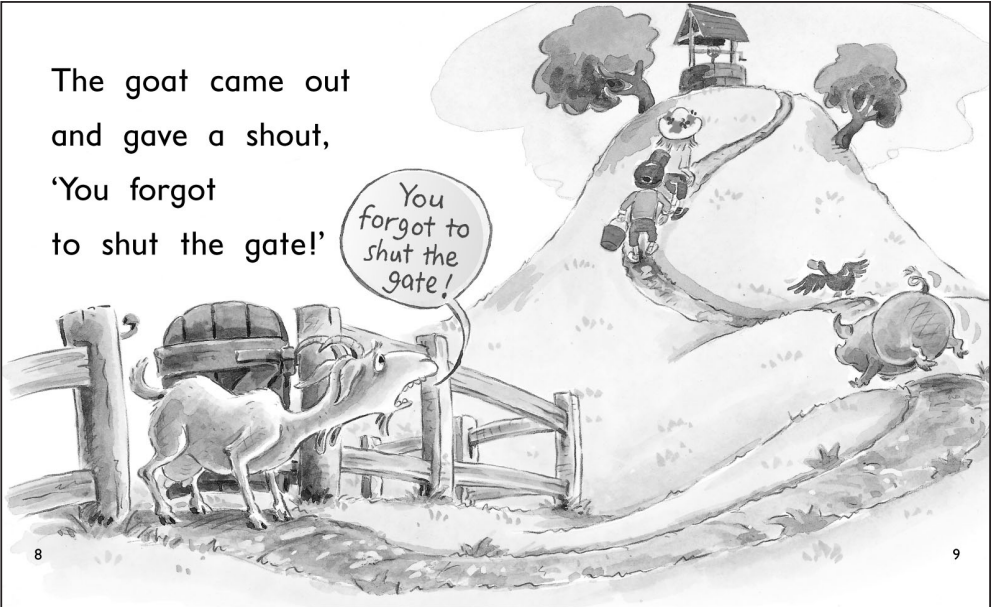


Observe and support

Do the children read the text with attention to phrasing? Can you read these words together? Can you leave little pauses to make it sound better?

The goat came out
and gave a shout,
'You forgot
to shut the gate!'

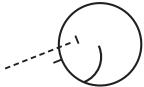
You forgot to shut the gate!





Talkthrough

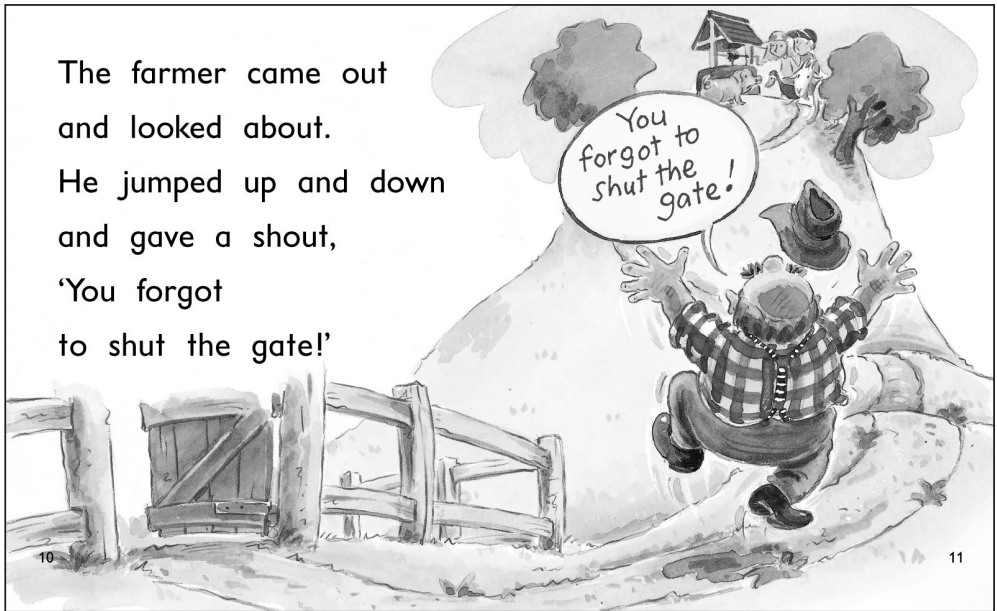
Now the text changes a bit. The farmer has come out and looked about. What does he do? What does he shout?



Observe and support

Can the children understand the inferences in the text?
Why would the farmer be angry that Jack and Jill didn't shut the gate?

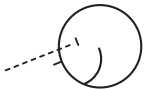
The farmer came out
and looked about.
He jumped up and down
and gave a shout,
'You forgot
to shut the gate!'





