The Three Billy Goats Gruff
A Unit on Fairy Tales
Kindergarten

THE THREE BILLY GOATS GRUFF
Paul Galdone

Thomas Myler
TSL 518
Spring 2012
Title: Three Billy Goats Gruff – A Unit on Fairy Tales
Grade level: Kindergarten
Target group: Mainstream class with integrated ELL students

Source of written materials: The Three Billy Goats Gruff
Paul Galdone

Source of lessons: Teacher Generated Lessons based on District Standards

The lessons are part of an integrated unit on Fairy Tales. These lessons, all based on The Three Billy Goats Gruff, build on the knowledge the students have acquired through prior learning and shared experiences with several other Fairy Tales; The Gingerbread Man, The Three Little Pigs, and Little Red Riding Hood, the Three Bears.

Learning Goals:
- I want my students to know and understand how stories work.
  Stories have:
  o Characters
  o A Setting
  o A Problem
  o A Solution
- I want students to demonstrate comprehension by retelling a story
- I want my students to understand the concept words first, next, then, last, over, under, below, under, first, second, third
- I want students to begin to understand character analysis and inferencing by describing character attributes and traits
- I want to students to discover that understanding characters can improve reading comprehension
- I want students to understand the concept of addition using manipulatives
Lesson 1
## Performance Objective:
**Lesson 1 – Retelling The Three Billy Goats Gruff**
**Three Billy Goats Gruff - Kindergarten**

### Content Objective
Using student created story props, SWBAT retell the key events of the story *The Three Billy Goats Gruff* in proper sequence.

### Language Objective:
SWBAT accurately recall, act out and orally state the events of *The Three Billy Goats Gruff* using the words *first, next, then, and last.*

<table>
<thead>
<tr>
<th>Domain and Content Topic</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Speaking – Retelling the story <em>The Three Billy Goats Gruff</em></td>
<td>- nonverbally acts out at least 2 story events - uses most of the stick puppets - i.e. Student uses the troll puppet and a Billy Goat puppet to accurately act out two of the story events</td>
<td>- states the names of all 4 characters - states the setting - uses 2 of the 4 transition words <em>first, next, then and/or last</em> - states and acts out all the events in the correct sequence using stick puppets - i.e. troll</td>
<td>- states the names of all 4 characters - states the setting - uses complete sentences and the words <em>first, next, then and last</em> - states and acts out all the events in the correct sequence using stick puppets - uses voice inflection and some key phrases to represent 2 of the 4 characters - i.e. the troll says in a deep voice, &quot;be off with you&quot;</td>
<td>- states the names of all 4 characters - states the setting - uses complete sentences and the words <em>first, next, then and last</em> - states and acts out all the events in the correct sequence using stick puppets - uses voice inflection and key phrases to represent all of the characters i.e. “be off with you” - the little Billy Goat in a quiet voice, “don’t eat me.”</td>
<td>- states the names of all 4 characters - states the setting and solution - uses complete sentences and the words <em>first, next, then and last</em> - states and acts out all the events in the correct sequence using stick puppets - retelling is fluent - uses voice inflection and key phrases to represent all of the characters i.e. “be off with you” - who is that tripping over my bridge?</td>
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**Content Objective**
Using student created story props, SWBAT retell the key events of the story *The Three Billy Goats Gruff* in proper sequence.

**Language Objective:**
SWBAT accurately recall, act out and orally state the events of *The Three Billy Goats Gruff* using the words first, next, then, and last.

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<tr>
<td>Retell</td>
<td>The key events of the story <em>The Three Billy Goats Gruff</em> using student created story props</td>
<td>The setting is ____________</td>
<td>Setting, Valley, Bridge, River</td>
<td>Transition words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Characters are ____________</td>
<td>Character, Billy Goat, Troll</td>
<td>Adjectives or Description words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First the _____ Billy Goat Gruff _____</td>
<td>First, Next, Then, Last</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Next the _____ Billy Goat Gruff _____</td>
<td></td>
<td>Position/location words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Then the _____ Billy Goat Gruff _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last the troll ____________</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>At the end ____________</td>
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Lesson 1
Title: Retelling The Three Billy Goats Gruff (unit lesson 6)

Lesson Synapsis:
Students will work with a partner to retell the story. Students are expected to retell the story in the correct sequence using appropriate vocabulary from the story and the story props. (whole group/ partners /whole group)

Prior Lessons:
• Lesson 2 - Story Elements -- Brainstormed and recorded on Chart paper (illustrated)
  • Character
  • Setting
  • Problem
  • Solution

• Lesson 3 - Review position words -over, under, below, across, first, next, last

• Lesson 4 - Story props -students created story props
  • Setting – on manila folder. One side rocky, one side grassy, river in the center, paper bridge glued over the top
  • Stick puppets

CT Content Standards:
Math 3.2 Use spatial reasoning, location, and geometric relationships to solve problems
4. describe location, direction, and position of objects, using terms such as under/over, inside/outside, next to/near, top/bottom, in front of, first and last

Language Arts – Reading Comprehension
9. retell information from a story, using proper sequence
10. identify the setting, theme, conflict, and important events of the plot in a story
Language Arts – Listening and Speaking
1. listen for specific purposes, including recalling events, summarizing details, and acquiring information
4. take turns during conversation
5. participate in group discussion
7. share information and ideas in complete sentences
8. relate an experience or a story in a logical sequence

Content objective:
SWBAT accurately retell the story *The Three Billy Goats Gruff* in proper sequence using student created story props

Language objective:
SWBAT recall and accurately express, in both words and actions, the events of *The Three Billy Goats Gruff* using the words: first, next, then, last.

Materials:
1. Student created setting folder with 4 character stick puppets (attached)
2. Illustrated chart of story elements: characters, setting, problem, solution from lesson 2

Procedure:
1. Teacher pre-assigns partners – grouping Ells with same native language together, Proficient Ells with Beginning/Pre Production Ells when possible
2. Prior to the lesson, materials are passed out to students’ tables, placing setting folder with stick puppets of partners next to each other
3. Students gather on carpet in a circle
4. Teacher states the **Content** and **Language Objective** for today’s lesson by pointing to objective written on the board and reading it a loud in child friendly language. Today girls and boys we are going to practice retelling the *The Three Billy Goats Gruff*, using the stick
puppets we made yesterday, in the correct sequence using the words first, next, then, last.

5. Teacher initiates a discussion of the story by asking students to recall the events by opening the book page by page, but not reading it. Students are able to see the illustrations.

   a. Who are the characters?
      i. Teacher shows stick puppets as students name, or point to, all the characters.
      ii. Teacher refers students to the chart featuring the story elements, illustrated and labeled, from lesson 2
      iii. Matches stick puppet with name and illustration on chart

   b. What is the setting of the story? Describe it
      i. Teacher shows student created setting folder
      ii. Teacher refers students to the chart featuring the story elements, illustrated and labeled, from lesson 2

   c. What happened first, then, next, last?
   d. What was the problem?
   e. How was the problem solved?
   f. How did the story end?

   g. Teacher engages all students in this discussion by directing the following type questions to lower proficient ELLS (pointing, yes or no questions):
      i. Point to the biggest, strongest character
      ii. Point to the smallest character
      iii. Was the setting in the city?
      iv. Which character was mean?
      v. Point to where the troll lives
      vi. Where did the goats want to go?

6. Teacher models how to retell the story, being certain to refer to the story element chart, using retelling props. Teacher also refers to RETELLING chart (left) listing the language pattern to help retell the story in order.
7. Teacher involves students by choosing three or four to participate in the retelling (modeling how to share, take turns, refer to charts)
8. Teacher explains how students will return to their tables when called and work with their partners, taking turns to retell the story
   a. Several copies of the book, as well as the anchor charts listing the story elements and Retelling language patterns are available for the students to reference to assist the students in their individual retelling
9. Students are then called by name and partner to find their place and begin retelling the story using story props
10. Teacher facilitates by walking around the classroom, observing, noting, helping, reminding, etc.
11. Teacher meets with pairs of students to encourage deeper understanding of the story and/or assist ELLS
   a. What did the troll say to the goats?
   b. How did he say it?
   c. How did the smallest goat feel?
   d. What would YOU do if a troll would not let you pass?
   e. Show me the troll.
   f. Show me the last goat to cross the bridge
   g. Show me what happened to the troll
12. Performance Indicators are used here

Closure
1. Teacher calls class back to order. Students remain at their seats
2. Praises students for their hard work
3. Reviews the Retelling by selecting different students to tell the story in proper sequence in front of the class. While one student speaks, the rest act it out with their props.
4. Teacher selects several students to retell the story to the class
   a. Illustrated anchor chart of the story elements and retelling chart are visibly displayed in the classroom for students
5. Performance Indicators are used here
6. Teacher refers back to Content and Language objectives to see both were met
The Three Billy Goats Gruff
Lesson 2
**Performance Indicators:** Lesson 2a and 2b – The Troll – Character Snapshot
Three Billy Goats Gruff – Kindergarten

