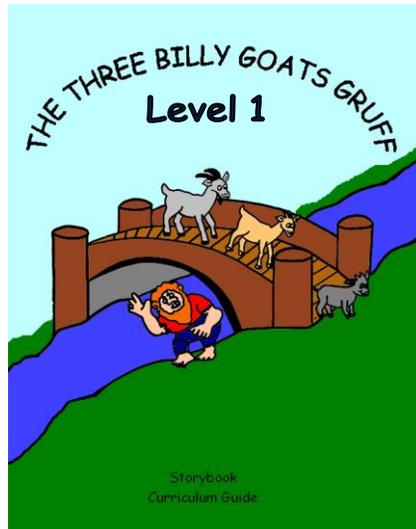


Read It Once Again®

Digital Version Purchasers:



Read It Once Again ™

COPYRIGHTED – MAY NOT BE SHARED WITHOUT PERMISSION

Read It Once Again gives permission in the form of a limited license to use this digital product. Images used are copyrighted and may not be shared without permission. The digital version is intended for use by the purchaser only, and should not be shared in any form by any means – graphic, electronic, photocopy, or other uses.

161 Sunset Drive
Inman, SC 29349
Toll Free 1-877-470-5156
Fax 1-864-472-2981

THE THREE BILLY GOATS GRUFF

Level 1



A Curriculum Unit
Based on the Storybook

The Three Billy Goats Gruff

by
Stephen Carpenter

Read It Once Again ™

All rights reserved

Permission is granted to individual classroom teachers to reproduce portions of this book for classroom use only.

2005

Revised 2007

Mission Statement

***Read It Once Again* provides a comprehensive curriculum that promotes and establishes an early literacy-based foundation for the development of basic skills. It also provides the educator with student goals based on developmental milestones with structure and rationale. The curriculum engages the parent/guardian in the instructional process and fosters communication between the home and school.**



Read Me a Story.
Please read it once more.
I can learn from reading,
And I'm not even four.

The words are in rhythm,
And sometimes they rhyme.
Say them over and over,
PLEASE,
Just one more time?

©Rae Schaper 2003

Read It Once Again

Approaches to Learning and Teaching Strategies

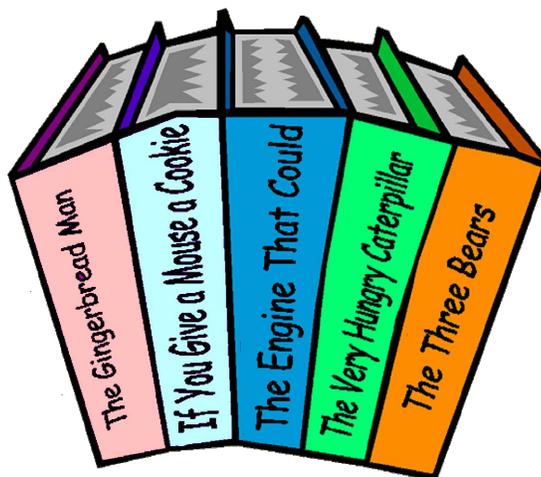
Read It Once Again **Level 1** units systematically include activities that provide explicit instruction on the most **basic foundational skills** in the pyramid of educational learning.

Read It Once Again recognizes that some children enter our school systems without many of these very **basic foundational** skills in place.

Other early childhood curriculums may touch on beginning basic skills, but *Read It Once Again* uses rhyme, rhythm and repetition in our **Level 1** units as a strategy to ensure that there is an **intentional, extended** focus on the most basic skills necessary for future academic success. Research has proven that having a firm understanding of these basic essential skills is necessary to achieve educational success in higher academic learning.

Our **Level 1** activities reinforce basic fundamental concepts and are systematically offered in a variety of literacy based lessons throughout every unit and in each domain. Young children learn best when the environment and teaching strategies are solidly predictable with elements of creativity and exploration woven into each day. *Read It Once Again* uniquely provides a **flexible structure**.

Read It Once Again **Level 2** units concentrate on a higher level of foundational skills. Our **Level 2** units combined with our **Level 1** units ensure that the young child will have a solid knowledge of **foundational** skills and be prepared for success in the kindergarten setting.



What Makes *Read It Once Again* a Unique Teaching Strategy?

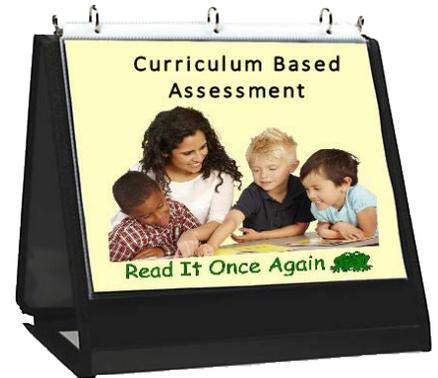
Typically literature and storybooks are used to support theme units in most early childhood classrooms. Stories are changed often and young children who are just learning to apply receptive and expressive language skills are not always given the opportunity and time necessary to become familiar with key words and cognitive concepts found within the stories. Familiarity and literary repetition help to establish language development and cognitive learning in the manner that is most productive and sustainable to young children.

Read It Once Again preschool curriculums use the story itself as the theme of the unit to promote early literacy. The unit furnishes the teacher with goals, activities, and assessments necessary to provide young children with firm basic foundational skills in an educational program which will meet their basic needs in each of the five domains commonly addressed in the early childhood classroom.

At first glance, it appears that this unit contains a series of black and white work pages designed to be completed by the child. A closer and in-depth look will clarify that the majority of our graphics are intended to be used by the teacher as visual cues and props to enhance the activity. Young children are visual learners who better retain knowledge when visual cues are combined with auditory information. Each unit contains our graphics on sequencing cards to help the child retell the story in his/her own words. Visual graphic cues are included in each domain to reinforce language development. For example, cutting grids using objects or characters from the story are included in each fine motor section to motivate beginning cutting skills. A CD is included with every unit which contains the graphics from the unit in color. It will save the teacher preparation time and ensure professional color quality.

Read It Once Again Level 1 Curriculum Units are based on these 20 Speech and Language Foundational Skills Necessary for Early Learning Success

1. Label objects
2. Repeat familiar words and phrases
3. Sequence stories and experiences
4. Demonstrate visual discrimination
5. Match, sort, and name shapes
6. Match, sort, and name colors
7. Identify numbers
8. Demonstrate number concepts
9. Repeat, extend, and predict patterns
10. Demonstrate visual memory skills
11. Recognize and create rhyming words
12. Demonstrate knowledge of big and little
13. Demonstrate knowledge of same and different
14. Classify objects
15. Understand positional words
16. Answer “Wh” questions
17. Predict what comes next
18. Follow three step directions
19. Demonstrate understanding of abstract concepts
20. Retell a story or experience



Read It Once Again has a Curriculum Based Assessment Pre and Post Test designed to assess mastery of these 20 foundational skills necessary for successful participation in an age-appropriate preschool curriculum. The assessment is based on typical early readiness skills and may be used to inform instruction. Visit our website at www.readitonceagain.com for details and ordering information.

Read It Once Again Scope and Sequence

Read It Once Again recognizes that appropriate steps to learning require a scope and sequence that can be tailored to meet the individual needs of each child, or a particular classroom. One size does not fit all and our flexible scope and sequence allows teachers to consistently teach foundational skills.

Here are the steps to help classroom teachers create a scope and sequence that most appropriately fits the needs of their children.

1. Review our Skills and Concepts **Level 1 and Level 2 Matrices** found on the Introduction tab of each unit.
2. On the **matrix for Level 1**, look at the book titles and then the first two columns referring to the number of nouns and verbs found in each storybook. Notice that our books are listed in order according to the number of nouns and verbs found in the storybook. For example, “Brown Bear” is the easiest with 14 nouns and 2 verbs, and “The Tale of Peter Rabbit” has the most vocabulary with 72 nouns and 70 verbs.
3. Choose storybooks based on the language ability of the students in your classroom. Focus on the needs of the children with the lowest vocabulary levels. If you have higher functioning children in your classroom, you can always supplement higher level fiction and nonfiction reading materials to match their language levels. (See the “Additional Reading List” found as the last activity in the speech and language section in every **Level 1** unit.) Allow your *Read It Once Again* story to be the repeated book and theme. We suggest repeating a story for one month. This is a total of nine units per typical school year.
4. Refer back to the **Level 1 Matrix**. After reviewing the number of nouns and verbs, notice that the next 10 columns indicate the skills covered in each unit. These skills are found in every story and correlate with our list of **20 Foundational Speech and Language Skills for Early Learning Success in Level 1** (previous page). The next 10 columns of skills listed on the Matrix are those which are unique to the subject of the story. *Read It Once Again* recommends that children have a solid knowledge of skills 1-15 of the **20 Speech and Language Foundational Skills** before implementing our Level 2 units.
5. The **Matrix for the Level 2** units lists the storybooks along with skills covered in each unit. These skills correlate with the list of 20 Foundational Speech and Language Skills Necessary for Kindergarten Readiness. When children have mastered skills from the **Level 1** and **Level 2** units, they will have acquired the necessary foundational skills to be successful in kindergarten.
6. Every unit includes an **Implementation Checklist** for **Level 1** and **Level 2** (found in the front pocket of your unit) to help teachers navigate throughout their day indicating the basic teaching strategies and foundational skills offered with the *Read It Once Again* Curriculum.
7. **Level 1** units also provide sample four week tiered lesson plans as a guide for teachers. Lesson plans for all **Level 1** units are found in the last tab titled Graphics/Lesson Plans/Grids. They are also found on the CD that accompanies every unit and can be manipulated in the WORD format to meet the individual needs of each classroom.

Table of Contents

Introduction: Matrix Level 1, Matrix Level 2

Introduction to Repetitious Story Unit	14
Teaching Guidelines	15
Children's Story Time	19
Before You Begin!.....	20
At-A-Glance	21

Speech and Language: Strategies for Reading to Young Children

Speech and Language Goals	25
Sequencing Cards	27
Who's That Tripping Over My Bridge?	33
Trip Trap, Trip Trap.....	34
Trip Trap, Trip Song	35
Field Trip	36
Craft Stick Puppets.....	37
Positional Concepts, Level A	39
Over, Under, Beside the Bridge, Position Words, Level B.....	40
Big and Little, Level A.....	44
I Spy Big and Little, Level A.....	45
Big Flowers, Little Flowers, Big and Little, Level B.....	46
Which One is Different? Level A	50
Which One is Different? Level B.....	51
Who, What, and Where?.....	57
Listening Center	61
Bookless Story Time	62
Packet Making Day.....	63
Take Your Packet Home.....	64
Read to Me.....	65
Additional Reading.....	66

Cognitive: Look Inside a Book, Concepts of Print

Cognitive Goals	69
Matching Colors, Level A.....	71
Bees and Flowers, Matching Colors, Level B.....	72
Troll Teaches Shapes.....	74
Little Billy Loves Shapes	79
Flower Patterns	81
Goats and Trolls, Complete the Pattern.....	87
One, Two, Three Goats, Level A.....	91
Flowers on the Hill, Count the Flowers, Level B.....	93
Hills and Numbers, Number Match.....	99
Time to Count Trolls, Count and Match Pasting.....	105

Cognitive: Look Inside a Book, Concepts of Print Continued

Goats Galore, Counting Small Objects.....	109
Small, Medium and Large, Level A.....	113
Little, Middle and Big Billy, Level B.....	114
Connect the Dots.....	116
Billy Goat Puzzles	122

Motor: Therapists and Service Providers All Using the Same Curriculum

Gross Motor Goals	135
Fine Motor Goals	136
Feed the Goats	137
Bye, Bye, Troll.....	139
The Bridge is Out!.....	141
Don't Wake the Troll, Obstacle Course.....	142
Here Comes the Troll, Stop and Go Activity.....	143
Rolling Along Under the Bridge	144
Let's Build A Bridge.....	145
Who's That Tripping Over My Bridge?.....	146
Painting on the Easel	147
Cooked Play Dough	149
Play Dough Bridges	150
Paper Plate Bridges	151
Goat Bells.....	153
Growing Troll Hair	154
Three Goats and a Troll, Paper Bag Puppets	155
Stuff a Troll	161
Flowers on the Hill, Painting.....	164
Going to the Hill, Cutting Pocket Activity	166
Cutting Grids.....	169
Cutting Grass on the Hill.....	175
A Comb for a Troll.....	177
Billy Goat Lacing.....	179
Follow the Path.....	185

Daily Living: Using a Visual Schedule to Organize Your Day

It's More Than Just Snack Time

Daily Living, Cooking and Self-Help Goals	199
No More Troll Hair!.....	201
Troll Needs to Wash His Hands.....	202
Brush Your Teeth Every Day	203
Troll Faces.....	206

Daily Living: Using a Visual Schedule to Organize Your Day

It's More Than Just Snack Time Continued

Goat Horns	206
Goat's Milk Ice Cream	207
Bell Sandwiches.....	207
Troll's Favorite Maple Milk Shake	208
Water Under the Bridge Punch.....	208
Cupcake Hills.....	209
Hungry Goat's Granola	210
Rice Krispie Bridges	211
Terrific Troll Toast	212
Troll Teeth Snack.....	212
Troll Temptations	213
Super Peanut Sandwich	214
Eating Our Way Through the Story of the Three Billy Goats Gruff.....	214
Three Billy Goats Gruff and Children.....	215

Socialization: Visual Cues Help to Improve Social Skills

Socialization Goals	218
Dramatic Play and Props Suggestions	219
Building Bridges.....	220
Are You Afraid of Trolls?	221
Character Necklaces	225
Goat and Troll Masks.....	228
Trawl Bowling.....	233
Parent Party Invitation	235
Never Talk to Trolls	237
Reward Certificates.....	238

Music and Rhymes: 10 Quick Tips for Using Music and Mother Goose

Mother Goose Rhymes.....	241
Jack and Jill Rebus	242
Jack and Jill Sequencing Cards	243
Mother Goose Everyday	247
Jack and Jill Music and Chords.....	248
Jack and Jill Poster Picture.....	249
Jack and Jill Poster Words.....	250
The Goats Went Over the Bridge	251
London Bridge is Falling Down.....	252
Two Little Blue Birds, Finger Puppets.....	253
One Little, Two Little, Three Little Billy Goats.....	255
Billy Goat Flip Chart	256

Assessment Tool/Parent Letters: Curriculum Assessment Tool Implementation

Parent Unit Introductory Letter	268
At-A-Glance	269
Goals	271
Parent Unit Assessment Letter	280
At-A-Glance	281
Goals	283

Graphics/Lesson Plans/Grids: Scope and Sequence for Activities Interactive

White Boards

Troll.....	294
Little Billy	295
Middle Billy.....	296
Big Billy Goat.....	297
Bridge	298
Hill	299
Flower 1	300
Flower 2	301
Sample Lesson Plan Instructions	302
Painting Grid and Assessment Sample Grid Instructions	303
Painting Grid.....	304
Lesson Plan Grid	305
Sample Lesson Plans	307
Sample Assessment Grid.....	311
Assessment Grid.....	312

Read It Once Again

Skills and Concepts Included
in each Level 1 unit

UNIT #	TITLE	SKILLS AND CONCEPTS INCLUDED IN READ IT ONCE AGAIN LEVEL ONE UNITS																						
		Nouns	Verbs	Sequencing	Positional Concepts	Colors	Numbers	Shapes	Concepts of Size	Pattern Matching	Visual Discrimination	Fine & Gross Motor Activities	Socialization & Life Skills	Rhyming Text	Repetitive Text	Emotions	Signing	Animal Identification	Body Parts	Seasonal Themes	Calendar Skills	Self Esteem	Food	Transportation
329	Brown Bear	14	2	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
319	I Love You	26	3	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
302	Goodnight Moon	24	2	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
316	From Head to Toe	28	10	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
316	Jamberry	33	10	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
305	The Very Hungry Caterpillar	27	10	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
312	The Jump Frog Jump	11	11	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
320	Silly Sally	8	11	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
304	Oink Moo How Do You Do?	20	12	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
324	The Napping House	10	13	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
313	Big Red Barn	38	15	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
323	If You Give a Mouse a Cookie	30	19	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
326	Over In The Meadow	31	19	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
317	Is Your Mama A Llama?	36	20	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
307	The Three Billy Goats Gruff	14	20	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
327	One Duck Stuck	19	22	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
331	My Truck Is Stuck	24	23	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
306	The Gingerbread Man	19	23	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
321	The Very Busy Spider	20	25	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
325	The Letters Are Lost	32	27	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
303	The Little Red Hen	37	28	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
310	The Little Old Lady	24	32	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
309	Corduroy	43	36	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
300	The Three Bears	29	36	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
322	Clap Your Hands	40	38	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
314	The Mitten	36	38	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
328	The Kissing Hand	28	43	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
318	The Little Engine That Could	57	43	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
301	The Three Pigs	25	66	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
330	A House For Hermit Crab	52	70	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
308	The Tale Of Peter Rabbit	72	70	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				

Highlighted units contain rhyme, rhythm, and repetition. These units are recommended for children with autism.



Read It Once

Read It Twice

Read It Once Again

Level 1 of this preschool literary curriculum will introduce you to a unique style of teaching that reinforces rhyme, rhythm and repetition as a powerful tool for creating a language rich environment in your classroom.

161 Sunset Drive
Inman, SC 29349
Fax: 864-472-2981

Toll-free 877-470-5156
Local 864-472-5156
www.readitonceagain.com

Introduction

To

Repetitious Story Unit

Goals and activities have been written to include the domains of language, reading readiness, fine and gross motor, daily living and socialization skills making this story appropriate to use as a complete unit.

The Positive Effects of Using Repetitious Story Units with Preschoolers

- Young preschool children naturally enjoy repetition, especially when it involves favorite books, rhymes, songs or videos.
- Repetitious reading improves the child's vocabulary.
- Repeated readings of stories will sharpen sequencing skills.
- Repeating stories or rhymes allow children to memorize words and phrases.
- Memorized reading allows preschoolers to predict words and phrases.
- Memorized reading involves the child in the process of reading.
- Encouraging the child to be involved in the reading process gives preschoolers a sense of independence.
- Repetition combined with rhythm and rhyme is a powerful learning technique which enhances language development.

Suggested Teaching Guidelines To Achieve Maximum Success

Getting Started

When first reading the story, be careful not to overwhelm children who have limited language skills. The vocabulary you introduce should match the language level of your students.

- When teaching children ages four or younger, plan to allow at least three weeks to a month to complete this unit. Adjust time according to age and ability skills.
- Use the introductory letter found in the letters/assessment section to inform parents and caregivers of goals and concepts in this new unit. Weekly newsletters should be sent to update daily activities.
- Make use of Mother Goose. Reinforce rhyme, rhythm, and repetition with finger plays and rhymes included with this unit.
- Include parents and caregivers as preparation partners. Preparation of fine motor activities and the tracing of easel paintings can be shared with teachers, assistants, and volunteers.

Teacher Tips

- Read or retell this story at a designated time each day.
- Enhance story time by using a variety of story telling methods such as:
 - felt board or Velcro figures
 - puppets
 - dramatic story telling props (puppets, objects from the story, etc...)
 - music, finger plays, and games
 - role playing props (finger puppets, hats, clothing, or other dramatic props)
- Emphasize teachable concepts as the story is being read.
- Use memorized reading to reinforce developing memory skills. Have your children predict and “fill in” familiar words and phrases used in the story.



Activities and Materials

- Always begin by teaching basic concepts (level one activities), which use concrete objects. Students must master fundamental concepts before introducing level two activities.
- Offer fine motor art activities that incorporate reading readiness or language goals. These activities can be carried out in a small group setting and completed projects should be sent home daily.
- Many small group activities can be tailored to meet the needs of each student within that group. For example, in a cutting and pasting exercise, one child with advanced cutting skills may be instructed to cut out each individual piece before pasting. Another child in the same group with limited cutting skills may be presented with precut pieces ready to be pasted. The outcome may be similar, but the process will be determined by the needs of the child.
- Children with language processing disorders require visual cues in addition to auditory directions in order to complete fine motor projects. Children find a prepared sample with visual step-by-step instructions very helpful.
- Allow the child to use gross and fine motor skills to paint large characters and objects from the story. Sulfite paper 18"X24" is durable and will not rip easily while painting at an easel.
- Use bold, vivid, primary colors. This applies to choices in paint, construction paper, crayons and markers. The use of basic primary colors helps to reinforce color recognition.
- Display painted characters and objects around the classroom as they are completed.
- Identify each child's painting by printing the appropriate name in large block print on the front of the painting.
- Group similar painted characters and objects together. (i.e. all goats together, all trolls together, all flowers together) Grouping similar objects will help children in the beginning stages of visual organization.

Finishing Touches

- **The key to success in this curriculum is providing each child with a copy of his/her own book at the end of the unit. The book should be exactly the same text and illustrations as the one used in the classroom.**
- This book can be purchased or it can be the child's own classroom creation, but it is most important that each child has his/her own copy of the book to keep at home. The child's name and date should be included in each book to promote pride and ownership.
- Upon finishing the story unit, send home packets including: **The child's book**, painted characters or objects, and all remaining unit projects. See activity suggestions in the fine motor section.
- An assessment letter should be included with the packet. It is the summary of the child's progress on the goals included in this unit. See assessment letter found in the letter/assessment section. It is helpful to have two copies of each child's assessment, one for the teacher to keep for the child's academic records, and one for the parent or caregiver.
- Encourage children to share books and the content of the packets with parents and caregivers. See *Read to Me* labels found in the fine motor section.



Color Graphics

In this digital version, all activities have been colored for you.

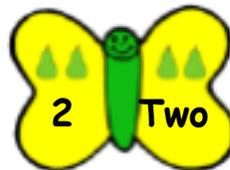
However, if you have access to Adobe Acrobat DC, you will be able to manipulate graphics, change/add text, etc. Examples are shown below:

Add object words

Add color words

Add number words

Add Spanish or
any other language



Parent letters and lesson plans may also be modified to meet the individual needs of your classroom and students.

Read It Once Again offers additional Interactive White Board CDs which include interactive activities from this unit to be used with Smart Boards®, Promethean Boards®, Mimeo Boards® or any Interactive White Board technology. For more information about our IWB CDs and availability, visit our website at <https://www.readitonceagain.com>.

Children's Story Time

When first reading the story, be careful not to overwhelm children who have limited language skills. The vocabulary you introduce should match the language level of your students.

Domain:

- Language, Socialization



Goals

- Child will use *Objective/Sequencing Cards* and/or props to reenact scenes from the story.
- Child will reinforce sequencing skills.
- Child will identify objects pictured in the story.
- Child will increase number of spoken words in his/her vocabulary.
- Child will repeat 2, 3, and 4 word phrases.
- Child will verbally interact with peers.
- Child will visually track from left to right.

Materials:

- *Object/Sequencing Cards* pp. 28-32
- Story Board p. 20
- story props
- a designated area for the children to experience the story

Instructions:

- Once the children are familiar with the story, set up an area with the Story Board, the props, and the sequencing cards.
- Set a time for children to go to the Story Area in small groups (2 to 4 at a time).
- Encourage the children to look at and “read” the storybook, and to use the props and the cards to reenact scenes from the story.
- This activity allows children the freedom to be creative as they repeat phrases, reenact scenes, sequence parts of the story, and role play characters from the story.

Suggestions:

- Role play with a child who is having difficulty reenacting scenes or sequencing the story.
- Provide a limited number of props at the beginning and add more props as the children become comfortable role playing and sequencing the story.

Before You Begin!

A Story Board is a hands-on way for children to manipulate activities such as sequencing cards or other activities found in this unit. Even though activities can be done on an interactive board, it is important to give the children hands-on opportunities with the Story Board. Because children have many different learning styles, they need a combination of technologies and hands-on activities to be successful learners.

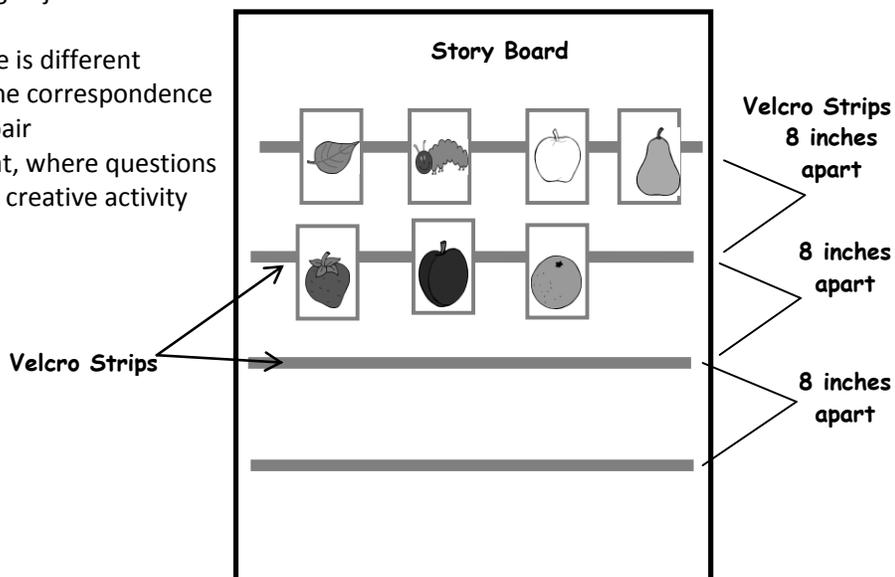
Make A Story Board!

Materials:

- One half of a shower board (a home supply store will have these and will cut to your dimensions). A tri-fold science board or a foam board cut to your dimensions can also be used. (Your Story Board should be wide enough to hold at least 4 sequencing cards across and 3 cards down so the children can learn the left-to-right reading progression.)
- Velcro strips (soft and hard sides) with the sticky backs
- yardstick
- pencil

Instructions:

- Now that you have the board, with a yard stick measure 3 inches down from the top and make a mark.
- With the yardstick, draw a straight line across the board. Use this line to help lay the Velcro strip straight.
- Now measure down another 8 inches from the first line and make a straight line with the pencil. Lay another strip of Velcro down.
- Continue measuring 8 inches, making a straight line with the pencil and laying down the Velcro strips. Put as many strips down as you need.
- Use this board for:
 - sequencing stories, rhymes, and songs
 - classifying objects
 - counting
 - which one is different
 - one-to-one correspondence
 - find the pair
 - who, what, where questions
 - your own creative activity



[Click here to return to Table of Contents.](#)

At – A – Glance

Vocabulary and Teachable Concepts

These key vocabulary words and phrases are found in
The Three Billy Goats Gruff

Objects, Nouns or Familiar Phrases

Words may vary according to the different versions of the book.

billy goats	name	bridge	no	snip	gruff	eyes
nose	ear	spear	three	please	trip	trap
home	fat	flat	stones	hillside	voice	fat
grass	troll	two	tiniest			

Verbs and Action Words

Words may vary according to the different versions of the book.

lived	tripping	take	roared	climbed
walk	wait	walk	fallen	gobble
going	be off	told	cross	groaned
eat	coming	tramping	poke	crush

Object Identification

(objects illustrated, but not mentioned in the text)

Objects may vary according to the different versions of the book.

frog	tree	horns	river	fish	turtle
------	------	-------	-------	------	--------



Teachable Concepts

object identification
number concepts
shape identification
color identification
sequencing skills
big/bigger/biggest
first/second/third

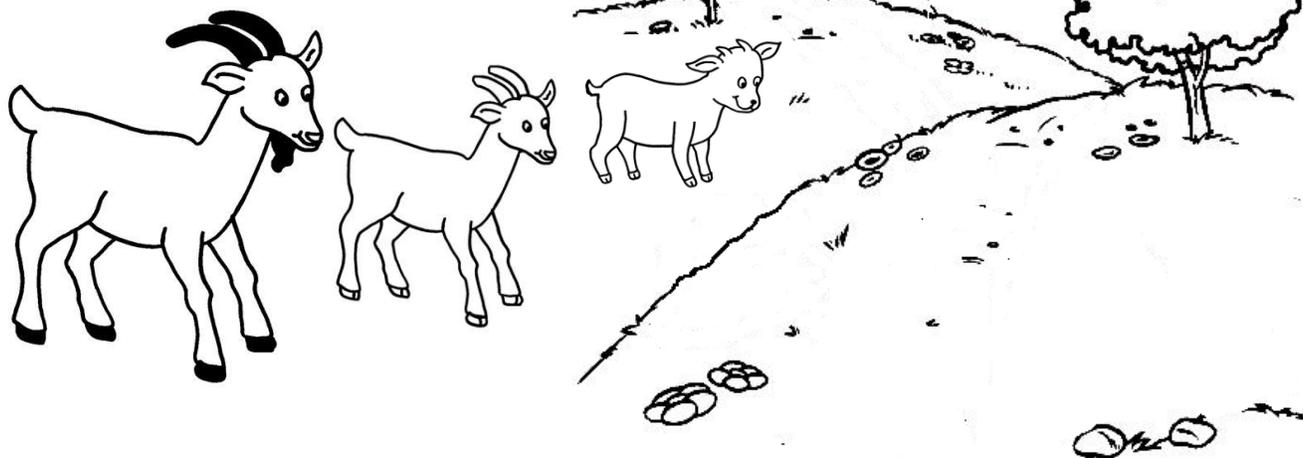
scissor skills
roared/loud
mean/grouchy
ugly/facial expression
grooming skills
loud/soft
wait

hungry/eat
over/under
young/old
tiny/small
hungry/thirsty
heavy/light

Color Identification

Objects and colors may vary according to the different versions of the book.

Red – Troll’s Hair
Blue – water
Green – hill
Yellow – Little Billy
Orange – Big Billy
Purple – daisy (Flower)
Brown – bridge
Gray – Middle Billy

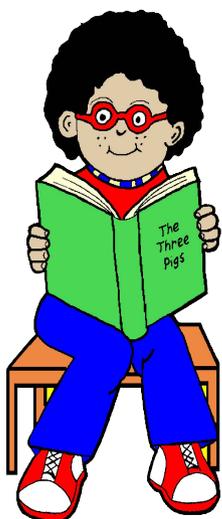


Strategies for Reading to Young Children

This activity contains teaching strategies that are intended to be used throughout the curriculum unit. The goals listed complement **Early Learning State Standards**. Goals that focus on **Concepts of Print** can be found on the following **Cognitive Tab**.

Goals:

- Child will actively engage in reading activities.
- Child will ask and answer questions about key details in the text with prompting and support.
- Child will show an increasing ability to ask questions appropriate to the circumstances in the story.
- Child will identify character, setting, and major events in the story with prompting and support.
- Child will recognize common types of text such as storybooks or poems.
- Child will name the author and illustrator of the story with prompting and support.
- Child will ask and answer questions about unknown words in the text with prompting and support.
- Child will describe the relationship between the illustrations and story with prompting and support.
- Child will show a growing capacity to maintain concentration for the length of the story.
- Child will gather information and learn new concepts through experiences making connections to what they already know.
- Child will demonstrate emotion from literacy experiences.
- Child will increase the ability to initiate and sustain age appropriate interactions with peers and adults during story time.
- Child will recognize meaningful or familiar words in the story.



Materials:

- featured storybook with *Read It Once Again Curriculum* supporting activities
- additional storybooks with the same theme or author (See the last page in the speech and language section for suggestions.)
- props and materials to enhance the storytelling

Instructions:

- Read the featured story at the same time every day. The presentation of the story may be varied from day to day to keep children engaged in

the story. For example, one day you may read the entire story as printed in the book. The next day you may retell the story using the sequencing cards found in the curriculum. Another day you may use a puppet or story props to enhance the story as you read. When reading to very young children or those with language delays, make sure that you have repeated the story in its original format for a series of days before adding variations to the presentation. **Young children need consistent repeated readings of the story in order to process receptive language skills necessary for expressive language responses.**

- Read other storybooks in addition to the featured story. Refer to the last page in the Speech and Language section for a list of suggested books.
- Use a variety of strategies from those listed below to creatively enhance comprehension skills before, during, and after reading the story.
- Use activities included with the curriculum guide before, during, or after the story to reinforce foundational academic skills.

Teaching Strategies:

- Introduce the author and illustrator of the book.
- Talk about other books that they've read by the same author or illustrator.
- Talk about the type of book - fiction, nonfiction, or folk tale.
- Introduce the setting and main characters. Ask the children about the story and characters.
- Show a few pages and ask, "What do you think will happen next?"
- Vary voice tone and pitch to fit the character and plot.
- Add information that will help the children understand what's happening.
- Explain the meaning of new words.
- Point out meaningful or repeating words in the text. Encourage child to find familiar word or repeating words and phrases in the text.
- Rephrase parts of the story to help children better understand the meaning.
- Show pictures and ask children to tell about the illustrations.
- Invite children to share their reactions to the story. What would you have done?
- Ask children to recall the main points of the story.
- Help children to relate personal experiences to the story: Did you ever....
- Encourage children to express their ideas, opinions, and creativity.

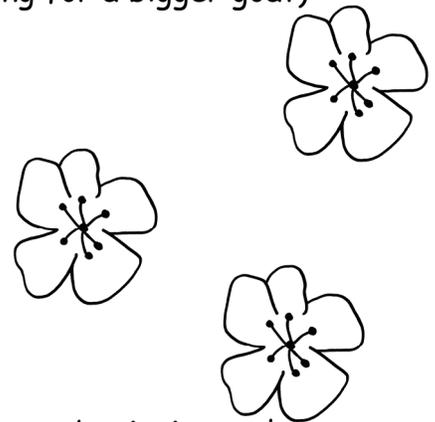
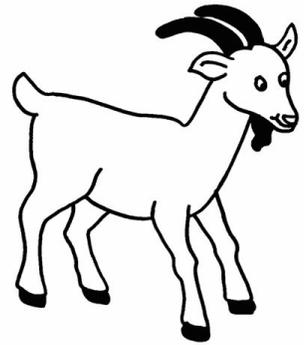


Speech and Language Goals

These speech goals focus on language skills that are emphasized when reading *The Three Billy Goats Gruff*.

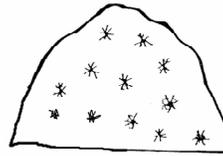
TO IMPROVE SPEECH AND LANGUAGE SKILLS, THE CHILD WILL:

1. Increase the number of spoken or signed words in his/her vocabulary.
2. Use these prepositions and articles of speech:
a, in, and, as, the, on, for, at, to, with, than
3. Answer who, what, and where questions:
Who lived under the bridge? (the troll)
What did the goats want to eat? (grass)
Where did the Troll live? (under the bridge)
4. Answer "why" questions.
Why did the goats want to cross the bridge? (to eat grass)
Why was the Troll angry? (someone was crossing his bridge)
Why didn't the Troll eat Little Billy? (he was waiting for a bigger goat)
5. Repeat familiar 3,4,5,6 word phrases:
"Trip, trap. Trip, trap."
"Who's that tripping over my bridge?"
"Don't take me!"
"I'm coming to gobble you up!"
6. Distinguish between loud and soft voice inflection.
7. Relate experiences with some understanding of sequence, beginning and closure.
8. Tell a familiar story using picture cues.
9. Sing familiar songs and repeat rhymes or finger plays associated with the story.



