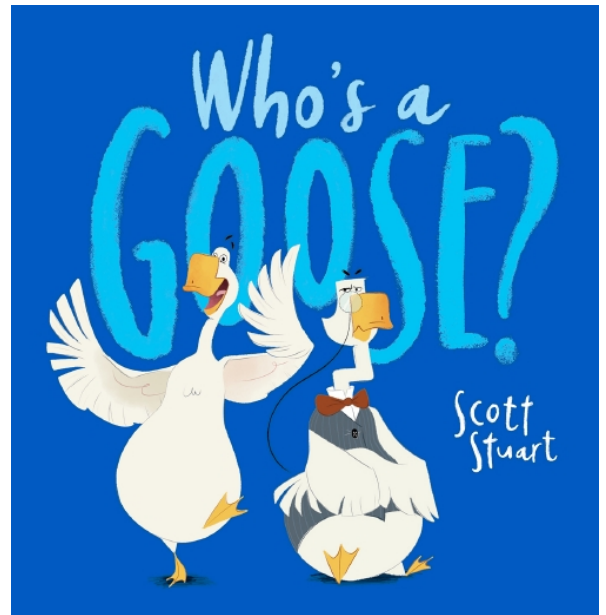


# Who's a Goose?

Author/Illustrator  
**Scott Stuart**



## Synopsis

Teaching small children plurals can sometimes be exciting - and when the child in question is also a goose, things are bound to get even more interesting. For if the plural of Goose is Geese, then surely the plural of Moose should be Meese...but it is not! Bill the Goose and his long-suffering teacher Bruce take the reader on a joyous romp through the pages of this delightful story, learning along the way about such things as what you call a group of frogs, and just how many sheep the word 'sheep' refers to anyway. An adventurous exploration of just what you call one, two, or a whole group of a variety of different animals, *Who's a Goose* is as amusing as it is educational.

## About the Author/Illustrator

**Scott Stuart** is a best-selling children's book author who is committed to creating content that empowers young kids. Scott's stories, positive messages and uplifting online presence have gained him over 300K followers and more than 9 million likes on TikTok. His 2020 picture book *My Shadow Is Pink* was nominated for CBCA Picture Book of the Year and shortlisted for ABIA Children's Book of the Year. This is Scott's first book with Scholastic Press.

## Themes

Key Themes include: Animals, puns, wordplay, pluralisation, collective nouns, education, humour.

## Writing Style

Written throughout in rhyming verse, *Who's A Goose* is presented as a dialogue between Bill and his teacher (both of whom happen to be geese). The verses are for the most part arranged in a question and

answer format, and Stuart makes excellent use of alliteration, puns, and word-play to bring humour and fun to the story. As informative as it is entertaining, *Who's A Goose* is ideally suited to reading aloud, and will engage the interest of both the adult reader and their youthful audience.

### Illustration Style

Digitally created, Stuart's illustrations feature a combination of single and double page spreads. Backgrounds are predominantly undifferentiated expanses of brights, in contrasting colours to the figures and foreground features. Linework is crisp, and figures have mainly realistic features and forms, while also engaging in anthropomorphic activities. Shading and textural variation are confined to figures, creating a three-dimensionality for the characters which allows them to stand out against the flat brights of the background. The visual narrative faithfully parallels the textual narrative, adding detail and enhancing reader understanding. Humour is frequently present in the interaction between the dual narratives, with puns and word-play becoming apparent through the at-times unexpected portrayal of the characters' actions and behaviours.

## TEACHER NOTES

- 1) Before reading the story, as a class look closely at the cover and title, and discuss what you can learn about the book from the artwork and title. Some things to include in your discussion might be:
  - Who is the author of this book?
  - Who is the illustrator of this book?
  - What is the title of this story?
  - What do you think the title might be referring to?
  - Who do you think might be the main character of this book - why do you think this?
  - What can you see happening in the cover artwork?
  - What do you predict might happen in this story?
- 2) A *collective noun* is a word that is used to describe a group of a particular type of animal. What are the collective nouns used in the story?
- 3) Did you already know any of the collective nouns used in the story for groups of animals?
- 4) What are some other collective nouns that you know?

- 5) In small groups or pairs, choose an animal that does not appear in the story, and research online or in the library.
- Aim to discover a) what the plural form of the animal is and b) what the collective noun for a group of your animals is.
  - Use this information to help you write a short poem about your animal.
  - Your poem should include the singular and plural words for the animal, as well as the collective noun for the animal.
  - Create an A3 artwork featuring your animal, that you feel illustrates your poem.
- 6) Look carefully at the page with all the many many sheep on it. Use cotton wool, crayons, acrylic paint, and shredded paper to make a collage of a whole flock of sheep using the picture in the book as inspiration. You might want to draw faces for your sheep on thin cardboard before cutting them out, and sticking them onto the bodies for an extra three dimensional effect.
- 7) It says in the story that a group of Geese is a flock. What other animal in the book also has *flock* as their collective noun? What animals that don't appear in the story use *flock* as their collective noun? Do all these animals - or several groups of these animals - have anything in common, and if so, what?
- 8) What do you think is the funniest part of the story? Why do you think it is funny? As a class discuss how the author/illustrator has combined words and pictures to create humour in the story.
- 9) What do you think will be Bill's reaction when he discovers what the plural of 'mouse' is? Create a two panel illustration showing what happens when he finally discovers this. Try to think of some other words that might rhyme with 'mouse' and 'mice' to help you caption your illustration with a rhyme to share this information like the rhymes in the book.
- 10) In small groups or pairs, choose one of the animals in the story, and create a short dance or movement sequence featuring this animal. You might want to look for videos of the animals in the wild to help you understand how they move in groups. As a class combine your movement sequences to create a class performance to accompany a reading of the story. You can film your performance and use a reading of the story as the sound track, or you might like to present the combined effort as a live production at school assembly or for another class.
- 11) Take a class trip to a local zoo, farm, or wildlife park.

- While you are there write down all the names of the different animals you see.
  - When you return to class the next day, talk about the different animals, and make a list of the collective nouns for all the animals you saw on your excursion.
  - Write a recount of your experience sharing:
    - what you enjoyed the most about the trip,
    - one thing which surprised you,
    - something you learnt,
    - what your favourite animal was.
  - If there is no zoo or wildlife park near where you live, you can take a walk around your local area, and note down all the different animals you see or hear on your walk. Remember, birds and insects are animals too!
- 12) The band of gorillas in the story has a logo on their drum kit, but they don't seem to have a name for their band! In pairs or small groups brainstorm a cool name for a band of gorillas. Create a poster advertising a performance by your band of gorillas. You might wish to look at some classic posters advertising rock groups for inspiration, or you can base the artwork for your poster on the illustrations in the book.
- 13) The pigs in the story are adamant that they do NOT get smelly. Are pigs really naturally smelly animals, or are the pigs in the book correct? Research pigs and their habits and behaviour to discover the answer to this question.
- 14) Create a crossword puzzle using the story for inspiration. For example one of your clues might be "A group of gorillas" with the answer being "band".
- 15) Which is your favourite of all the animals that appear in the story? Why is this animal your favourite? Write an illustrated paragraph sharing your thoughts about your favourite animal and why you like it.
- 16) How many songs or games do you know that feature animals that appear in the story? Play the games as a class, and practice the songs so you can perform them for another class or at assembly.