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<td>2a SWBAT participate in a class discussion by saying and/or pointing to a physical or personality/behavioral characteristic of a troll.</td>
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<td>2b SWBAT recall specific physical characteristics or attributes of the troll.</td>
<td>2b SWBAT to state a physical trait and/or personality trait of troll and correctly identify if the trait is on the outside (can been seen) or on the inside (can be inferred).</td>
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<td>Speaking - State, or point to, a physical attribute or infer a personality traits of the troll</td>
<td>- Recall and state, or point to, one physical trait of the troll. - Indicate by stating, or pointing to, where the trait should go, outside or inside.</td>
<td>- Recall and state one physical attribute or infer a personality trait using one or two words. - Indicate by stating where the trait should go, outside or inside.</td>
<td>- Recall and state a physical trait of the troll and tell how it is known. i.e. <em>The troll is _____ because____.</em> - Infer and state a personality trait of the troll and tell how it is known i.e. <em>The troll is _____ because____.</em></td>
<td>- Recall and state a physical attribute of troll in a full sentence explaining why. - Infer a personality attribute of troll in a full sentence explaining why. - State in a full sentence if attribute is on the outside or inside and explain why.</td>
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**Functional /Notion Chart: Lesson 2a and 2b - The Troll - Character Snapshot**  
**Three Billy Goats Gruff - Kindergarten**

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<tr>
<td>State, or point to, a physical attribute or infer a personality traits of the troll</td>
<td>Define both physical (outside) and personality or behavioral (inside) traits of the troll</td>
<td>the troll looks like ________</td>
<td>Inside, Outside, Troll, Character, Snapshot, Physical, personality, Behavior, Acts, Looks like, Trait, Attribute, characteristic</td>
<td>Adjectives/Descriptive words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the troll acts like ________</td>
<td>Mean, Rude, Grouchy, Grumpy, Lonely, Greedy, Ugly, Dirty, Smelly, Stinky, Wild hair, Yellow teeth, Toe/finger nails</td>
<td></td>
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<tr>
<td></td>
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<td>the troll is ________</td>
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<td>I know that because ________</td>
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<td>On the outside because ________</td>
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<tr>
<td></td>
<td></td>
<td>On the inside because ________</td>
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Lesson 2 (two different lessons 2a and 2b – Unit Lesson 7)

Title: Character Analysis – the Troll – Character Snapshot

***MODIFICATION***
This lesson was modified into two smaller lessons to make the content more understandable and the outcomes more attainable to the English Language Learners, in particular, and all learners in general.

Lesson Synopsis 2a and 2b:
Students will participate in a group discussion to create a Character Snap Shot of the troll. Students will recall and/or infer characteristics or attributes that best describe the troll. Students will be guided to understand that physical attributes are those that can be seen (i.e.: wild hair, yellow teeth, blue nose) can be recorded on the outside of the character outline. Personality/behavioral traits cannot be seen (i.e. mean, lonely, grumpy, rude) and are inferred by what the character does and says. These should be recorded on the inside the character outline.

Making inferences requires deeper critical thinking. For this reason the lesson was modified and made into two smaller lessons. Lesson 2a was designed and added to provide students with more background on what trolls look like and do and provide additional opportunity for meaningful interaction. Both lessons use the same Functional Notion chart and Performance Indicators.

CT Content Standards:
Language Arts – Listening and Speaking
1. listen for specific purposes, including recalling events, summarizing details, and acquiring information
4. take turns during conversation
5. participate in group discussion
7. share information and ideas in complete sentences

Language Arts – Vocabulary
9. Identify common words in basic categories

Language Arts – Reading Comprehension
8. Answer literal and easy inferential questions about texts and read aloud
Lesson 2a  
Character Snapshot - What is a Troll?

Content Objective:  
SWBAT tell a physical or personality trait of the troll by listening to stories of trolls, watching a video, and drawing a picture of a troll.

Language Objective:  
SWBAT participate in a class discussion by saying and/or pointing to a physical or behavioral characteristic of a troll.

Materials:  
1. Online Discovery Education Video – *The Terrible Troll* by Mercer Mayer (shown on Smartboard)  
2. White drawing paper for each student for Troll picture  
3. Student work boxes with crayons and pencils  
4. Additional copies of the book *The Three Billy Goats Gruff*  
5. T chart - The Troll – outside and inside

Lesson Setting:  
- Whole class/partners/whole class

Procedure:  
1. Students gather on the carpet  
2. Teacher introduces Content and Language Objective using child friendly language by pointing and reading them. Today boys and girls we are going to learn about trolls. We will watch a video, draw, and discuss their traits by understanding how they behave and look.  
3. Teacher begins with a discussion to connect students with prior learning and activate schema  
   a. What story are we reading? Show copy of the book and copies of various versions of the story  
   b. Discuss the story elements – refer students to Story Elements chart
c. Focus on the characters – point to pictures in the book and/or on the chart
   i. Tell me about the Big Billy Goat
   ii. How do you know that? Can you see it or can you tell it by how he acts?
   iii. Tell me about the troll?
   iv. How do you know that? Can you see it or can you tell it by how he acts? Continue discussion using this questioning technique
   v. For less proficient ELLS teacher asks yes/no question or has student point
      1. Who has wild hair?
      2. Who is the strongest?
      3. Where are the horns?
      4. Is he troll clean? Nice?

4. Further the discussion
   a. Today boys and girls we are going to learn all about the troll and what kind of character he is
   b. Elicit students understanding of the troll by having each tell something they already know about the troll or story (nonverbally by pointing or acting out, using a words or two, or a full sentence)

5. Watch the Discovery Education video – The Terrible Troll on the Smartboard – to build more background knowledge
   a. Teacher gives sets purpose for watching. Boys and girls as we watch the video, I want you pay close attention to the troll and watch what he says and what he does.

6. When the video is over, teacher restates the objective of the lesson – Draw a troll with all the attributes you can remember.
   a. Now we are going to see how much you know about a troll
   b. Explain the assignment. You will work with a partner to draw and label a picture of a troll
   c. MODEL - Let me show you how I do it. Teacher completes a picture on chart paper and labels three of four things. Model is available for the students to see as they work
d. When done, assign students to work with a partner next to each other at the tables - **group Ells with same native language together, Proficient Ells with Beginning/Pre Production Ells when possible**

e. Students retrieve workboxes with crayons and go to tables to work with partners. Students are able to access additional copies of the book, and consult the teacher's picture and the Story Element chart, as well as talk to each other, as they work

f. Teacher facilitates by walking around the room. Showing students where to find words and information for their picture. Encouraging students to add details to their work. Working with partners to share their thoughts and ideas.

g. As students complete their illustrations, teacher reminds them to label one or two attributes. Teacher shows students how to use anchor charts to find the spelling for labels or stretch out words to listen for the sounds as they label their illustrations.

**Closure:**

1. Call partners back to the carpet; have them sit next to each other, with their illustrations, for a **sharing session**. What did you draw, talk about, and learn about trolls?

2. Teacher calls on each set of partners to state and/or point to a characteristic on each on their own troll illustrations. Students stand up and show their troll illustrations to the class and then say or point to a characteristic. Students can state or point depending on their English speaking ability. Teacher facilitates activity by asking questions:
   a. I see on your illustration....tell me about that....
   b. What is that on the troll's head...tell me about it
   c. Show me ..... 

3. Partners are encouraged to help other out with words and ideas. Ells are called on first to share their more concrete details. More proficient English speaker share inferential characteristics.
4. Teacher records ideas on a T chart as students share their ideas. See chart on right.

5. Teacher asks, is it an attribute or characteristic you can see? If so, it goes on the outside, or is it something you know by how the troll acts or says, an inference, it goes on the inside. Students are able to consult with partner to help determine where characteristic should be placed.

6. Teacher concludes lesson by restating and pointing to all the characteristics the students contributed and refers back to Content and Language Objectives

7. The students’ troll illustrations are hung on the class bulletin board

**Teacher Preparation required for following lesson, Lesson 2b**

Teacher writes down words from t chart on index cards. Outside characteristics are written in blue, inside characteristics are written in red, one word on each card.

Teacher also draws troll outline on a piece of chart paper. Similar to chart on the right

**Lesson 2b**

**Content Objective:**

SWBAT recall specific physical characteristics/attributes of the troll

SWBAT make inferences to identify personality traits of the troll

SWBAT to accurately place physical traits of the on the outside of the troll outline and personality traits on the inside of the troll outline
Language objective:
SWBAT to state a physical trait and/or personality trait of troll and
correctly identify if the trait is on the outside (can been seen) or on the
inside (can be inferred)

Materials:
1. Chart paper with outline of troll drawn on it
2. Index cards listing the troll’s attributes from lesson 2a

Lesson Setting:
• Whole Class

Procedures:
1. Students sit in a group facing teacher
2. Teacher review Content and Language Objectives using child
   friendly words. Today girls and boys we are talk about the troll. We
   will describe what he looks like and figure out what he is like by
   what he says and does.
3. Teacher shows the various versions of The Three Billy Goats Gruff
   the class has read and reminds students of the troll video they
   watched. What do you remember about trolls;
   a. What does he look like
   b. How does he act
   c. Show me his wild hair
4. The teacher asks students to describe the characters in the story
   and explain how they know that. Students first asked to turn and
   talk and discuss their thoughts with a friend.
   a. The little billy goat is white – I can see that
   b. The big billy goat has big horns – I can see them
   c. The big billy goat is brave – because he fought the troll
5. Teacher says, some things we can see, color or horns, some things
   we can tell by how the character acts, brave or mean.
6. Teacher moves discussion to the troll by reviewing the T chart the
   students completed in lesson 2a and looking at the troll pictures
the students drew hanging on the wall. Teacher also shows the outline of the troll on a new piece of chart paper.

7. Teacher asks students to help place the index cards, which include one characteristic from the T Chart, onto the Troll outline on the Character snap shot. Teacher reads the index cards aloud.