10. _____ Point to _____ Name objects that are pictured in the story:

Big Billy	Troll
Middle Billy	bridge
Little Billy	water
hill	flowers



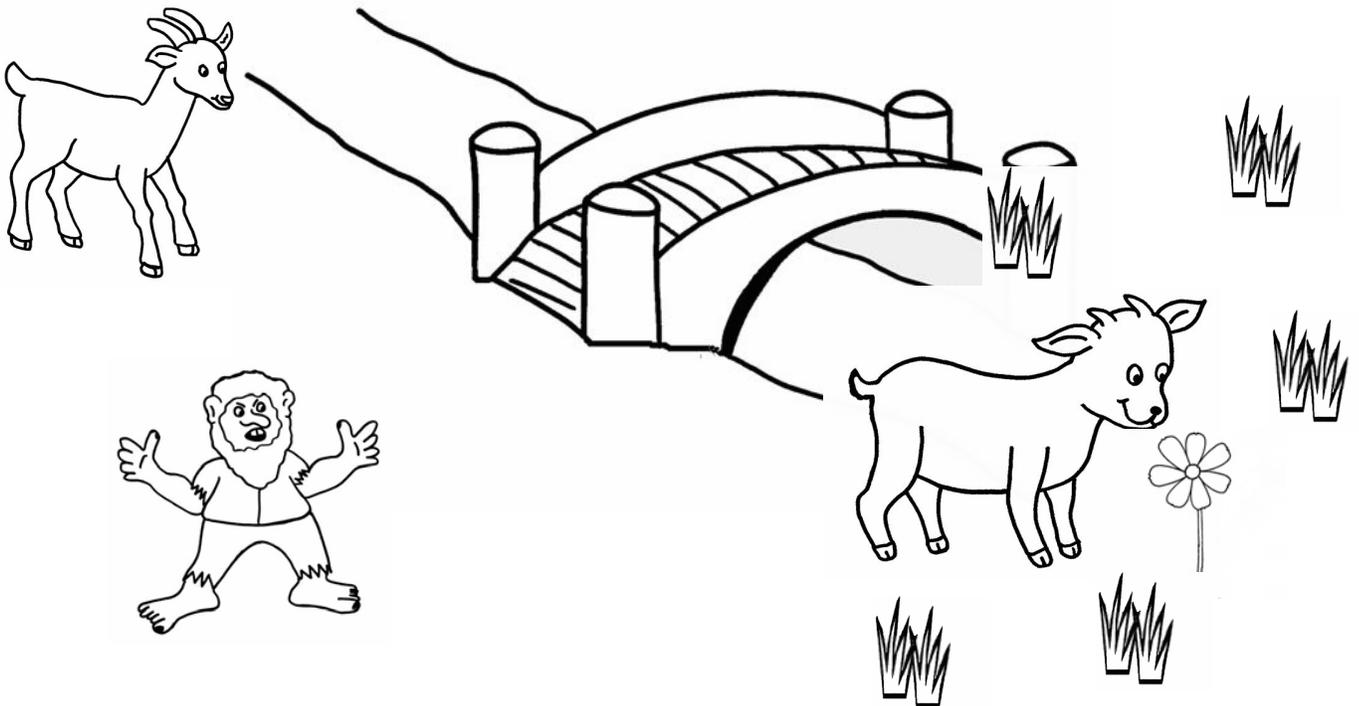
11. Demonstrate proper use of these pronouns in these sentences:

He was ugly.
 Be off with you!
 Who's that tripping over my bridge?
 Don't take me!

12. Distinguish between big, medium-sized and little objects or pictures.

13. Demonstrate knowledge of these positional concepts:
 on top, over, beside, under, next to, in the middle

14. Demonstrate knowledge between same and different.





Sequencing Cards

Domain:

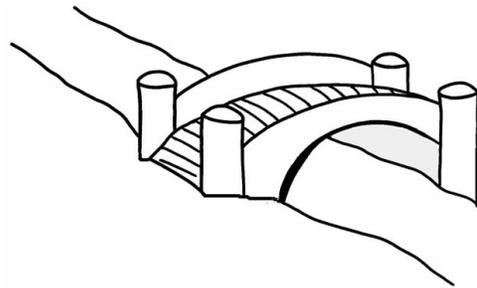
- Language, Cognitive

Goals:

- Child will identify characters and objects.
- Child will retell story using *Sequencing Cards*.

Materials:

- *Sequencing Cards* pp. 28-32
- card stock or durable paper
- markers, scissors
- felt board or Velcro board

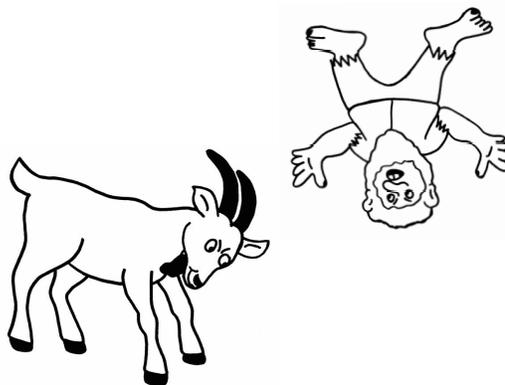


Instructions:

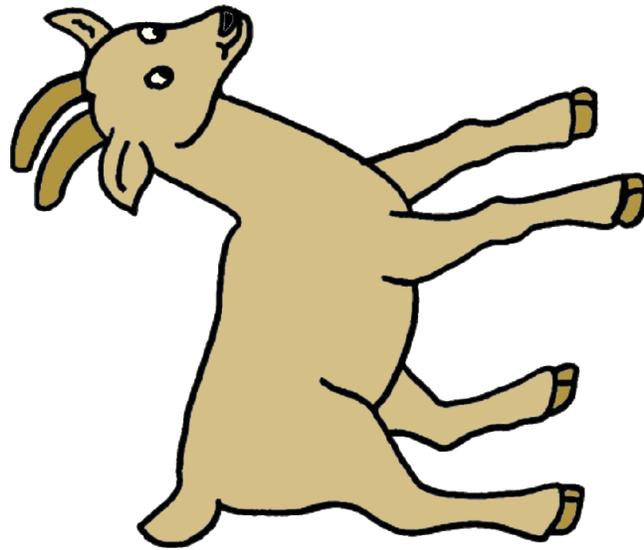
- Teacher will copy, color, and cut *Sequencing Cards*.
- Teacher will retell story using *Sequencing Cards*.
- Assist the child in retelling the story while arranging the pictures in correct order.

Suggestions:

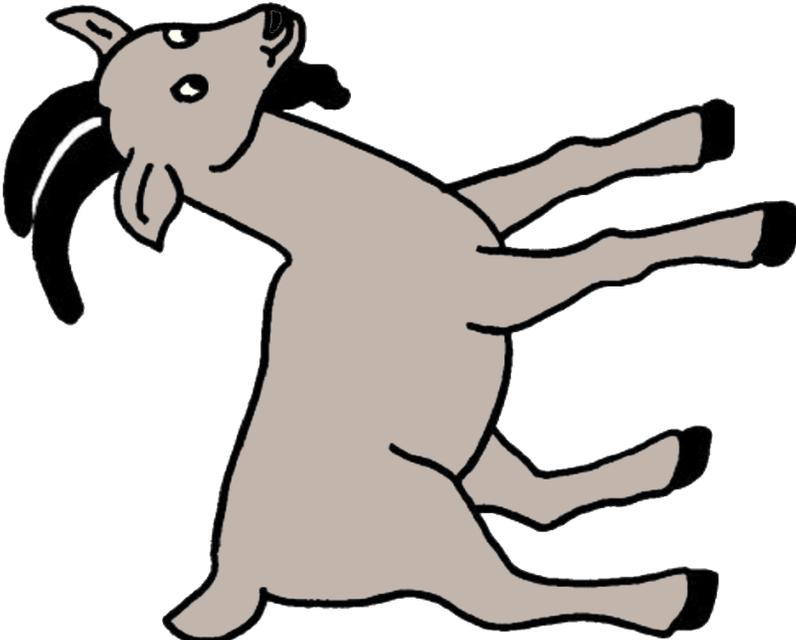
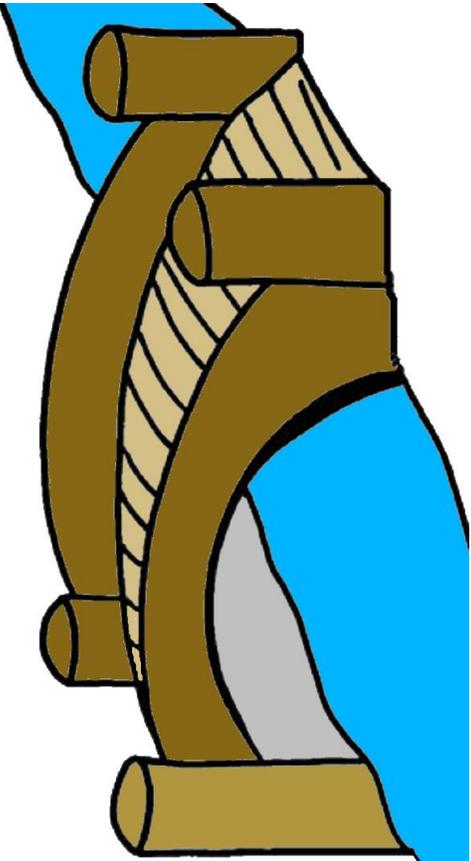
- Child can use *Sequencing Cards* while listening to the story that has been recorded on cassette tape.
- Child can use *Sequencing Cards* to retell story to classmates during center time.



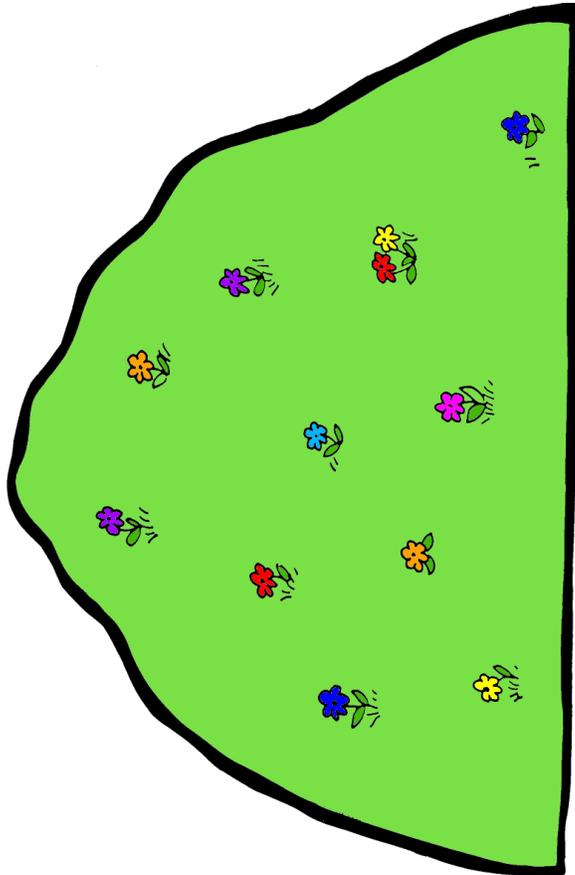
Sequencing Cards



Sequencing Cards



Sequencing Cards

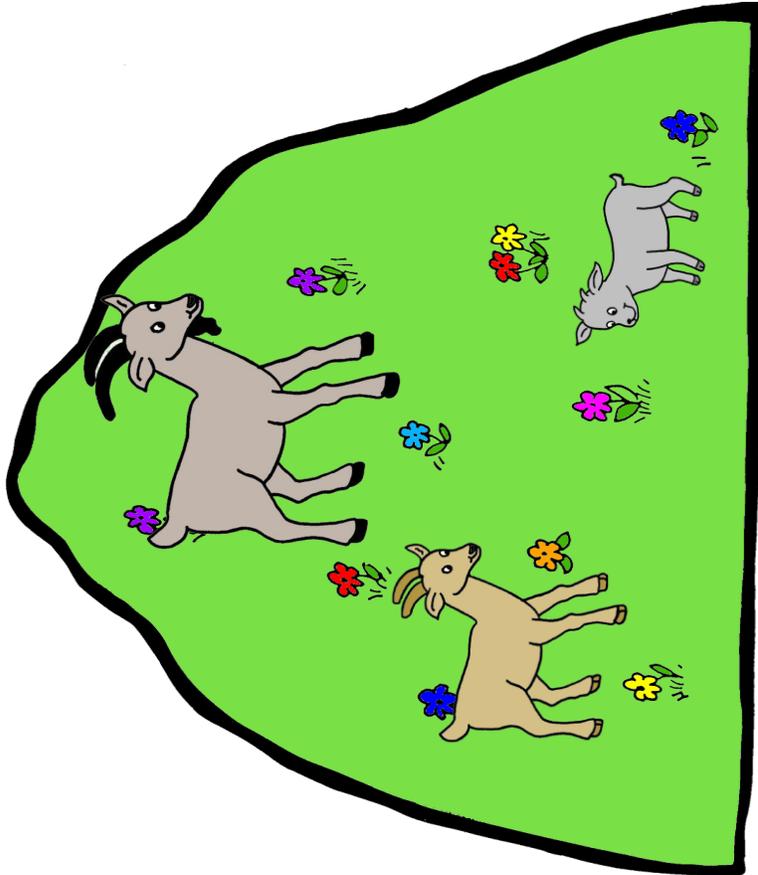


Sequencing Cards



Sequencing Cards

The End



Who's That Tripping Over My Bridge? Voice Inflection



Domain:

- Language

Goals:

- Child will repeat familiar words and phrases from the story.
- Child will use voice inflections to imitate goats or troll.

Materials:

- craft stick or bag puppets p. 37 or pp. 156-160 (optional)
- *The Three Billy Goats Gruff* storybook.

Instructions:

- Read the story of *The Three Billy Goats Gruff*. Emphasize the different voices of the three goats and the troll.

Suggestions:

Little Billy - soft, and high pitched

Middle Billy - regular voice

Big Billy - louder and low pitched

Troll - very loud and gruff

- Allow the children to experiment and practice the different voices.
- Retell the story using children as characters, craft stick puppets, or bag puppets and encourage them to imitate the appropriate voice for the character that they are portraying.

Suggestions:

- Make sure to include every child regardless of speech abilities. Some children may be able to repeat an entire phrase while others may need you to recite most of the phrase so that they can fill in the last word. As you first begin this activity, you may need to recite the entire phrase for some children.
- Repeat this exercise frequently so that children are able to practice familiar words and phrases.



"Who's that tripping over my bridge?"

Trip Trap, Trip Trap



Domain:

- Language, Gross Motor

Goals:

- Child will identify the difference between loud and soft noises.
- Child will walk softly in imitation of Little Billy.
- Child will stomp feet loudly in imitation of Big Billy.

Materials:

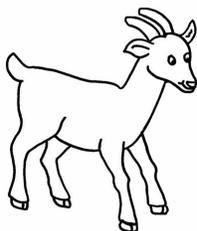
- large wooden or metal desk (or any other hard flat surface)
- small shoe with hard sole
- medium-sized shoe with hard sole
- large shoe with hard sole
- *The Three Billy Goats Gruff* storybook

Instructions:

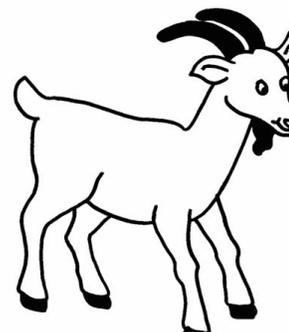
- Read *The Three Billy Goats Gruff*. Pay special attention to the part where the three goats "trip-trap" over the bridge.
- Imitate Little Billy's trip-trapping by lightly tapping on the desk with the small shoe. Repeat the trip-trapping tapping slightly harder with the medium sized shoe. Use the large shoe to pound on the desk when reading about Big Billy tripping over the bridge.
- Allow one child to play the part of the troll and sit under the desk while you use the shoes to tap on the desk imitating the goats walking over the bridge.
- Encourage the child to tell you which goat is walking over the bridge according to the volume of the "trip-traps".



Trip - Trap



Trip- Trap



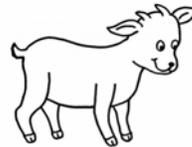
Trip - Trap

Trip, Trap, Trip

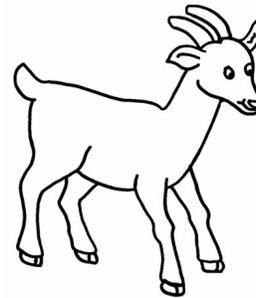
(Sung to *The Wheels on the Bus*)



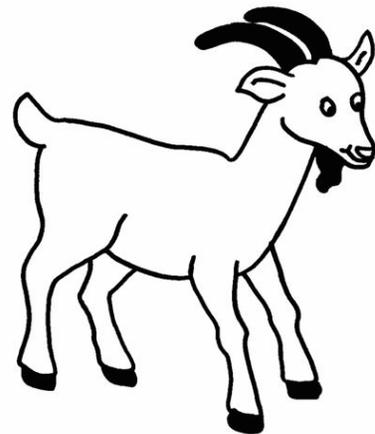
The little Billy Goat went Trip, Trap, Trip.
 Trip, Trap, Trip. Trip, Trap, Trip.
 The little Billy Goat went Trip, Trap, Trip.
 All across the bridge.



The middle Billy Goat went Trip, Trap, Trip.
 Trip, Trap, Trip. Trip, Trap, Trip.
 The middle Billy Goat went Trip, Trap, Trip.
 All across the bridge.



The BIG Billy Goat went Trip, Trap, Trip.
 Trip, Trap, Trip. Trip, Trap, Trip.
 The BIG Billy Goat went Trip, Trap, Trip.
 All across the bridge.



Suggestions:

- Emphasize voice inflection and volume as you sing.
- Encourage children to use puppets, or character necklaces.
- A drum may be used to emphasize the sound of the goat hoof prints.
 Tap lightly for Little Billy, normally for Middle Billy and loudly for Big Billy.



Field Trip

Domain:

- Language, Cognitive, Gross Motor, Self-help

Goals:

- Child will use receptive and expressive language skills to relate field trip experience to classmates, teachers and caregivers.

Materials:

- Field trip permission forms
- Field trip newsletter to inform parents
- transportation
- adequate adult supervision
- related books and materials to prepare children for field trip

Instructions:

- Teacher will make arrangements with school administrators, parents, volunteers and transportation.
- Teacher will send out and file appropriate field trip forms.
- Teacher will read related stories and present appropriate materials to prepare children before going on their field trip.
- Upon returning to school, teacher will review experience and provide appropriate materials for discussion.

Suggestions:

- Take photographs of your field trip to enhance discussion when you return to the classroom.
- Suggested field trip locations:
 - Petting Zoo
 - Farm (with goats)
 - Regular zoo (with goats)
 - Sheep or goat farm that raises goats for milk and cheese
 - Park with wooden bridge that crosses a stream

Craft Stick Puppets



Domain:

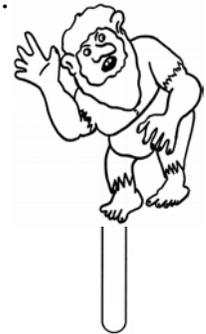
- Language, Socialization

Goals:

- Child will identify characters.
- Child will use puppets as supplemental props for the story.

Materials:

- *Craft Sticks Puppets* reproducible p. 38
- construction paper
- craft sticks
- stapler

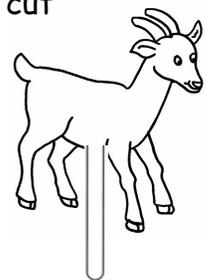


Instructions:

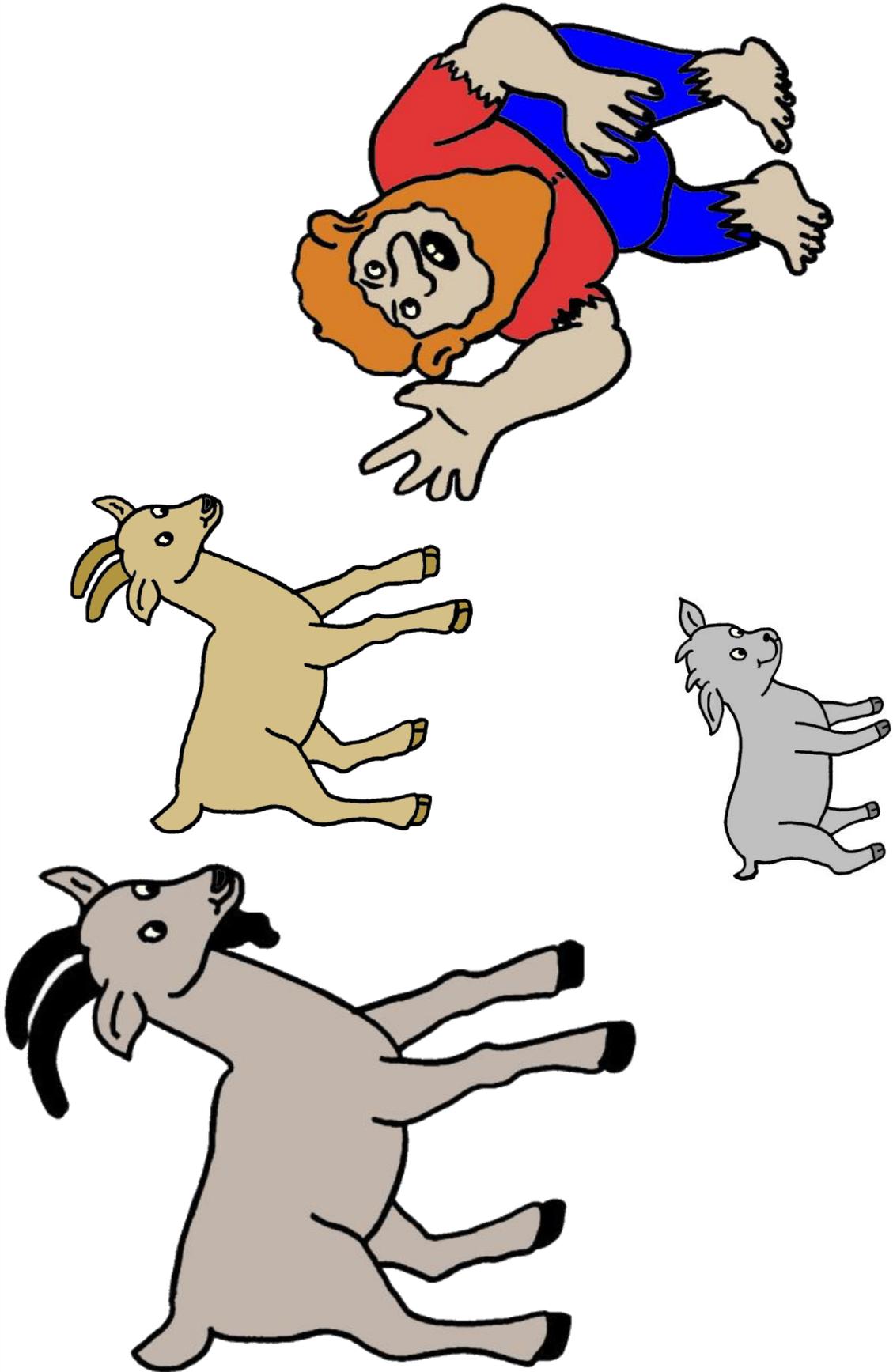
- Teacher will copy and cut a set of characters for each child.
- Teacher will present characters to child and review characters by name.
- Assist child to select and count four craft sticks.
- Teacher will staple one character on each stick.
- Allow children to use puppets to participate during story time.

Suggestions:

- Label craft stick with child's name on one side and character's name on the other side. This allows parents to reinforce language at home as well.
- To reinforce fine motor skills you may prefer to reproduce characters on white construction paper and allow the children to creatively color each one.
- Children with advanced cutting skills should be allowed to cut their own characters.



Craft Stick Puppets



Positional Concepts
Teaching Basic Concepts
Concrete Level A - Using Manipulatives



Domain:

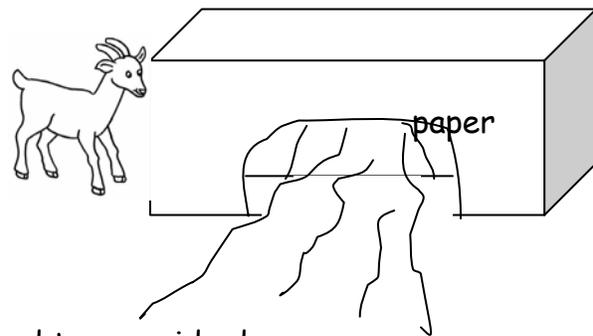
- Language, Fine Motor

Goals:

- Child will identify positional concepts next to, on top, and under.
- Child will place goats on or around the bridge as directed by the teacher.

Materials:

- stuffed or plastic goat
- shoe box (bridge)
- scissors
- brown construction paper
- blue tissue paper



Instructions:

- Remove lid from shoebox and turn upside down.
- Cut two arches from each side of the box.
- Cover box with brown construction paper and decorate to resemble a bridge.
- Place blue tissue paper through the bottom of the arches to represent water.
- Teacher will demonstrate positional words by placing goat next to, on top of, or under the bridge.
- Use positional words to instruct children where the goat should be placed.
- Child will place the goat in appropriate position.

Suggestions

- Use a variety of objects to reinforce positional concepts.
 - o farm animals
 - o zoo animals
 - o dolls

Over, Under, Beside the Bridge
Position Words
Abstract Level B - Using Pictures



Domain:

- Language, Fine Motor

Goals:

- Child will identify positional concepts over, under, beside.
- Child will cut along straight lines to separate characters from the strip.
- Child will paste characters in correct position according to teacher directions.

Materials:

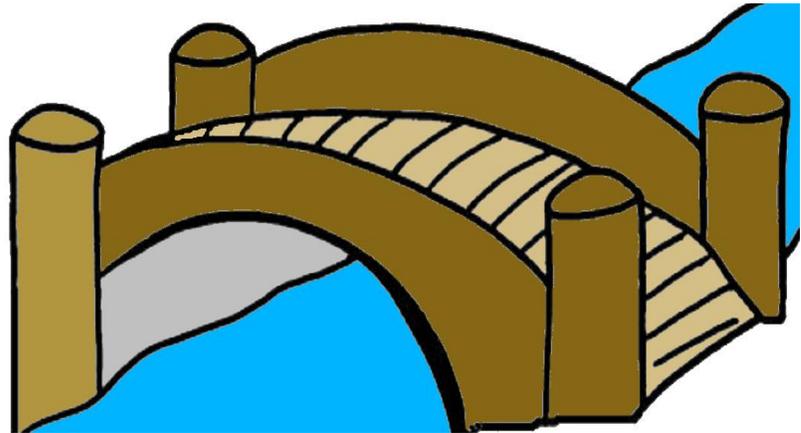
- *Over, Under, Beside the Bridge* reproducible pp. 41-43
- construction paper
- scissors
- glue

Instructions:

- Teacher will copy *Over, Under, Beside the Bridge* work pages.
- Teacher will demonstrate positional words by placing characters on the over, under or beside the bridge.
- Give each child a strip of goats or trolls.
- Child will cut lines to separate the characters.
- Use positional words to instruct children where the characters should be pasted.
- Child will paste the goats or the troll in the appropriate position.

Over, Under, Beside the Bridge

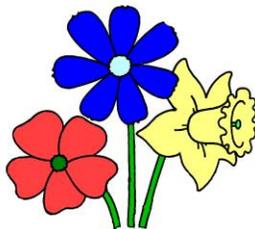
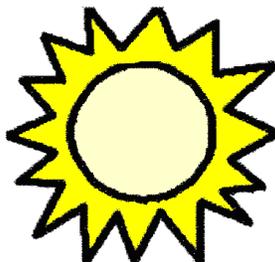
Put the sun OVER the bridge.



Put the flowers BESIDE the bridge.

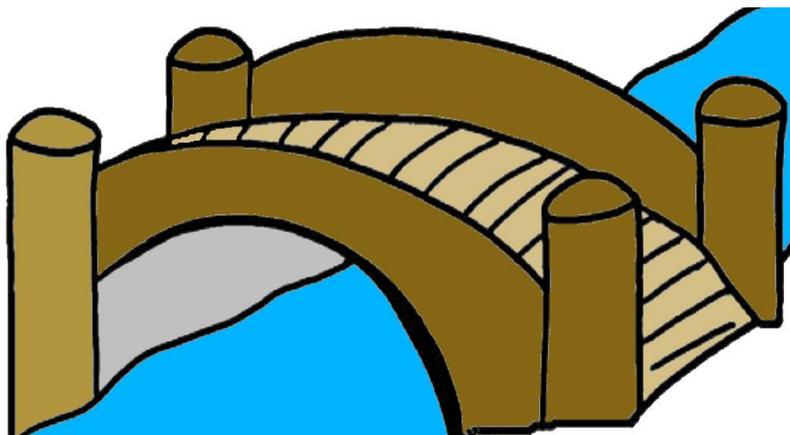


Put the Troll UNDER the bridge.



Over, Under, Beside the Bridge

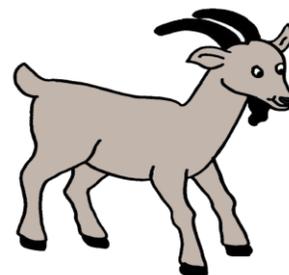
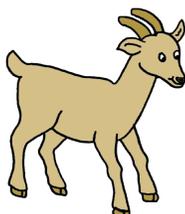
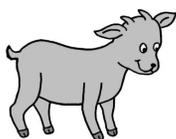
Put Little Billy OVER the bridge.



Put Middle Billy BESIDE the bridge.

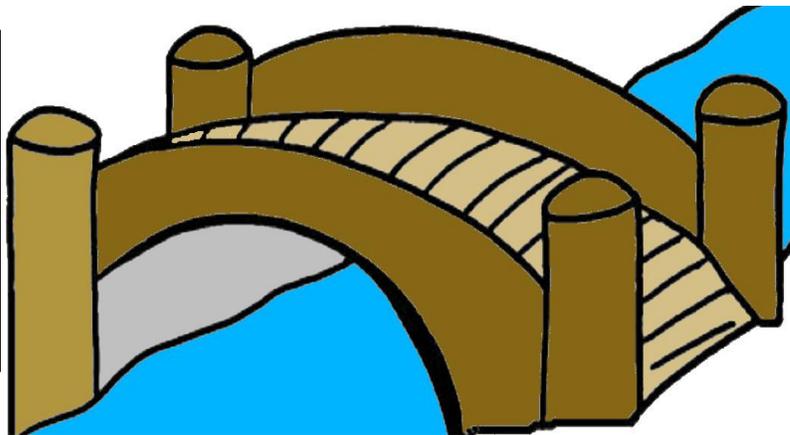
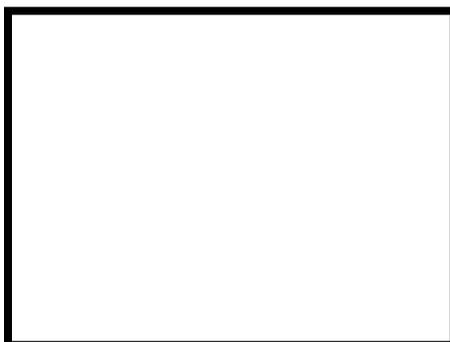


Put Big Billy UNDER the bridge.



Over, Under, Beside the Bridge

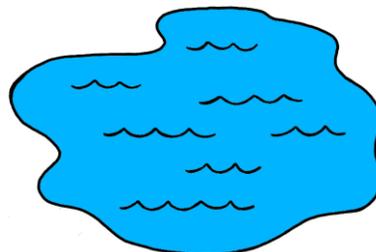
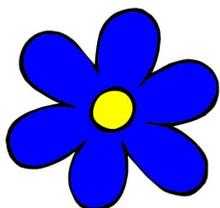
Put the flower OVER the bridge.



Put the tree BESIDE the bridge.



Put the water UNDER the bridge.



Big and Little

Teaching Basic Concepts

Concrete Level A - Using Manipulatives

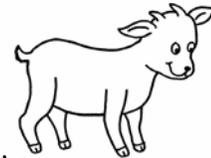


Domain:

- Language, Cognitive

Goals:

- Child will identify objects or animals.
- Child will compare and sort or identify big objects.
- Child will compare and sort or identify little objects.

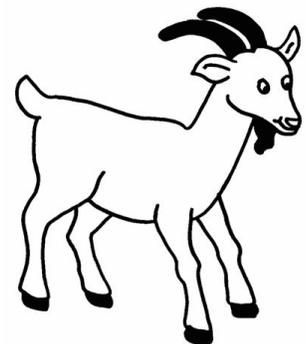


Materials:

- a pair (one big, one little, plastic or stuffed) of each animals or object found in the story such as goats, flowers or bridges
- one big box, large enough to hold all big objects.
- one little box, large enough to hold all little objects.

Instructions:

- Child will identify objects or animals pictured in the story.
- Present one pair of objects big and little.
- Child will distinguish between big object and little object.
- Demonstrate putting the big object in the big box and the little object in the little box.
- Repeat process with the next pair of objects.
- Encourage child to place objects in the appropriate big or little box.



Suggestions:

- Repeat activity using a variety of objects found in your classroom.

I Spy Big and Little Concrete Level A - Using Manipulatives



Domain:

- Language, Cognitive, Gross Motor

Goals:

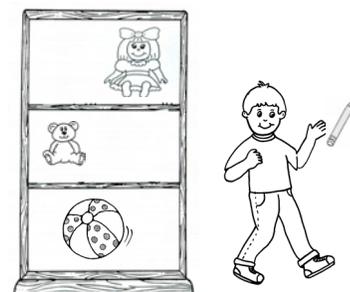
- Child will name object.
- Child will determine if object is bigger or smaller than him or herself.
- Child will retrieve object or stand next to object.

Materials:

- large objects in the classroom (suggestions)

filing cabinet	window/door
table	teacher desk
cubby	shelves or cabinets
- small objects in classroom (suggestions)

child's chair	variety of toys
pencils/crayons	backpacks
cups/plates	clothing



Instructions:

- Discuss and visually compare the three different sized Billy Goats.
- Choose one child to stand. Ask all children to look for something in the room that is bigger than the child. Have the child stand (or lie) next to that object and compare sizes.
- Then have everyone look for something in the room that is smaller than that child. Have the child retrieve the object (if possible) and again compare the sizes.
- Continue with the same procedure until all children have had a turn.

Big Flowers, Little Flower
Big and Little
Abstract Level B - Using Pictures



Domain:

- Language, Cognitive, Fine Motor

Goals:

- Child will demonstrate knowledge of the concept big and little.
- Paste all big flowers with the big hill.
- Paste all little flowers with the little hill.

Materials:

- *Big Flowers, Little Flowers Pasting Grid* p, 47
- *Big Flowers, Little Flowers Cutting Grid* pp. 48-49
- scissors
- glue

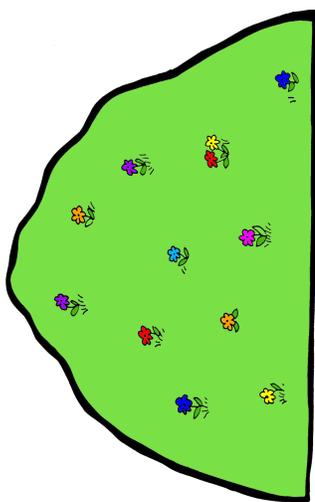
Instructions:

- Teacher will copy one *Big Flower, Little Flowers Pasting Grid* for each child.
- Teacher will copy *Big Flower, Little Flower Cutting Grids* creating enough big and little flowers to fill each child's pasting grid.
- Child or teacher will cut squares in preparation for pasting.
- Child will distinguish between big flowers and little flowers.
- Child will match big flowers with the big hill and little flowers with the little hill.
- Child will paste flowers in the appropriate square according to size.

Suggestions:

- Copy cutting grid on various colors of construction paper to reinforce color identification.

