

The Three Billy Goats Gruff

3

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the story "The Three Billy Goats Gruff"
- ✓ Identify the characters, plot, and setting of "The Three Billy Goats Gruff"

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Retell the story "The Three Billy Goats Gruff," including the characters, and placing beginning, middle, and end events in the proper sequence (RL.K.2)
- ✓ Describe illustrations of the Billy Goats Gruff in "The Three Billy Goats Gruff," using the illustrations to check and support comprehension of the read-aloud (RL.K.7)
- ✓ Identify new meanings for familiar words, such as *cross,* and apply them accurately (L.K.4a)

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Core Vocabulary

creaked, *v.* Made a low, squeaking sound
Example: The door creaked open.
Variation(s): creak, creaks, creaking

gobble, *v.* To eat something quickly and in a greedy way
Example: Jane's mother told her not to gobble her food, but to take the time to chew each bite.
Variation(s): gobbles, gobbled, gobbling

longed, *v.* Had an earnest, heartfelt desire, especially for something beyond reach
Example: We longed for cold water in the summer heat.
Variation(s): long, longs, longing

scarcely, *adv.* Only just barely; by a small amount
Example: We scarcely made it in time to catch our bus.
Variation(s): none

setting, *n.* Where a story takes place
Example: The setting of a story about students might be in a school.
Variation(s): settings

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	**What Have We Already Learned?**		10
	Purpose for Listening		
Presenting the Read-Aloud	**The Three Billy Goats Gruff**		10
Discussing the Read-Aloud	**Comprehension Questions**		10
	Word Work: Longed		5
	Complete Remainder of the Lesson Later in the Day		
Extensions	**Character, Setting, and Plot**		15
	Multiple Meaning Word Activity: Cross	Poster 2M: Cross	

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The Three Billy Goats Gruff

3A

Introducing the Read-Aloud — *10 minutes*

What Have We Already Learned?

Remind students that the characters are who a story is about. Characters can be people or animals in a story. Remind students that the plot of a story is what happens, or the events in a story.

Tell students that the **setting** of a story is the place where the story happens. The story they will hear today takes place on a bridge next to a grassy hill. This means the setting is a bridge next to a grassy hill.

Purpose for Listening

Ask students if they have ever heard a story about someone who wants something very badly. What did the character in the story want?

Tell students that they are going to hear a story in which three goats want something very badly, but run into a problem trying to get what they want. Tell students to listen carefully to find out what the goats want, what problem they encounter, and how they solve the problem. (If some students are already familiar with this story, tell them to listen to see how this version might be different from the one they know.)

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Presenting the Read-Aloud **10** *minutes*



The Three Billy Goats Gruff

Show image 3A-1: The three Billy Goats Gruff

Once upon a time there were three billy goats, brothers who were all named "Gruff." The three Billy Goats Gruff **longed** to go up a hillside covered with thick, green grass.[1] They wanted to eat that grass because they knew it would be delicious.

To get to the hillside they had to cross a brook.[2] Over the brook was a bridge. And under the bridge lived a troll.[3]

Now, the first to cross the bridge was the Little Billy Goat Gruff.[4]

1 They really, really wanted to go up the hillside covered with thick, green grass.

2 [Point to the brook in the picture.] A brook is a small river or stream of water.

3 [Point to the troll in the picture.]

4 Here, the word *cross* means to go from one side of the bridge to the other. The word *cross* can have other meanings. The word *cross* also means to be annoyed or angry.



Show image 3A-2: Little Billy Goat Gruff crossing the bridge

"Trip-trap! Trip-trap! Trip-trap!" went the bridge.

"WHO'S THAT TRIP-TRAPPING OVER MY BRIDGE?" roared the troll, who had been taking a nap and was feeling quite grumpy from being shook awake by the trip-trapping of the bridge.

And the tiny goat said in a wee, small voice, "It is only I, Little Billy Goat Gruff. And I'm going to the hillside to eat the delicious grass."

"Oh-ho!" said the troll, who was feeling both grumpy and hungry. "I am coming to **gobble** you up."[5]

"Oh, please don't eat me," said the Little Billy Goat Gruff. "I'm too little, yes I am. Wait a bit until my brother comes. He's much bigger."

"Well, be off with you!" said the troll, who was usually much more polite when his tummy was full and he had had a decent nap. He settled back down under the bridge, determined to fall back asleep.

5 To gobble something means to eat it quickly.

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Show image 3A-3: Middle Billy Goat Gruff crossing the bridge

Soon the Middle Billy Goat Gruff came to cross the bridge.

"Trip-trap! Trip-trap! Trip-trap!" went the bridge.

"WHO'S THAT TRIP-TRAPPING OVER MY BRIDGE?" roared the troll, jumping up onto the bridge. Now the troll was becoming very grumpy. How was he to get any sleep with all of this noise moving over his bridge?

And the goat said, in a not-so-small voice, "It is only I, Middle Billy Goat Gruff, and I'm going to the hillside to eat the delicious grass."

"Oh-ho!" said the troll, who was feeling even grumpier and hungrier. "I am coming to gobble you up."

"Oh no, don't eat me. Wait till my brother comes along. He's much bigger."

"Very well; be off with you!" said the troll, who could not believe he had been disturbed twice in one day. He jumped back down to try once more to take a nap in his home under the bridge. [6]

6 The troll cannot sleep because the goats are walking noisily on his house.



Show image 3A-4: Big Billy Goat Gruff on the bridge

And just then up came the great Big Billy Goat Gruff.