8. As students listen to the troll’s characteristics as they are read aloud by the teacher, teacher asks where the card should be placed, on the inside or outside of the character outline. Teacher refers students to Troll anchor chart for language chart. Teacher models first by placing one or two index cards on the chart using the language pattern on the chart.

9. Students are expected to tell where the characteristic should go, inside or outside, and be able to explain WHY it should go there. Again students are able to turn and talk and discuss their thoughts with a friend/partner. ELLs can point to inside or outside if they are not able to state/explain it. They may also look at the anchor chart
   a. Teacher reads, Dirty - Student replies: Outside - look at his clothes and skin, you can see it
   b. Teacher reads, Mean – Student replies: Inside - you can’t see mean, but he will not let anyone cross the bridge
   c. Teachers reads, Rude – Student replies: Inside - he yells at the goat, it is how he acts

10. Performance Indicators are used here

Closure:
1. Teacher reminds students that all characters have characteristics/attributes/traits we can describe. Some we can see, and some we infer by how the character behaves or acts
2. Teacher reviews what the students have posted on the character snapshot chart by reading all the inside traits and them all the outside traits aloud.
3. Teacher explains that the better we understand story characters, how they look, behave, and think; the better we can comprehend stories. Learning to make inferences is an important way to build comprehension skills.
4. Content and Language Objectives are reviewed with students to see if objectives were met
   a. What traits can be seen?
   b. What traits can be inferred?

Additional Modifications include grouping students together whenever possible to encourage peer discussion and interaction.
Lesson 3
Performance Indicators: Lesson 3 Making a belt for the troll - beginning addition  
Three Billy Goats Gruff - Kindergarten

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<td>SWBAT to solve addition problems by listening to and reading simple math equations and writing and stating the answer.</td>
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<tr>
<td>Solve addition word problem - Listening and/or Reading and Speaking</td>
<td>Non-verbally but accurately chose correct number and colored links, join together and solve when problem is read aloud by peer or teacher</td>
<td>Accurately chose correct number and colored links, join together and solve when problem is read aloud by peer or teacher</td>
<td>Accurately chose correct number and colored links, join together and solve when reading problem with teacher assistance</td>
<td>Independently read problem and accurately build troll's belt with correct number and colored links. Accurately states full number sentences, 2 red links + 2 green links = 4 links in all</td>
<td>Independently read problem and accurately build troll's belt with correct number and colored links. Accurately states the troll's belt is 4 links long 2 red links + 2 green links = 4 in all</td>
</tr>
<tr>
<td>Solve addition word problem - Writing</td>
<td>Points to correct number on a number line. Teacher records answer.</td>
<td>Student records answer in the correct column on the worksheet when prompted by teacher</td>
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Functional / Notion Chart: Lesson 3 Making a belt for the troll – beginning addition  
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<th>Expression</th>
<th>Vocabulary/words</th>
<th>Grammar</th>
</tr>
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<tbody>
<tr>
<td>Solving math -</td>
<td>Listen to and/or read simple math</td>
<td>_____ plus (+) _____ equal (=) _____</td>
<td>- join/joining</td>
<td>Question words</td>
</tr>
<tr>
<td>addition word</td>
<td>addition word problems</td>
<td>How many links long?</td>
<td>- add</td>
<td>Numbers</td>
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<tr>
<td>problems</td>
<td></td>
<td>How many in all?</td>
<td>- plus (+)</td>
<td>Equations</td>
</tr>
<tr>
<td>Write and state</td>
<td>How many all together?</td>
<td>- equal (=)</td>
<td>- link</td>
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</tr>
<tr>
<td>the answer</td>
<td>There are _____ in all.</td>
<td>- belt</td>
<td>- how many?</td>
<td></td>
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<td></td>
<td>There are _____ all together.</td>
<td>- link</td>
<td>- in all?</td>
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<tr>
<td></td>
<td>The belt is _____ links long.</td>
<td>- how many all together?</td>
<td>- all together?</td>
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<td>- links long</td>
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<td></td>
<td>- answer/solution</td>
<td>- answer/solution</td>
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</table>
Lesson 3

Title: Making a belt for the troll – beginning addition – Lesson 9

Lesson Synopsis:
Students will use manipulatives (colored links) to add simple addition sentences. The lesson is spread across two days. Day 1 is free exploration which allows student time interact with the manipulatives. Day 2 focuses on using the colored links to practice beginning addition.

CT Content Standards:
Math 2.2 Use numbers and their properties to compute flexibly and fluently and to reasonably estimate measures and quantities to 10. Act out and solve addition and subtraction story problems that reflect real-world experiences and contextual problems using sets of up to 10 and describe the strategy or reasoning used to solve a problem.

Day 1 Free Exploration – building background

Students will have access to explore links. In small groups students will be able to build chains or belts of links independently. Students will be encouraged to count how many links there are in their chain/belt and compare their chains to those of other students. As a concluding activity, the teacher will ask students to build and take apart specific chains of links in preparation for following day’s lesson.
For example:

- Boys and girls, today we are going to build belts for the troll by together different links. Let me show you first how I do it
- Teacher first reviews COLOR CHART – listing all colors with examples – with the children
- Teacher models: I take 1 yellow link an add 4 green...now I have 1,2,3,4,5 all together. The belt is 5 links long.
- Continue with one or two more examples
- Students return to their groups where they build their own chains/belts.
- Teacher facilitates by meeting with small groups and encourages interaction and conversation by asking:
- Who has the longest belt
- How many are in your belt
- Compare belts by laying them next to each other, which one is longer
- For Level 1 ELLS, teacher facilitates by asking
  - Can you point to the longer chain
  - Point to the green links, show me how many on your fingers
  - Do you have yellow links in your belt, point to them

**Day 2 Beginning Addition**

**Content objective:**

SWBAT to solve simple addition problems, with sums up to 5, using manipulatives (colored links).

**Language objective:**

SWBAT to solve addition problems by listening to and reading simple math equations and writing and stating the answer

**Procedures:**
1. Students and teacher sit in a circle on the rug
2. Teacher introduces students to today’s lesson by saying that we are going to build different size belts for the troll
3. Teacher reviews **Content** and **Language objectives**. As we build the belts for trolls we are going to practice adding, or joining links, to get to 5. You will listen to or read the problems, and then write down the answer.
4. Teacher builds background by reminding the students that the troll wore a chain belt, shows copy of one version on the story *The Three Billy Goats Gruff*. Each loop of his belt is a link.
5. Teacher further reminds students of the previous day’s lesson where they built different size belts with different amounts of colored links.
6. Teacher shows students 5 link belt and says, this belt is 5 links long, 2 are red and 3 are blue. There are 5 in all.
7. Teacher reviews important vocabulary words and signs (+, =, plus, equals, join together, how many?, color words) on chart paper hung on easel
8. Teacher places 3 – 4 bowls of links in the inner part of the circle within reach of all students. Teacher MODELS how to build a belt using the links. For example:
   a. The teacher says, the troll has a belt that is 2 red links plus 3 green links long...simultaneously the teacher builds the belt by linking together the red and green. Now how many links long is the belt? Teacher counts aloud and gets to 5. So 2 red + 3 green = 5
   b. Teacher repeats this one or two more times
9. Now teacher asks students to participate by joining links to physically build various size belts for the troll. The students reach for the links and build belts as the teachers says:
   a. The troll’s belt is 2 red links plus 3 blue links, how many in all?
   b. The troll’s belt is 4 green links plus 2 red links, how long is the belt?
   c. The troll’s belt is 1 yellow link plus 3 red links, how many altogether?
   d. Teacher checks for understanding as students build belts and hold up when completed
   e. Teacher will hold up the correct colored link for additional support for ELLS
10. Teacher now WRITES the problem on chart paper while stating it out loud. For example:
   a. 3 blue + 1 yellow = and asks, how many?
   b. 1 green + 4 red = and asks, how many links in all?
   c. Students build belts and hold them up for the teacher to see
11. Teacher models how to complete 2 sided worksheet (sample attached). Teacher shows the worksheet. Models how to write name on top and read the simple problems. Teacher refers students to the Color Chart to help read the problem when modeling. Teacher builds the belt, lays it on the worksheet, and writes the answer in the correct column. Teacher shows how to turn paper over and complete the back.
12. Teacher checks for understanding by reading a problem and having the students solve it. Teacher writes the answer on the worksheet.
13. Teacher asks if there are any questions. If no questions, Teacher reviews what to do, color word chart, important vocabulary and signs. Students are then dismissed to work in Math Workstations.
14. Students will complete worksheet in a small group, led with an adult, during Math Workstations. Content and Language Objectives are reviewed with students as they work. Students will use links to solve the problems.

15. PERFORMANCE INDICATORS used here
   a. Modifications for ELLs include:
      i. Working in a small group or one on one to complete the worksheet
      ii. Students can be directed to use crayons to color in the color words on the worksheet to help students read the word problems
      iii. Students will use the manipulatives
      iv. Complete one side only
Help the troll make a new belt.

<table>
<thead>
<tr>
<th>2 red links + 3 blue links</th>
<th>How many?</th>
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<th>1 green link + 2 yellow links</th>
<th>How many?</th>
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<th>3 red links + 1 yellow link</th>
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</table>
Help the troll make a new belt.