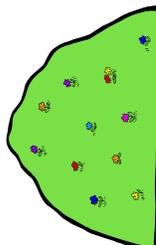
Big Flowers, Little Flowers



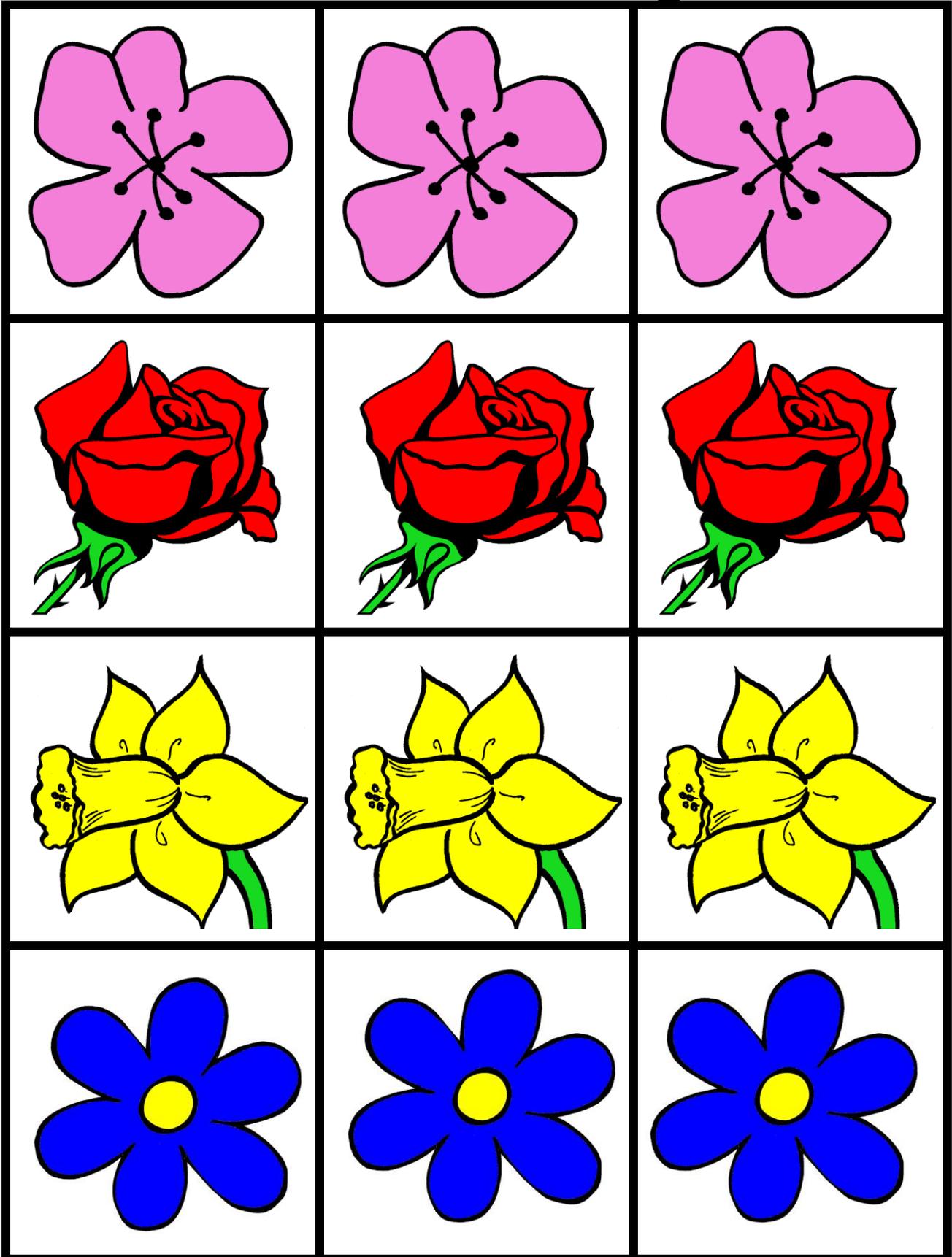
Paste the big flowers next to the big hill.



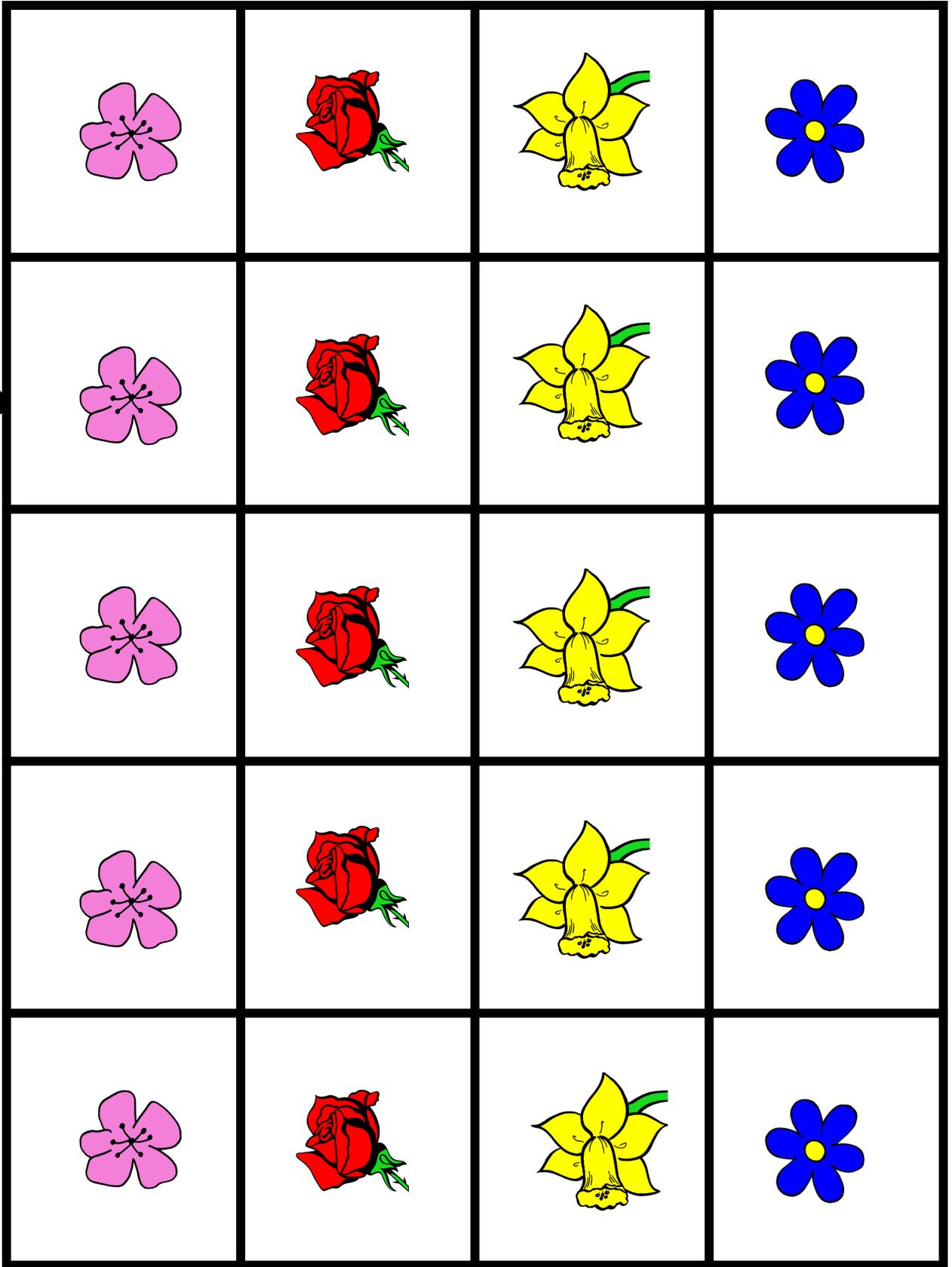
Paste the little flowers next to the little hill.



Big Flowers Cutting Grid



Little Flower Cutting Grid



Which One is Different? Teaching Basic Concepts Concrete Level A - Using Manipulatives



Domain:

- Language, Cognitive

Goals:

- Child will identify animals or objects.
- Child will use visual discrimination skills to identify which object or animal is different.

Materials:

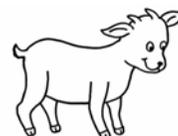
- several identical objects such as:
goats, flowers, troll dolls, bridges (shoeboxes see p. 39)

Instructions:

- Teacher will accumulate several sets of identical goats or objects represented in the story.
- Child will name animals or objects.
- Begin with two goats or objects that are the same (two goats) and add one object that is different. (troll)
- Allow each child the opportunity to identify the animals or objects that are the same, and the one that is different.
- Repeat activity introducing different objects.
- Increase the number of animals or objects as children become familiar with the concept. (three goats, and one troll, four flowers, and one goat)

Suggestions:

- Use a variety of familiar objects found in the classroom.
- Cereal, vegetables or fruits during snack time can be used in addition to animals or objects to reinforce this concept.





Which One is Different? Abstract Level B - Using Pictures

Domain:

- Language, Cognitive, Fine Motor

Goals:

- Child will identify objects and characters.
- Child will use visual discrimination skills to identify which picture is different.
- Child will use fine motor skills to X or color the picture that is different.



Materials:

- *Which One Is Different?* reproducible pp. 52-56
- marker, crayon or primary pencil

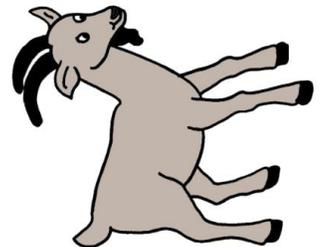
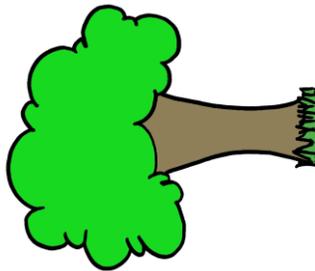
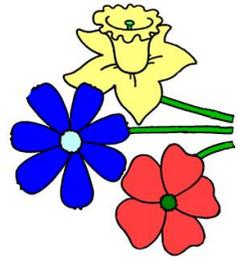
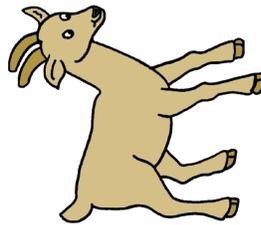
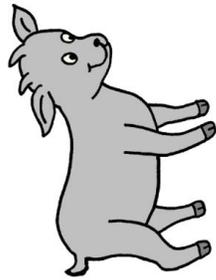
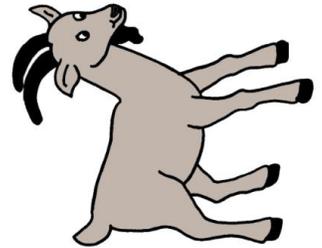
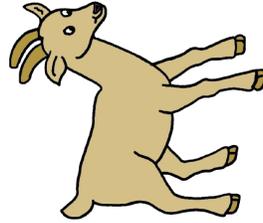
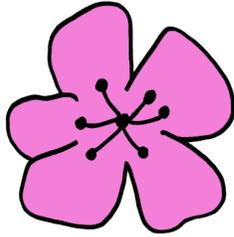
Instructions:

- Teacher will copy *Which One Is Different?* reproducible pages.
- Child will name objects or characters.
- Instruct child to place finger on the picture in each row that is different.
- Child will X or color the picture that is different.

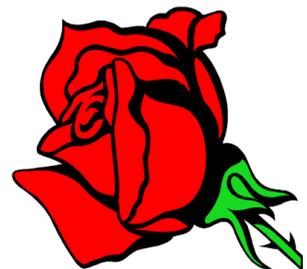
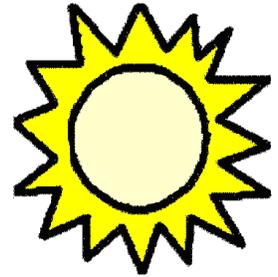
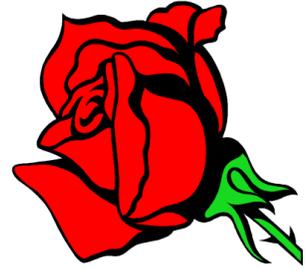
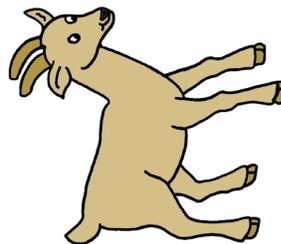
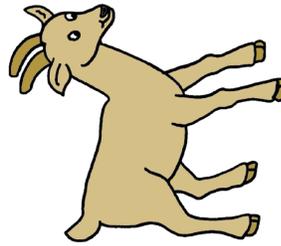
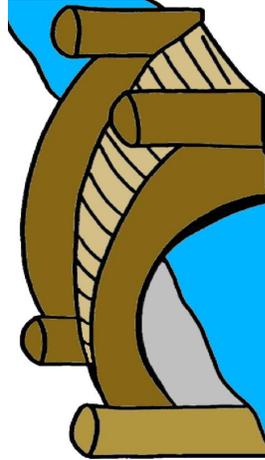
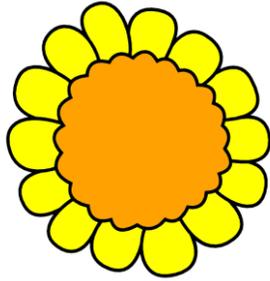
Suggestions:

- When working with children who need less visual stimulus, fold paper so that only one set of objects and characters are showing at a time.
- For children with limited fine motor skills, a sticker may be used to mark the one that is different.

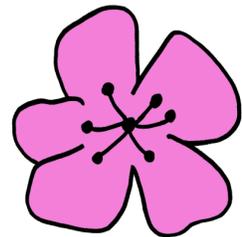
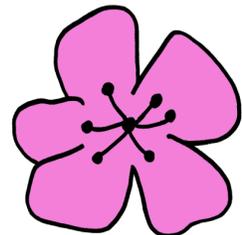
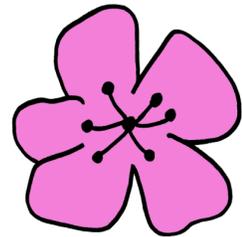
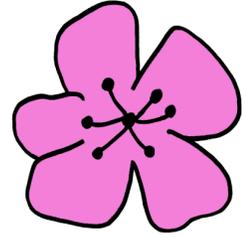
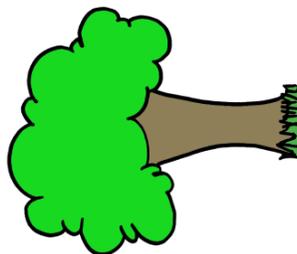
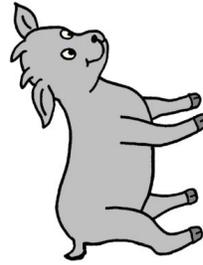
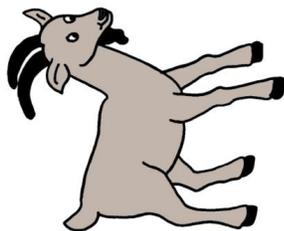
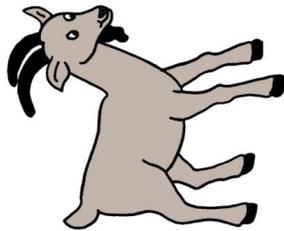
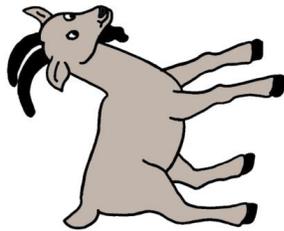
Which One is Different?



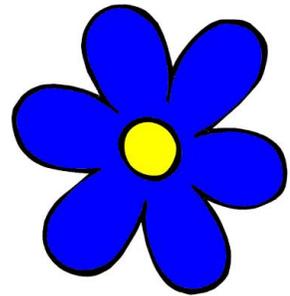
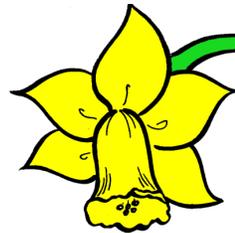
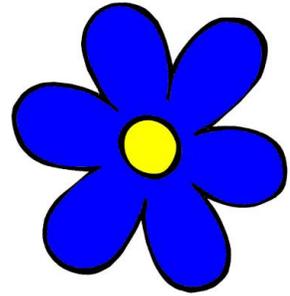
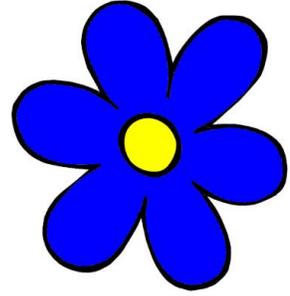
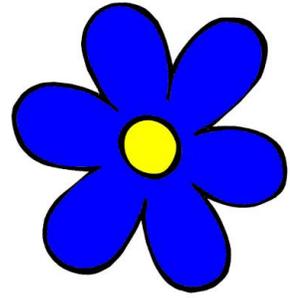
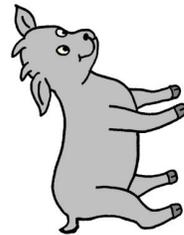
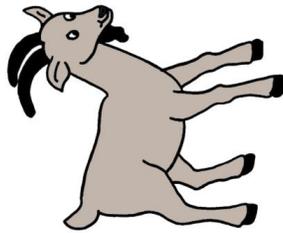
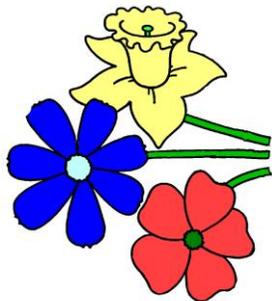
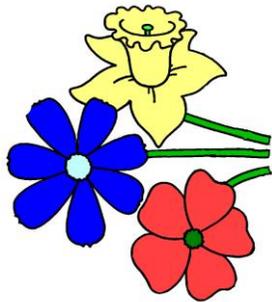
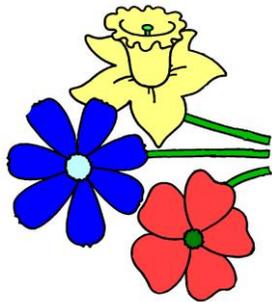
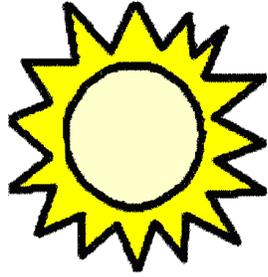
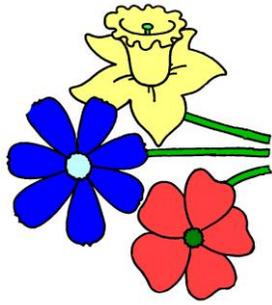
Which One is Different?



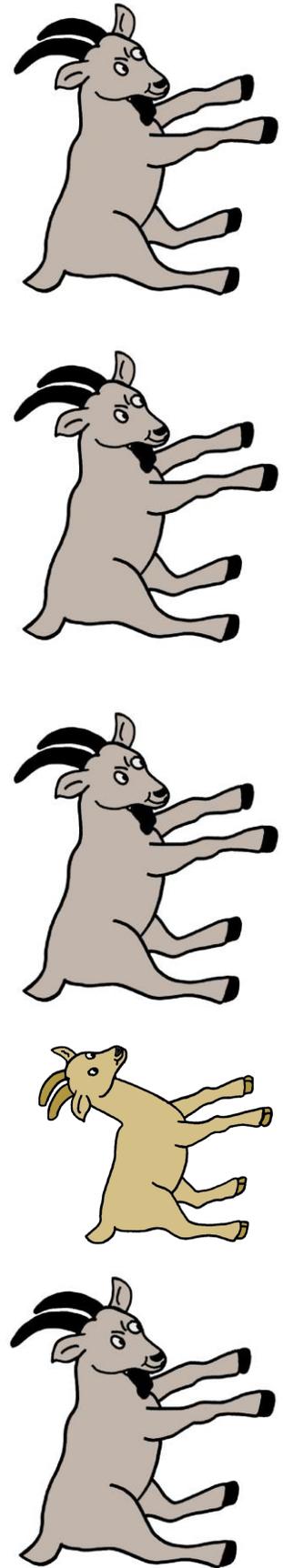
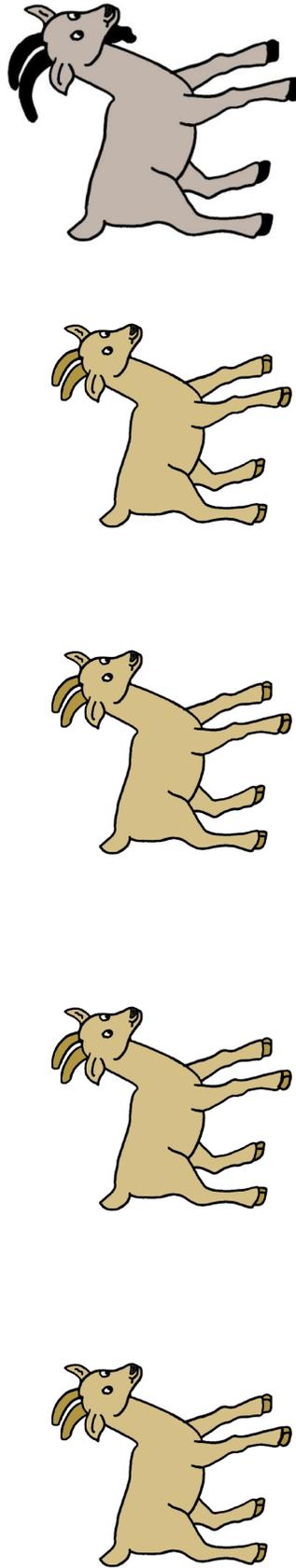
Which One is Different?



Which One is Different?



Which One is Different?



Who, What and Where?



Domain:

- Language, Cognitive, Fine Motor

Goals:

- Child will identify objects and characters on work page.
- Child will answer who, what and where questions.
- Child will use fine motor skills to mark the correct answer.

Materials:

- *Who, What, and Where?* reproducible pp. 58-60
- marker, crayon, or primary pencil
- *The Three Billy Goats Gruff* storybook

Instructions:

(Level 1)

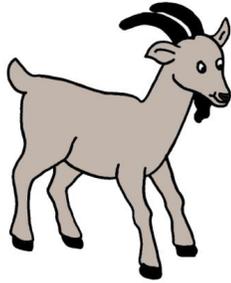
- Read *The Three Billy Goats Gruff*. After children are familiar with the characters and objects in the story, use the *Who, What, and Where?* questions from the following work pages for discussion. Use the story illustrations to provide visual cues for the answers. Questions can also be answered using the objects and characters found in the sequencing cards found on pages 28-32.

(Level 2)

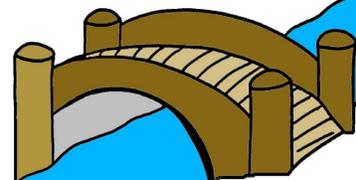
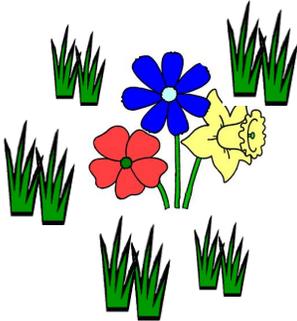
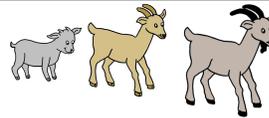
- Teacher will copy *Who, What and Where?* reproducible pages.
- Teacher will help child to identify objects and characters pictured on the work page.
- Teacher will read questions and help child to determine the correct answer.
- Child will mark/color correct object for each question.

Who, What, Where?

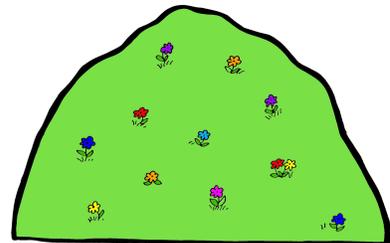
Who lived under the bridge?



What did the goats want to eat?

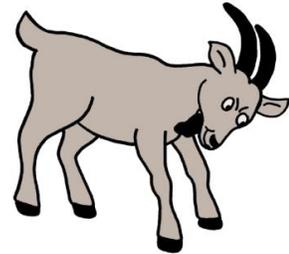
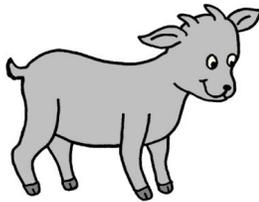


Where did the grass and flowers grow?

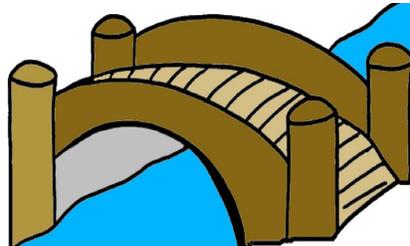
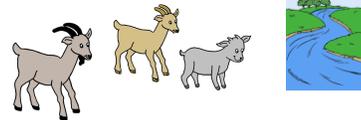


Who, What, Where?

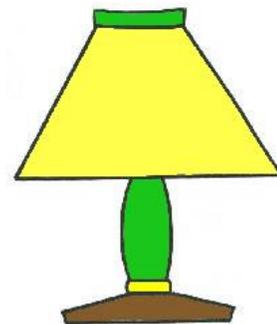
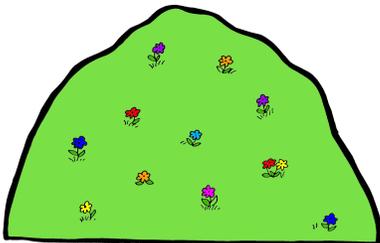
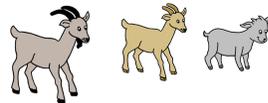
Who butted the troll off the bridge?



What did the goats use to cross the water?

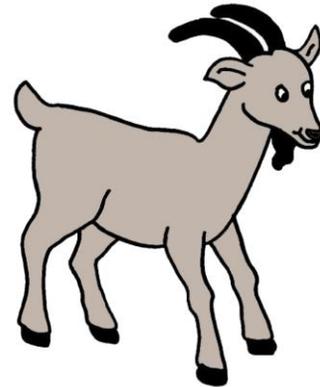
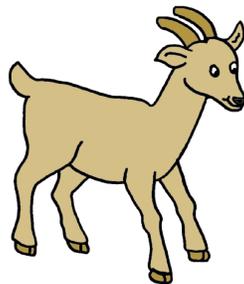
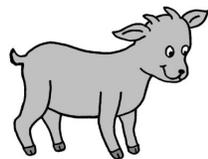


Where did the goats want to go?

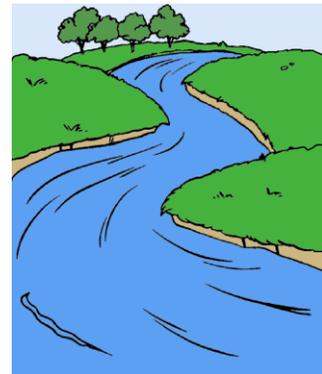
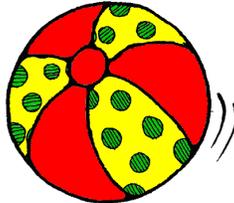


Who, What, Where?

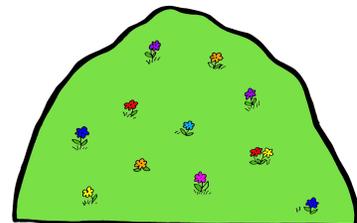
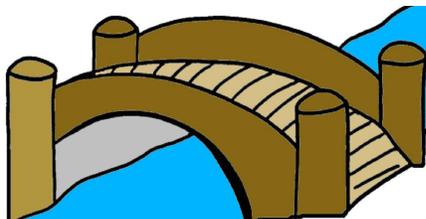
Who was the littlest Billy goat?



What flowed under the bridge?



Where did the troll live?



Listening Center

This activity should be used only after children are familiar with the story and illustrations.



Domain:

- Language

Goals:

- Child will listen to the story from a recording.
- Child will follow along as the story is being read.

Materials:

- books, recorded story
- headphones (optional)
- bell or other cueing device

Instructions:

- Record *The Three Billy Goats Gruff*.
- Use a bell or some audible cue to help children turn pages at the appropriate time.
- If more than one child is listening at one time, provide a copy of the book for each child.

Suggestions:

- Provide a quiet comfortable area with minimal distractions.



Bookless Story Time



This activity is intended to be used after children are familiar with the story and illustrations.

Domain:

- Language

Goals:

- Child will use felt board or Velcro figures to reenact scenes from the story.
- Child will reinforce sequencing skills.

Materials:

- felt board or Velcro props and characters
- felt board or Velcro board
- recorded version of *The Three Billy Goats Gruff*
- headphones (optional)
- quiet, comfortable reading corner

Instructions:

- Use felt board or Velcro story telling props in the listening center. As the students listen to *The Three Billy Goats Gruff*, they can be involved in the fun by selecting appropriate figures as they are introduced in the story. This activity helps to reinforce sequencing skills.

Suggestions:

- Children enjoy playing the role of teacher while they reenact the story for their peers.



Packet Making Day

Domain:

- Language, Fine Motor

Goals:

- Child will review characters and objects.
- Child will use fine motor pasting skills.

Materials:

- large paper for envelope packets
- leftover characters and objects from fine motor activities
- *Read to Me* reproducible p. 65
- crayons or markers
- glue/stapler
- assessment letter
- child painted characters and objects
- child's copy of *The Three Billy Goats Gruff*



Instructions:

- Teacher will copy *Read to Me* reproducible page.
- Teacher will create a large envelope by pasting or stapling three of the four sides.
- Allow child to decorate packet with extra characters and story objects.
- Child can also decorate using markers and/or crayons.
- Glue *Read to Me* tag on packet.
- Teacher should print the name of the story in **bold** large print on the front of packet.
- Write child's name in **bold** letters on the front of packet.

Suggestions:

- Use 18X22 Sulfite paper. Make sure envelope is large enough to accommodate character and object paintings and miscellaneous projects.
- Child's text and illustrations must be identical to the teacher's version that has been read in the classroom.

Take Your Packet Home

This project is intended to be the last activity in this unit.

Domain:

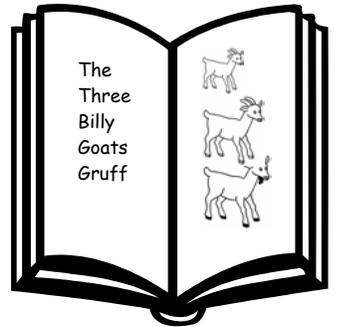
- Language, Cognitive

Goals:

- Child will identify printed name on painted objects.
- Child will fill packets with all painted pictures, unit activities and a copy of child's book and assessment.

Materials:

- packet (see *Packet Making Day* activity p. 63)
- assessment letter
- paintings
- assorted activities
- individual copy of *The Three Billy Goats Gruff* storybook
- stapler/glue

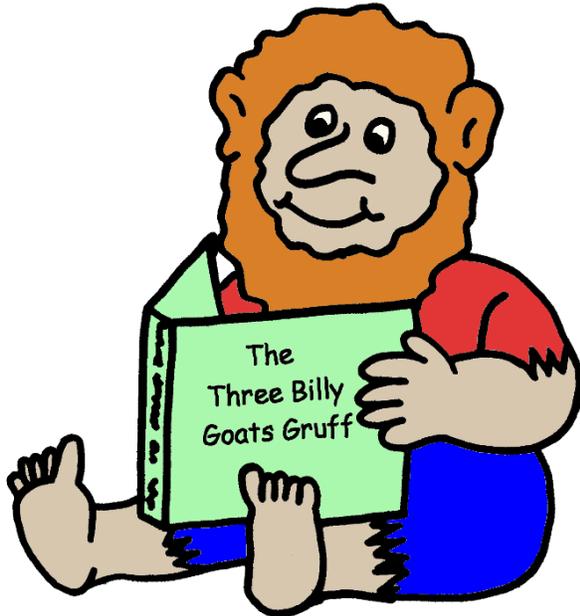


Instructions:

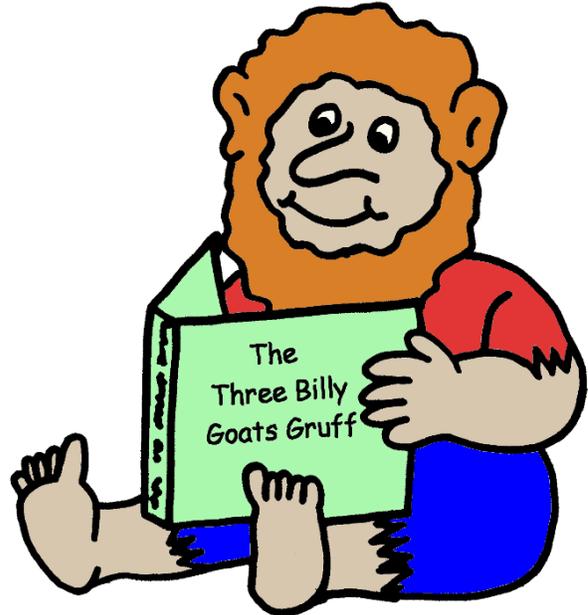
- Teacher will assemble packet prior to this activity.
- With assistance from the teacher, the child will identify his/her name on painted characters or objects that have been displayed around the room.
- With assistance from the teacher, the child will place painted characters and objects in the packet.
- With assistance from the teacher, the child will place a copy of *The Three Billy Goats Gruff* book in the packet.
- Teacher will include completed assessment letter in the packet.
- Before dismissing child, staple packet closed to keep objects in the envelope until it reaches the parent
- Remind students to tell/ask parents to *Read to Me*.



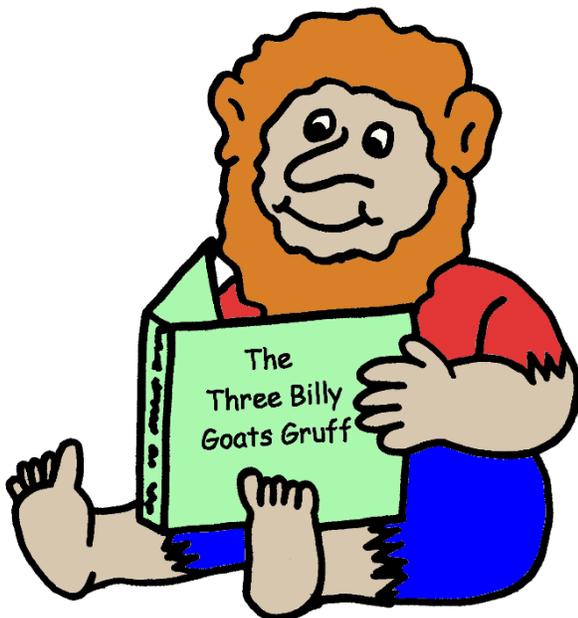
Read to Me



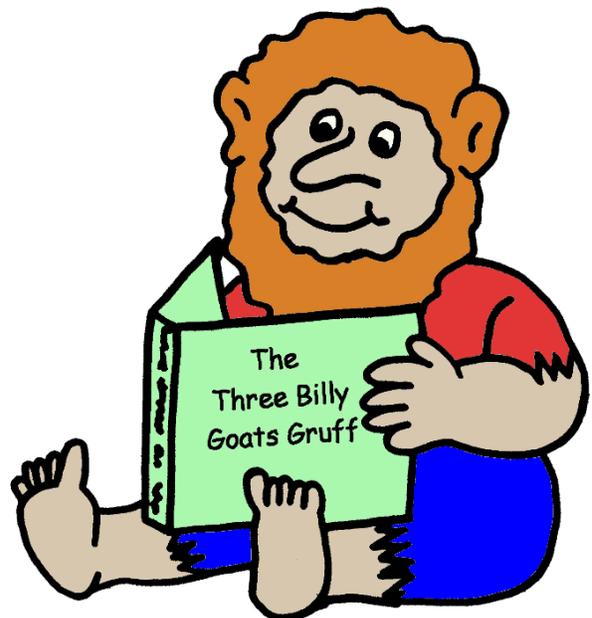
Read to Me



Read to Me



Read to Me



Additional Reading

Little Red Hen
 Gingerbread Man
 The Elves and the Shoemaker
 Goldilocks and the Three Bears
 The Three Billy Goats Gruff
 The Three Pigs
 Little Red Hen
 The Gingerbread Boy
 Henny Penny
 Three Little Kittens
 The Three Bears
 Sly Fox and Red Hen

Lucinda McQueen
 Karen Lee Schmidt
 Brothers Grimm
 Jim Aylesworth
 Paul Galdone
 Ladybird Books

Additional Versions of *The Three Billy Goats Gruff*

The Three Billy Goats Gruff by Janet Stevens
The Three Billy Goats Gruff by Stephen Carpenter
The Three Billy Goats Gruff by P.C. Asbjornsen
The Three Billy Goats Gruff by Ellen Appleby
The Three Billy Goats Gruff by Susan Hellard
The Three Billy Goats Gruff by Glen Rounds
The Three Billy Goats Gruff by Val Biro
The Three Billy Goats Gruff by Ted Dewan
Gregory the Terrible Eater by Mitchell Sharmat
The Three Billy Goats Gruff/Just a Friendly Old Troll (Another Point of View) by Alvin Granowsky



Look Inside a Book

Concepts of Print

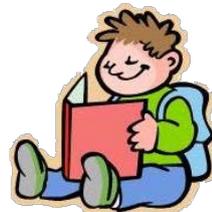
This activity contains teaching strategies that are intended to be used throughout the curriculum unit. The goals listed complement **Early Learning State Standards**. Goals that focus on **Strategies for Reading to Young Children** can be found on the **Speech and Language Tab**.

Goals:

- Child will identify the front and back cover of the book.
- Child will identify the title of the book.
- Child will identify the author/illustrator of the book.
- Child will use finger to trace words from left to right on a page of text.
- Child will point to the top of the page.
- Child will point to the bottom of a page.
- Child will demonstrate knowledge that groups of letters form words.
- Child will actively engage in group reading activities with purpose and understanding.

Materials:

- featured storybook



Instructions:

- Before reading the story, show children the front of the book. Explain that the front of the book is also called the front cover of the book.
- Point out the different things found on the cover:
 1. The cover has both words and pictures.
 2. Find the title of the book pointing to each word as you read the title.
 3. Find the author's name.
 4. Find the illustrator's name.
 5. Talk about the illustrations found on the front cover. Encourage the children to describe the pictures.
 6. Point out the difference between words/letters and illustrations.





