

Books for Young Learners Teacher Resource

Book Notes

**Goha and His Donkey**

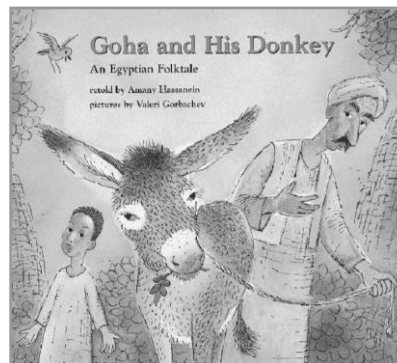
Author Amany Hassanein

Illustrator Valeri Gorbachev

16 pages ■ 114 words

Fountas and Pinnell Level I

Reading Recovery Level 13



Goha and His Donkey

SYNOPSIS

A folk tale about how you can't please everybody.

WHAT THE BOOK OFFERS

- Retelling of Egyptian folk tale
- Third person
- Past tense
- Does not begin or end in traditional folk tale manner, although it has the usual three incidents followed by a "solution"
- Open-ended, ends with ellipsis
- Pronunciation key
- Dialogue within each incident
- Concise writing, action without description or main characters' thoughts
- Offers opportunities for inferential reading ■

Inherent moral

POSSIBLE SKILLS EMPHASIS

- Inferential reading; reading beyond the words will provide the main challenge—the conversation between father and son, the point of the story, the ending
- Compare and contrast
- Understanding that many folk tales have a moral

INTRODUCING THE BOOK

We know that this is a retelling of a folk tale. What do we know about the reason people told or wrote folk tales? What else do we

know about folk tales?

Goha is leading his donkey on the cover illustration, but at other times, he might. . .

†The level indicated here differs from that on early editions of the book. The change has been made as a result of further trialing alongside other books in *Books for Young Learners*. © 2003 by Richard C. Owen Publishers, Inc./www.RCOwen.com

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Goha and His Donkey (continued)

FOCUS OF INSTRUCTION

- Questions and prompts should help the students think beyond the words on the page.

Pages 4 and 5: *How would describe the attitude of the three men on page 5? Do you agree with what they said to Goha? What do you think Goha thought? What was the boy's reaction? Check you thoughts with the expression on the boy's face on page 6.*

Page 9: *What must Goha be thinking now? What would you do if you were Goha?*

FOLLOWING THE READING

Folk tales often end with something like "And that is why. . ." What is the point of this story?

In what ways was this folk tale similar to and different from other tales that you know?

- Select another known folk tale and make a two-column chart listing the features of each to find similarities and differences.

What kind of man was Goha? Give reasons for your opinion. Now let's see if others in the group agree or disagree.

If you met Goha, what would you say to him or ask him? Write it down and then write how Goha might respond.

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Goha and His Donkey (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>The lesson that this folktale teaches us is . . . Goha had to carry the donkey on his back because . . . and then . . .</i>
USE YOUR MEMORY	<i>Why did one of the men say that Goha spoiled his son? If you can't remember, reread page 7 again. Then answer the question. What was the problem in this story? What was the solution to the problem? Look on page 13 if you forgot. Do you agree or disagree with the solution? How come?</i>
WHAT'S YOUR OPINION?	<i>What would you do if you were Goha in this story? Why is this story a folktale? Look on the inside front cover if you need help answering this question. Look at the very top of the inside cover. How do you say the man's name? Why is a pronunciation key helpful to readers?</i>
BE CREATIVE	<i>Rewrite this story in your own words. Then go back and reread the book to see if you forgot anything. Draw pictures to go with your writing. Use the pictures in the book if you need ideas for your drawings. Design a cover for your story that is different than the cover for this book.</i>
VOCABULARY AGENT	<i>The words below are in the PRESENT tense (happening now). Read each word and tell or write the PAST tense for each word. For example, run = ran. Then use each word (present and past tenses) in a sentence. For example: The boy runs ahead of the donkey. The boy ran ahead of the donkey. WORDS: *walk *ride *hear *spoil *makes *say *has</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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