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<thead>
<tr>
<th></th>
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<th>How many?</th>
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<tbody>
<tr>
<td>1 red link + 2 blue links</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 green links + 2 yellow links</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 red links + 2 yellow links</td>
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</tbody>
</table>
Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
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<th>Lesson 3</th>
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<td>I. Contextualize Lesson</td>
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<td>I.A. Build and Activate Background Knowledge</td>
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<td>I.B. Develop Vocabulary</td>
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<tr>
<td>I.C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>entire lesson</td>
<td>entire lesson</td>
<td>entire lesson</td>
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<td>I.D. Model (Instructions, Processes)</td>
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<td>28-29</td>
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<tr>
<td>I.E. Create Opps. To Negotiate Meaning/ Check Understanding</td>
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<td>II. Make Text Comprehensible</td>
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<td>II.A. Intentional Use of Graphic Organizers</td>
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<td>II.B. Modify Written Text</td>
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<td>III. Make Talk Comprehensible</td>
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<tr>
<td>III.A. Pace Teacher’s Speech</td>
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<td>17</td>
<td>27-29</td>
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<td>III.B. Use of Listening Guides</td>
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<td>III.C. Use of Word Walls</td>
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<tr>
<td>III.D. Frame Main Ideas</td>
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<td>III.E. Check for Understanding</td>
<td>8-9</td>
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<td>IV. Engage: Opportunities for Output (Instruction)</td>
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<td>IV.A. Use Teacher Questioning and Response Strategies</td>
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<td>17-19</td>
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<tr>
<td>IV.B. Practice Instructional Conversations</td>
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<td>V. Engage at Appropriate Language Proficiency Levels</td>
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<tr>
<td>V.A. Use questions appropriate for language proficiency levels in conversations, activities, and assessments</td>
<td>8-9</td>
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<tr>
<td>VI. Give Students Voice</td>
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<td>VI.A. Challenge students to produce extended talk</td>
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<tr>
<td>VI.B. Model Language for Oral and Written Production</td>
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<td>28-29</td>
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<td>VI.C. Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>1</td>
<td>21</td>
<td>29</td>
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</table>
Original Lessons
Lesson 3

Title: Making a belt for the troll - beginning addition - Lesson 9

Lesson Synopsis:
Students will use manipulatives (colored links) to add simple addition sentences.

Content Standards:
Math 2.2 Use numbers and their properties to compute flexibly and fluently and to reasonably estimate measures and quantities to 10. Act out and solve addition and subtraction story problems that reflect real-world experiences and contextual problems using sets of up to 10 and describe the strategy or reasoning used to solve a problem.

Day 1 Free Exploration – building background

Students will have access to explore links. In small groups students will be able to build chains of links independently. Students will be encouraged to count how many links there are in their chain and compare their chains to those of other students. As a concluding activity, the teacher will ask students to build and take apart specific chains of links in preparation for following day’s lesson.

For example:
- Boys and girls, please build a chain.....
- 1 yellow link + 4 green links, how many all together?
- 2 red links + 3 red links, how many in all?
- Teacher will also review COLOR CHART – listing all colors with examples – with the children

Teacher model first
I take 1 yellow link + 4 green
+ I count to 1, 2, 3, 4, ...

I have 5 in all
I have 5 all together

Check 1 question
Do I have 1 yellow link? point to 1
Do I have 4 green links? point to 4
Day 2 Beginning Addition

Content objective:

SWBAT to solve simple addition problems, with sums up to 5, using manipulatives (colored links).

Language objective:

SWBAT to solve addition problems by listening to and reading simple math equations.

Procedures: 

1. Students and teacher sit in a circle on the rug
2. Teacher introduces students to today's lesson by saying that we are going to build different size belts for the troll
3. Teacher builds background by reminding the students that the troll wore a chain belt, shows copy of one version on the story *The Three Billy Goats Gruff*. Each loop of his belt is a link.
4. Teacher further reminds students of the previous day's lesson where they built different size belts with different amounts of colored links.
5. Teacher reviews important vocabulary words and signs (+ ,=, plus, equals, join together, how many?)
6. Teacher places 3 – 4 bowls of links in the inner part of the circle within reach of all students. Teacher MODELS how to build a belt using the links. For example:
   a. The teacher says, the troll has a belt that is 2 red links plus 3 green links long...simultaneously the teacher builds the belt by linking together the red and green. How many links long is the belt?
      Teacher counts aloud and gets to 5. So 2 red + 3 green = 5
   b. Teacher repeats this one or two more times
7. Now teacher asks students to participate by joining links to physically build various size belts for the troll. The teachers says:
   a. The troll's belt is 2 red links plus 3 blue links, how many in all?
   b. The troll's belt is 4 green links plus 2 red links, how long is the belt?
   c. The troll's belt is 1 yellow link plus 3 red links, how many altogether?
d. Teacher checks for understanding as students build belts and hold up when completed

8. Teacher now WRITES the problem on chart paper while stating it out loud. For example:
   a. 3 blue + 1 yellow = and asks, how many?
   b. 1 green + 4 red = and asks, how many links in all?
   c. Students build belts and hold them up for the teacher to see

9. Teacher models how to complete 2 sided worksheet (sample attached).
   Teacher shows the worksheet. Models how to write name on top and read the simple problems. Teacher refers students to the Color Chart to help read the problem when modeling. Teacher builds the belt, lays it on the worksheet, and writes the answer in the correct column. Teacher shows how to turn paper over and complete the back.

10. Teacher checks for understanding by reading a problem and having the students solve it. Teacher writes the answer on the worksheet.

11. Teacher asks if there are any questions. If no questions, Teacher reviews what to do, color word chart, important vocabulary and signs. Students are then dismissed to work in Math Workstations.

12. Students will complete worksheet in a small group, led with an adult, during Math Workstations. Students will use links to solve the problems.

13. PERFORMANCE INDICATORS used here
   a. Modifications for ELLs include:
      i. Working in a small group or one on one to complete the worksheet
      ii. Students can be directed to use crayons to color in the color words on the worksheet to help students read the word problems
      iii. Students will use the manipulatives
      iv. Complete one side only
Perform the Indicators: Lesson 3 Making a belt for the troll – beginning addition
Three Billy Goats Gruff – Kindergarten

<table>
<thead>
<tr>
<th>Content Objective</th>
<th>Language Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWBAT to solve simple addition problems, with sums up to 5, using manipulatives (colored links).</td>
<td>SWBAT to solve addition problems by listening to and reading simple math equations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain and Content Topic</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve addition word problem – Listening and/or Reading and Speaking</td>
<td>Non-verbally but accurately chose correct number and colored links, join together and solve when problem is read aloud by peer or teacher</td>
<td>Accurately chose correct number and colored links, join together and solve when problem is read aloud by peer or teacher</td>
<td>Accurately chose correct number and colored links, join together and solve when reading problem with teacher assistance</td>
<td>Independently read problem and accurately build troll’s belt with correct number and colored links.</td>
<td>Independently read problem and accurately build troll’s belt with correct number and colored links.</td>
</tr>
<tr>
<td>Solve addition word problem – Writing</td>
<td>Points to correct number on a number line. Teacher records answer.</td>
<td>Student records answer in the correct column on the worksheet when prompted by teacher</td>
<td>Student records answer in the correct column on the worksheet</td>
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<td>Student records answer in the correct column on the worksheet</td>
</tr>
</tbody>
</table>
### Content Objective
SWBAT to solve simple addition problems, with sums up to 5, using manipulatives (colored links).

### Language Objective:
SWBAT to solve addition problems by listening to and reading simple math equations.

<table>
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<tr>
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<tbody>
<tr>
<td>Solving math - addition word problems</td>
<td>Listen to and/or read simple math addition word problems and write answer</td>
<td>_____ plus (+) _____ equal (=) _____</td>
<td>- join/joining - add - plus (+) - equal (=) - link - belt - link - how many? - in all? - all together? - links long - Colors - red - green - yellow - blue - numbers 0 - 5 - answer/solution</td>
<td>Question words Numbers Equations</td>
</tr>
<tr>
<td></td>
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<td>How many links long?</td>
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<td>How many in all?</td>
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<td>How many all together?</td>
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<td>There are _____ in all.</td>
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<td>There are _____ all together.</td>
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<td>The belt is _____ links long</td>
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</table>
The Three Billy Goats Gruff
A Unit on Fairy Tales
Kindergarten

To Do:
- Sample of story element chart
- Sample of index cards
- Print out performance indicator in class

Thomas Myler
TSL 518
Spring 2012
Title: Three Billy Goats Gruff - A Unit on Fairy Tales
Grade level: Kindergarten
Target group: Mainstream class with integrated ELL students

Source of written materials: The Three Billy Goats Gruff
Paul Galdone

Source of lessons: Teacher Generated Lessons based on District Standards

The lessons are part of an integrated unit on Fairy Tales. These lessons, all based on The Three Billy Goats Gruff, build on the knowledge the students have acquired through prior learning and shared experiences with several other Fairy Tales; The Gingerbread Man, The Three Little Pigs, and Little Red Riding Hood, the Three Bears.