"TRIP-TRAP! TRIP-TRAP! TRIP-TRAP!" went the bridge, for the Big Billy Goat Gruff was so heavy that the bridge **creaked** and groaned under him. [7]

7 That means the bridge moved and made a squeaking sound because Big Billy Goat Gruff was so big.

"WHO'S THAT TRIP-TRAPPING OVER MY BRIDGE?" roared the troll, for this was really getting quite ridiculous!

And a deep, loud voice boomed, "IT IS I, BIG BILLY GOAT GRUFF."

"Oh-ho!" said the troll, who was thinking now that he was feeling the grumpiest and hungriest he had ever felt. "I am coming to gobble you up."

"Well, then, come and try it!" said the Big Billy Goat Gruff.

The troll climbed up on the bridge, but he was not prepared for what happened next. [8]

8 What do you think will happen now between the troll and the Big Billy Goat Gruff?

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Show image 3A-5: The Big Billy Goat Gruff, and the troll falling off the bridge

The Big Billy Goat Gruff rushed at the troll, without saying a word. He danced and pranced all over, until the bridge shook so much that the poor troll rolled off the bridge into the water.



Show image 3A-6: Happy Billy Goats Gruff

Then the Big Billy Goat Gruff went to the hillside, where he joined his brothers. And they all three ate so much delicious grass that they were **scarcely** able to walk home again. [9]

Snip, snap, snout,

This tale's told out.

9 That means that the Billy Goats Gruff had a hard time walking home.

Discussing the Read-Aloud ***15*** *minutes*

Comprehension Questions ***10*** *minutes*

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* How many Billy Goats Gruff are there? (There are three Billy Goats Gruff.) What are their names? (Their names are Little Billy Goat Gruff, Middle Billy Goat Gruff, and Big Billy Goat Gruff.)
2. *Literal* What is setting? (The setting is the place where a story happens.) What is the setting of this story? (The setting of this story is a bridge near a grassy hill.)
3. *Literal* Who lives under the bridge? (The troll lives under the bridge.)
4. *Literal* What is the troll trying to do when Little Billy Goat Gruff crosses the bridge? (The troll is trying to take a nap.)
5. *Literal* What problem does Little Billy Goat Gruff encounter when he wakes up the troll? (The troll yells and says he is going to gobble up Little Billy Goat Gruff.)

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6. *Inferential* Why doesn't the troll gobble him up? (Little Billy Goat Gruff says that his brother, who is bigger, is coming next, so the troll decides to wait.)

7. *Inferential* Who crosses the bridge next? (Middle Billy Goat Gruff crosses the bridge next.) Why doesn't the troll try to gobble up Middle Billy Goat Gruff? (The troll doesn't try to gobble him up because Middle Billy Goat Gruff says his bigger brother is coming.)

8. *Literal* Who crosses the bridge last? (Big Billy Goat Gruff crosses the bridge last.) What happens? (The troll says that he will gobble him up.) What does Big Billy Goat Gruff do to the troll? (He knocks the troll into the water.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative* *Think Pair Share:* Does the story end the way you expected? Why or why not? How might the troll feel at the end? (Answers may vary.)

10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

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Word Work: Longed

5 minutes

1. In the read-aloud you heard, "The three Billy Goats Gruff *longed* to go up a hillside covered with thick, green grass."
2. Say the word *longed* with me.
3. When you have longed for something or longed to do something, it means you have really, really wanted something or you have really, really wanted to do something.
4. Rania longed to swim in the pool to find relief from the hot sun.
5. What is something you have longed for? Try to use the word *longed* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I have longed for _____ because . . ."]
6. What's the word we've been talking about?

Use a *Sharing* activity for follow-up. Directions: I am going to ask you some questions about what you might long for in different situations. Be sure to begin your responses with "I have longed for . . ."
(Answers may vary.)

1. What have you longed for on a hot summer day?
2. What have you longed for on a really cold day?
3. What have you longed for when it started raining really hard?
4. What have you longed for when you were really tired?



Complete Remainder of the Lesson Later in the Day

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The Three Billy Goats Gruff

3B

Extensions — *15 minutes*



Character, Setting, and Plot

Show image 3A-1: The three Billy Goats Gruff

Tell students that this illustration shows the characters in the story. The characters are who the story is about. Characters can be people or animals in a story. Ask students to identify the characters in the illustration. Then say, "There is one more character in this story that is hiding under the far end of the bridge. Do you remember who it is?"



Show image 3A-2: Little Billy Goat Gruff crossing the bridge

Tell students that this illustration shows the setting of the story, or where the story takes place. Guide students in identifying the setting for most of "The Three Billy Goats Gruff" as the bridge next to the grassy hillside.

Now, use images 3A-1 through 3A-6 to guide a retelling of the story. Have students look at each of the images and talk about what is happening in each one. Encourage them to use words like *first, next, then,* and *last* to describe the order, or sequence, of the events. Remind students that when they talk about what happens, or the events in the story, they are talking about the plot of the story.

Multiple Meaning Word Activity

Associated Phrase: Cross

1. [Show Poster 2M: Cross.] In the read-aloud you heard, "To get to the hillside they had to *cross* a brook." Here *cross* means to go over something. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
2. *Cross* also means other things. *Cross* also means annoyed and irritable. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]

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3. [Point to the billy goat crossing the bridge.] With your neighbor, talk about what you think of when you see this kind of cross. I will call on a few students to share what they discussed. Remember to answer in complete sentences. (When I think of *cross,* I think of walking across the street, etc.)

4. [Point to the annoyed and irritable child.] Now with your neighbor, talk about what you think of when you see this kind of cross. I will call on a few students to share what they discussed. Remember to answer in complete sentences. (This picture of *cross* makes me think of being upset, angry, etc.)

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