



TITLE: THE THREE BILLY GOATS GRUFF
LEVEL: I



INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book is about three billy goats who want to cross the river to eat grass on the other side. Have you heard any other versions of this story? What happens?"
- "Turn to pages 4 and 5. *Little Billy Goat Gruff started across the bridge. Trip, trap, trip, trap! went his little feet on the bridge.*"
- "Turn the page. The troll says he is going to gobble him up. Little Billy Goat Gruff tells the troll to wait for his brother, Middle Billy Goat Gruff, who is bigger."
- "Turn to page 10. What happens when Big Billy Goat Gruff goes across the bridge?"
- "Turn back to the beginning and read about the Billy Goats Gruff."

READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level I Prompting Guide for a list of desired reading behaviors and suggested actions to take.

DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- How did the billy goats fool the troll?
- Talk about what other versions of the story students have heard.

FOLLOW-UP TEACHING

Based on your observations of the students' reading, select one or two teaching points that will be most helpful to all of the students. You might:

- Have the students locate the word *hillside*. Make the word with magnetic letters. Have students break the word apart.
- Practice reading together and making it sound like talking.



You Will Need:

- Chart paper
- Marker

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students listen for long and short vowel sounds.

Steps:

1. Explain to the students that they are going learn about the vowel e.
2. Ask the students to think of words with the vowel e in them.
3. Record the words they come up with in two lists: long vowels and short vowels.
4. As students notice that you are categorizing their suggestions ask them what they notice.
5. Ask for more suggestions and ask which column to place them in.

SUPPORTING ENGLISH LANGUAGE LEARNERS

Consider what additional challenges the lesson might present for second language learners.

- Check to see that the students are familiar with the story of *The Three Billy Goats Gruff*.
- Practice saying *trip, trap, trip, trap*.

For the Lesson Extension Activity for this book, go to pioneervalleybooks.com/pawprints.