Learning Goals:
- I want my students to know and understand how stories work.
  Stories have:
  ○ Characters
  ○ A Setting
  ○ A Problem
  ○ A Solution
- I want students to demonstrate comprehension by retelling a story
- I want my students to understand the concept words first, next, then, last, over, under, below, under, beginning, middle, end
- I want students to begin to understand character analysis by describing character attributes
- I want students to understand the concept of addition using manipulatives

Know that by understanding story character they can improve reading comprehension.
<table>
<thead>
<tr>
<th>Lesson 1 (LA)</th>
<th>Lesson 2 (LA)</th>
<th>Lesson 3 (LM)</th>
<th>Lesson 4 (VS)</th>
</tr>
</thead>
</table>
| **Introduction:**
Read the book for enjoyment – Remind students to think about what they know about stories, story elements, etc. Whole class, turn and talk | **Story Elements:**
Reread the book and record the character, setting, problem and solution on chart paper. Whole class, turn and talk | **Position Words:**
Read another version of the story. Review position words – whole class, individual response | **Story props:**
Students create setting and characters. 1. Setting - made with a manila folder 2. Characters - stick puppets Individual, work stations |

*Lesson 6 (LA) Retelling:
Students practice retelling the story using the props they made - Partners |

*Lesson 7a (LA) Character Analysis – the troll: 3 days
Day 1. Character analysis - brainstorm troll attributes

*Lesson 7b (LA) Character Analysis – the troll: 3 days
Day 2. Character snapshot – physical or personality traits |

*Lesson 8 (LA) Character Analysis – the troll: 3 days
Day 3. Character riddle – students use character snap shot to make riddle, individual work stations |

*Lesson 9 (LM) Make a belt for the troll:
beginning addition: 2 days
Day 1 – Free exploration with links, review links
Day 2 – adding links |

Lesson 10 (LA) Advice for the troll – brainstorm what things the troll could do to be nicer, whole class. Students write a letter to the troll individual works, stations |

LA – Language Arts
VS – Visual Spatial
LM – Logical Mathematics

* Lessons in included in unit
Lesson 1
Title: Retelling The Three Billy Goats Gruff – Lesson 6

Lesson Synopsis:
Students will work with a partner to retell the story. Students are expected to retell the story in the correct sequence using appropriate vocabulary from the story and the story props. (whole group/partners/whole group)

Prior Lessons:
- Lesson 2 - Story Elements -- Brainstormed and recorded on Chart paper
  - Character
  - Setting
  - Problem
  - Solution

- Lesson 3 - Review position words – over, under, below, across, first, next, last

- Lesson 4 - Story props – students created story props
  - Setting – on manila folder. One side rocky, one side grassy, river in the center, paper bridge glued over the top
  - Stick puppets

Content Standards:
Math 3.2 Use spatial reasoning, location, and geometric relationships to solve problems
4. describe location, direction, and position of objects, using terms such as under/over, inside/outside, next to/near, top/bottom, in front of, first and last

Language Arts – Reading Comprehension
9. retell information from a story, using proper sequence
10. identify the setting, theme, conflict, and important events of the plot in a story
Language Arts – Listening and Speaking
1. listen for specific purposes, including recalling events, summarizing details, and acquiring information
4. take turns during conversation
5. participate in group discussion
7. share information and ideas in complete sentences
8. relate an experience or a story in a logical sequence

Content objective:
SWBAT accurately retell the story *The Three Billy Goats Gruff* in proper sequence using student created story props

Language objective:

SWBAT recall and accurately express, in both words and actions, the events of *The Three Billy Goats Gruff*. Using the words: first, next, then, last

Materials:
1. Student created setting folder with 4 character stick puppets (attached)
2. Illustrated chart of story elements: characters, setting, problem, solution from lesson 2

Procedure:
1. Teacher pre-assigns partners – grouping Ells with same native language together, Proficient Ells with Beginning/Pre Production Ells when possible
2. Prior to the lesson, materials are passed out to students’ tables, placing setting folder with stick puppets of partners next to each other
3. Students gather on carpet in a circle
4. Teacher initiates a discussion of the story by asking students to recall the events by opening the book page by page, but not reading it.
a. Who are the characters?
   i. Teacher shows stick puppets as students name all the characters.
   ii. Teacher refers students to the chart featuring the story elements, illustrated and labeled, from lesson 2
   iii. Matched stick puppet with name an illustration on chart
b. What is the setting of the story? Describe it
   i. Teacher shows student created setting folder
   ii. Teacher refers students to the chart featuring the story elements, illustrated and labeled, from lesson 2
c. What happened first, then, next, last?
d. What was the problem?
e. How was the problem solved?
f. How did the story end?

5. Teacher models how to retell the story, being certain to refer to the story element chart, using retelling props
6. Teacher involves students by choosing three or four to participate in the retelling (modeling how to share and take turns)
7. Teacher explains how students will now return to their tables when called and work with their partners, taking turns to retell the story
   a. Several copies of the book, as well as the anchor chart listing the story elements, are available for the students to reference to assist the students in their individual retelling
8. Students are then called by name and partner to find their place and begin retelling the story using story props
9. Teacher facilitates by walking around the classroom, observing, noting, helping, reminding, etc.

Closure
1. Teacher calls class back to order
2. Praises students for their hard work
3. Reviews the retelling by selecting different students to tell the story in proper sequence in front of the class. All students act it out with their props as one student speaks.
4. Review if IANS objective was met
4. Teacher selects several students to retell the story to the class
   a. Illustrated anchor chart of the story elements are visibly
classroom for students to use

**Assessment:**

1. Students can be assessed using the Performance Indicators
   
   [Rubric]
### Content Objective
Using student created story props, SWBAT retell the key events of the story *The Three Billy Goats Gruff* in proper sequence.

### Language Objective:
SWBAT accurately recall, act out and orally state the events of *The Three Billy Goats Gruff* using the words *first, next, then,* and *last.*

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Vocabulary/words</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Retell   | The key events of the story *The 3 Billy Goats Gruff* using student created story props | The setting is __________ | Setting  
Valley, Bridge, River | Transition words |
|          |           | The Characters are __________ | Character  
Billy Goat, Troll | |
|          |           | First the ____ Billy Goat Gruff ____ | First  
Next  
Then  
Last | |
|          |           | Next the ____ Billy Goat Gruff ____ | Little  
Medium  
Big | Adjectives or Description words |
|          |           | Then the ____ Billy Goat Gruff ____ | First  
Second  
Third | |
|          |           | Last the troll __________ | Over  
Under/beneath  
Across  
Above | Position/location words |
|          |           | At the end __________ | | |
Performance Objective: Lesson 1 – Retelling The Three Billy Goats Gruff
Three Billy Goats Gruff - Kindergarten

<table>
<thead>
<tr>
<th>Content Objective</th>
<th>Language Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using student created story props, SWBAT retell the key events of the story <em>The Three Billy Goats Gruff</em> in proper sequence.</td>
<td>SWBAT accurately recall, act out and orally state the events of <em>The Three Billy Goats Gruff</em> using the words first, next, then, and last.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain and Content Topic</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking – Retelling the story <em>The Three Billy Goats Gruff</em></td>
<td>- nonverbally - acts out at least 2 story events - uses most of the stick puppets - i.e. Student uses the troll puppet and a Billy Goat puppet to accurately act out two of the story events</td>
<td>- states the names of all 4 characters - using short sentences, states and acts out all the events in the correct sequence using stick puppets - i.e. troll</td>
<td>- states the names of all 4 characters - states the setting - uses 2 of the 4 transition words first, next, then and/or last - states and acts out all the events in the correct sequence using stick puppets</td>
<td>- states the names of all 4 characters - states the setting - uses complete sentences and the words first, next, then and last - states and acts out all the events in the correct sequence using stick puppets</td>
<td>- states the names of all 4 characters - states the setting and solution - uses complete sentences and the words first, next, then and last - states all the events in the correct sequence using stick puppets - retelling is fluent - uses voice inflection and key phrases to represent all of the characters i.e. &quot;be off with you&quot; - the little Billy Goat in a quiet voice, &quot;don't eat me.&quot;</td>
</tr>
</tbody>
</table>

Very nice!
Lesson 2 (two different lessons 2a and 2b)

Title: Character Analysis – the Troll – Character Snapshot

***MODIFICATION***
This lesson was modified into two smaller lessons to make the content more understandable and the outcomes more attainable to the English Language Learners, in particular, and all learners in general.

Lesson Synapsis 2a and 2b:
Students will participate in a group discussion to create a Character Snap Shot of the troll. Students will recall and/or infer characteristics or attributes that best describe the troll. Students will be guided to understand that physical attributes are those that can be seen (i.e.: wild hair, yellow teeth, blue nose) can be recorded on the outside of the character outline. Personality/behavioral traits cannot be seen (i.e. mean, lonely, grumpy, rude) and are inferred by what the character does and says. These should be recorded on the inside the character outline.

Making inferences requires deeper critical thinking. For this reason, the lesson was modified and made into two smaller lessons. Lesson 2a was designed and added to provide students with more background on what trolls look like and do and provide additional opportunity for meaningful interaction. Both lessons use the same Functional Notion chart and Performance Indicators.

Content Standards:

Language Arts – Listening and Speaking
1. listen for specific purposes, including recalling events, summarizing details, and acquiring information
4. take turns during conversation
5. participate in group discussion
7. share information and ideas in complete sentences

Language Arts – Vocabulary
9. Identify common words in basic categories

Language Arts – Reading Comprehension
8. Answer literal and easy inferential questions about texts and read aloud
Lesson 2a
Character Snapshot - What is a Troll?

Content Objective:
SWBAT tell a physical or personality trait of the troll by listening to stories of trolls, watching a video, and drawing a picture of a troll.

Language Objective:
SWBAT participate in a class discussion by saying and/or pointing to a physical or behavioral characteristic of a troll.