- Turn the book over and ask children to look at the back of the book. It may also be called a back cover.
- Review the concepts of the front and back of a book.
- Turn the book over to the front and open the cover. Show that the title is again printed on this page. Read the title pointing to each word with a one to one correspondence. Also on that page you will find the names of the author and illustrator. Explain that an illustrator is the person who draws the pictures for this story. Read the name, pointing to each word.
- You may want to explain that books are often written and dedicated to a special person. Ask children if they have ever drawn a picture or written a story for someone special in their life (mother, grandparent, or friend).
- Ask the children to turn the page and look at the first page. Explain that this is the page where the real story begins. Read the text. Point out the difference between words/letters and illustrations.
- Point out the first word of this story. Put your finger on the first word and begin reading the text pointing to each word.
- Show children that the first word starts on the left, and read each word moving from the left to the right.
- Turn the page. Find the first word on the left page. Continue reading, pointing out each word and reinforcing the left to right progression.
- When reading pages with more than one line of text, point to each word and show the children when you have gotten to the end of one line. Use your finger to show children how you must go back to the left and find the first word in the next line of print. Repeat this process until you have completed all the text on that page.
- Continue reading each page in the same manner.



Cognitive Goals

These goals focus on cognitive skills that are emphasized when reading *The Three Billy Goats Gruff*.

TO IMPROVE GENERAL KNOWLEDGE AND COGNITIVE SKILLS, THE CHILD WILL:

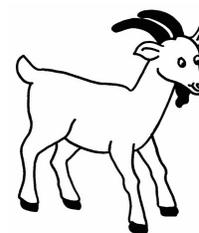


1. Follow along in a book as it is being read.
2. Increase attention span to remain focused on the story.
3. _____ Match _____ Sort _____ Point to _____ Name these colors:

red	red	red	red
blue	blue	blue	blue
green	green	green	green
orange	orange	orange	orange
brown	brown	brown	brown
yellow	yellow	yellow	yellow
white	white	white	white

4. Use visual discrimination and memory skills to predict which animal will be named next.

5. Identify these animal body parts:
hooves, horns, eyes, nose, mouth, ears, fur, tail, whiskers



6. Demonstrate knowledge of these abstract concepts:

small/large (goats)	loud/soft (tripping on bridge) (voices)
fat/thin (goats)	over/under bridge
big, bigger, biggest (goats)	

7. Count _____ goats or trolls from the story.
1 1-3 1-5 1-10 10 or more

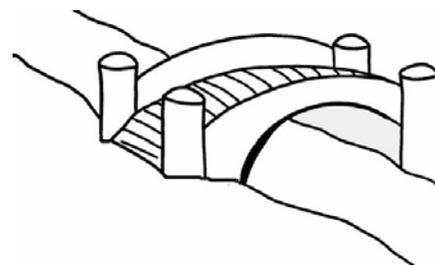


8. Describe action depicted in pictures.

9. Improve memory skills and the ability to predict what will happen next.
10. Take part in reading by "filling" in repetitive familiar words and phrases.
 (Phrases may vary according to different versions of the story)
 Who's that tramping over my _____? (bridge)
 I'm coming to _____ (gobble you up)
 I'm going to the hillside to _____ (make myself fat)
11. Use visual discrimination to match small, medium, and large goats.

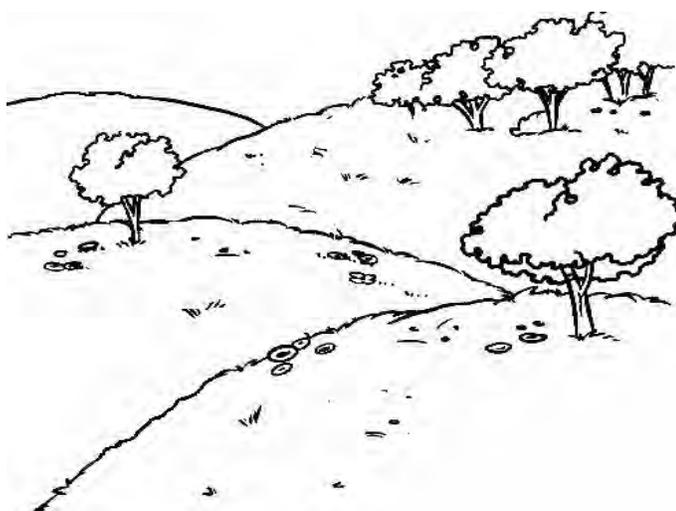
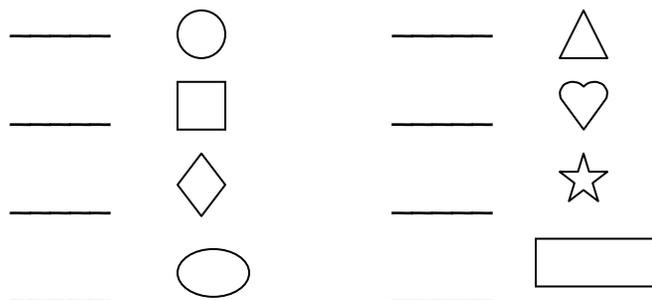
12. _____ Point to _____ Identify these objects pictured in the story
 (objects may vary according to different versions of the book)

Little Billy	troll	flowers	horns
Middle Billy	bridge	river	hooves
Big Billy	grass	rocks	eyes
Teeth	feet	hair	nose



13. Demonstrate knowledge of first, second, and third.

14. Identify these shapes:



Matching Colors
Teaching Basic Concepts
Concrete Level A - Using Manipulatives



Domain:

- Cognitive, Language



Goals:

- Child will match colors.
- Child will identify colors.
(red, green, blue, yellow, orange, purple, brown, gray)

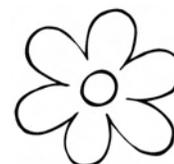
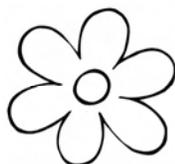
Materials:

- silk or plastic flowers, 2 of each color



Instructions:

- Place a variety of colored flowers on the floor or table. The number of colored flowers represented will depend on the ability level of your children.
- Teacher will present a colored flower.
- Child will select matching colored flower from the selection on the floor or table.
- Child will identify the name of the color. Give teacher assistance if necessary.
- Continue taking turns until all flowers colors have been identified.



Bees and Flowers

Matching Colors

Abstract Level B - Using Pictures



Domain:

- Cognitive, Language

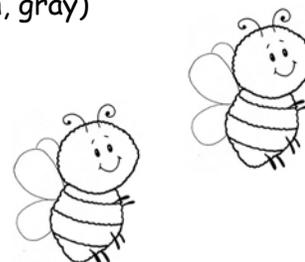


Goals:

- Child will match colors.
- Child will identify colors.
(red, green, blue, yellow, orange, purple, brown, gray)

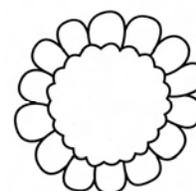
Materials:

- *Bees and Flowers* reproducible p. 73
- colored construction paper (primary colors)
- Velcro



Instructions:

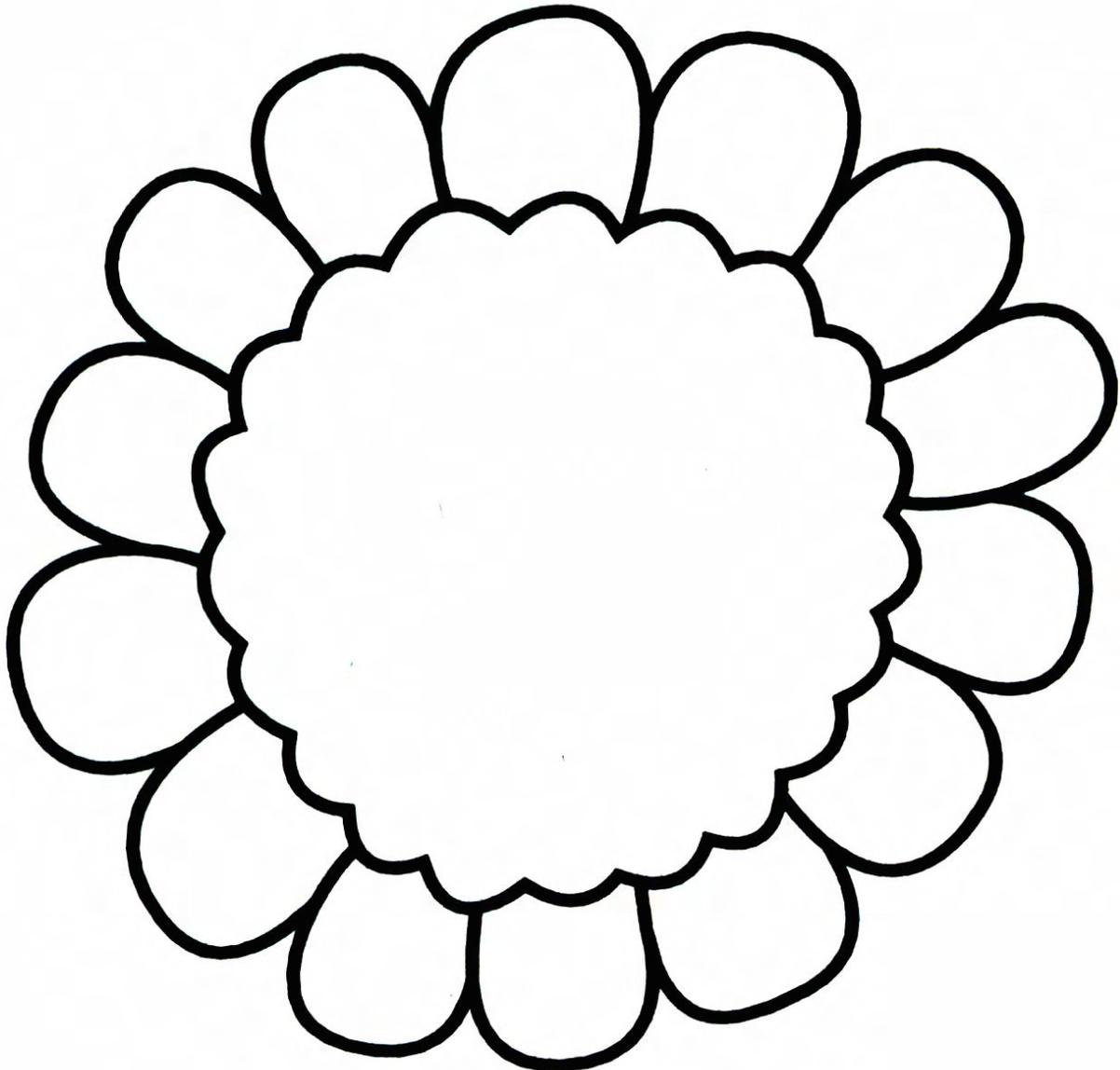
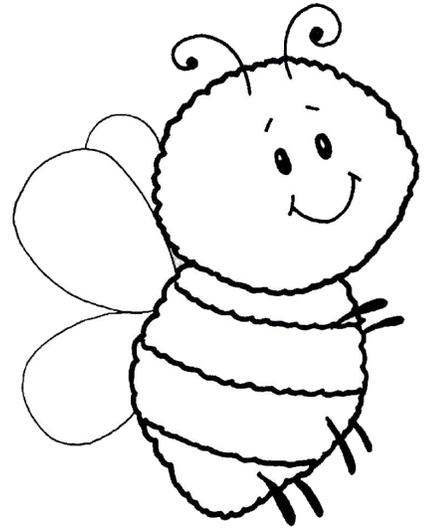
- Teacher will copy one page of *Bees and Flowers* (1 bee and 1 flower) onto each of the selected colors. (One page of red will result in one red bee and one red flower.)
- Begin with basic primary colors for young children.
- Teacher will cut individual bees and flowers.
- Place a small square of Velcro on the back of each flower and bee. Place another (opposite) piece of Velcro on the front of each flower.
- Teacher will assist children in identifying colors.
- Teacher will present colored flower and attach it to a felt or Velcro board.
- Child will select matching colored bee and attach it to the front of each flower.
- Child will identify the name of the color.



Suggestions:

- Laminate for durability.
- Color words may be written on the flowers for older functioning children.
- Colored bees may be passed out to students. Teacher can call on each child to match and/or identify the color.
- Bees can be placed on the floor and the child can pick the bee and color of his choice.
- Bees can be selected from a basket or honey jar.

Bees and Flowers



Troll Teaches Shapes

Shape Matching Cards



Domain:

- Cognitive, Language

Goals:

- Child will match shapes.
- Child will identify these shapes:



Materials:

- *Troll Teaches Shapes* reproducible pp. 75-78

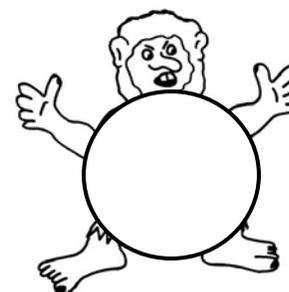
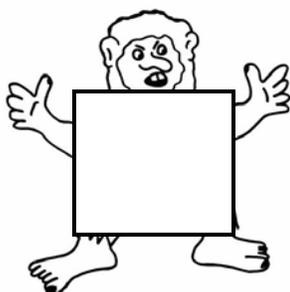
Instructions:

- Teacher will copy *Troll Teaches Shapes* pp. 75-78.
- Teacher will cut cards (or cut individual trolls).
- Teacher will assist children in identifying pictured shapes.
- Teacher will present trolls with shapes.
- Child will select the matching troll shape.
- Child will identify the name of the shape.

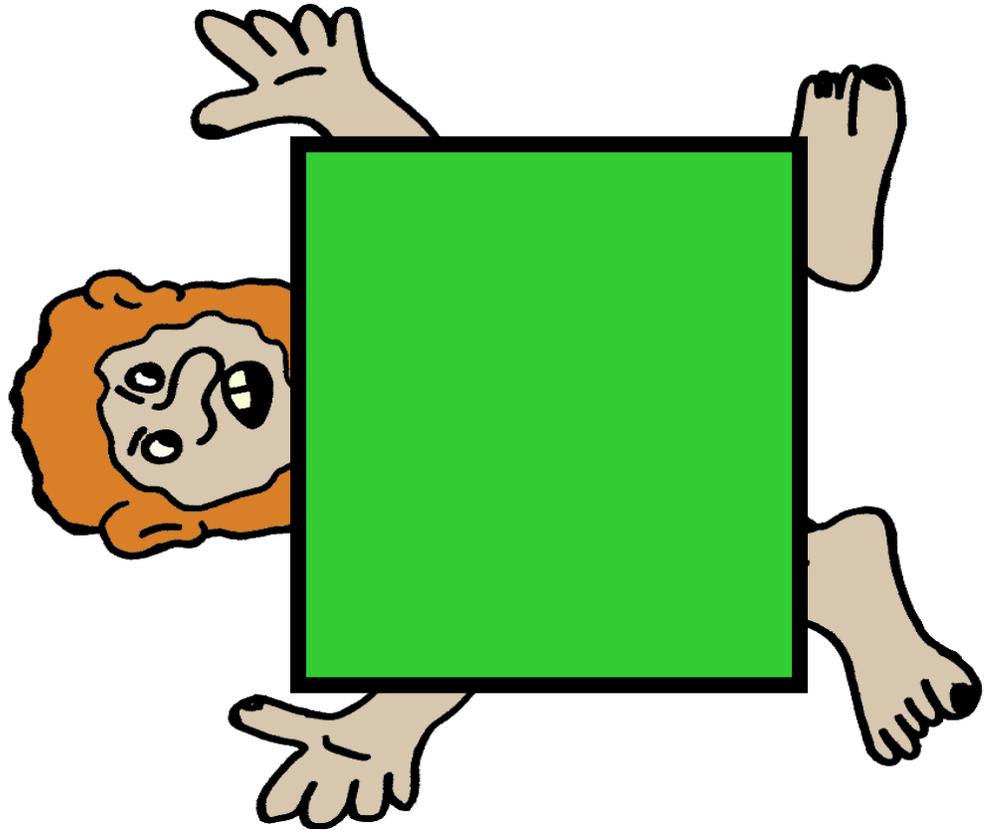
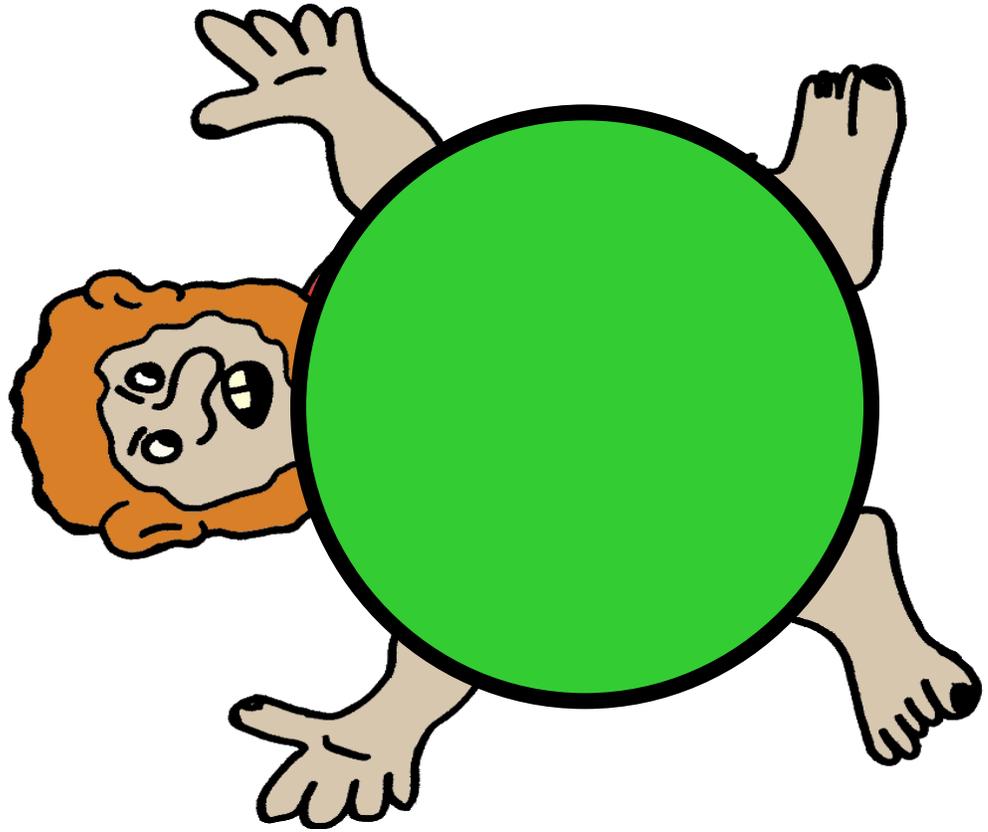


Suggestions:

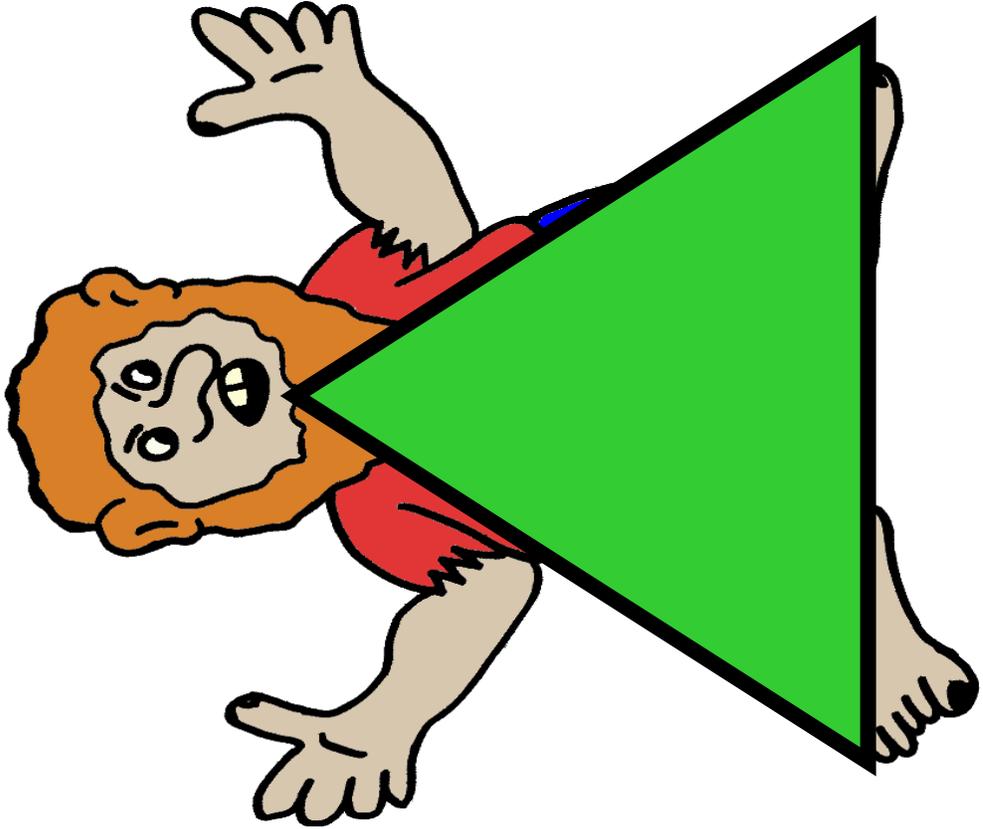
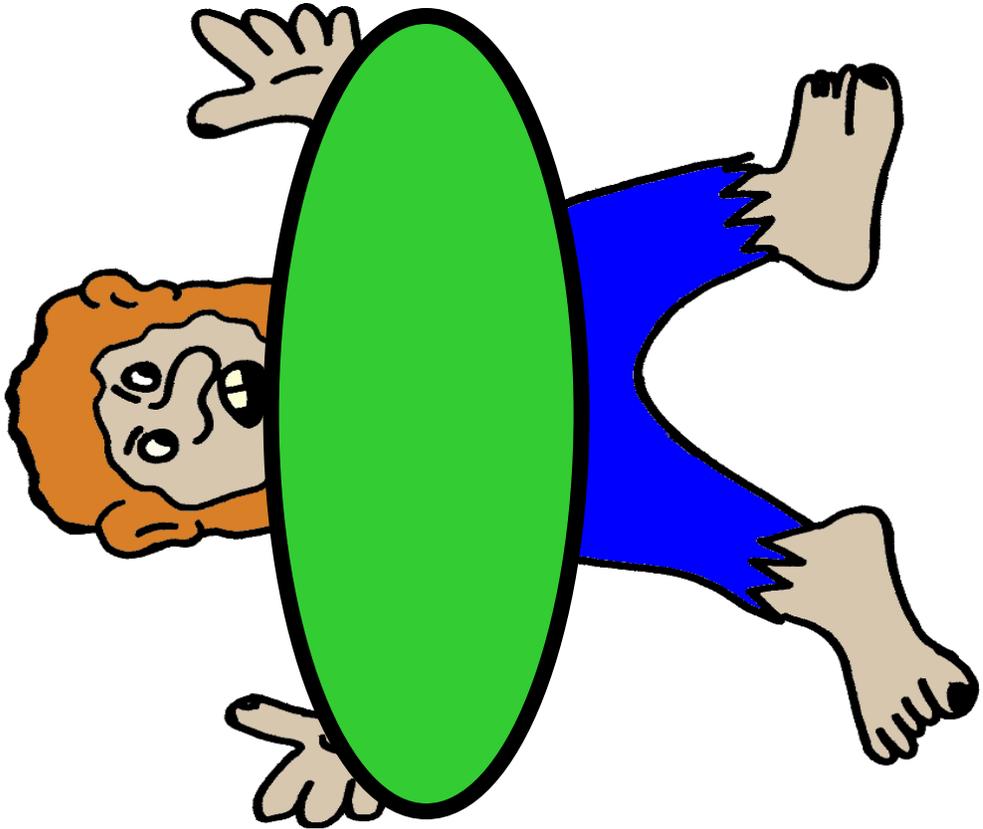
- Laminate for durability.
- Use Velcro on the backs if you want to display on a felt or Velcro board and use this as a large group activity.



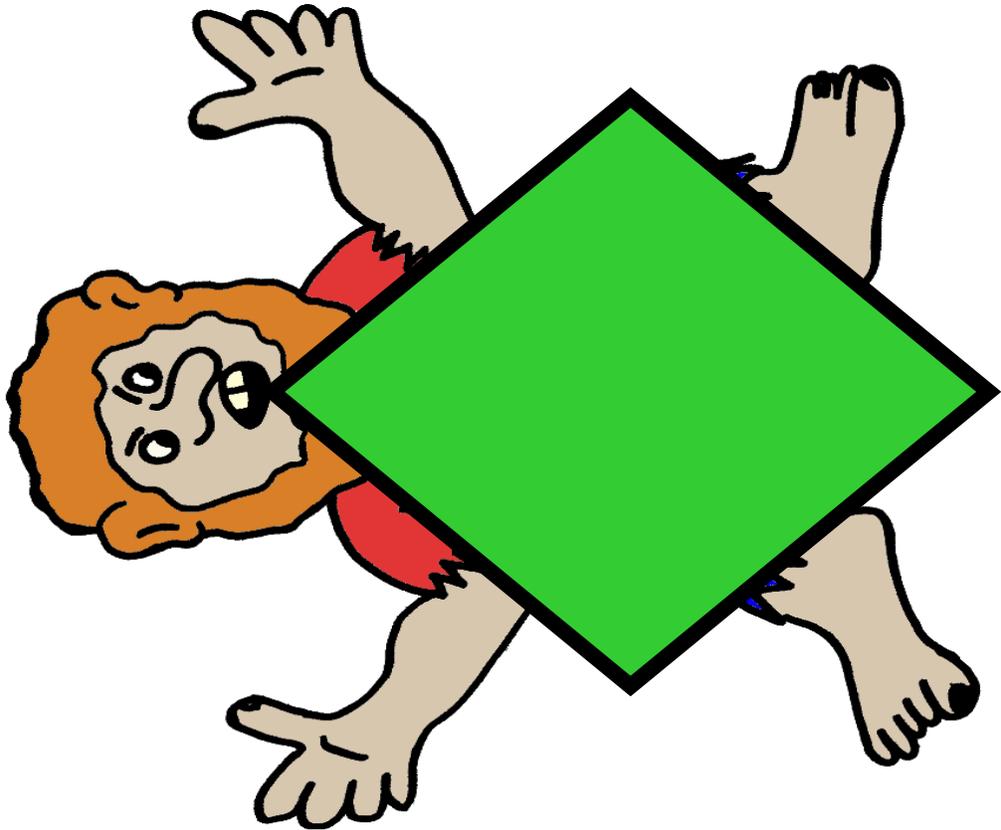
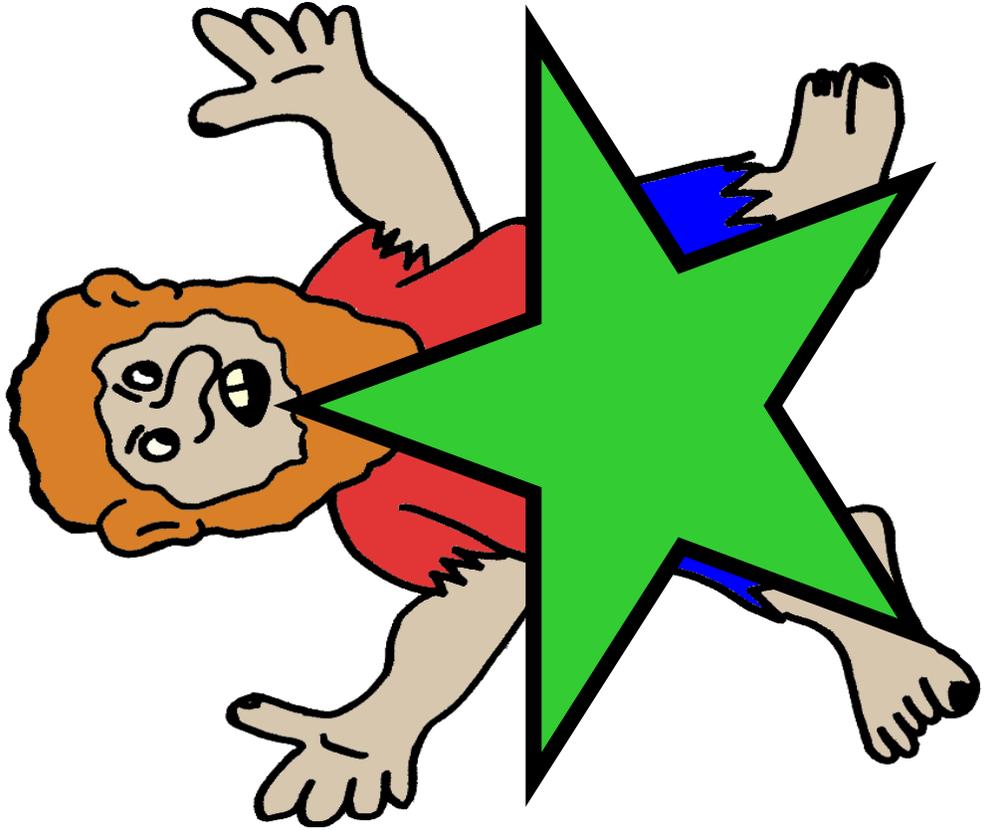
Troll Teaches Shapes



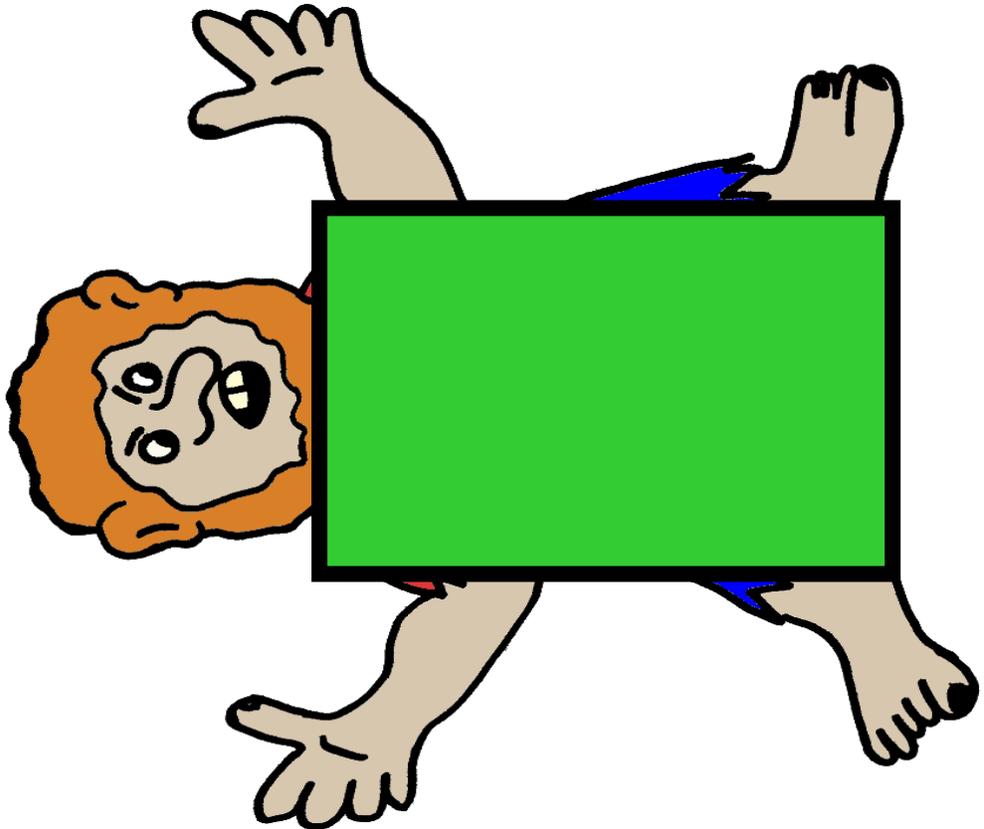
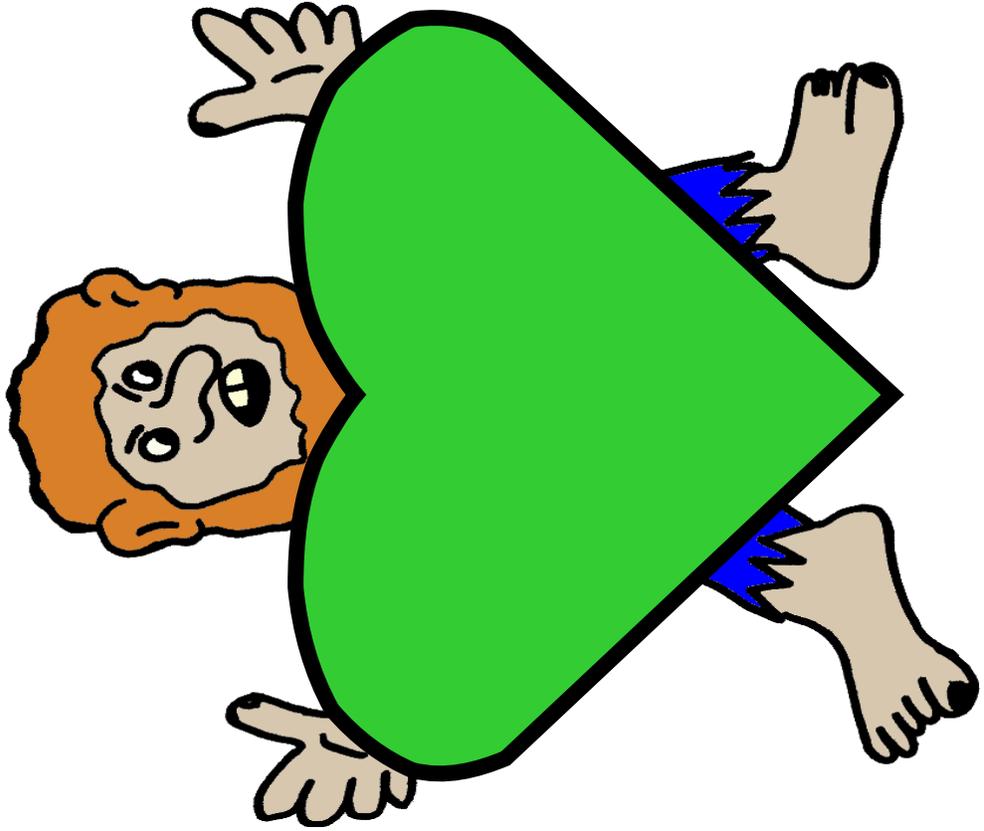
Troll Teaches Shapes



Troll Teaches Shapes



Troll Teaches Shapes





Little Billy Loves Shapes

Domain:

- Cognitive, Language, Fine Motor

Goals:

- Child will demonstrate knowledge of square, circle, triangle, and rectangle. ○ △ □ ▭
- Child will use receptive or expressive language to identify shapes.
- Child will use fine motor skills to paste shapes in appropriate position.

Materials:

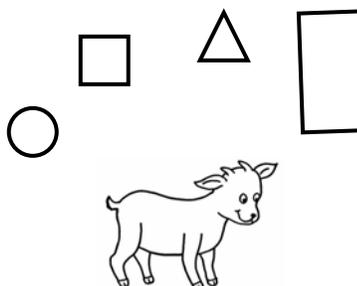
- *Little Billy Loves Shapes* reproducible p. 80
- scissors
- glue

Instructions:

- Teacher will copy *Little Billy Loves Shapes* reproducible page.
- Teacher will cut shapes.
- Child will paste shapes in proper position.