Talkthrough

*What has happened to Jack and Jill and all the animals?
What does the book say?*

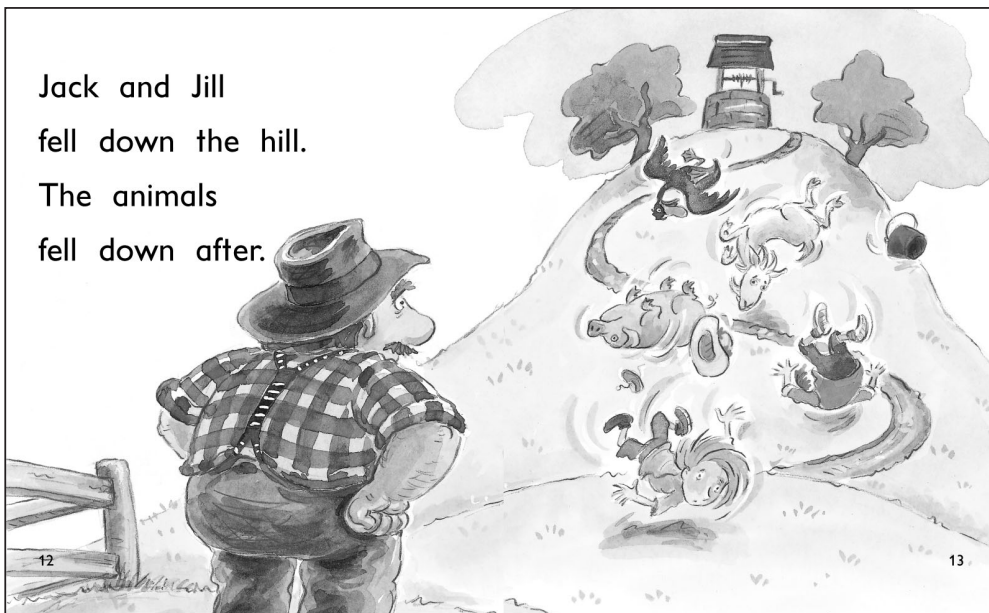


Observe and support

Can the children use their knowledge of letter–sound relationships to support their reading?

What letter does that word start with? What sound might it make? Can you think of a word that starts with /h/ that would fit there?

Jack and Jill
fell down the hill.
The animals
fell down after.





Talkthrough

Jill and Jack talk to the farmer. They say, 'We're Jill and Jack. And we've come back ...'

Point out the ellipsis (...).

These three dots tell us that the sentence is not finished.

What do you think the next page will say?

Point out the contractions 'we're' and 'we've'.

These words are really two words joined together and made a bit shorter. The apostrophe shows that some letters have been left out of the new word.

Write the words 'we have' and 'we've' to demonstrate.



Observe and support

Do the children understand the conventions of writing?

Point to the ellipsis.

What does this tell you?

'We're Jill and Jack.
And we've come back ...





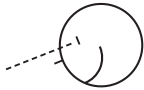
Talkthrough

What did Jack and Jill say? Were you right? What did you look at to check?



so we can shut the gate.'

16



After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

What happened after Jack and Jill forgot to shut the gate?

Why did Jack and Jill shut the gate at the end of the book?

Why is leaving a gate open a problem on a farm?

Being a code breaker

Explore the following language features:

- Punctuation: Full stops, capital letters to begin sentences, commas, quotation marks, exclamation marks, ellipses.
- The use of speech balloons.

Being a text user

Refer to the text when discussing these questions:

Do you need to read the speech balloons to understand the book?

How do you know who is talking?

Being a text critic

What is the author's opinion of little boys and girls?

Do you agree with this opinion?

Are all little boys and girls forgetful?

Responding to text



The children could use paper plates to make masks for each character in the book. These could be used to practise and perform a readers' theatre of the book.



Have the children retell the story as a comic strip. Supply paper folded into eighths to act as the cells of the comic. Encourage the use of speech balloons.



The children could find words that rhyme with those from the book:

- Shut – but, cut, gut, hut, nut, strut.
- Gate – date, fate, grate, hate, late, mate, rate, state.
- Shout – clout, lout, pout, stout, trout.
- Goat – boat, coat, float, moat, stoat.
- Duck – buck, cluck, luck, muck, stuck, truck.
- Pig – big, dig, fig, jig, swig, wig.

Writing

Talk about the use of rhyme in the book.

What is a rhyming word?

List some rhyming words on the board.

The children could make an illustrated list of rhyming words, which could be used as a writing resource.

Assessment

Can the children:

- identify rhyming words in the text?
- explain what speech balloons are for?



whole text activity



sentence activity



word activity

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Written by Edie Wignall
Illustrated by Steve Axelsen



Teacher Edition



Topic: Nursery rhymes

Curriculum link: English

Text type: Narrative poem

Reading level: 5

Word count: 103

High-frequency words: a, about, after, and, came, down, gave, looked, out, the, to, up, went, you

Vocabulary: after, animals, duck, farmer, fell, forgot, gate, goat, hill, Jack, Jill, jumped, pig, shout

Possible literacy focus

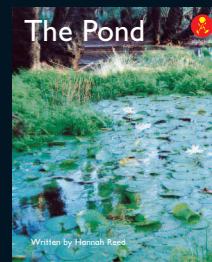
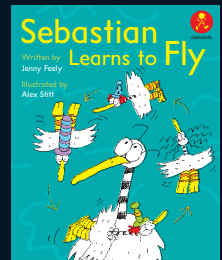
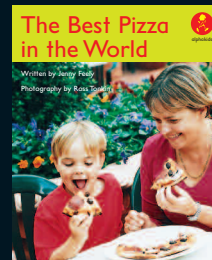
Using a traditional rhyme as a basis for a story.

Using speech balloons.

Summary

This book is a humorous innovation on the traditional nursery rhyme, 'Jack and Jill Went Up the Hill'.

Other books at this level



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