Materials:
1. Online Discovery Education Video - *The Terrible Troll* by Mercer Mayer (shown on Smartboard)
2. White drawing paper for each student for Troll picture
3. Student work boxes with crayons and pencils
4. Additional copies of the book *The Three Billy Goats Gruff*
5. T chart - The Troll - outside and inside

Lesson Setting:
- Whole class/partners/whole class

Procedure:
1. Students gather on the carpet
2. Teacher begins with a discussion to connect students with prior learning and activate schema
   a. What story are we reading? Show copy of the book and copies of various versions of the story
   b. Discuss the story elements - refer students to Story Elements chart
   c. Focus on the characters - point to pictures in the book and/or on the chart
      i. Tell me about the Big Billy Goat
      ii. How do you know that? Can you see it or can you tell it by how he acts?
iii. Tell me about the troll?
iv. How do you know that? Can you see it or can you tell it by how he acts? Continue discussion using this questioning technique

3. Further the discussion
   a. Today boys and girls we are going to learn all about the troll and what kind of character he is
   b. Elicit students understanding of the troll by having each tell something they already know about the troll or story

4. Watch the Discovery Education video – *The Terrible Troll* on the Smartboard – to build more background knowledge

5. State the objective of the lesson – Draw a troll with all the attributes you can remember.
   a. Now we are going to see how much you know about a troll
   b. Explain the assignment. You will work with a partner to draw and label a picture of a troll
   c. MODEL - Let me show you how I do it. Teacher completes a picture on chart paper and labels three of four things. Model is available for the students to see as they work
   d. When done, assign students to work with a partner next to each other at the tables - **group Ells with same native language together, Proficient Ells with Beginning/Pre Production Ells when possible**
   e. Students retrieve workboxes with crayons and go to tables to work with partners. Students are able to access additional copies of the book, and consult the teacher's picture and the Story Element chart, as well as talk to each other, as they work
   f. Teacher facilitates by walking around the room. Showing students where to find words and information for their picture. Encouraging students to add details to their work. Working with partners to share their thoughts and ideas.
   g. As students complete their illustrations, remind them to label one or two attributes
Closure:

1. Call partners back to the carpet; have them sit next to each other, with their illustrations, for a sharing session. What did you draw, talk about, and learn about trolls?

2. Teacher calls on each set of partners to state and/or point to a characteristic on each on their own troll illustrations. Students stand up and show their troll illustrations to the class and then say or point to a characteristic. Students can state or point depending on their English speaking ability.

3. Partners are encouraged to help each other out with words and ideas. Ells are called on first to share their more concrete details. More proficient English speaker share inferential characteristics.

4. Teacher records ideas on a t chart. See chart on right.

5. Teacher asks, is it an attribute or characteristic you can see? If so it goes on the outside, or is it something you know by how the troll acts or says, an inference, it goes on the inside. Students are able to consult with partner to help determine where characteristic should be placed.

6. Teacher concludes lesson by restating and pointing to all the characteristics the students contributed.

7. The students' troll illustrations are hung on the class bulletin board.

Teacher Preparation required for following lesson, Lesson 2b

Teacher writes down words from t chart on index cards. Outside characteristics are written in in blue, inside characteristics are written in red, one word on each card. Teacher also draws troll outline on a piece of chart paper. Similar to chart on the right.
Lesson 2b
Content Objective:
SWBAT recall specific physical characteristics/attributes of the troll

SWBAT make inferences to identify personality traits of the troll

SWBAT to accurately place physical traits of the troll on the outside of the troll outline and personality traits on the inside of the troll outline

Language objective:
SWBAT to state a physical trait and/or personality trait of troll and correctly identify if the trait is on the outside (can be seen) or on the inside (can be inferred)

Materials:
1. Chart paper with outline of troll drawn on it
2. Index cards listing the troll’s attributes from lesson 2a

Lesson Setting:
• Whole Class

Procedures:
1. Students sit in a group facing teacher
2. Teacher shows the various versions of The Three Billy Goats Gruff the class has read and reminds students of the troll video they watched
3. The teacher asks students to describe the characters in the story and explain how they know that. Students first asked to turn and talk and discuss their thoughts with a friend.
   a. The little billy goat is white – I can see that
   b. The big billy goat has big horns – I can see them
   c. The big billy goat is brave – because he fought the troll
4. Teacher says, some things we can see, color or horns, some things we can tell by how the character acts, brave or mean
5. Teacher moves discussion to the troll by reviewing the T chart the students completed in lesson 2a and looking at the troll pictures the students drew hanging on the wall. Teacher also shows the outline of the troll on a new piece of chart paper.

6. Teacher asks students to help place the index cards, that include one characteristic from the T Chart, onto the Troll outline on the Character snap shot. Teacher reads the index cards aloud.

7. As students listen to the troll’s characteristics, teacher asks where the card should be placed, on the inside or outside of the character outline.

8. Students are expected to tell where the characteristic should go, inside or outside, and be able to explain WHY it should go there. Again students are able to turn and talk and discuss their thoughts with a friend/partner. ELLs can point to inside or outside if they are not able to state/explain it

   a. Teacher reads, Dirty - Student replies: Outside - look at his clothes and skin, you can see it

   b. Teacher reads, Mean – Student replies: Inside - you can’t see mean, but he will not let anyone cross the bridge

   c. Teachers reads, Rude – Student replies: Inside - he yells at the goat, it is how he acts

Closure:

1. Teacher reminds students that all characters have characteristics/attributes we can describe. Some we can see, and some we infer by how the character behaves or acts.

2. Teacher reviews what the students have posted on the character snapshot

3. Teacher explains that the better we understand story characters, how they look, behave, and think; the better we can comprehend stories. Learning to make inferences is an important way to build comprehension skills.

4. Review language objective with students to see if objective was met.
   - What trait can be seen
   - What trait can be inferred

   Yes!!
# Functional /Notion Chart: Lesson 2a and 2b - The Troll - Character Snapshot

Three Billy Goats Gruff - Kindergarten

## Content Objective

2a SWBAT tell a physical or personality trait of the troll by listening to stories of trolls, watching a video, and drawing a picture of a troll.

2b SWBAT recall specific physical characteristics or attributes of the troll

SWBAT make inferences to identify personality traits of the troll

SWBAT to accurately place physical traits of the on the outside of the troll outline and personality traits on the inside of the troll outline

## Language Objective:

2a SWBAT participate in a class discussion by saying and/or pointing to a physical or personality/behavioral characteristic of a troll

2b SWBAT to state a physical trait and/or personality trait of troll and correctly identify if the trait is on the outside (can been seen) or on the inside (can be inferred)

## Function

| State, or point to, a physical attribute or infer a personality traits of the troll |
| Define both physical (outside) and personality or behavioral (inside) traits of the troll |

## Expression

| the troll looks like ________ |
| the troll acts like ________ |
| the troll is ________ |

I know that because ________

On the outside because ________

On the inside because ________

## Vocabulary/words

| Inside |
| Outside |
| Troll |
| Character |
| Snapshot |
| Physical |
| personality |
| Behavior |
| Acts |
| Looks like |
| trait |
| attribute |
| characteristic |

| Mean |
| Rude |
| Grouchy |
| Grumpy |
| Lonely |
| Greedy |
| Ugly |
| Dirty |
| Smelly |
| Stinky |
| Wild hair |
| Yellow teeth |
| Toe/finger nails |

## Grammar

Adjectives/Descriptive words
Performance Indicators: Lesson 2a and 2b – The Troll – Character Snapshot
Three Billy Goats Gruff – Kindergarten

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<td>2a SWBAT participate in a class discussion by saying and/or pointing to a physical or personality/behavioral characteristic of a troll.</td>
</tr>
<tr>
<td>2b SWBAT recall specific physical characteristics or attributes of the troll.</td>
<td>2b SWBAT to state a physical trait and/or personality trait of a troll and correctly identify if the trait is on the outside (can be seen) or on the inside (can be inferred).</td>
</tr>
<tr>
<td>SWBAT make inferences to identify personality traits of the troll.</td>
<td></td>
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<td>SWBAT to accurately place physical traits of the on the outside of the troll outline and personality traits on the inside of the troll outline.</td>
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<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking - State, or point to, a physical attribute or infer a personality traits of the troll</td>
<td>- Recall and state, or point to, one physical trait of the troll - Indicate by stating, or pointing to, where the trait should go, outside or inside</td>
<td>- Recall and state one physical attribute or infer a simple personality trait using one or two words - Indicate by stating where the trait should go, outside or inside</td>
<td>- Recall and state a physical trait of the troll and tell how it is known. i.e. The troll is ___ because.... - Infer and state a personality trait of the troll - Indicate by stating if the attribute is on the outside or inside</td>
<td>- Recall and state a physical trait of the troll and tell how it is known. - Infer and state a personality trait of the troll and tell how it is known i.e. The troll is ___ because.... - Indicate by stating if the attribute is on the outside or inside</td>
<td>- Recall and state a physical attribute of a troll in a full sentence explaining why - Infer a personality attribute of troll in a full sentence explaining why - State in a full sentence if attribute is on the outside or inside and explain why</td>
</tr>
</tbody>
</table>
Lesson 3

Title: Making a belt for the troll – beginning addition – Lesson 9

Lesson Synapsis:
Students will use manipulatives (colored links) to add simple addition sentences.

Content Standards:
Math 2.2 Use numbers and their properties to compute flexibly and fluently and to reasonably estimate measures and quantities 10. Act out and solve addition and subtraction story problems that reflect real-world experiences and contextual problems using sets of up to 10 and describe the strategy or reasoning used to solve a problem.