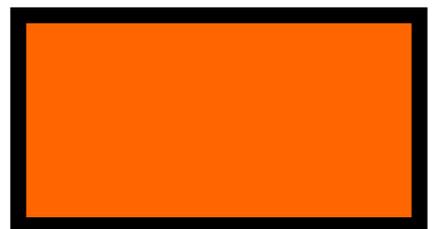
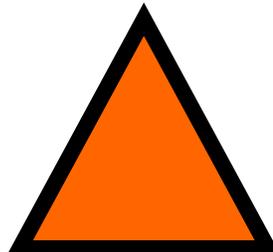
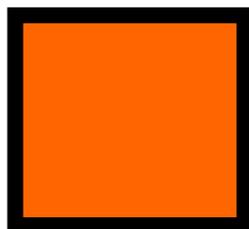
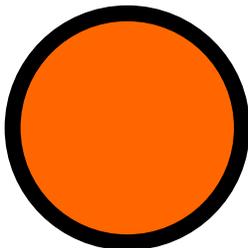
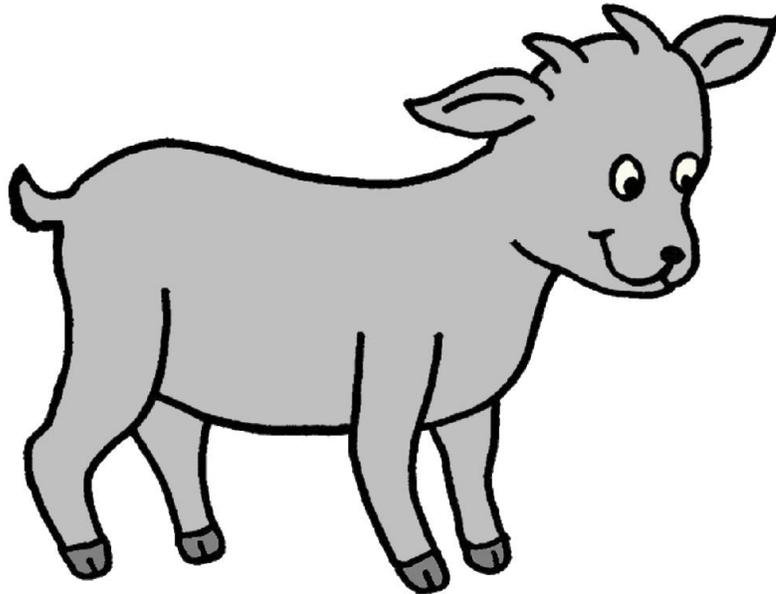
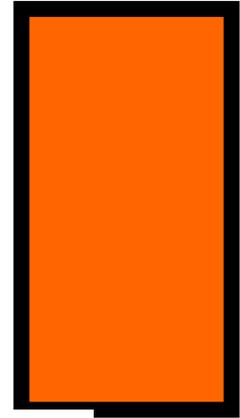
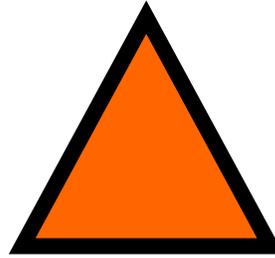
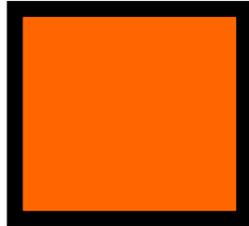
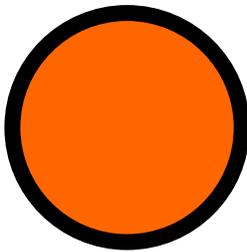
Suggestions:

- Copy shapes on various colors of construction paper to reinforce color identification.
- Children with advanced cutting skills should be allowed to cut their own shapes.



Little Billy Loves Shapes

Can you help Little Billy match these shapes?





Flower Patterns

Domain:

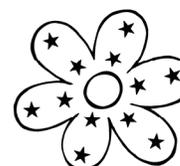
- Cognitive, Language

Goals:

- Child will match patterns.
- Child will complete flowers by matching appropriate halves.

Materials:

- *Flower Patterns* reproducible pp. 82-86
- construction paper or card stock
- scissors
- Velcro or felt board
- lamination (suggested)



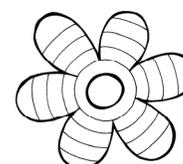
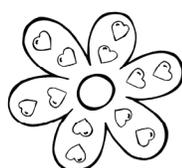
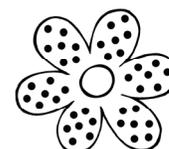
Instructions:

- Teacher will reproduce *Flower Patterns* on construction paper or card stock.
- Teacher will cut flowers in half along dotted line.
- Using a felt or Velcro board, teacher will present one half of a patterned flower.
- Allow students the opportunity to select the appropriate matching flower pattern

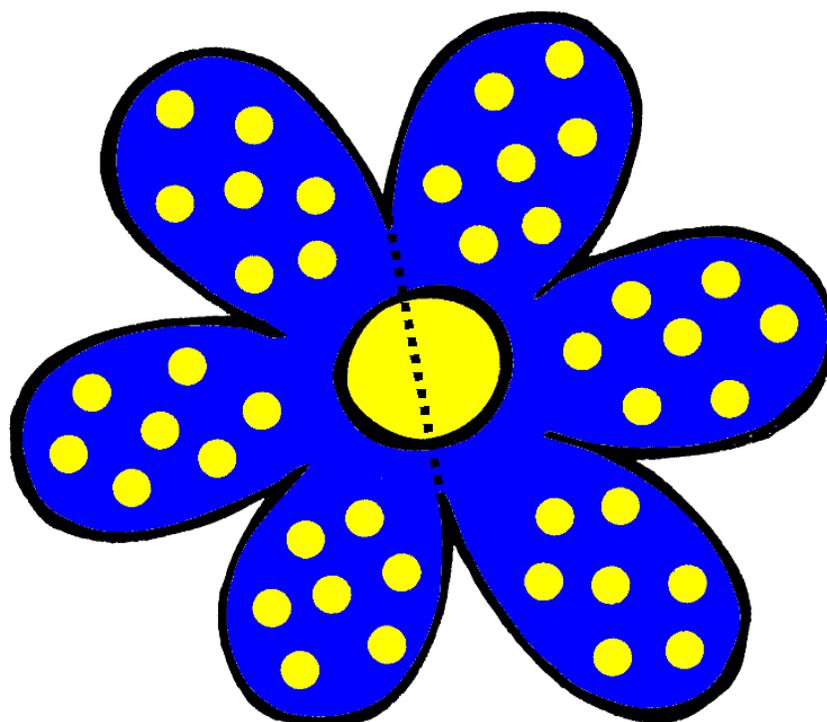
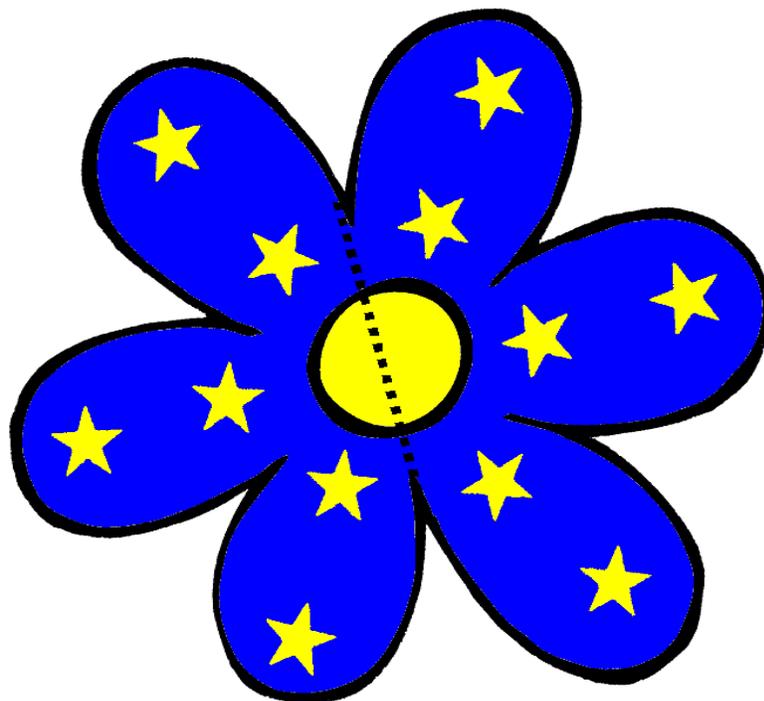


Suggestions:

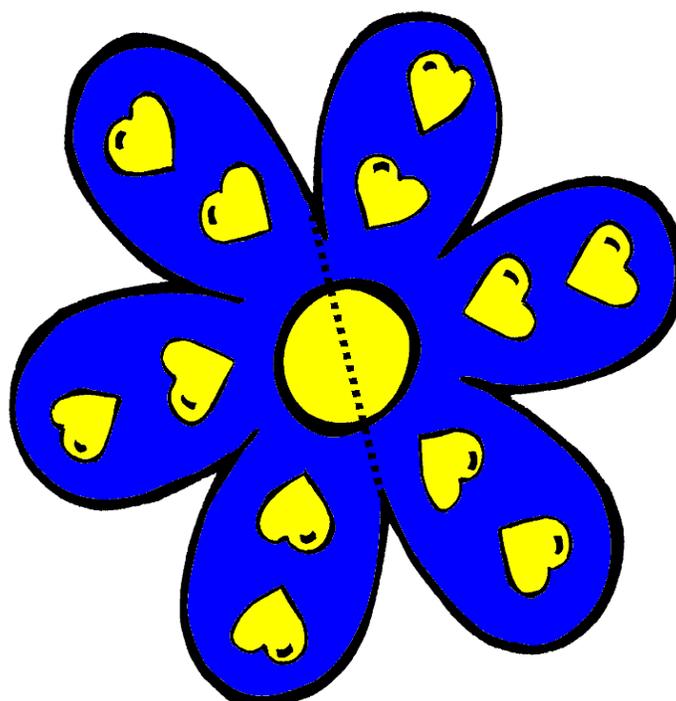
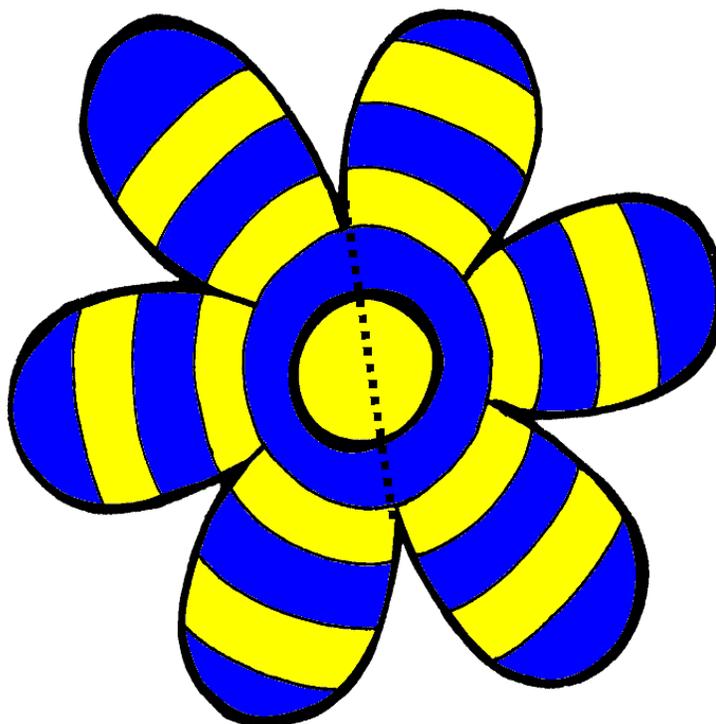
- Laminate for durability.
- Matching flower patterns may be presented to the children in various ways. Individual flower halves may be randomly passed out to the students or flower choices may be grouped on a felt board or on the floor.



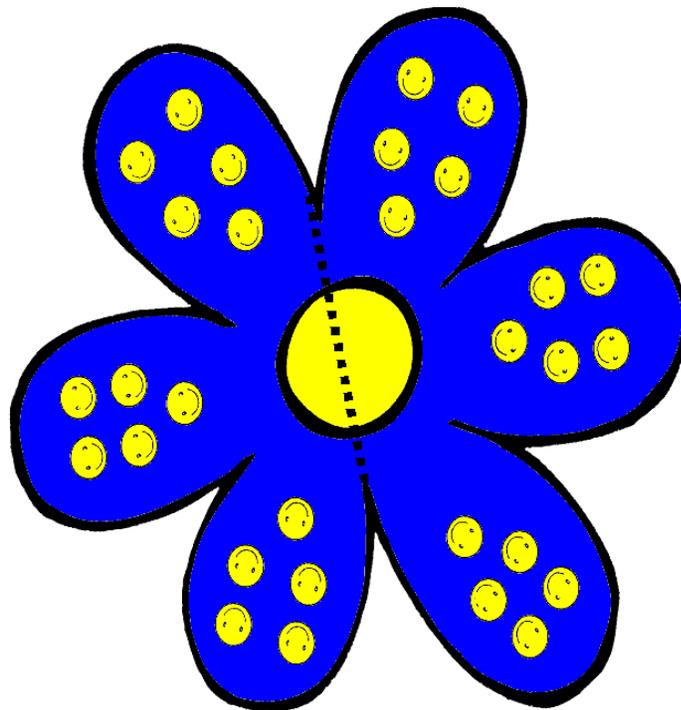
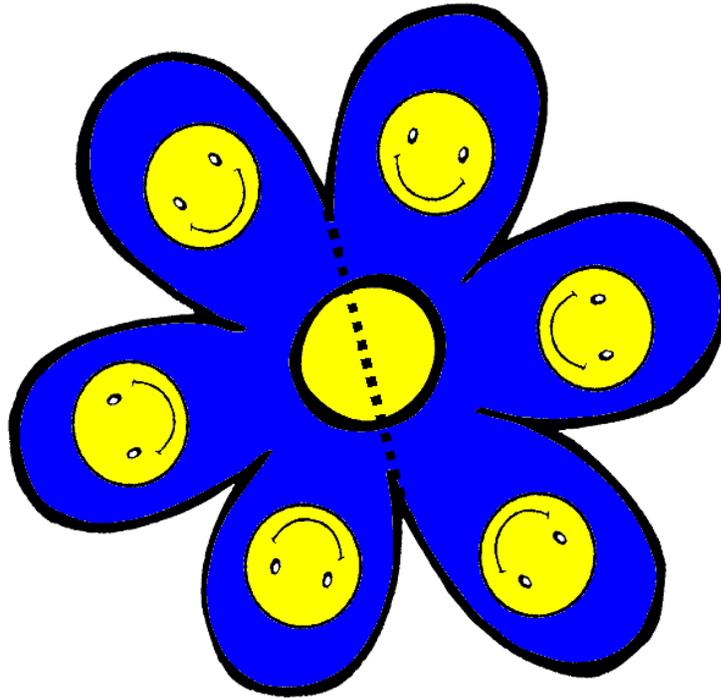
Flower Patterns



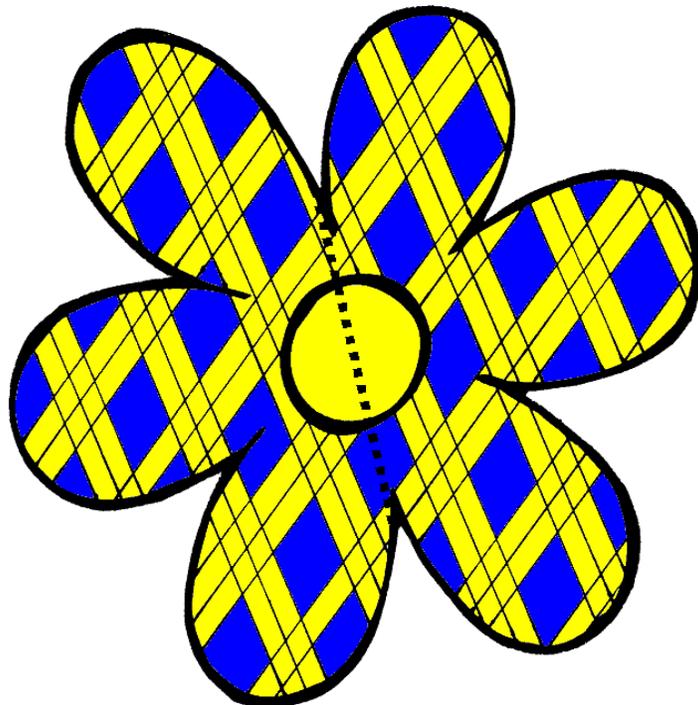
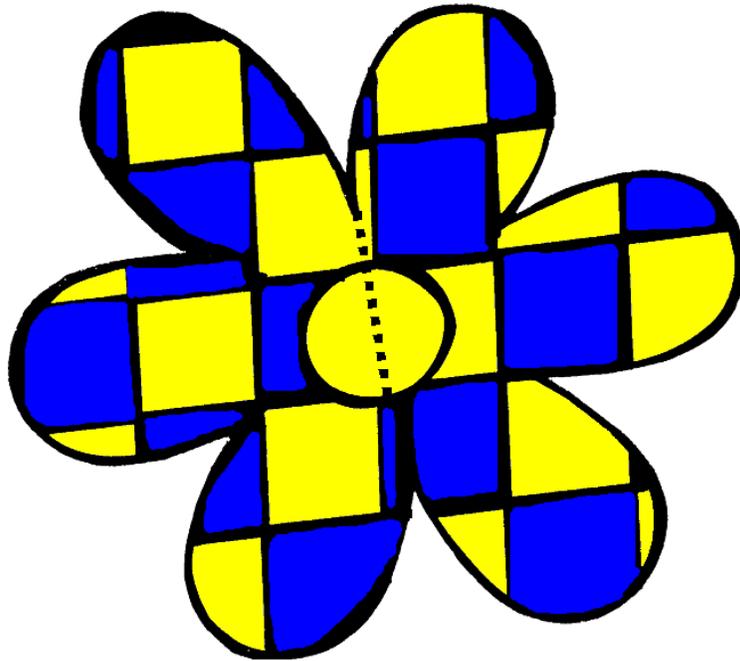
Flower Patterns



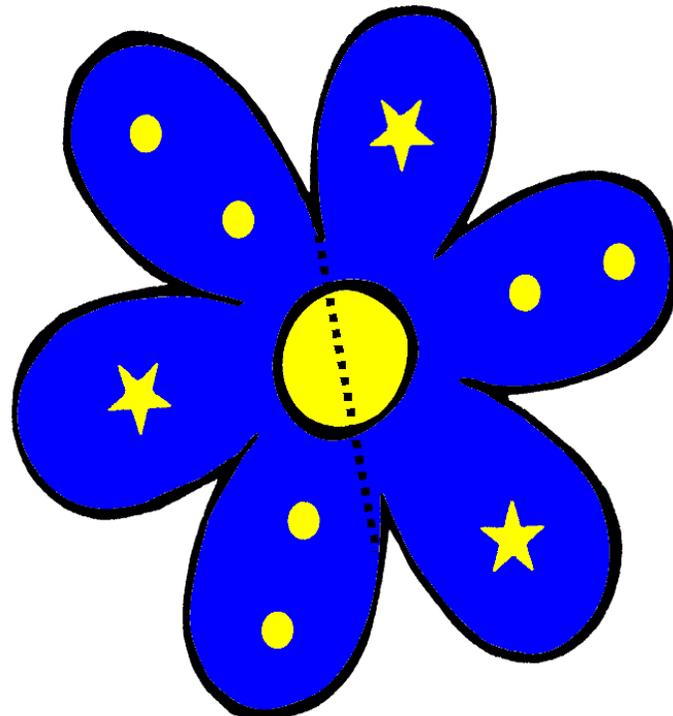
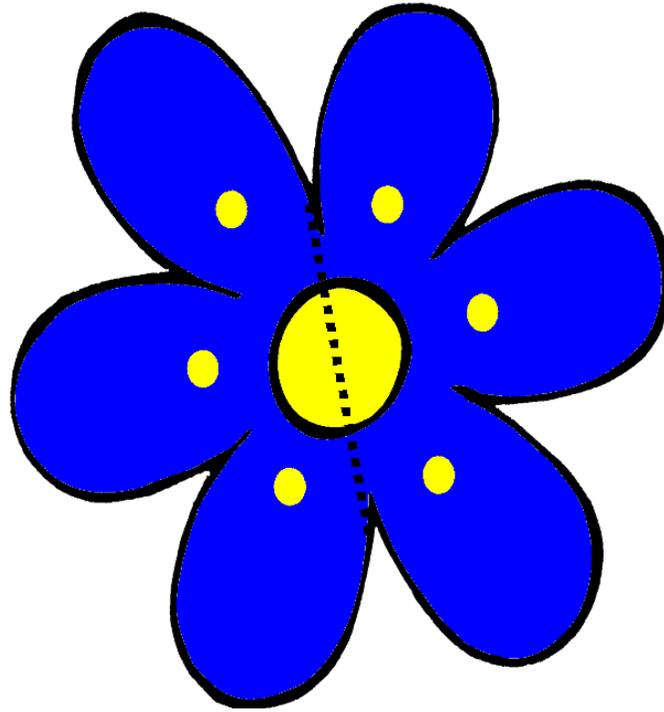
Flower Patterns



Flower Patterns



Flower Patterns



Goats and Trolls Complete the Pattern



Domain:

- Cognitive, Language, Fine Motor

Goals:

- Child will identify objects or characters.
- Child will recognize repeating pattern.
- Child will identify the next object in the pattern.
- Child will cut squares.
- Child will paste appropriate object or character necessary to complete pattern.

Materials:

- *Goats and Trolls* reproducible pp. 88-90
- scissors
- glue



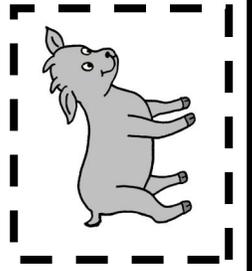
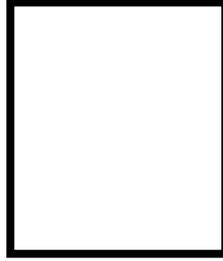
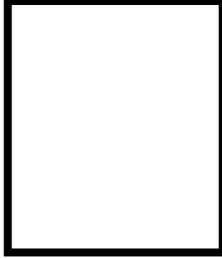
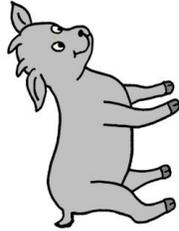
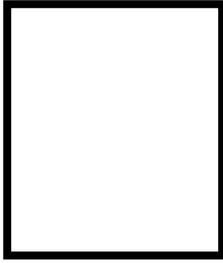
Instructions:

- Teacher will copy *Goats and Trolls* reproducible pages.
- Teacher will cut the rectangular strip of three patterning choices from the bottom of the work page.
- Teacher will review patterning concepts with children.
- Child will cut along dotted straight lines on rectangular strip creating 3 squares with object or character patterning choices.
- Child will select the correct object or character to complete the patterns in each row.

Suggestions:

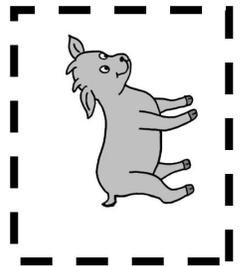
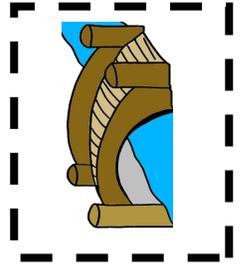
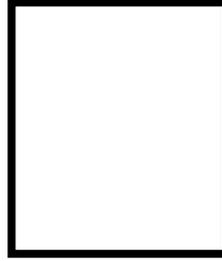
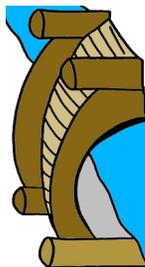
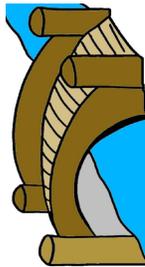
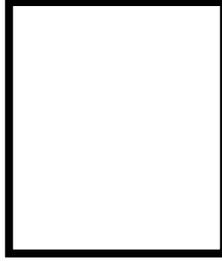
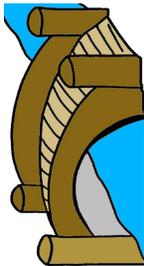
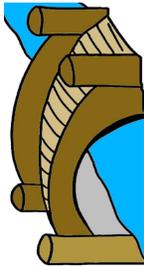
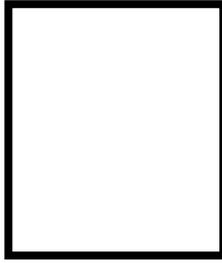
- For younger children, present only one row of patterns at a time. (Fold or cut the paper to reveal only one or two rows as necessary.)
- Precut squares for children with limited fine motor skills.

Goats and Trolls



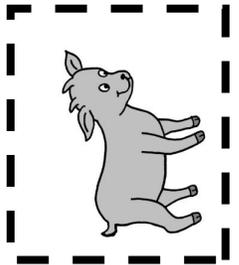
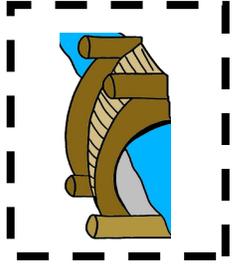
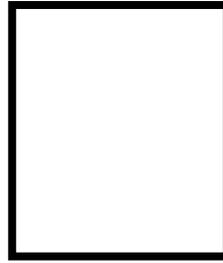
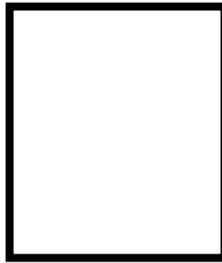
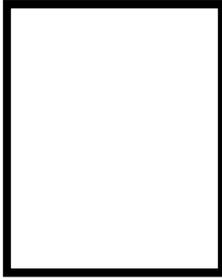
Can you complete the pattern?

Goats and Trolls



Can you complete the pattern?

Goats and Trolls



Can you complete the pattern?

One, Two, Three Goats

Teaching Basic Number Concepts

Concrete Level A - Using Manipulatives



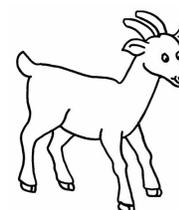
Domain: • Cognitive, Language

Goals: • Child will count objects (1-3) (1-5) (1-10).



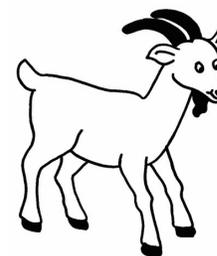
Materials:

- objects found illustrated in the story.
(plastic or stuffed goats, troll dolls, silk or plastic flowers, play dough hills)



Instructions:

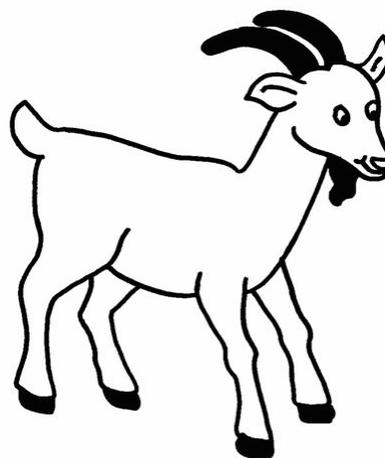
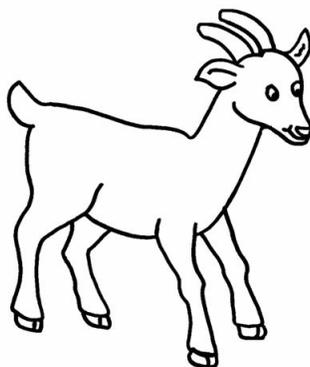
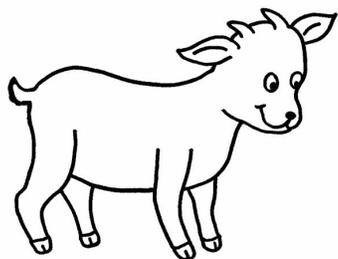
- Teacher will accumulate sets of 10 or more objects. (i.e. 10 goats, 10 flowers, 10 trolls, 10 hills)
- Select one of the objects from above.
- Begin using only three of the same object at one time. (3 goats)
- Demonstrate counting the goats.
- Encourage children to count with you, or independently.
- Present 3 of a different object (3 trolls) and practice counting the three trolls.
- Rotate objects and repeat procedure until children have mastered counting to three. Add another animal or object as children increase the number that they are able to count.



Suggestions:

- Once children have mastered counting actual objects, you can substitute pictures in place of the objects.

See Billy Goat's Counting Rhyme on page
256-265 with visual flip chart.



Flowers on the Hill
Count the Flowers
Abstract Level B - Using Pictures



Domain:

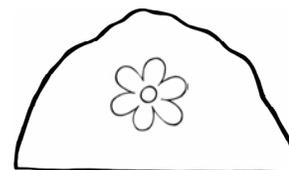
- Cognitive, Language

Goals:

- Child will demonstrate number concepts to ten.
- Child will rote count to ten.
- Child will match hills according to number of flowers.
- Child will count flowers with one to one correspondence.

Materials:

- *Flowers on the Hill* reproducible pp. 94-98
- scissors

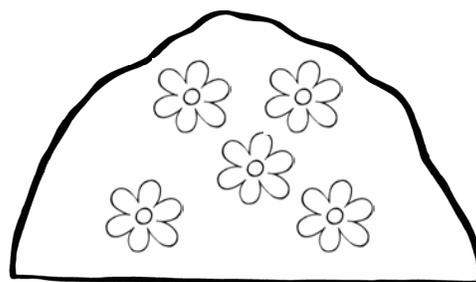


Instructions:

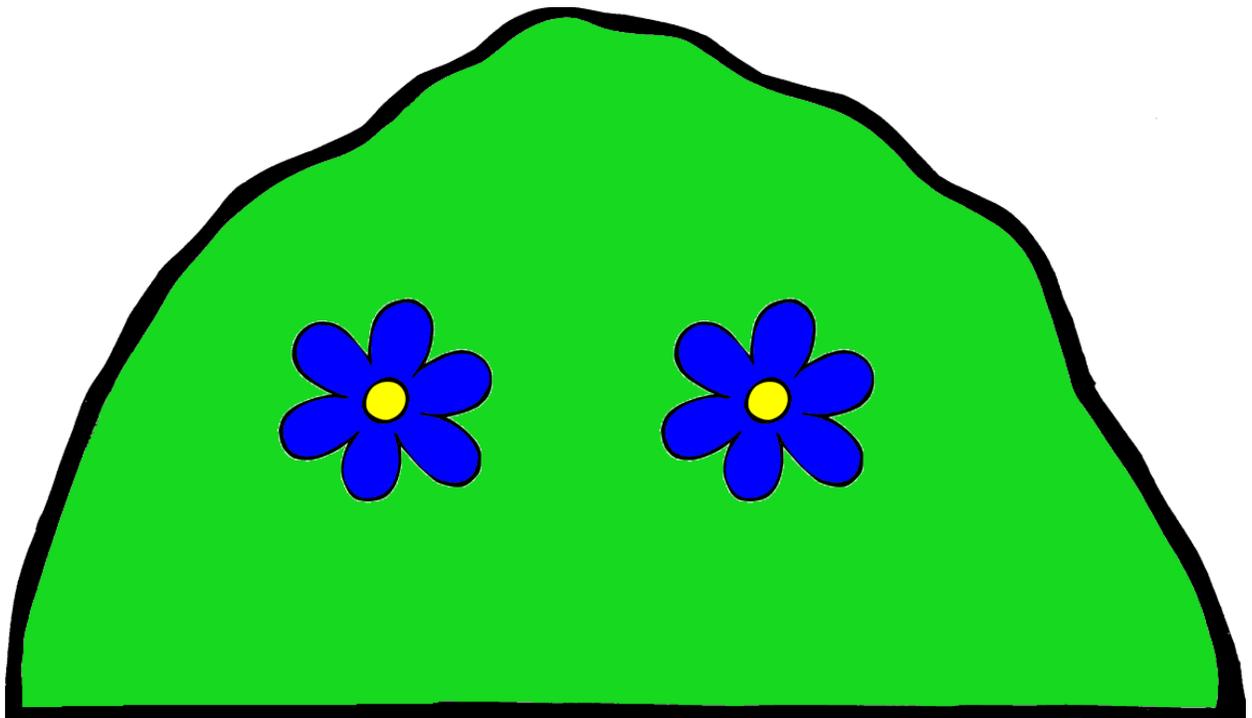
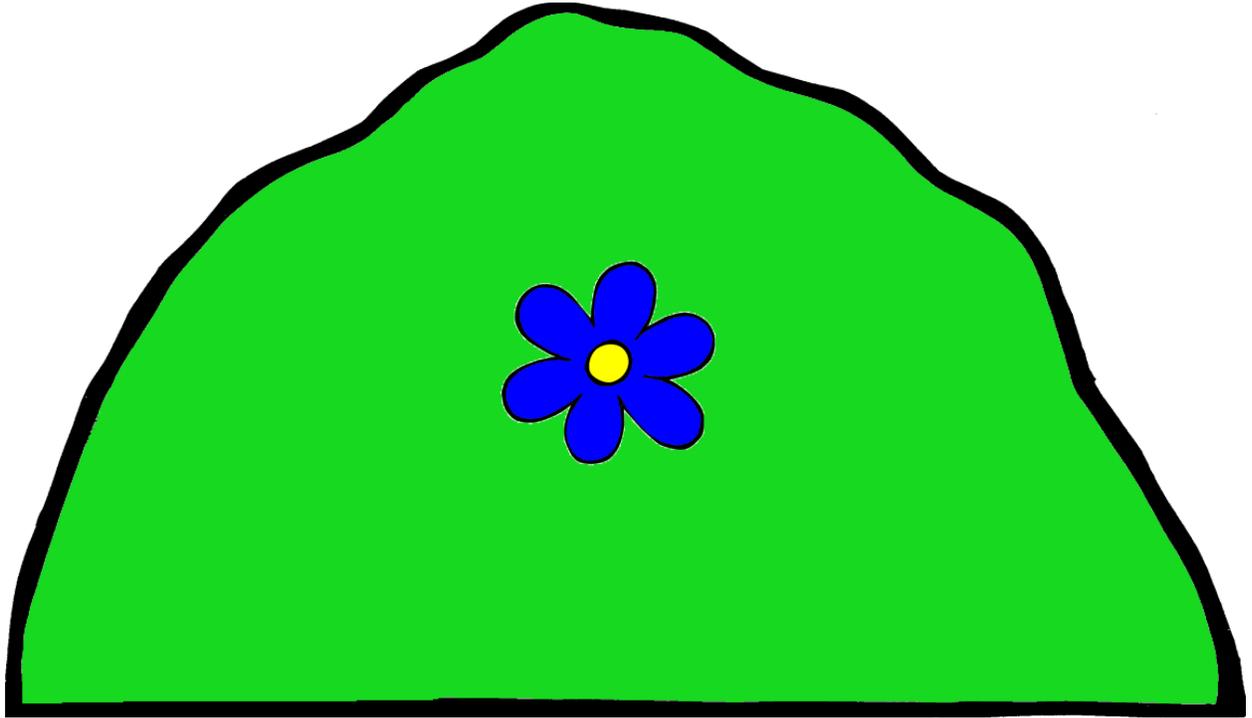
- Teacher will make two copies of each *Flowers on the Hill* reproducible pages.
- Teacher will cut cards (or individual hills).
- Teacher will assist children in counting the number of flowers on each hill.
- Child will select the matching hill with the same number of flowers.

