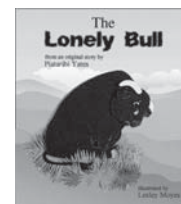# The Lonely Bull

from an original story by Piatarihi Yates
illustrated by Lesley Moyes

Book Summary

Bull thinks nobody wants to be his friend, but it's just that all the other farm animals are scared of him!

Features of the Book

- The strong element of repetition for reader support.
- The frequent use of the blends – "sh" and "fr."
- The paper collage medium used by the artist.
- Illustrations that span two pages.
- The frequency of direct quotes and the question mark.
- The capital letter that begins each animal's name.
- The high-frequency words – "was," "will," "you," "came," and "your."

Purpose

The Lonely Bull can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- **S** using structural cues to monitor that reading is making sense;
- **S** predicting outcomes from illustrations;
- **S** summarizing the main parts of the story;
- **S** selecting information from the story for a specific purpose.

Introducing the text

Introduce the book by talking about farm animals.

- *Do you think animals need friends?*
- *Would a dog and a sheep be good friends?*

Discuss the cover illustration.

- *Why is Bull crying?*

Read the title together and share the other cover information.
Talk about what it means to be lonely.

Reading the text

- **S** Using structural cues to monitor that reading is making sense.

- **S** Predicting outcomes from illustrations.
- **S** Summarizing the main parts of the story.

Page 2
- *What is wrong with Bull?*

Page 3
- *Who is walking by? What is Bull thinking?*
- *Will Goat be a good friend for Bull?*

Pages 4 to 11
- *What is Goat doing? What is she saying?*

As each new animal comes along, look at the changes in their facial expressions and the way Bull's expression changes slowly from happy to sad again.

- *Why do you think the animals are scared of Bull?*

The fear that the animals have of Bull is not explicit and needs to be inferred from the illustrations and the word "Help."

Page 12
- *Who is this? Why does he have an umbrella?*

Draw attention to the clouds and Bull's tears.

Pages 14 to 16
- *Who is Duck pointing to? What could he be saying?*

Look at the animals' faces.

- *What has happened to the rain/tears?*

Children now read the book independently.

Revisiting the text

- *How would you describe Bull?*
- *How would you feel if you were one of the animals and you suddenly saw a big bull?*

Make sure the children notice what happens to the animals' clothing when they see Bull.
Look at the two blends that appear on almost every spread – "sh" and "fr." List other examples.

Following Up

- **S** Selecting information from the story for a specific purpose.

- ✎ The children could write new speech bubbles for each of the animals, for example, "No Way! You're too big!"
- **B** **Complete the blackline master opposite.**