

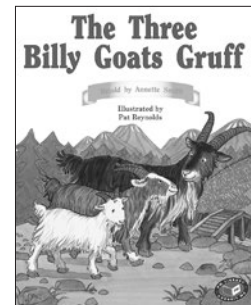
# The Three Billy Goats Gruff

PM Level 16

Orange

**Text Type** Narrative

**Running Words** 778



## Preparing for Guided Reading

### Orientation to the Text

- Discuss what a Billy Goat is. Ask If this is a mother goat or a father goat. What is a mother goat called?
- Explain that this is a traditional tale and there is a special message for the reader.

### Prior Knowledge

- Ask students who know this story to retell it for other students.
- Talk about other traditional tales that are passed from one generation to the next.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

bridge, great, horns, middle, troll

#### Content Words

butted, gobble, hillside, mean, sized, spring, sweet

### Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of syllables to break words into readable units.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including applying prior knowledge, thinking aloud, attending to details in illustrations, re-reading and reading on.

### Focusing on the Story – Guided Reading

- Discuss the title page illustration and talk about the characters and the setting.
- Direct students' attention to the repetitive text that allows the story to flow smoothly.
- Study the illustrations closely and talk about the characters' actions.
- Revise the purpose of the ellipsis on p. 6. Note this form of punctuation is used to show that the line of text is incomplete and the reader has to read on to finish the sentence.

- Encourage students to read bold font with expression.
- Draw students' attention to the words *trip-trap* on pp. 6, 10 and 14. Note these words become bigger and bolder to match the size of the Billy goat.
- Talk about the troll's personality. Discuss the ways in which he was mean to the goats.
- Extend the text by staging the play. Students can make their own masks to use in the play.

### Comprehension

- Why did the Billy goats want to go across the bridge? (*Literal*)
- How did the first two Billy goats trick the troll? (*Inferential*)
- Do you think the troll was clever? (*Inferential*)

### Follow-up Activities

- Have students draw pictures of their family. Compare the height of each family member. Label each person, e.g. little, middle-sized etc. Share and compare pictures.
- Show students how to record the story of *The Three Billy Goats Gruff* onto a recording device. Discuss how to make different sound effects, e.g. trip-trap. Use percussion instruments to experiment with these sounds before recording.
- Write on the whiteboard some words that students use commonly in their story writing. Talk with students about more descriptive alternatives for these words, e.g. said – roared, shouted, yelled, laughed, chuckled. Make a chart of these words for students to refer to when they are writing.
- Show students photographs of different types of bridges. Provide craft materials or plastic construction equipment so that students can make their own models. Encourage them to talk and write about their bridges.
- Make a word wheel to describe the troll.
- Have students write letters to the troll telling him their thoughts and feelings about his behaviour.
- Make dioramas of the Norwegian mountain scene. Show the goats, the bridge, the troll, the hillside, the mountains and the river.

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## Learning Intentions

- We are learning to apply knowledge of syllables to break unfamiliar words into readable units.
- We are learning to integrate meaning, language structures and visual information as we read.

• \_\_\_\_\_

## Success Criteria

- I can use my knowledge of syllables to assist me to decode unfamiliar words.
- I can use a variety of skills and strategies to understand what I read.

• \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up