Prior lesson:
Day 1
Build background - Students will have access to explore links. In small groups students will be able to build chains of links independently. Students will be encouraged to count how many links there are in their chain and compare their chains to those of other students. As a wrap up, teacher will ask students to build specific chains of links in preparation for current lesson. For example:
• 2 red links + 3 red links, how many in all?
• 1 yellow link + 4 green links, how many all together?

Content objective:
Day 2
SWBAT to solve simple addition problems, with sums up to 5, using manipulatives (colored links).
Language objective:

Procedures:
1. Students sit in a circle
2. Teacher introduces students to today's lesson by saying that we are going to build different size belts for the troll
3. Teacher builds background by reminding the students that the troll wore a chain belt. Each loop of his belt is a link. Teacher further reminds students of the previous day's lesson where students built different size belts with different amounts of links.
4. Teacher places 3 - 4 bowls of links in the inner part of the circle and asks students to join links, students use links to physically build the belt
   a. The troll's belt is 2 red links plus 3 blue links, how many in all?
   b. The troll's belt is 4 green links plus 2 red links, how many in all?
   c. The troll's belt is 1 yellow link plus 3 red links, how many in all?
   d. Teacher checks for understanding
5. Teacher models how to complete worksheet (sample attached)
6. Teacher checks for understanding
7. Students complete worksheet in small groups led with an adult during math work stations
The Three Billy Goats Gruff
A Unit on Fairy Tales
Kindergarten

THE THREE BILLY GOATS GRUFF
Paul Galdone

Thomas Myler
TSL 518
Spring 2012
Title: Three Billy Goats Gruff – A Unit on Fairy Tales
Grade level: Kindergarten
Target group: Mainstream class with integrated ELL students

Source of written materials: The Three Billy Goats Gruff
Paul Galdone

Source of lessons: Teacher Generated Lessons based on District Standards

The lessons are part of an integrated unit on Fairy Tales. These lessons, all based on The Three Billy Goats Gruff, build on the knowledge the students have acquired through prior learning and shared experiences with several other Fairy Tales; The Gingerbread Man, The Three Little Pigs, and Little Red Riding Hood, the Three Bears.

Learning Goals:
- I want my students to know and understand how stories work.
  Stories have:
  - Characters
  - A Setting
  - A Problem
  - A Solution
- I want students to demonstrate comprehension by retelling the story
- I want my students to understand the concept words first, next, last, over, under, below, under, beginning, middle, end
- I want students to begin to understand character analysis by describing character attributes
- I want students to understand the concept of addition using manipulatives
**Lessons Series**

**Story:** The Three Billy Goats Gruff  
**Unit:** Fairy Tales

<table>
<thead>
<tr>
<th>Lesson 1 (LA)</th>
<th>Lesson 2 (LA)</th>
<th>Lesson 3 (LM)</th>
<th>Lesson 4 (VS)</th>
</tr>
</thead>
</table>
| **Introduction:** Read the book for enjoyment – Remind students to think about what they know about stories, story elements, etc. Whole class, turn and talk | **Story Elements:** Reread the book and record the character, setting, problem and solution on chart paper. Whole class, turn and talk | **Position Words:** Read another version of the story. Review position words – whole class, individual response | **Story props:** Students create setting and characters  
1. Setting - made with a manila folder  
2. Characters - stick puppets  
Individual, work stations |

*Lesson 6 (LA) Retelling:* Students practice retelling the story using the props they made - Partners

*Lesson 7 (LA) Character Analysis – the troll: 2 days*  
Day 1. Character snapshot – brainstorm troll attributes and record on chart paper  
Whole class, turn and talk

*Lesson 8 (LA) Character Analysis – the troll: 2 days*  
Day 2. Character riddle – students use character snap shot to make riddle, individual work stations

*Lesson 9 (LM) Make a belt for the troll:*  
Beginning addition: 2 days  
Day 1 – Free exploration with links, review links  
Day 2 – adding links

**Lesson 10 (LA) Advice for the troll** – brainstorm what things the troll could do to be nicer, whole class. Students write a letter to the troll individual works, stations

**Abbreviations:**  
LA – Language Arts  
LM – Logical Mathematics  
VS – Visual Spatial  
*Lessons in included in unit*
Lesson I

Title: Retelling The Three Billy Goats Gruff – Lesson 6

Lesson Synapsis:
Students will work with a partner to retell the story. Students are expected to retell the story in the correct sequence using appropriate vocabulary from the story and the story props. (whole group/partners/whole group)

Prior Lessons:
- Lesson 2 - Story Elements -- Brainstormed and recorded on Chart paper
  - Character
  - Setting
  - Problem
  - Solution
- Lesson 3 - Review position words -- over, under, below, across, first, next, last
- Lesson 4 - Story props -- students created story props
  - Setting -- on manila folder. One side rocky, one side grassy, river in the center, paper bridge glued over the top
  - Stick puppets

Content Standards:
Math 3.2 Use spatial reasoning, location, and geometric relationships to solve problems
4. describe location, direction, and position of objects, using terms such as under/over, inside/outside, next to/near, top/bottom, in front of, first and last
Language Arts – Reading Comprehension
9. retell information from a story, using proper sequence
10. identify the setting, theme, conflict, and important events of the plot in a story

**Language Arts – Listening and Speaking**
1. listen for specific purposes, including recalling events, summarizing details, and acquiring information
4. take turns during conversation
5. participate in group discussion
7. share information and ideas in complete sentences
8. relate an experience or a story in a logical sequence

**Content objective:**
SWBAT accurately retell the story *The Three Billy Goats Gruff* in proper sequence using student created story props

**Language objective:**

**Materials:**
- Student created setting folder with 4 character stick puppets (attached)
- Poster of characters + setting

**Procedure:**
1. Teacher pre-assigns partners
2. Materials are passed out to students’ tables, placing setting folder with stick puppets of partners next to each other (prior to start of lesson)
3. Students gather on carpet in a circle
4. Teacher initiates a discussion of the story by asking students to recall the events by opening the book page by page, but not reading
   a. Who are the characters? Teacher shows stick puppets as students name all the characters
b. What is the setting of the story? Describe it Teacher shows created setting folder

c. What happened first, then next, last?

d. What was the problem?

e. How was the problem solved?

f. How did the story end?

5. Teacher models how to retell the story, being certain to refer to the story element chart (from previous lesson)

6. Teacher involves students by choosing three or four to participate in the retelling (modeling how to share and take turns)

7. Teacher explains how students will now return to their tables when called and work with their partners, taking turns to retell the story on their own. You could design a "game with a clue".

8. Students are then called by name and partner to find their place and begin retelling the story using story props

9. Teacher facilitates by walking around the classroom, observing, noting, helping, reminding, etc.

Closure

1. Teacher calls class back to order

2. Praises students for their hard work

3. Reviews the retelling by selecting different students to tell the story in proper sequence. All students act it out with their props as one student speaks.

4. Teacher selects several students to retell the story to the class

Assessment

1. As students work on retelling, teacher complete Story Retelling Rubric (revised)
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation/Topic</th>
<th>Expression</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Retell   | The 3 Billy Goat & Gruff | - The story takes place...  
- The first Billy Goat...  
- The second Billy Goat...  
- The third Billy Goat...  
- Much bigger than me  
- The troll...  
- In the end | beginning  
middle  
end | transition words  
concept/ directional words  
ondinal |
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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<tbody>
<tr>
<td>Retell story</td>
<td>Retell story</td>
<td>Retell story</td>
<td>Retell story</td>
<td>Retell story</td>
</tr>
<tr>
<td>Nonverbally</td>
<td>Correct sequence</td>
<td>Correct sequence</td>
<td>Correct sequence</td>
<td>Correct sequence</td>
</tr>
<tr>
<td>Using most stick puppets</td>
<td>Using all 4 stick puppets + names</td>
<td>Using all 4 stick puppets + names</td>
<td>Using all 4 stick puppets + names</td>
<td>Using all 4 stick puppets + names</td>
</tr>
<tr>
<td>Character</td>
<td>Write what you expect</td>
<td>5th class</td>
<td>5th class</td>
<td>5th class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some voice inflection</td>
<td>Some voice inflection</td>
<td>Some voice inflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe</td>
<td>Describe</td>
<td>Describe</td>
</tr>
</tbody>
</table>
Story Retelling
This week as part of study of Fairy Tales we read *The Three Billy Goats Gruff*. We learned about the story elements; character, setting, problem and solution. As a response to the story we made this story pocket. Please ask you child to use this pocket, and the contents within, to retell the story of the *The Three Billy Goats Gruff*. Retelling is an important skill that helps develop comprehension skills.

Rubric

Retold the story: (Revised)

_____ in correct sequence
_____ worked with partner
_____ in correct sequence
_____ using stick puppets to enhance the retelling
_____ using language/details from the story
_____ using a clear speaking voice

Scoring:

0 – Not evident
1 – required teacher guidance and support
2 – met expectation
3 – exceeded expectation
Modifier 5th Lesson

divided into two lesson

Swbat draw a picture of a troll
detailed

Swbat participate in class discussion

 stating physical or personality traits of

Redhat T66 & White Wise

Build background on Trolls

When done brainstorm on a list of

Do a whip amount each child give one

child/character or

When done

- work with a partner

- draw

- share
Lesson II

Title: Character Analysis – the troll – Character Snapshot - Lesson 7

Lesson Synapsis:
Students will participate in a group discussion to create a Character Snap Shot of the troll. Students will recall and/or infer characteristics or attributes that best describe the troll. Students will be guided to understand that physical attributes are those that can be seen (i.e.: wild hair, yellow teeth, blue nose) and should be written on the outside of the character outline. Personality/behavioral traits cannot be seen (i.e. mean, lonely, grumpy, rude) and are inferred by what the character does and says. These should be recorded on the inside the character outline.