Suggestions:

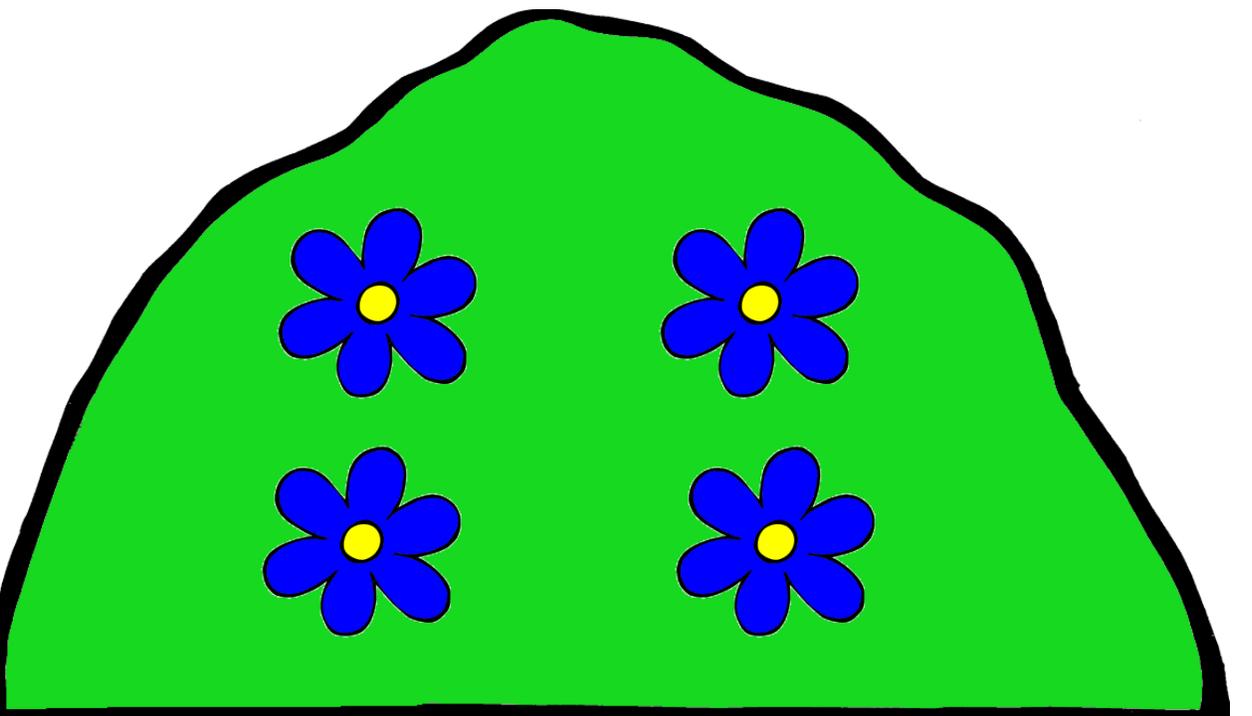
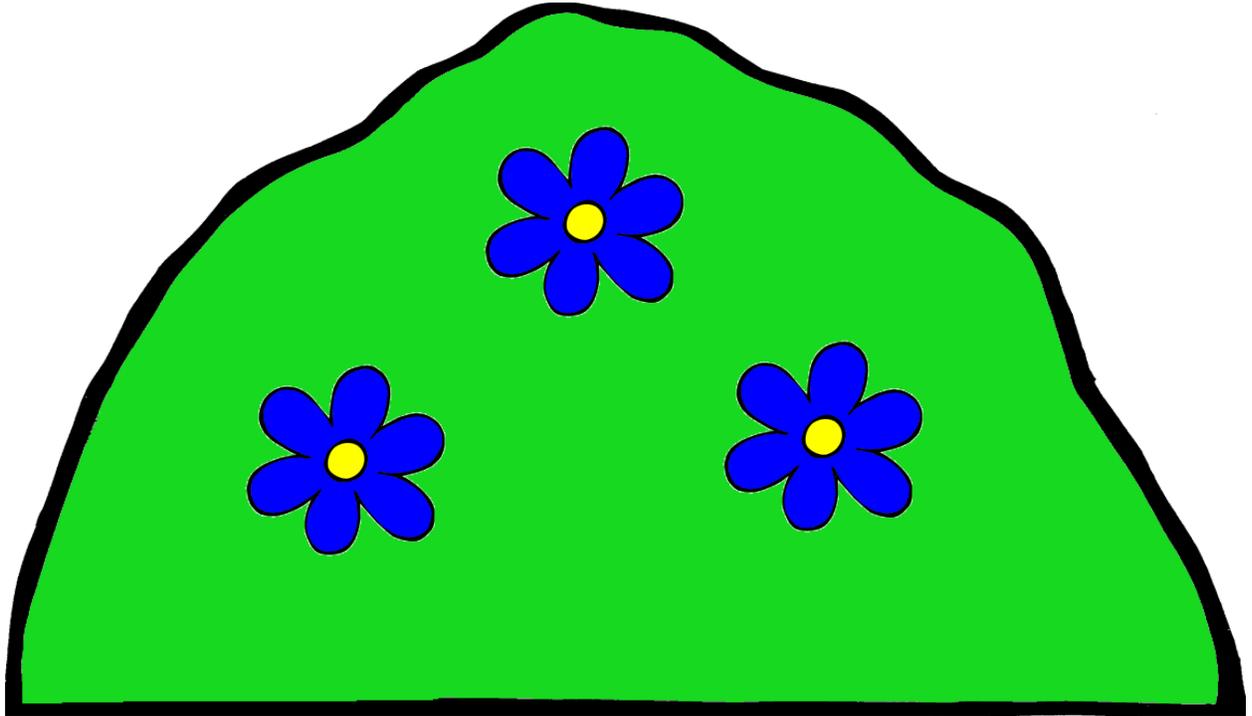
- Laminate for durability.
- Use Velcro on the backs if you want to display on a felt or Velcro board to use this as a large group activity.
- These number cards (*Flowers on the Hill*) can be used with *Hills and Numbers*. Children can count the number of flowers on each hill and find the corresponding numbered hill to match.



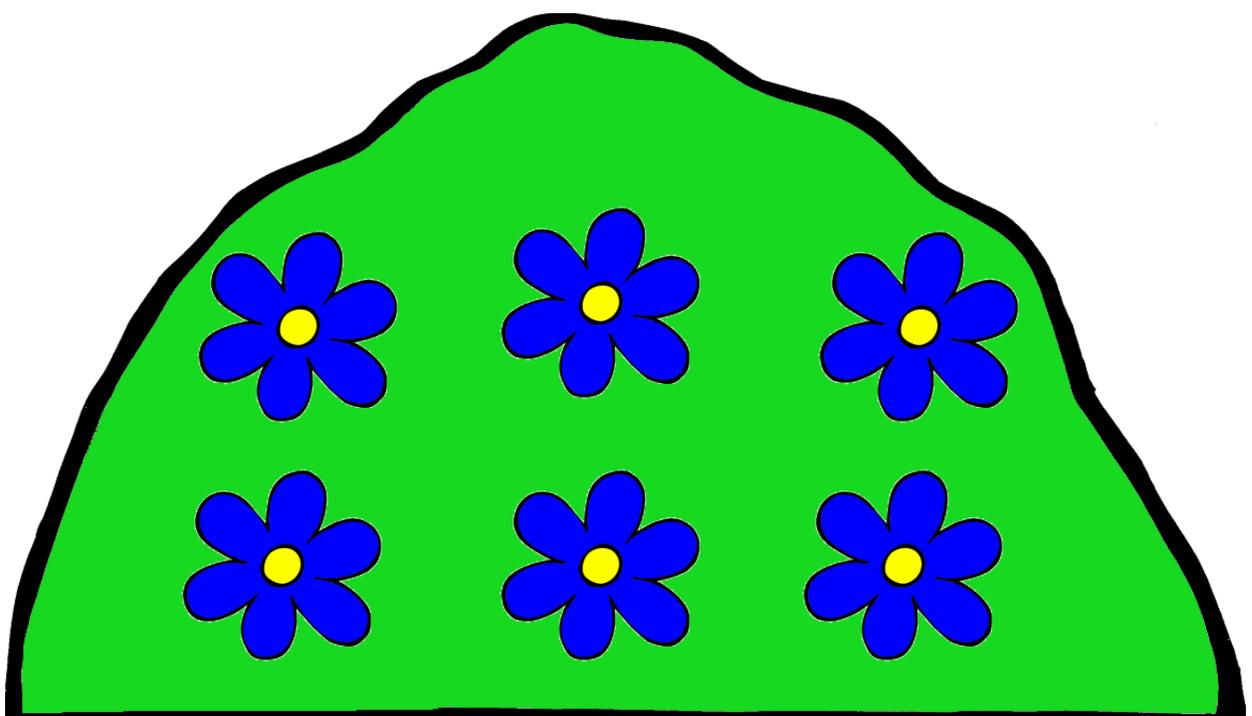
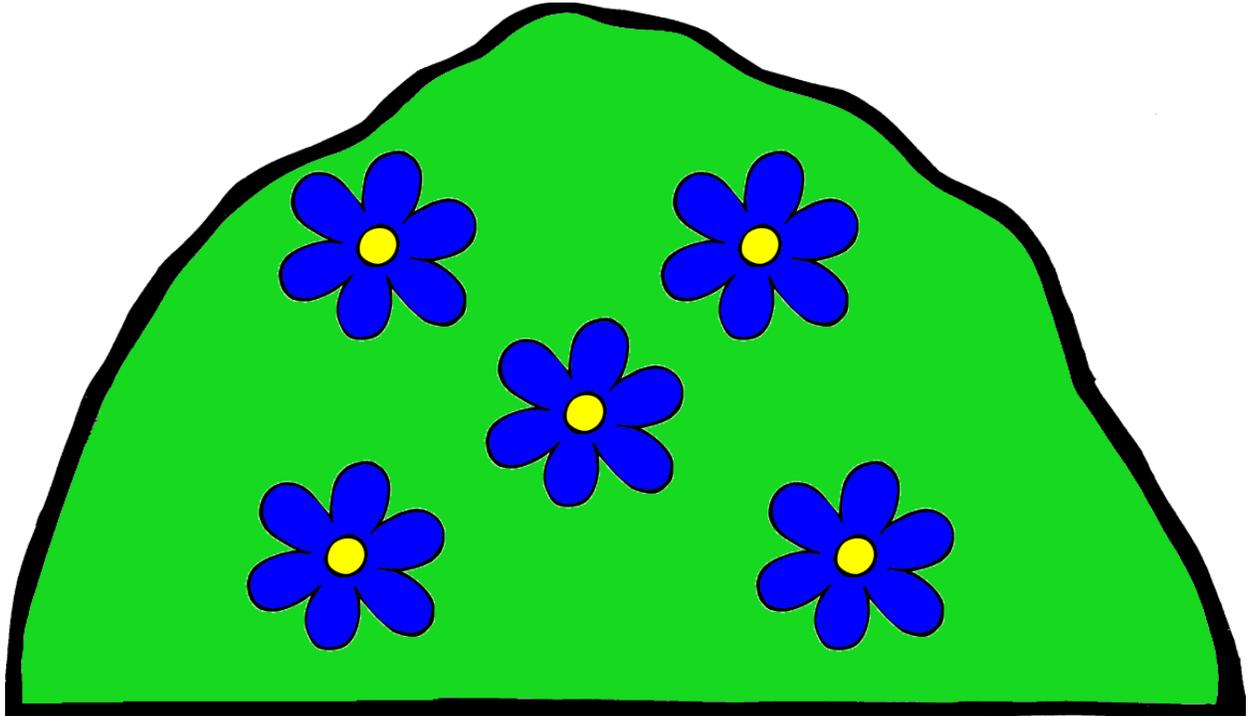
Flowers on the Hill



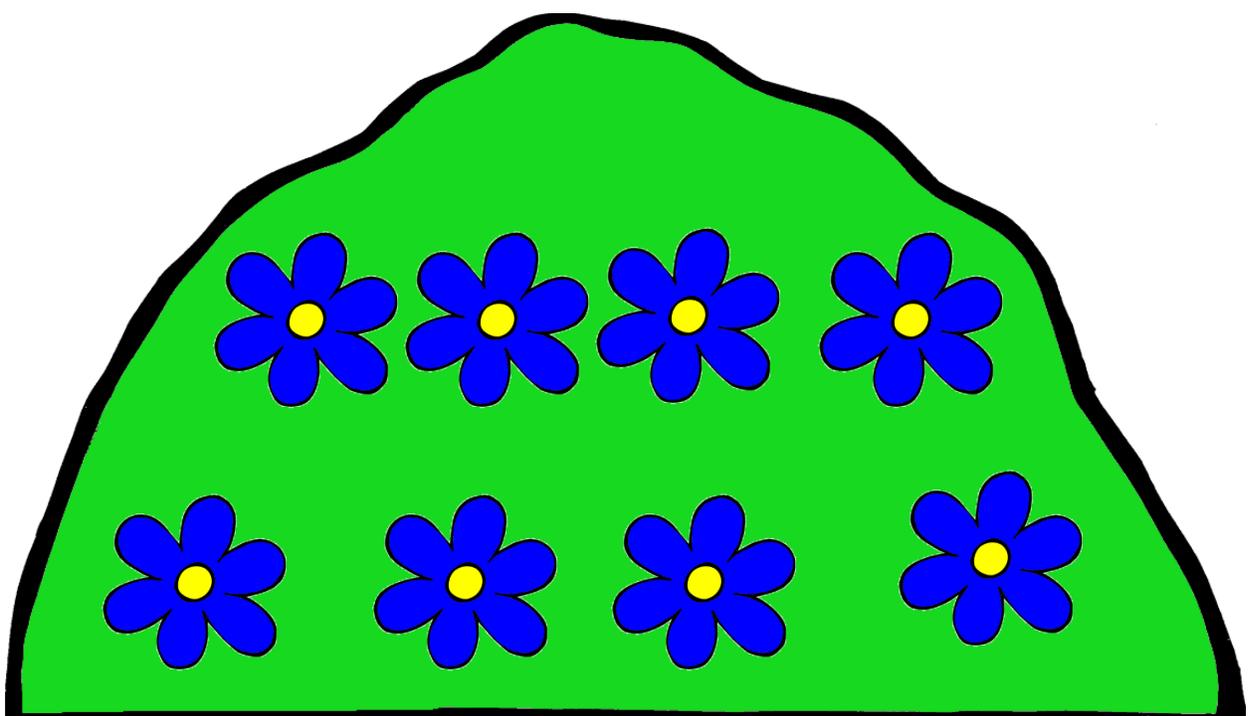
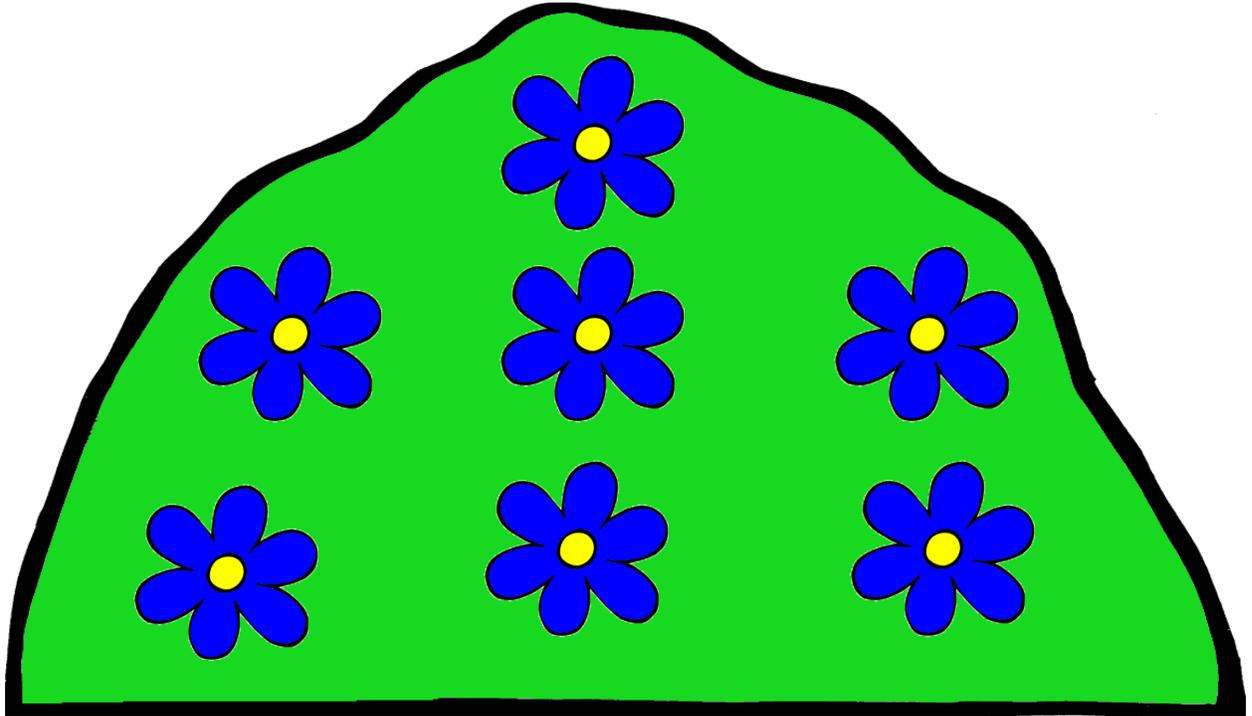
Flowers on the Hill



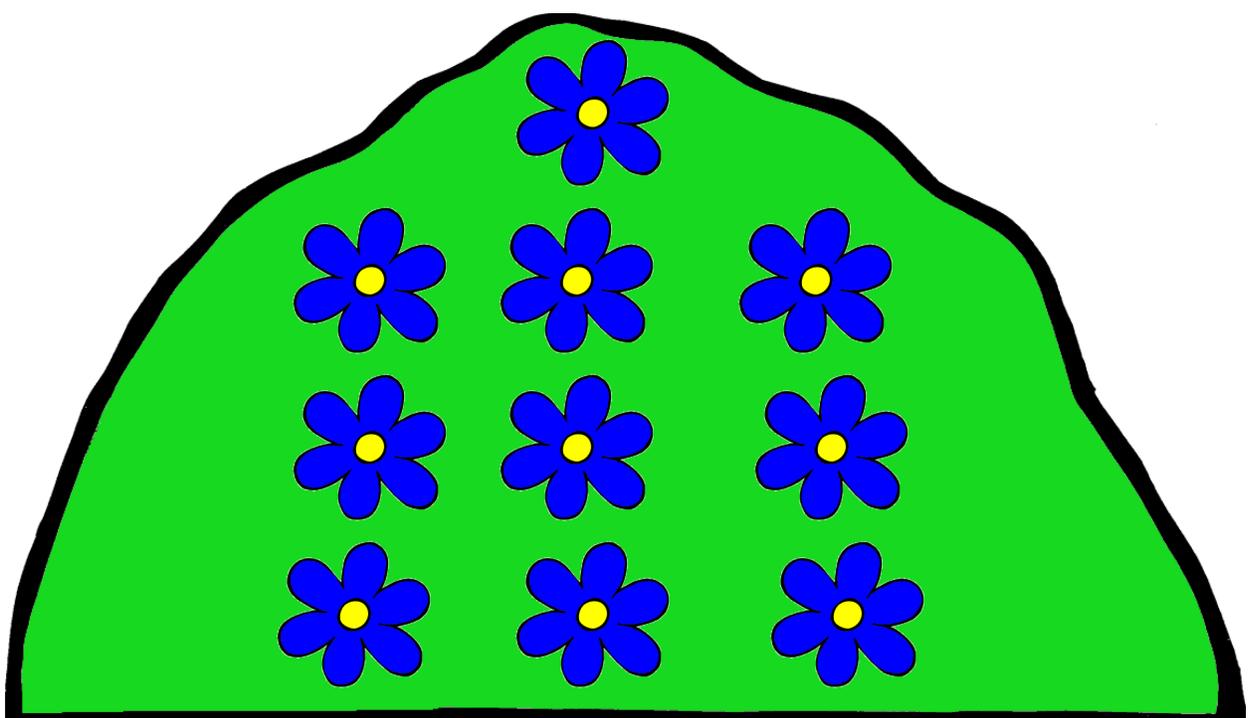
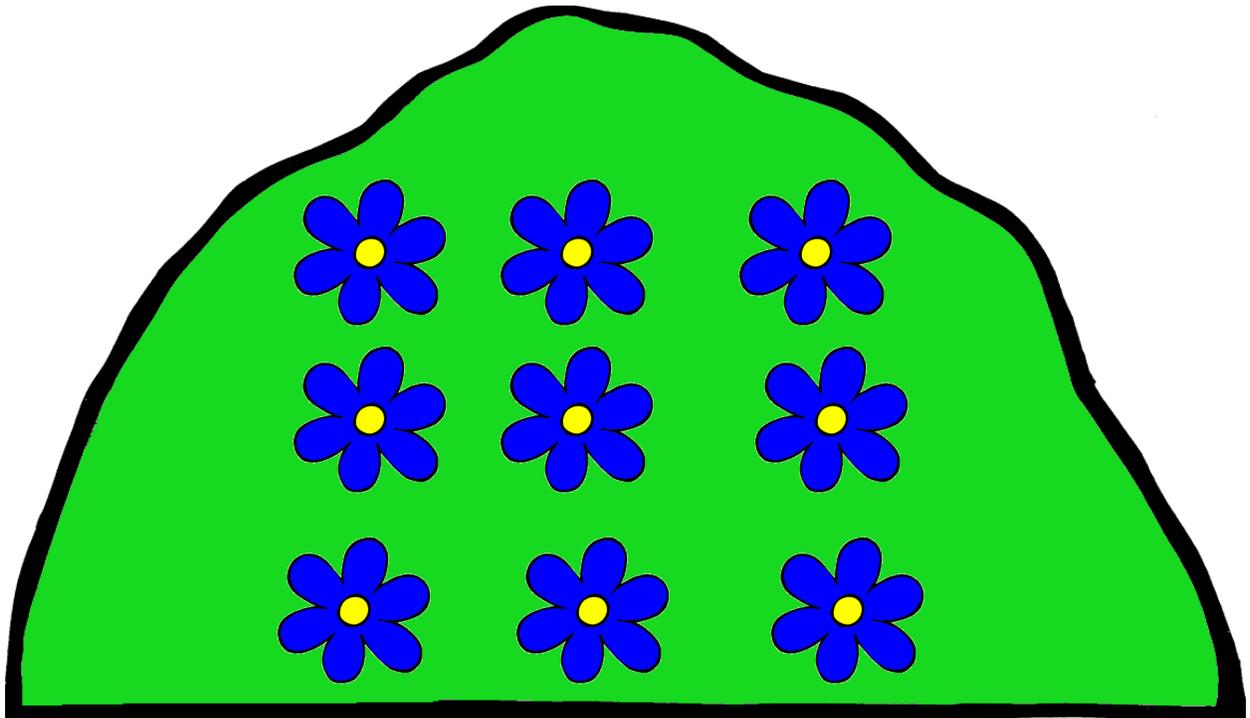
Flowers on the Hill



Flowers on the Hill



Flowers on the Hill



Hills and Numbers

Number Match



Domain:

- Cognitive, Language

Goals:

- Child will demonstrate number concepts to ten.
- Child will rote count to ten.
- Child will match hills by number symbols.
- Child will recognize numerals 1-10.
- Child will match flowers to number symbol (using *Flowers on the Hill* and *Hills and Numbers*)

Materials:

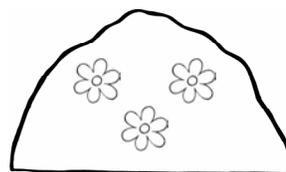
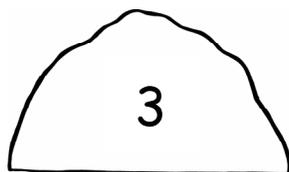
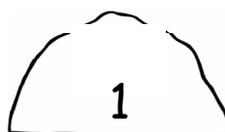
- *Hills and Numbers/Flowers on the Hill* reproducible pp. 94-98 and 100-104
- scissors

Instructions:

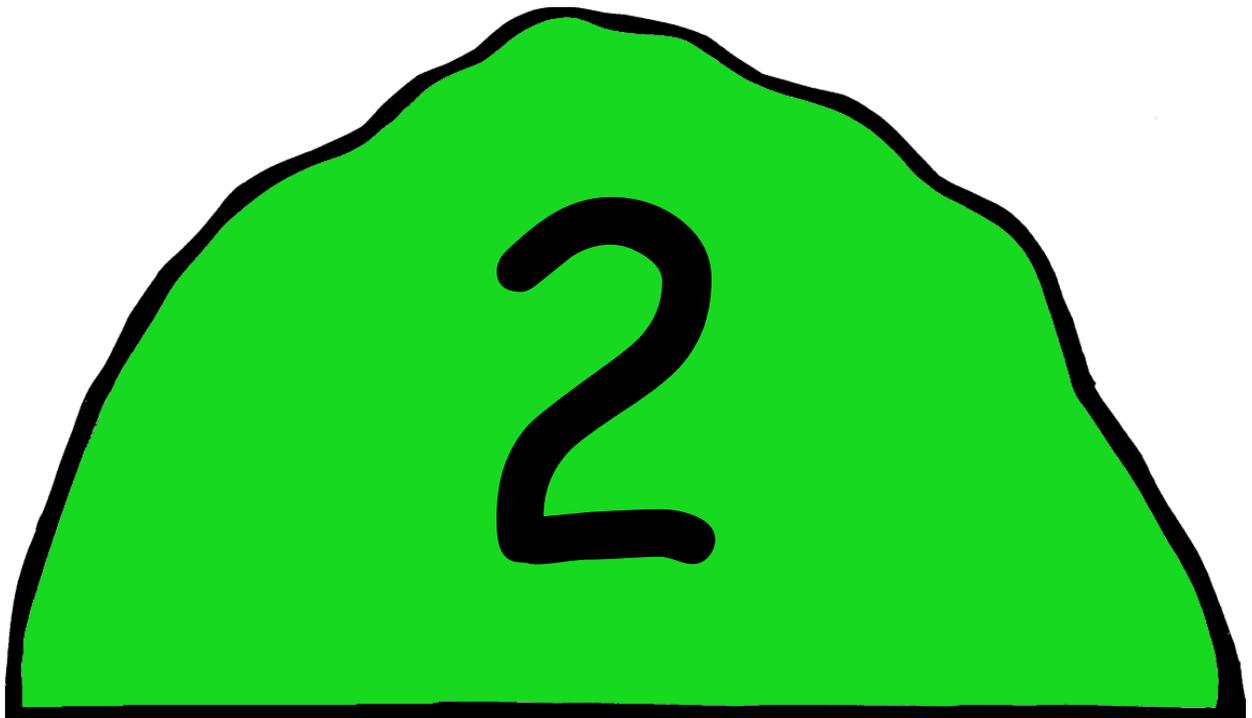
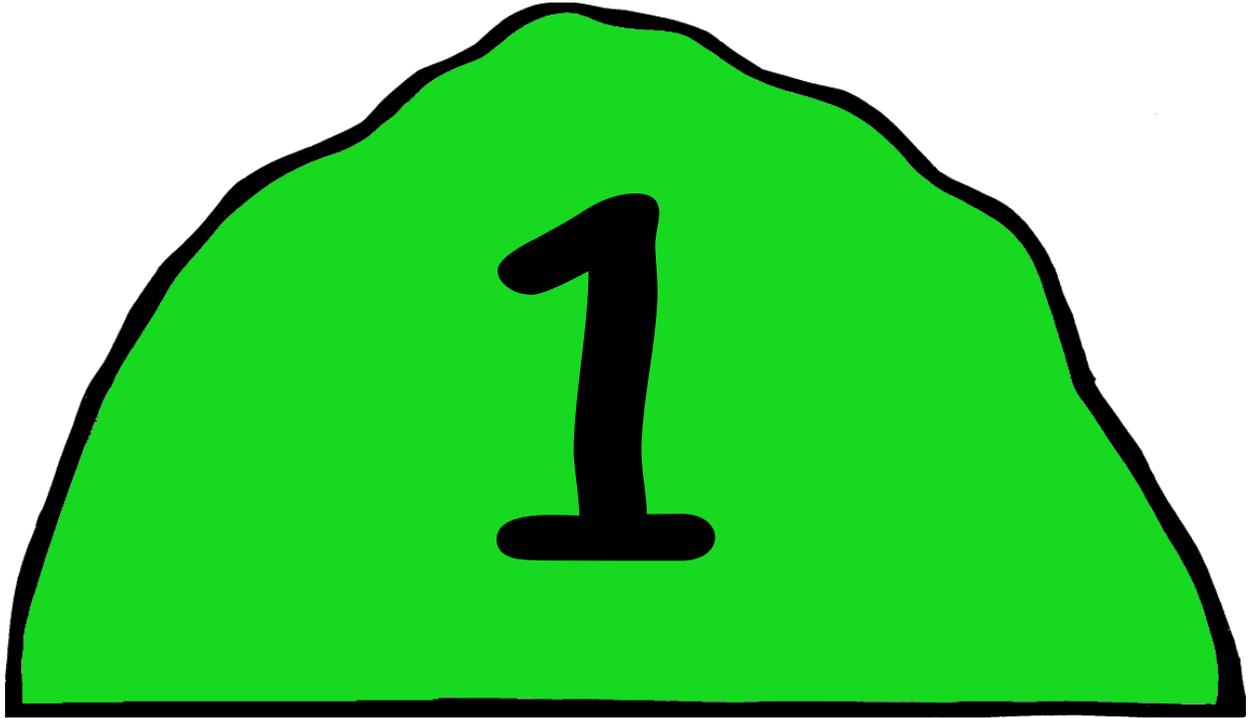
- Teacher will make two copies of each *Hills and Numbers* page.
- Teacher will cut cards (or individual hills).
- Teacher will assist children in identifying numbers.
- Teacher will present hill with number.
- Child will select the matching hill with number.
- Child will identify number.

Suggestions:

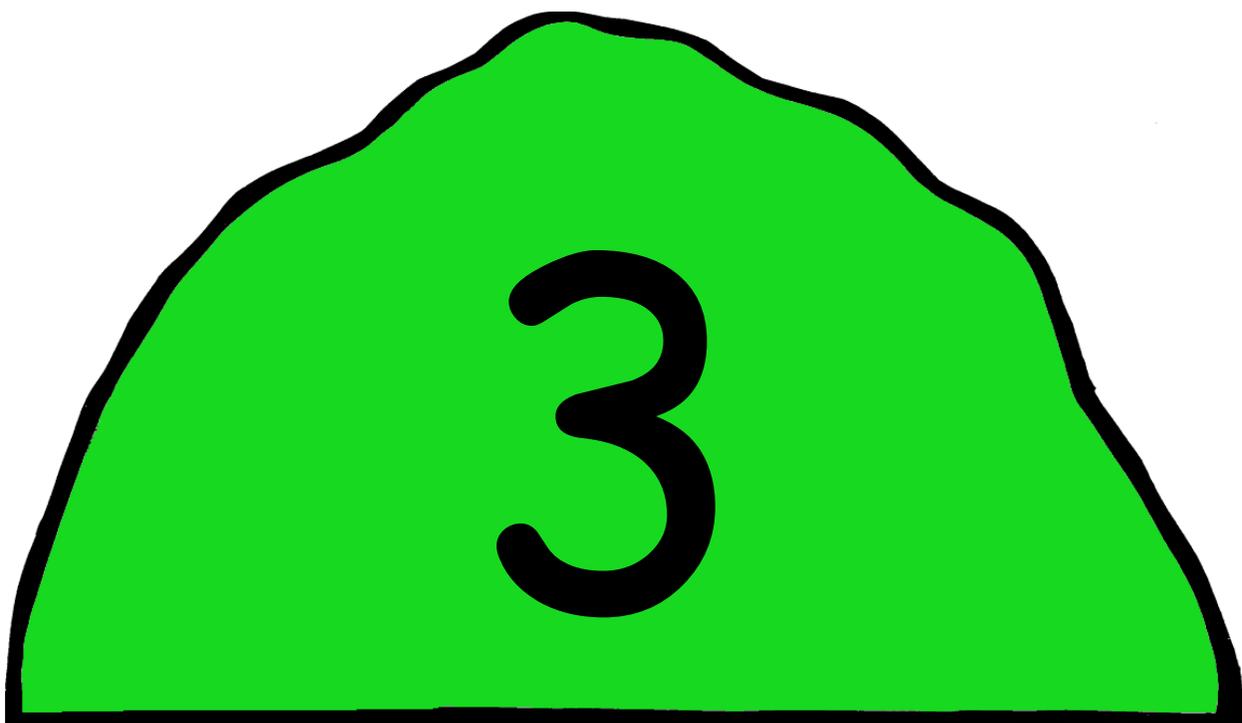
- Laminate for durability.
- Use Velcro on the backs if you want to display on a felt or Velcro board to use this as a large group activity.
- Use with *Flowers on the Hill* cards to extend this activity.