Content Standards:

Language Arts – Listening and Speaking
1. listen for specific purposes, including recalling events, summarizing details, and acquiring information
4. take turns during conversation
5. participate in group discussion
7. share information and ideas in complete sentences

Language Arts – Vocabulary
9. Identify common words in basic categories

Language Arts – Reading Comprehension
8. Answer literal and easy inferential questions about texts and read aloud

Content Objective:
SWBAT recall the physical characteristics/attributes of the troll

SWBAT make inferences to identify personality traits of the troll
Language objective:

- SWBAT describe the troll's physical appearance
- SWBAT describe the troll's personality characteristics by making inferences

Materials:
1. Chart paper with outline of troll drawn on it
2. Markers

Lesson Setting:
- Whole Class

Procedures:
1. Students sit in a group facing teacher
2. Teacher shows the various versions of *The Three Billy Goats Gruff* the class has read
3. The teacher asks kids to **describe** the characters in the story and explain how they know that. Students first asked to **turn and talk** and discuss their thoughts with a friend.
   a. The little billy goat is white – I can see that
   b. The big billy goat has big horns – I can see them
   c. The big billy goat is brave – because he fought the troll
4. Teacher says, some things we can see, color or horns, some things we can tell by how the character acts, brave
5. Teacher moves discussion to the troll by showing the outline on the chart paper and asking students to share what they know about he troll and how they know it
   a. He is dirty, look at his clothes and skin
   b. He is mean, he will not let anyone cross the bridge
c. He is rude, he yells at the goat
6. As students state the troll’s characteristics, teacher asks where they should be written, on the inside or outside of the character outline and records them accordingly. Again students turn and talk and discuss their thoughts with a friend.
7. Teacher refers back to the book to remind them where to find information. Teacher shows students specific pages that clearly show what the troll looks and acts like.

Closure:
1. Teacher reminds students that all characters have characteristics/attributes we can describe. Some we can see, and some we infer by how the character behaves or acts.
2. Teacher reviews what the students have written on the character snapshot
3. Teacher shows and explains what students will be doing tomorrow, the character riddle (sample attached)
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation/Topic</th>
<th>Expression</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall +leur into</td>
<td>Defining both physical (outside) and personality (inside) traits of the troll.</td>
<td>&quot;the troll looks like ---&quot;</td>
<td>inside outside troll</td>
<td>Adjectives (descriptive words)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;the troll acts like ---&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;I know that because...&quot;</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>&quot;On the outside...&quot;</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>&quot;On the inside...&quot;</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>&quot;must!&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>mean, rude, greedy, lonely, ugly,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>greedy, wild hair, yellow teeth,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>dirty, stinky</td>
<td></td>
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</tbody>
</table>
### Levels of Language Development

**Oral brainstorming session**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>recall physical attribute of troll using one word or pointing to a word/picture.</td>
<td>recall physical attribute of troll using a word or two</td>
<td>recall physical attribute of troll explaining in a word or two, telling how it is known</td>
<td>recall physical attribute of troll explaining in a simple sentence</td>
<td>recall physical attribute of troll explaining in a full sentence</td>
</tr>
</tbody>
</table>

- **Interpersonal trait:**
  - How about a "fill-in-the-blanks" model?
  - Tell where trait should be written and explain what it means.

- **Interpersonal trait:**
  - How it is known
  - Student will tell where trait should be written inside or outside outline and tell why.
Lesson III

Title: Making a belt for the troll – beginning addition – Lesson 9

Lesson Synapsis:
Students will use manipulatives (colored links) to add simple addition sentences.

Content Standards:
Math 2.2 Use numbers and their properties to compute flexibly and fluently and to reasonably estimate measures and quantities 10. Act out and solve addition and subtraction story problems that reflect real-world experiences and contextual problems using sets of up to 10 and describe the strategy or reasoning used to solve a problem.

Prior lesson:
Day 1
Build background -Students will have access to explore links. In small groups students will be able to build chains of links independently. Students will be encouraged to count how many links there are in their chain and compare their chains to those of other students. As a wrap up, teacher will ask students to build specific chains of links in preparation for current lesson. For example:
- 2 red links + 3 red links, how many in all?
- 1 yellow link + 4 green links, how many all together?

Content objective:
Day 2
SWBAT to solve simple addition problems, with sums up to 5, using manipulatives (colored links).
Language objective:

SWBAT solve simple word problems

Procedures:
1. Students sit in a circle
2. Teacher introduces students to today's lesson by saying that we are going to build different size belts for the troll
3. Teacher builds background by reminding the students that the troll wore a chain belt. Each loop of his belt is a link. Teacher further reminds students of the previous day's lesson where students built different size belts with different amounts of links.
4. Teacher places 3 – 4 bowls of links in the inner part of the circle and asks students to join links, students use links to physically build the belt
   a. The troll’s belt is 2 red links plus 3 blue links, how many in all?
   b. The troll’s belt is 4 green links plus 2 red links, how many in all?
   c. The troll’s belt is 1 yellow link plus 3 red links, how many in all?
   d. Teacher checks for understanding
5. Teacher models how to complete worksheet (sample attached)
6. Teacher checks for understanding
7. Students complete worksheet in small groups led with an adult during math work stations
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</table>
| Addition   | Solve simple addition problems | - **1** plus **2** equals **3**  
- There are **____** in all  
- how many in all? | - joining  
- plus  
- link  
- **add**/**addition**  
- **equal** | Question word  
"**how many**"  
**numbers** |
## Levels of Language Development

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<tbody>
<tr>
<td>Nonverbally add links + show solution in links when problem read aloud</td>
<td></td>
<td></td>
<td></td>
<td>Read simple word problem (question with &quot;do&quot; words), build link belt and provide solution orally.</td>
</tr>
</tbody>
</table>
Help the troll make a new belt.

<table>
<thead>
<tr>
<th>1 red link + 2 blue links</th>
<th>How many?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 green links + 2 yellow links</th>
<th>How many?</th>
</tr>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2 red links + 2 yellow links</th>
<th>How many?</th>
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The Three Billy Goats Gruff
A unit on Fairy Tales
Kindergarten

Thomas Myler
TSL 518
Spring 2012
Title: Three Billy Goats Gruff – A Unit on Fairy Tales
Grade level: Kindergarten
Target group: Mainstream class with integrated ELL students

Source of written materials: The Three Billy Goats Gruff
Paul Galdone

Source of lessons: Teacher Generated Lessons based on District Standards

The lessons are part of an integrated unit on Fairy Tales. These lessons, all based on The Three Billy Goats Gruff, build on the knowledge the students have acquired through prior learning and shared experiences with several other Fairy Tales; The Gingerbread Man, The Three Little Pigs, and Little Red Riding Hood.

Learning Goals:
- I want my students to know understand how stories work. Stories have:
  o Characters
  o A Setting
  o A Problem
  o A Solution
- I want students to demonstrate comprehension by retelling the story
- I want my students to understand the concept words first, next, last, over, under, below, under, beginning, middle, end
- I want students to begin to understand character analysis by describing character attributes
- I want students to understand the concept of addition using manipulates

OK! Start determining your COs for your lessons. We'll go to the LOs from there!
Lesson 1 (fourth lesson in a series)

Title: Retelling The Three Billy Goats Gruff

Prior Lessons:
1. Story Elements - n Chart paper record
   - Character
   - Setting
   - Problem
   - Solution

2. Create story props – students create story props to assist in retelling the story
   - Setting – on manila folder
   - Stick puppets

3. Review position words – over, under, below, across

Lesson objective:
Students will work with a partner to retell the story The Three Billy Goats Gruff using student created story props
<table>
<thead>
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<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the book for enjoyment – whole class. Remind students to think about what they know about stories (the elements)</td>
<td>Story Elements Read the book and record the character, setting, problem and solution on chart paper. Whole class, turn and talk</td>
<td>Position words review</td>
<td>Create story props – 2 lessons 1. Setting is made with a manila folder 2. Stick puppet for characters</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Lesson 6</td>
<td></td>
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</tr>
<tr>
<td>Retell the story with story props partners</td>
<td>Character analysis – the troll 2 lessons 1. Character snapshot – whole class 2. Character riddle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix
The troll has a belt

3 links are red
2 links are blue
2 links are green

How many links long is his belt?

Additional practice solving addition word problems
Dear Troll,

From,
Scoring Rubric

Responding to Literature/Writing

Today we responded to *The Three Billy Goats Gruff* by writing a letter to the troll. The children were to offer the troll some advice as to how he could improve his character. They were expected to write a sentence and draw and color a detailed picture independently. Below is a rubric that demonstrates how your child performed.

- letter-sound association
- mechanics – spaces between words, punctuation
- creativity/detail
- work habits

(1- required teacher guidance, 2- meets expectations, 3- exceeds expectations)
Name

Character Description

Today the children drew a picture of a character in the story we read. They then chose 4 words to describe the character and wrote one word on each flap.

H: character description paper