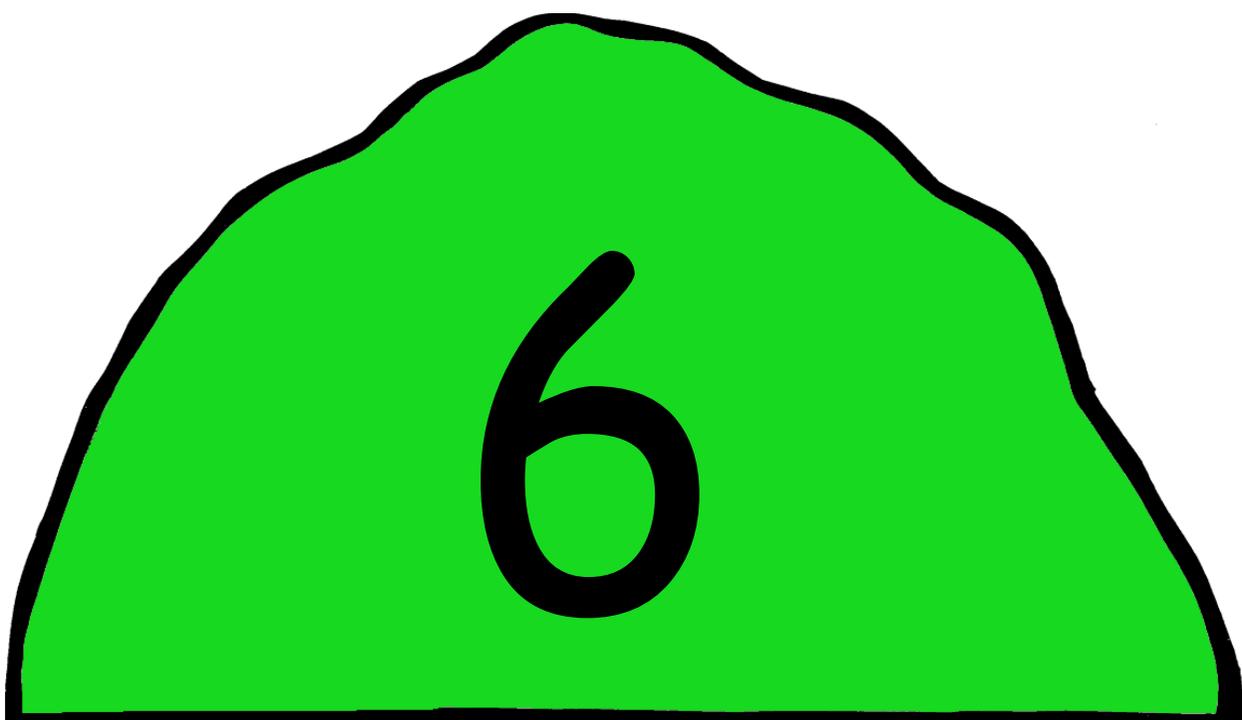
Hills and Numbers



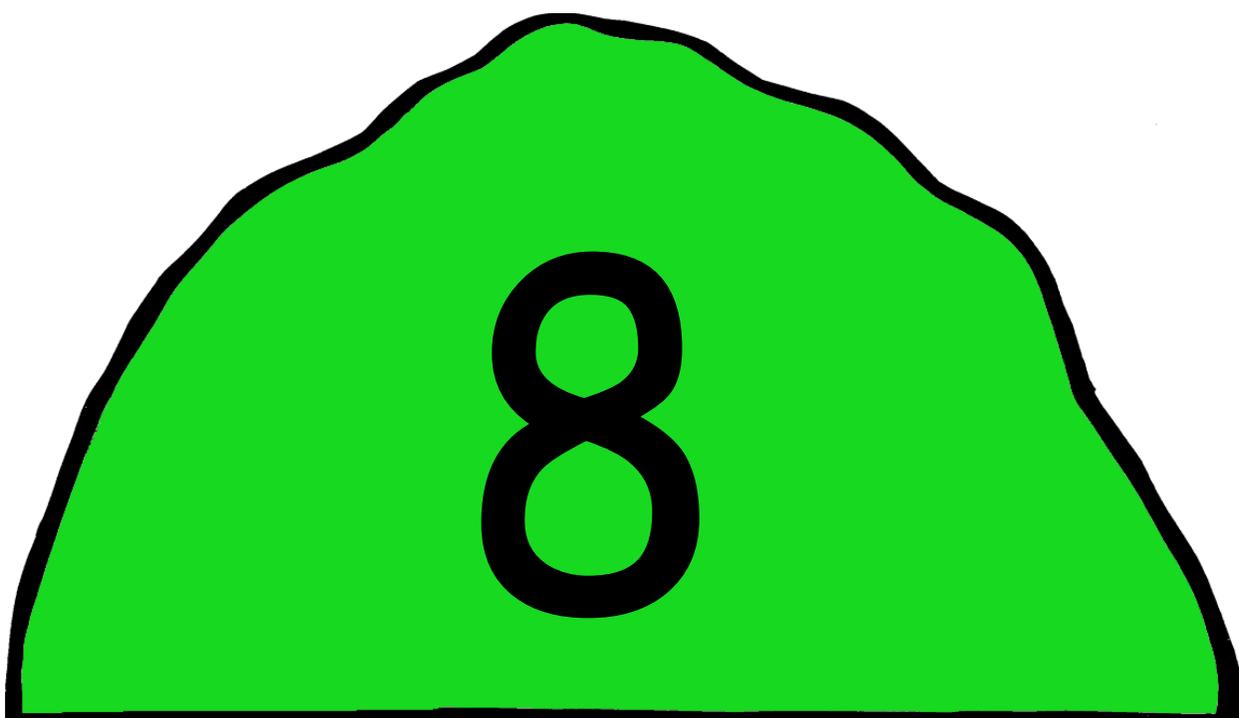
Hills and Numbers



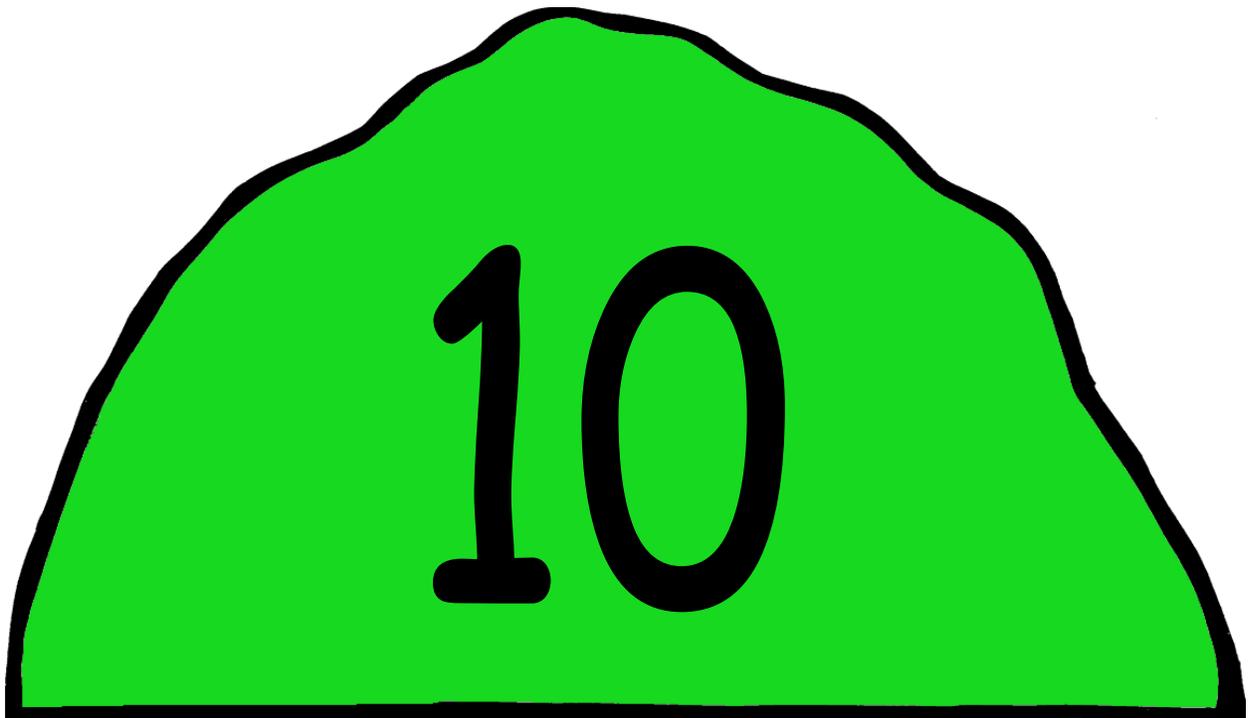
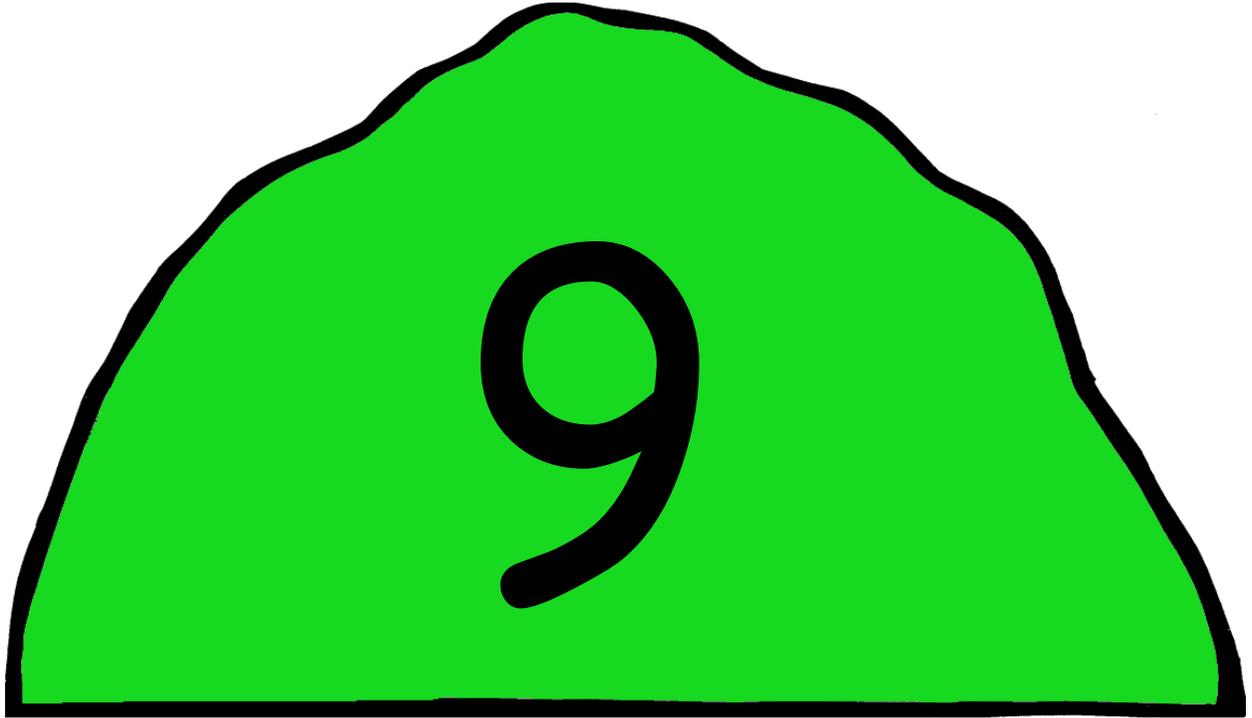
Hills and Numbers



Hills and Numbers



Hills and Numbers



Time to Count Trolls Count and Match Pasting



Domain:

- Cognitive, Language, Fine Motor

Goals:

- Child will identify numbers 1-3, 1-5, or 6-10.
- Child will count and match the number of trolls with the appropriate numbered square.
- Child will paste troll squares on top of the appropriate number.



Materials:

- *Time to Count Trolls* reproducible pp. 106-108
- construction paper
- glue
- scissors

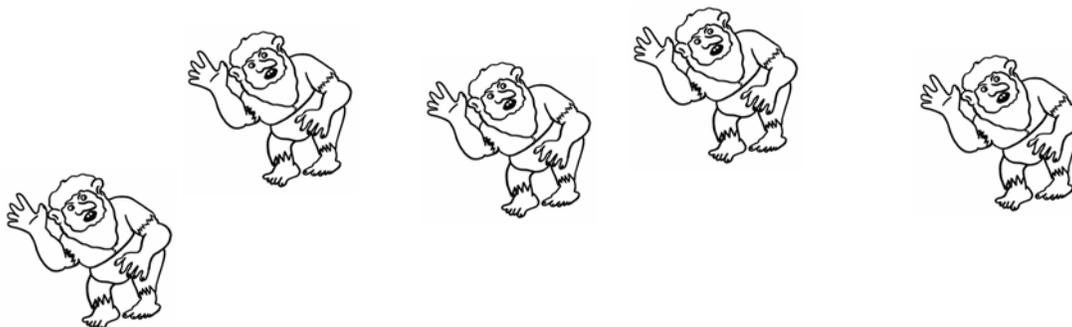


Instructions:

- Teacher will copy *Time to Count Trolls* reproducible pages.
- Teacher will cut 1-3, 1-5, or 6-10 troll squares for each child.
- Encourage children to identify numerals.
- Help children count the number of trolls in each square.
- Help children to match the trolls with the correct numeral.
- Allow children to match and paste the appropriate numbered trolls on the square with correct number.

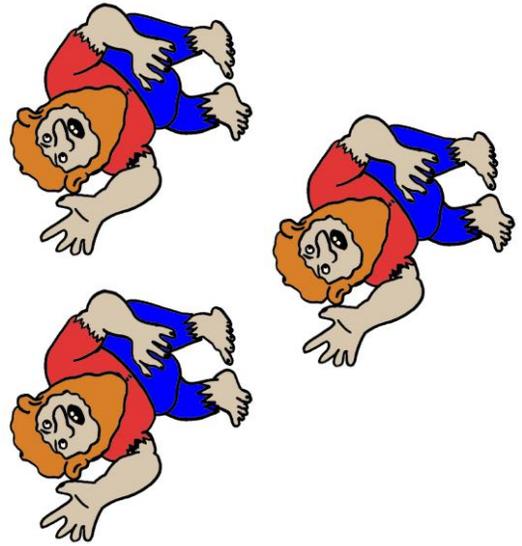
Suggestions:

- Children with advanced cutting skills should be encouraged to cut their own troll squares.

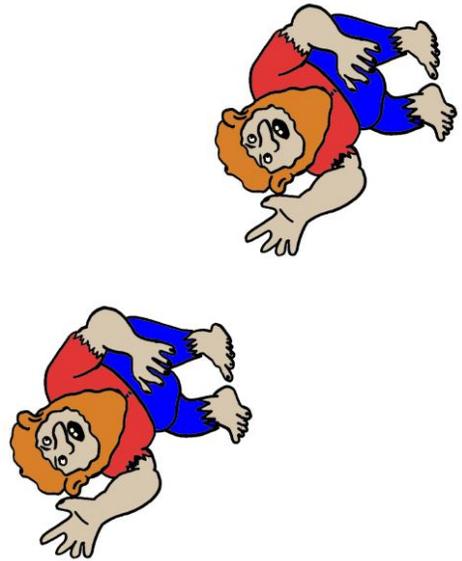


Time to Count Trolls

3



2



1

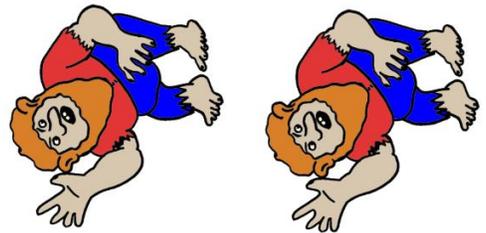


Time to Count Trolls

1



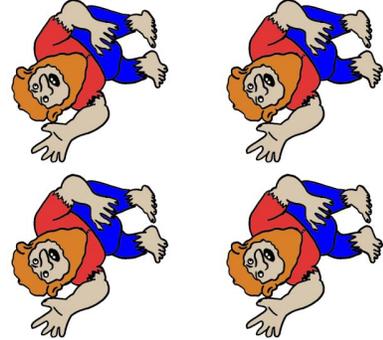
2



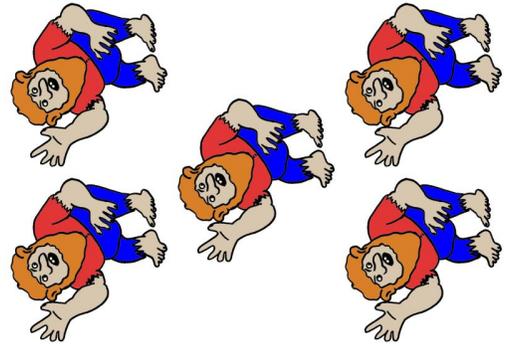
3



4

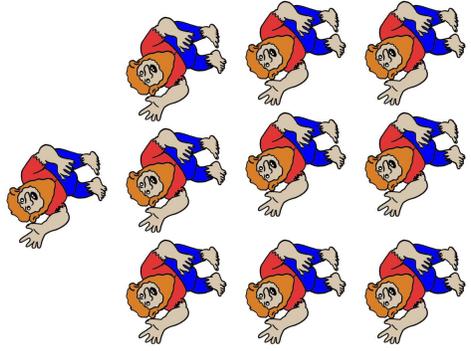


5

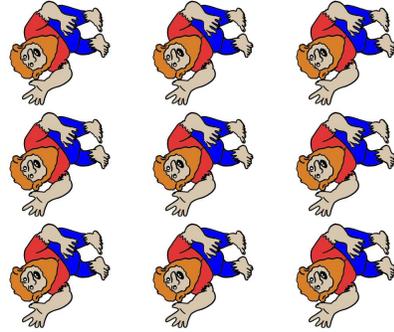


Time to Count Trolls

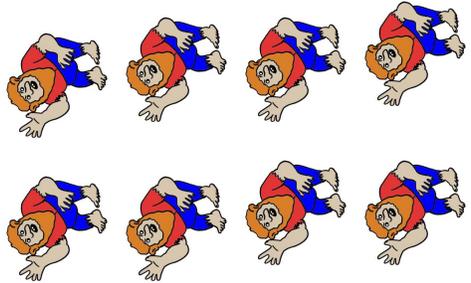
10



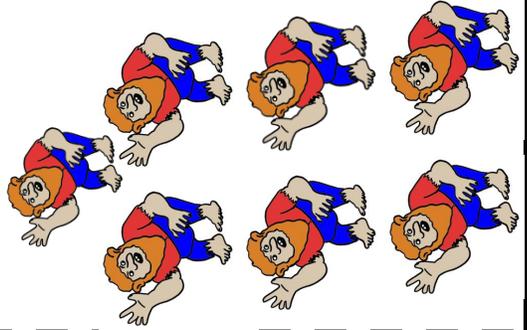
9



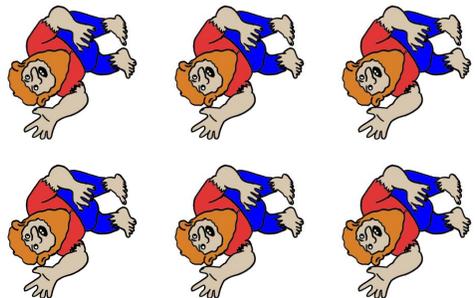
8



7



6



Goats Galore Counting Small Objects

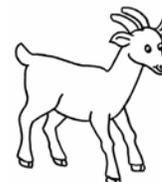
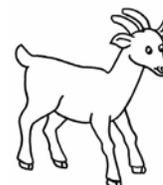
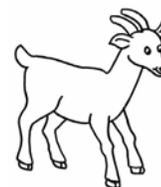


Domain:

- Cognitive, Language, Fine Motor

Goals:

- Child will use receptive or expressive language to identify numbers 1-3, 1-5.
- Child will count objects 1-3, 1-5.
- Child will identify the shape of a star and circle.
- Child will use visual tracking skills to demonstrate knowledge of left to right progression.
- Child will place finger, marker, crayon, or primary pencil on the shape of the star.
- Child will hold marker, crayon, or primary pencil in correct writing position.
- Child will use finger, marker, crayon or primary pencil to draw a line starting on the star and stopping on the circle.



Materials:

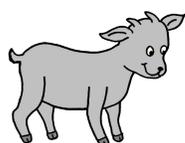
- *Goats Galore* reproducible pp. 110-112
- marker, crayon or primary pencil

Instructions:

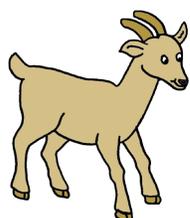
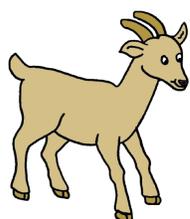
- Teacher will copy *Goats Galore* reproducible pages.
- Teacher will assist children in number identification.
- Child will count goats 1-3, 1-5.
- Child will match goats to numbers 1-3, 1-5.
- Identify star and circle.
- Child will draw horizontal or vertical lines starting at the star and stopping at the circle.
- Instruct child to stop at the circle and lift pencil from paper.



Goats Galore



1

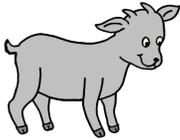


2

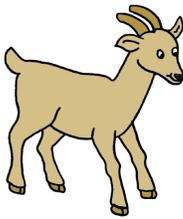


3

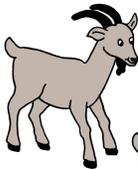
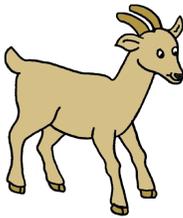
Goats Galore



•3

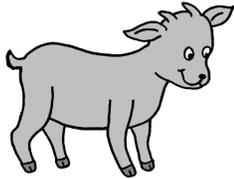


•1

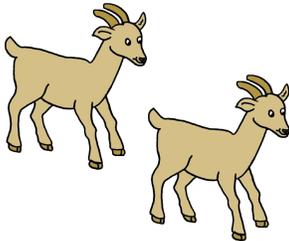


•2

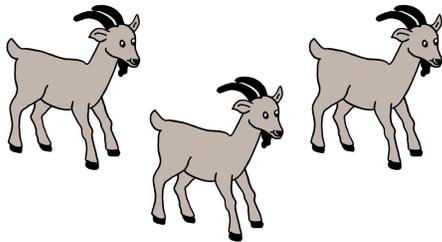
Goats Galore



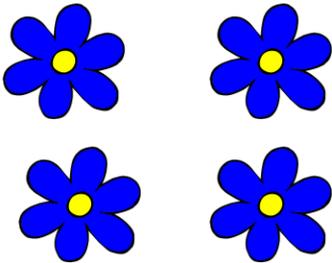
• 3



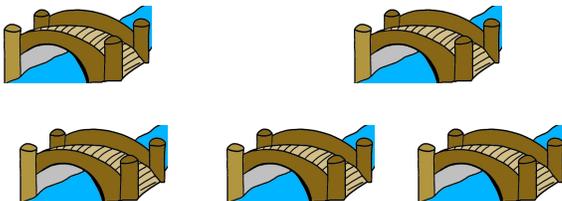
• 5



• 2



• 4



• 1

Small, Medium, and Large
Teaching Basic Concepts
Concrete Level A - Using Manipulatives



Domain:

- Cognitive, Language, Fine Motor

Goals:

- Child will use receptive or expressive language to identify animal or object.
- Child will arrange animals or objects in order according to size.
- Child will count animals or objects.

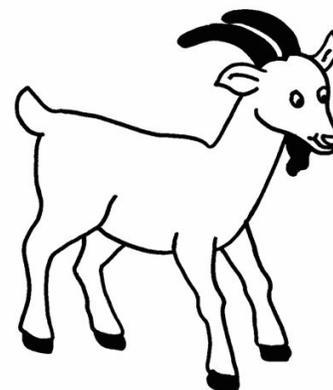
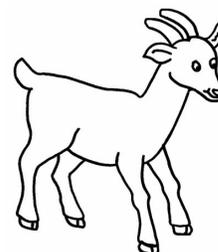


Materials:

- small, medium and large plastic or stuffed animals/objects as pictured in the story.

Instructions:

- Teacher will assemble sets of small, medium and large animals/objects.
- Begin with the largest animal in the set.
- Present the smallest animal in the set.
- Compare the largest and the smallest.
- Reinforce the concept of large and small using a variety of animals or objects.
- When children have mastered the concept of large and small, introduce a medium sized animal or object.
- Teacher will discuss the concept small, medium and large.
- Teacher will demonstrate arranging the animals or objects order according to size.



Little, Middle and Big Billy
Small, Medium and Large
Abstract Level B - Using Pictures



Domain:

- Cognitive, Language, Fine Motor

Goals:

- Child will identify color.
- Child will identify objects.
- Child will arrange goats in order according to size.
- Child will count goats.
- Child will paste goats onto paper.

Materials:

- *Little, Middle, and Big Billy* reproducible p. 115
- construction paper
- white construction paper 12 X 18
- glue
- crayons (optional)
- scissors (optional)

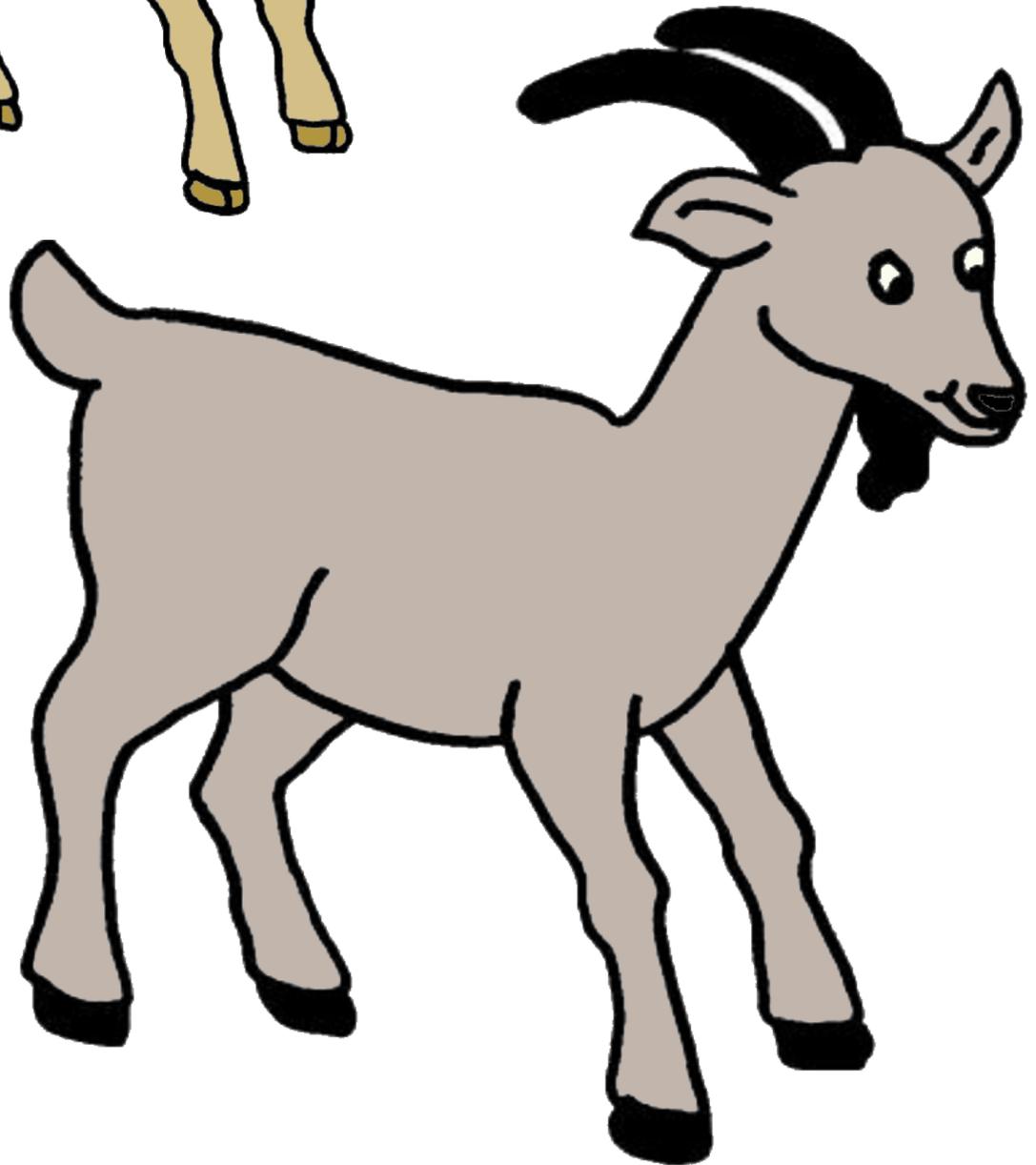
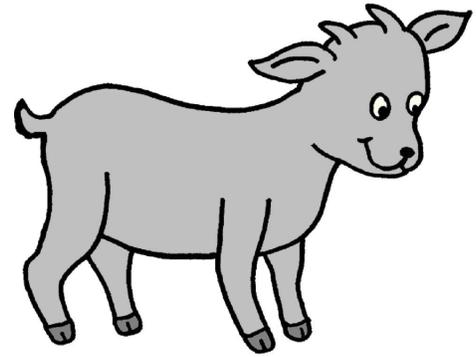
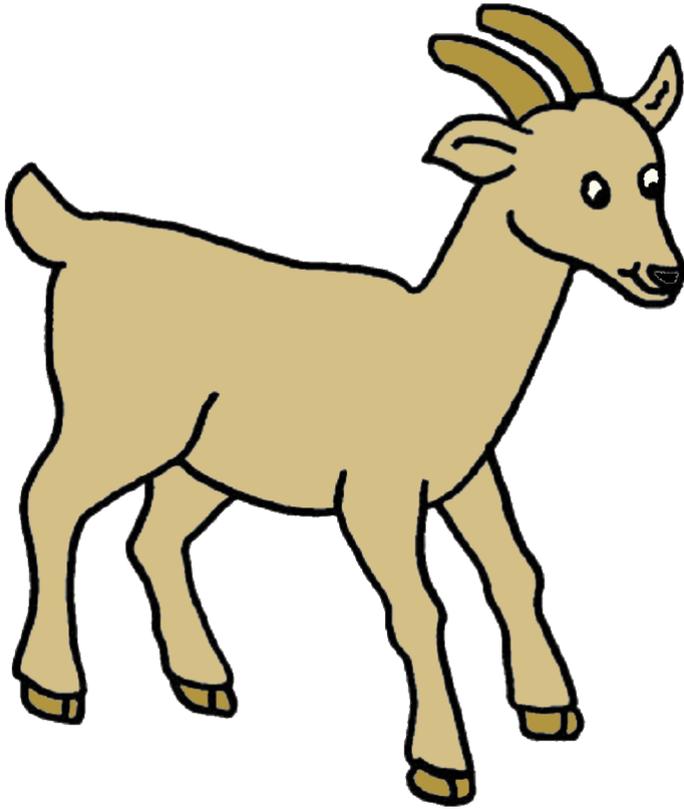


Instructions:

- Teacher will copy *Little, Middle, and Big Billy* reproducible page on construction paper.
- Teacher will cut one set of goats for each child.
- Child will identify animals as goats.
- Teacher will discuss the concept small, medium and large.
- Teacher will demonstrate arranging the goats in order according to size.
- Child will paste goats in order onto white construction paper.
- Child will count goats after pasting them onto the paper.

Suggestions:

- Children with advanced cutting skills should be allowed to cut their own goats.
- Children with advanced fine motor skills can color goats before cutting.



Little, Middle, and Big Billy

[Click here to return to Table of Contents.](#)

Connect the Dots



Domain:

- Cognitive, Language, Fine Motor

Goals:

- Child will use fine motor skills to connect dots and create a picture.
- Child will use receptive or expressive language to identify object.
- Child will identify numbers 1-5, 1-10.
- Child will follow number sequence 1-3, 1-5, 1-10.

Materials:



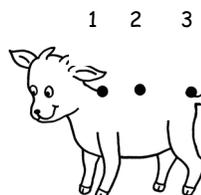
- *Connect the Dots* reproducible pp. 117-121
- marker, crayon or primary pencil

Instructions:

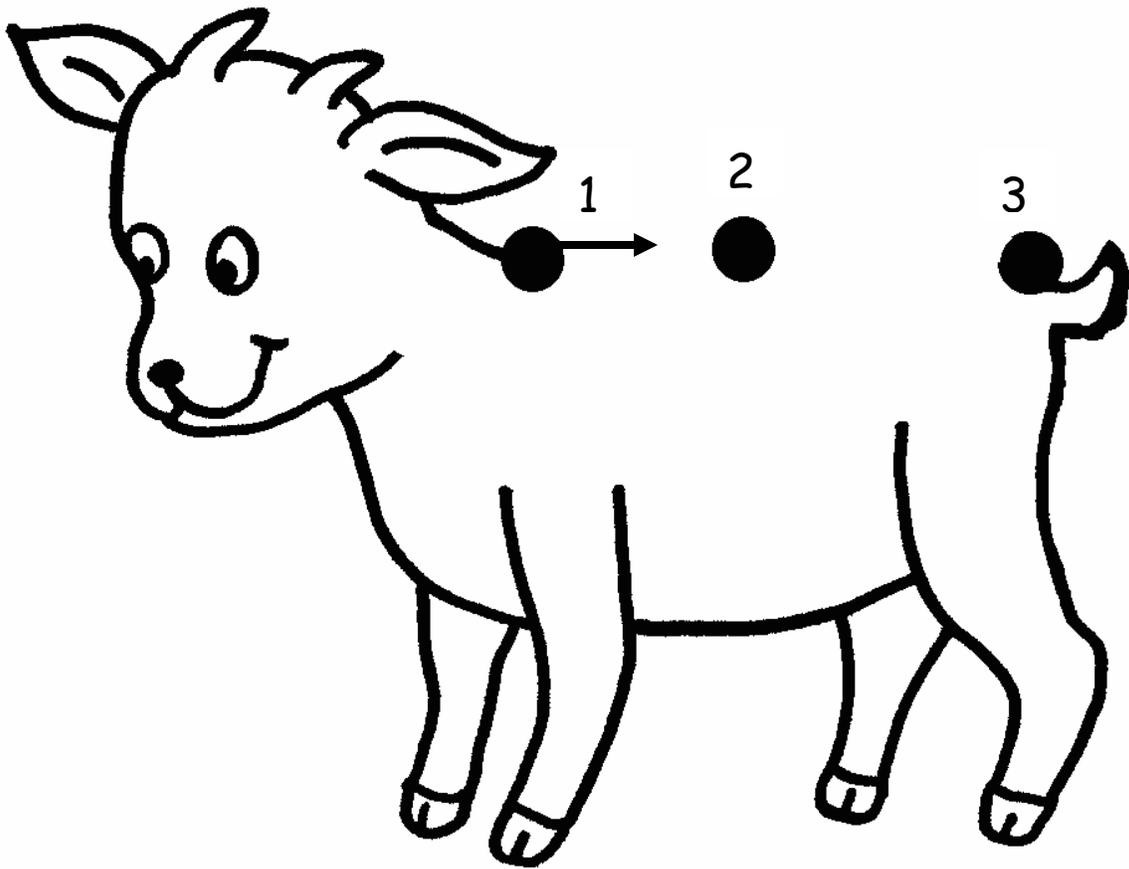
- Teacher will copy *Connect the Dots* reproducible pages.
- Teacher will demonstrate how to connect the dots in sequence by drawing a line.
- Child will connect dots in sequence using finger.
- Child will connect dots in sequence using marker, crayon or pencil.

Suggestions:

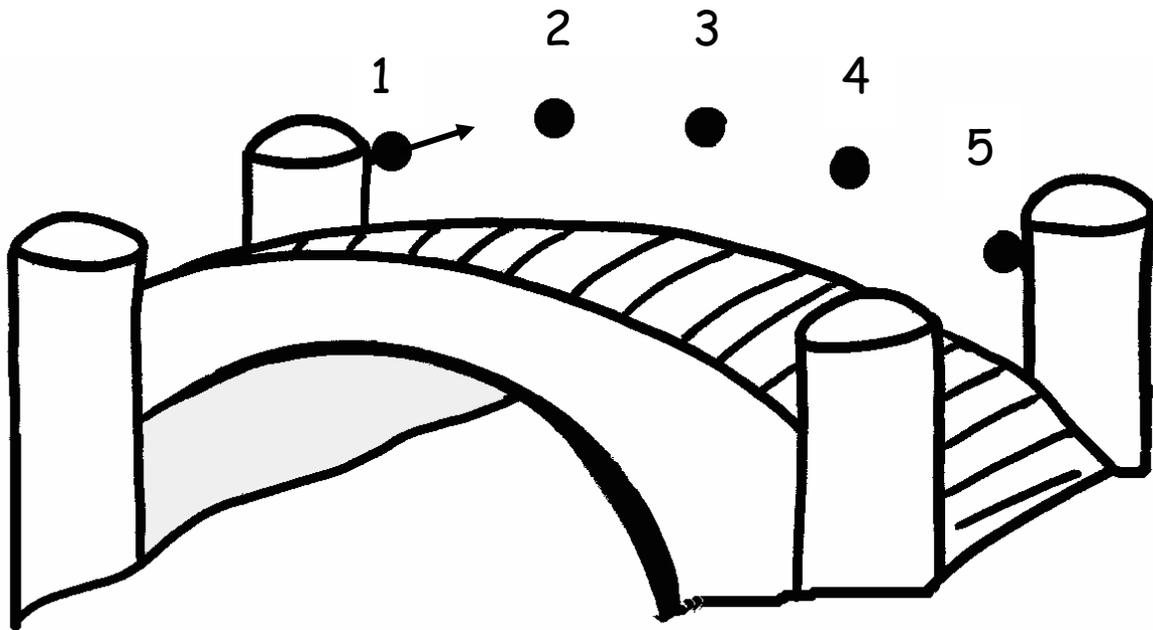
- Allow child to add his own creativity by coloring the completed picture.



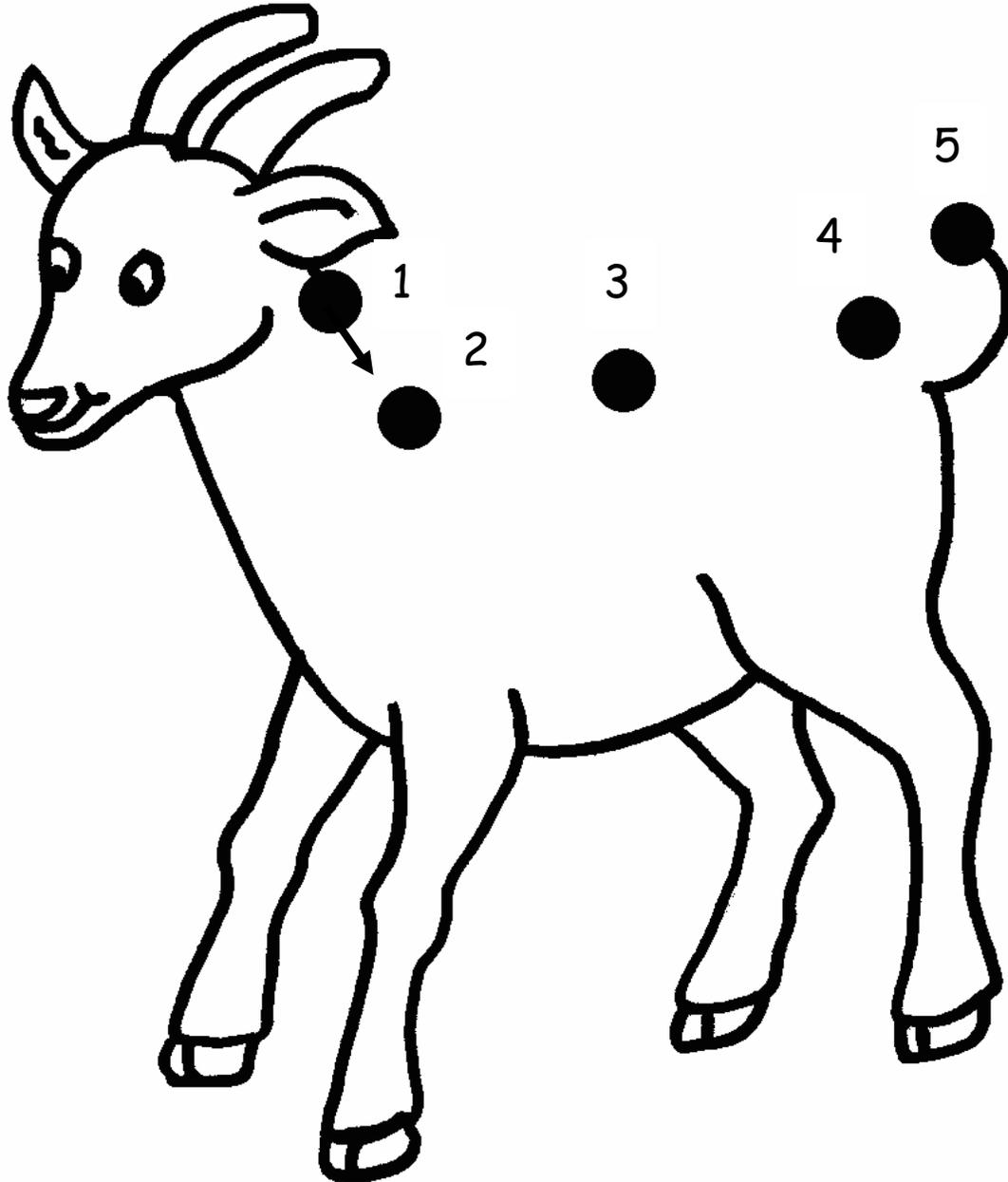
Connect the Dots



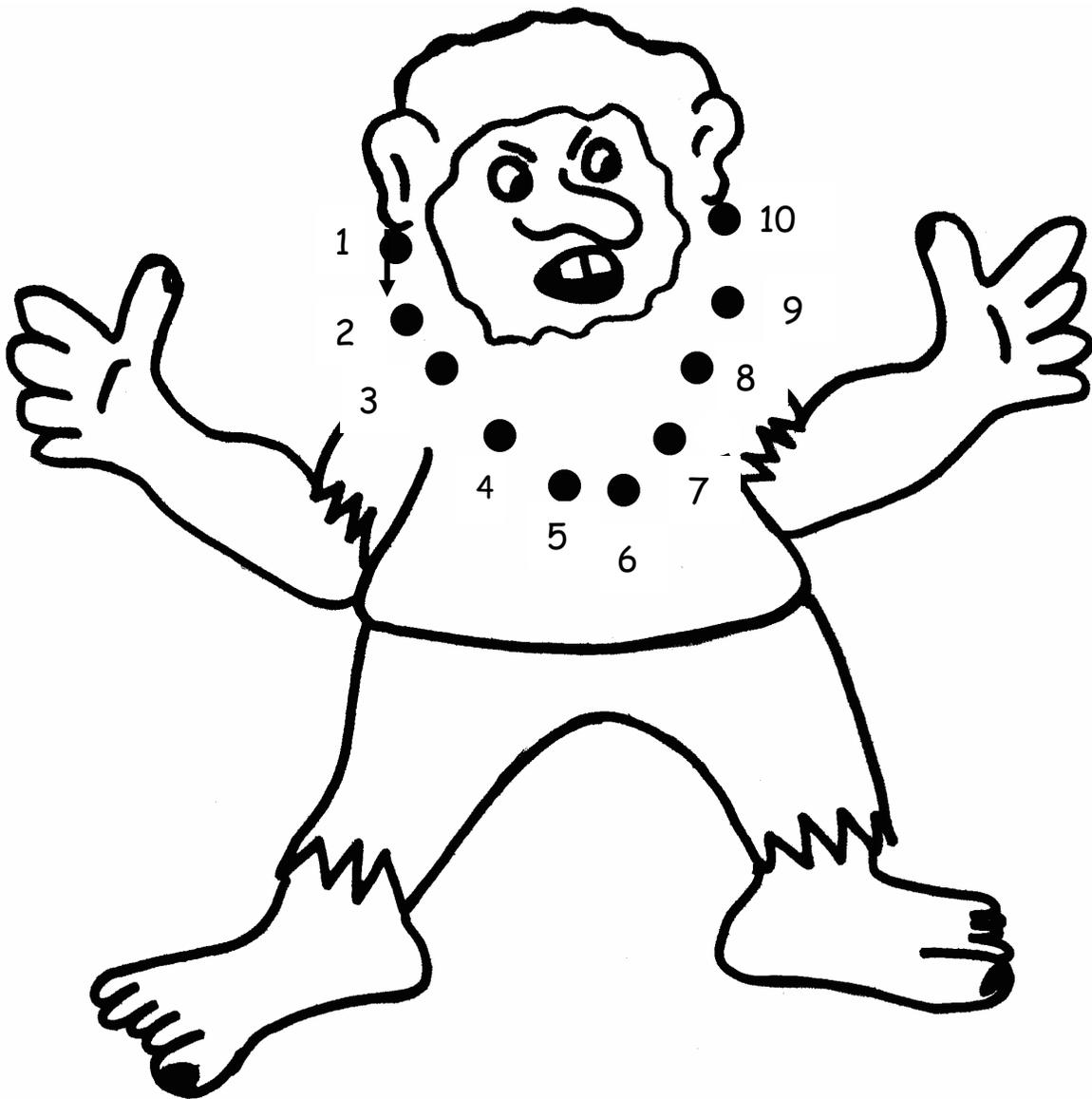
Connect the Dots



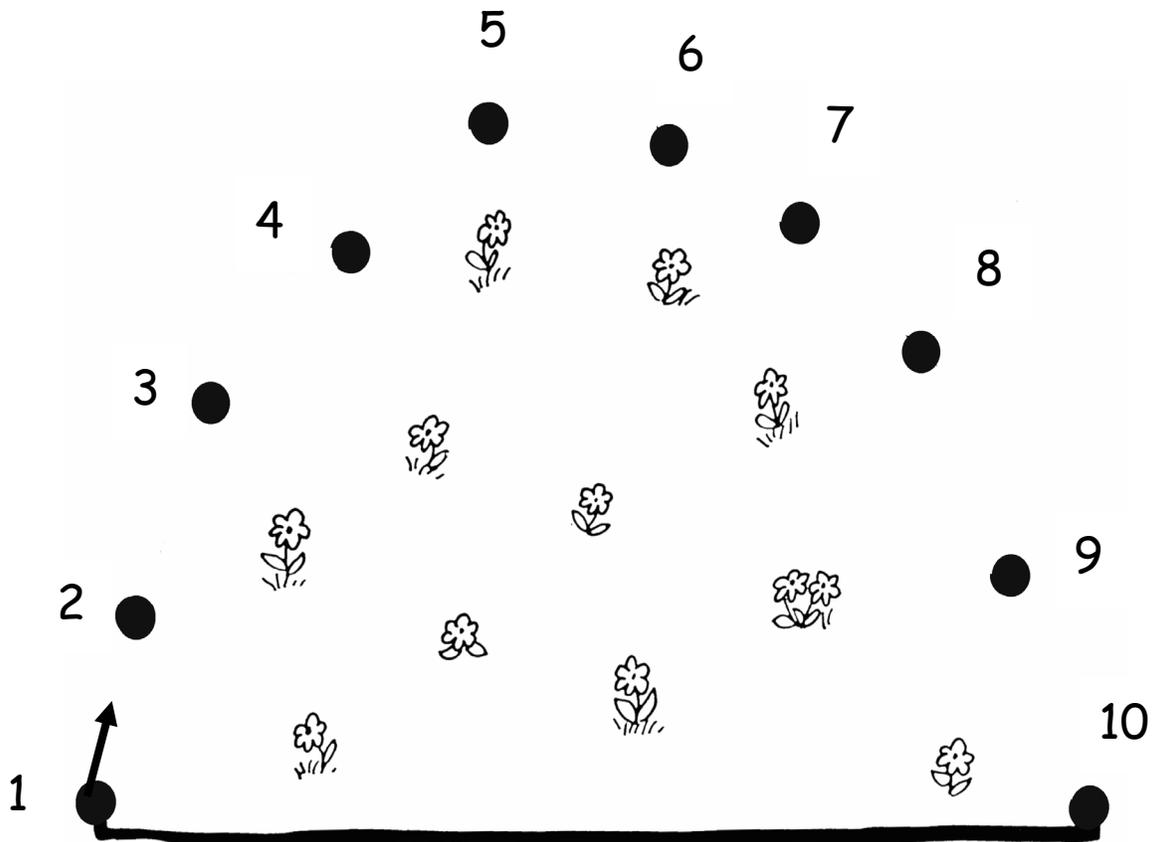
Connect the Dots



Connect the Dots



Connect the Dots



Billy Goat Puzzles



Domain:

- Cognitive, Fine Motor, Language

Goals:

- Child will identify characters and animals.
- Child will use visual discrimination to assemble puzzle.
- Child will use fine motor skills to paste puzzle pieces together.

Materials:

- *Billy Goat Puzzle* reproducible pp. 123-131
- construction paper
- scissors
- paste



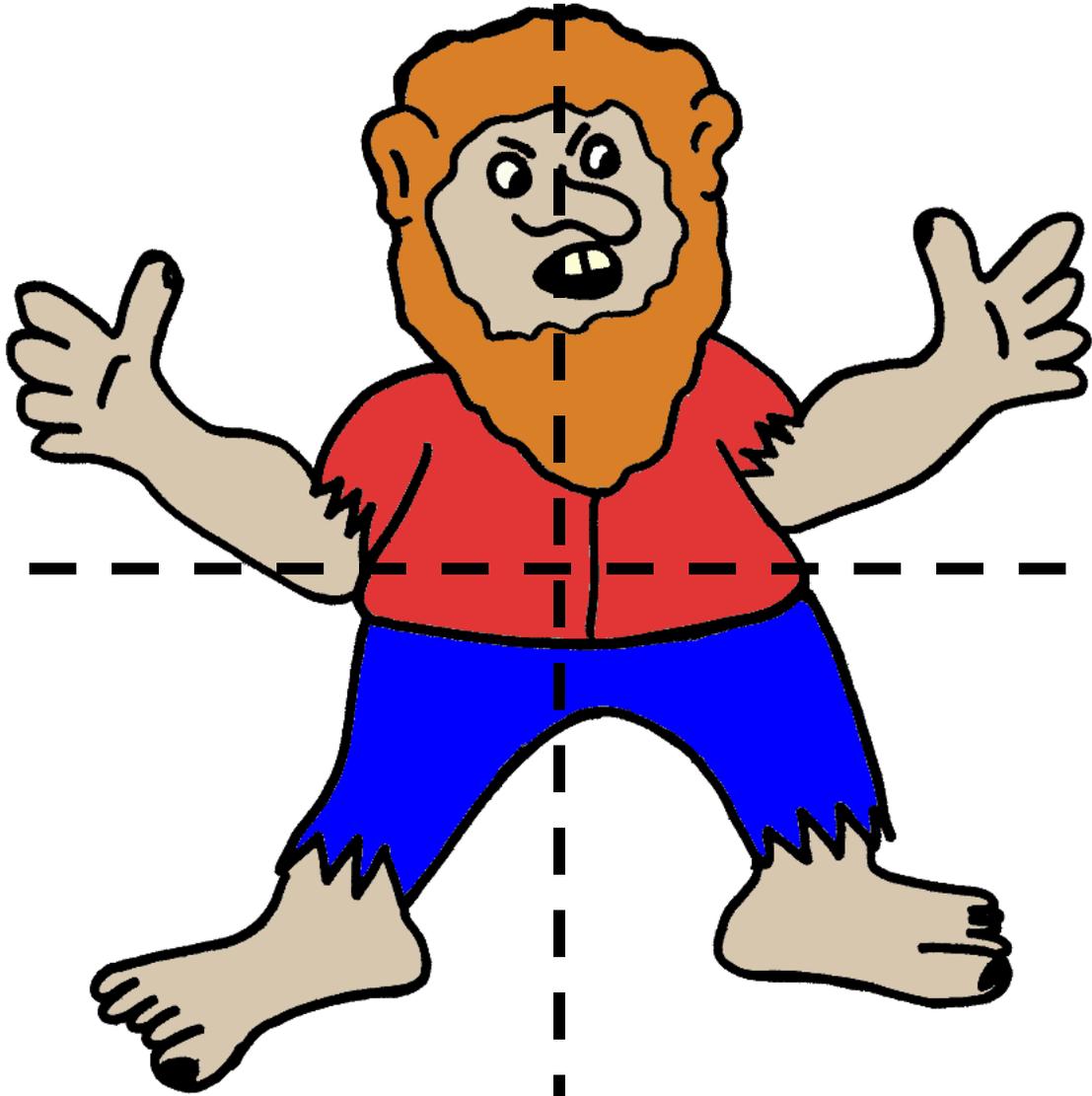
Instructions:

- Teacher will copy *Billy Goat Puzzle* reproducible pages.
- Teacher or child will cut puzzle in to 4 pieces along dotted lines.
- Teacher will demonstrate correct placement of puzzle pieces.
- Child will paste puzzle pieces correctly on outline to complete this activity.

Suggestions:

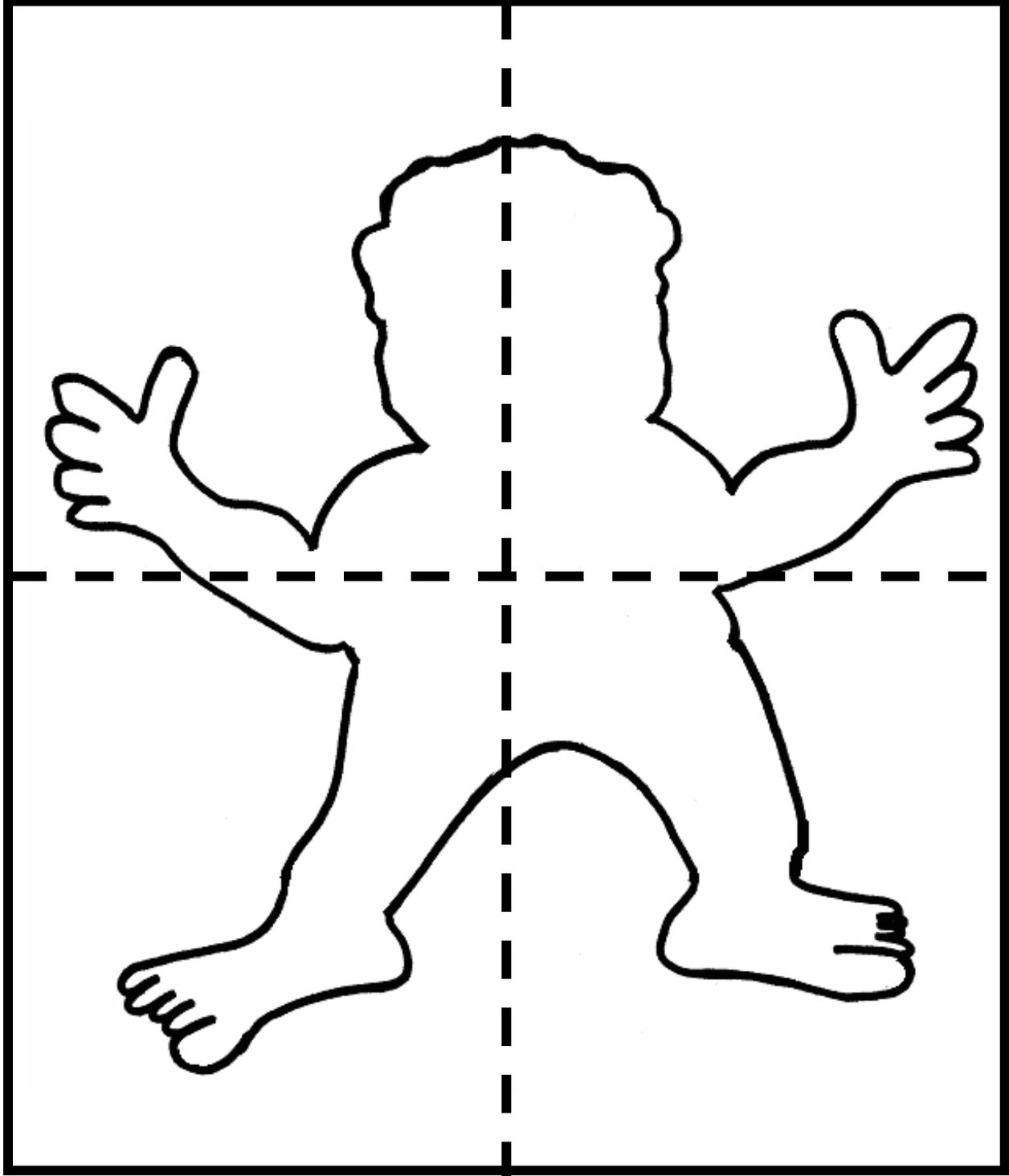
- Laminate puzzle sections for durability and repeated use.
- For very young children, do not cut the picture into pieces, allow them to match the entire image onto the outline.
- For a simple two piece puzzle, cut image into two pieces vertically and match to the outline. Repeat and cut image horizontally.
- Place Velcro on puzzle template and on the backs of puzzle pieces to help keep them in place.

Troll Puzzle

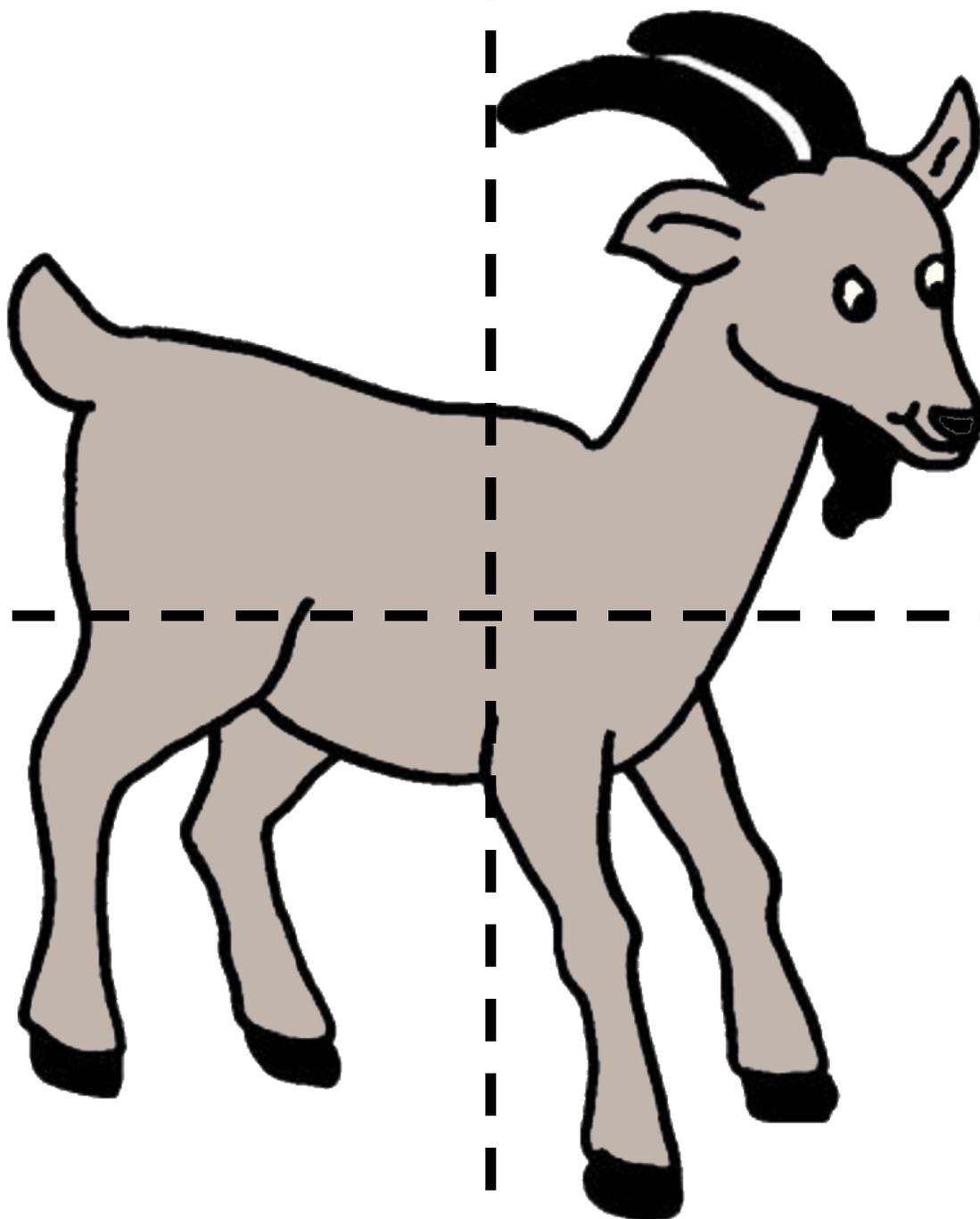


Troll Puzzle

Outline

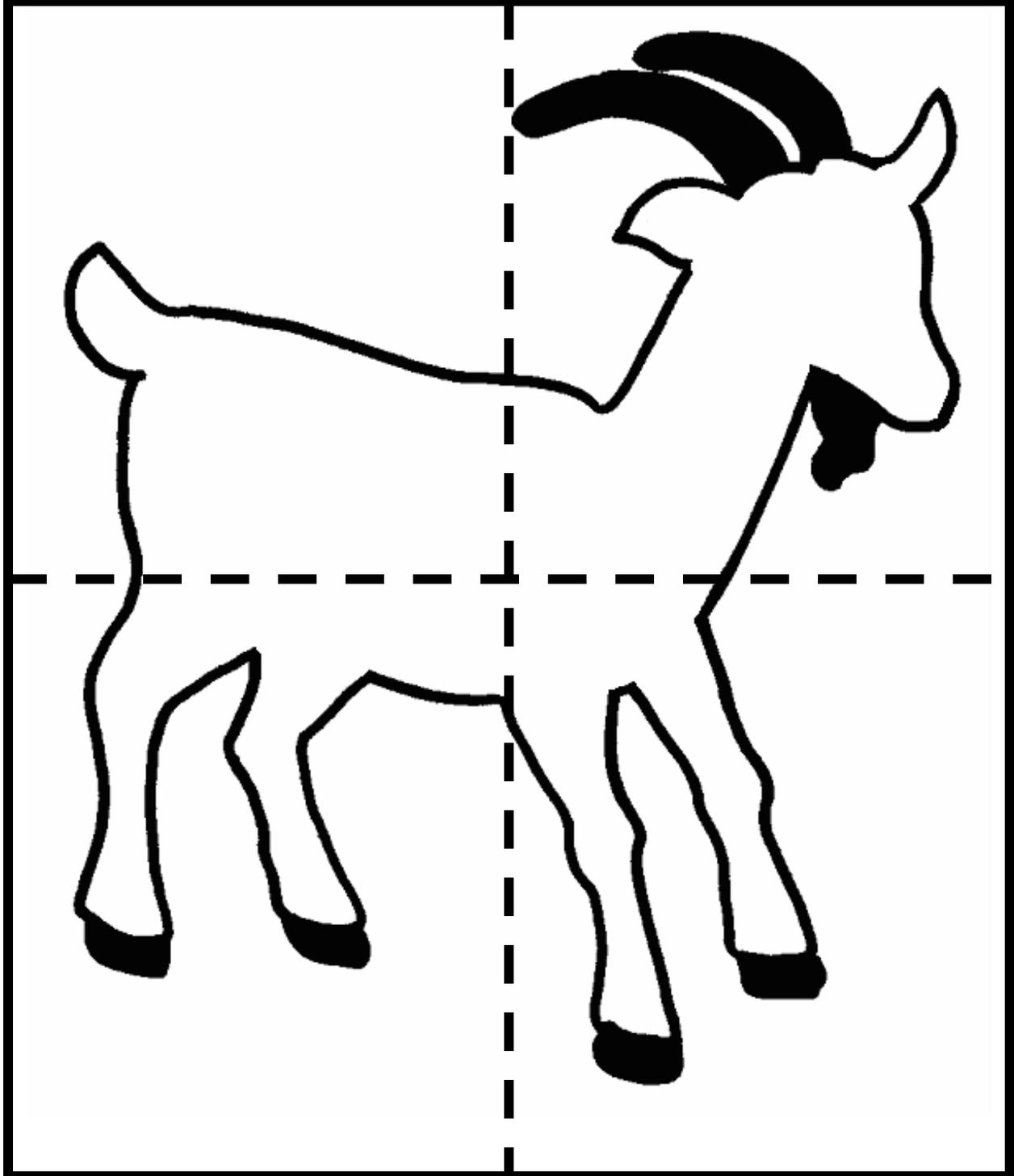


Big Billy Goat Puzzle

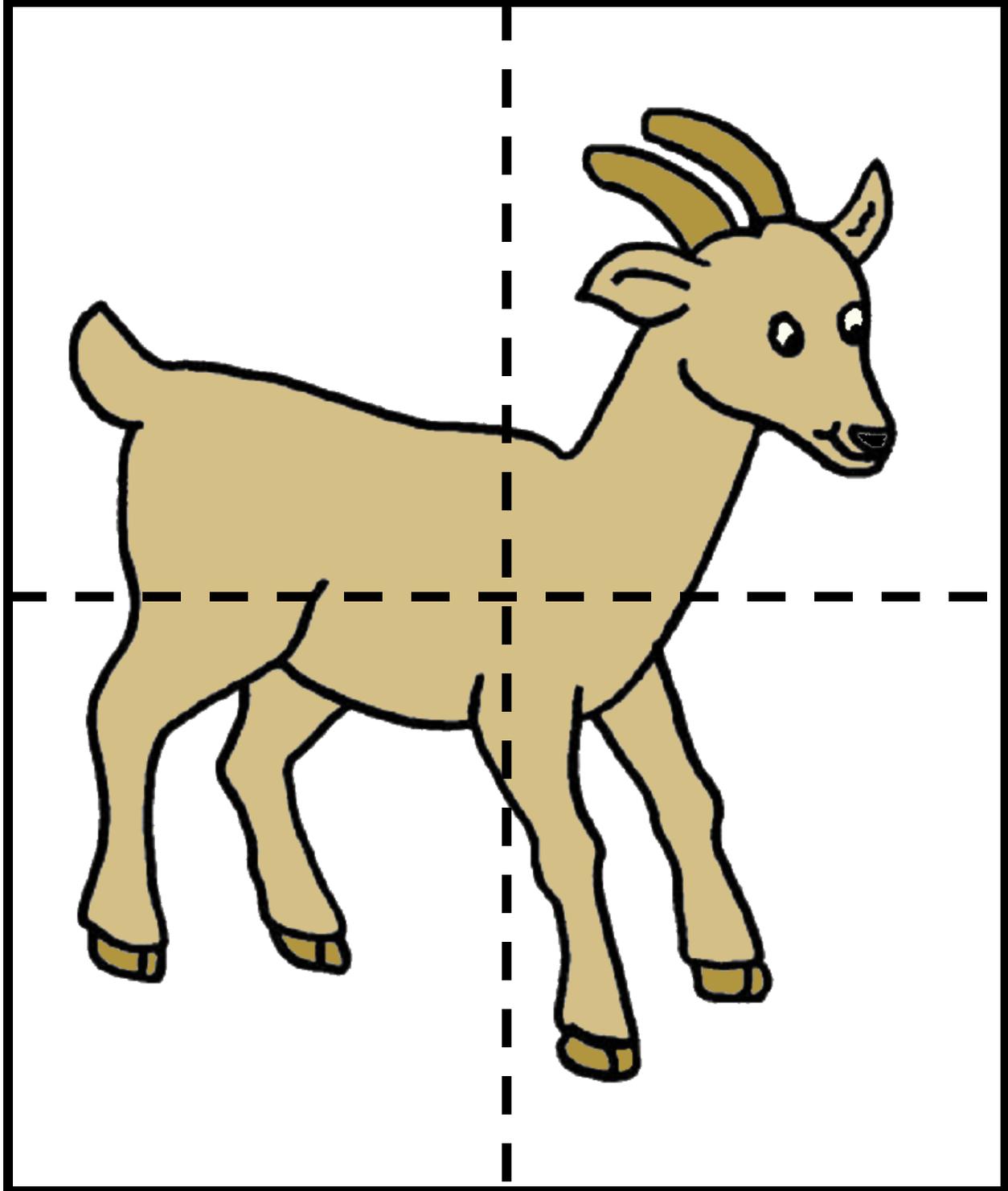


Big Billy Goat Puzzle

Outline

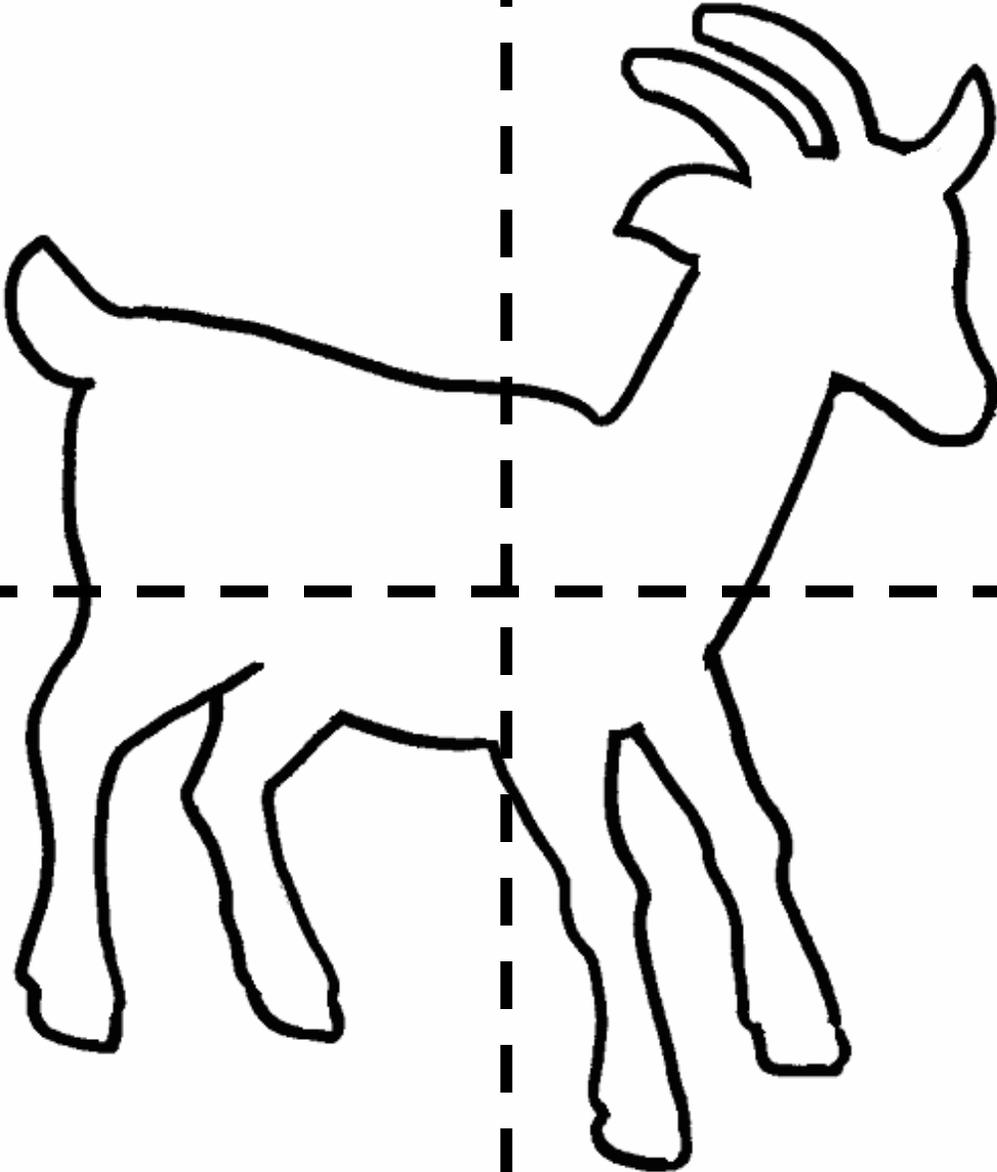


Middle Billy Goat Puzzle

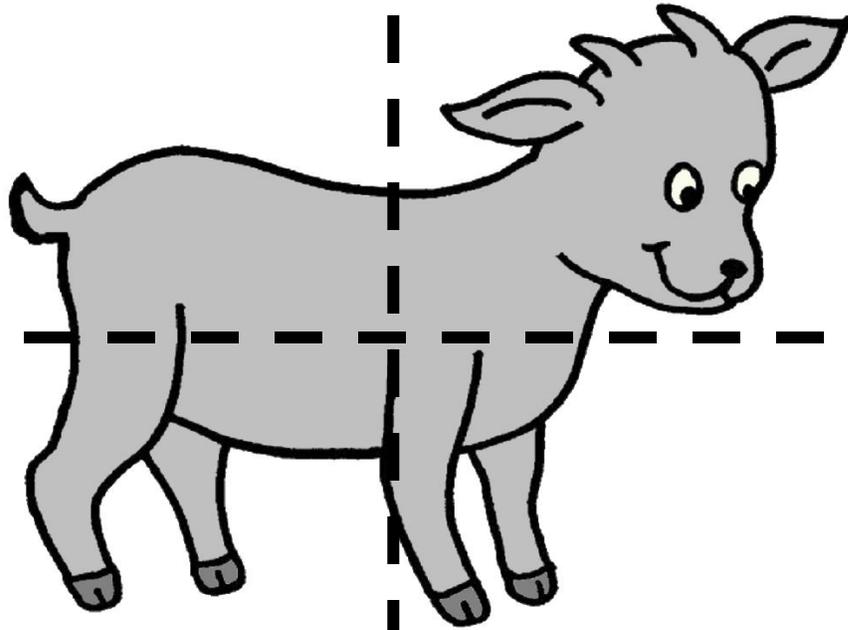


Middle Billy Goat Puzzle

Outline

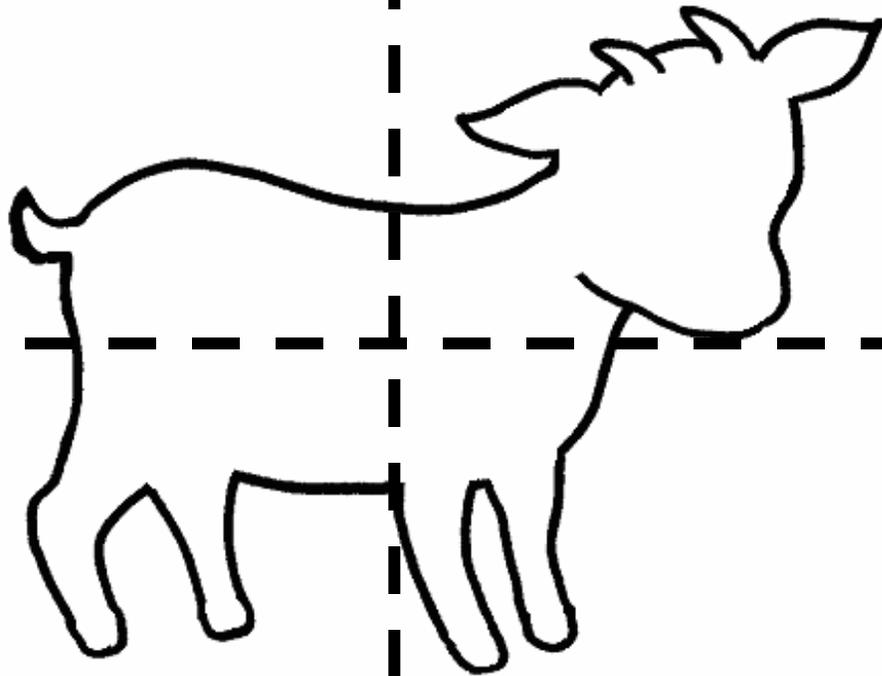


Little Billy Goat Puzzle

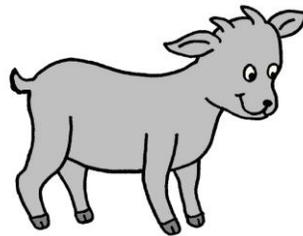
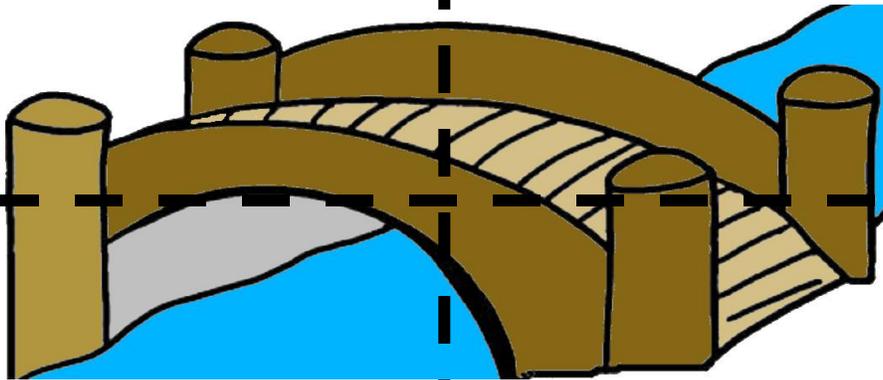
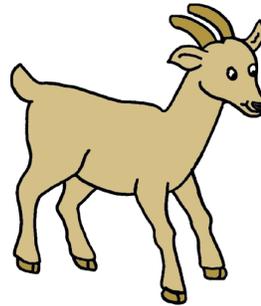
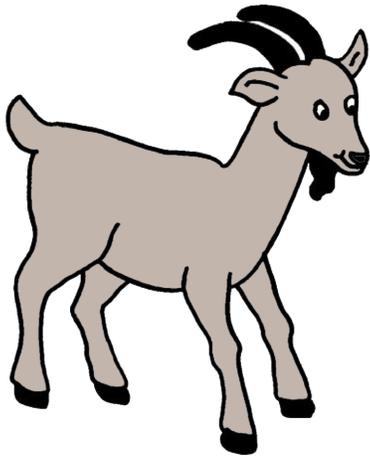


Little Billy Goat Puzzle

Outline

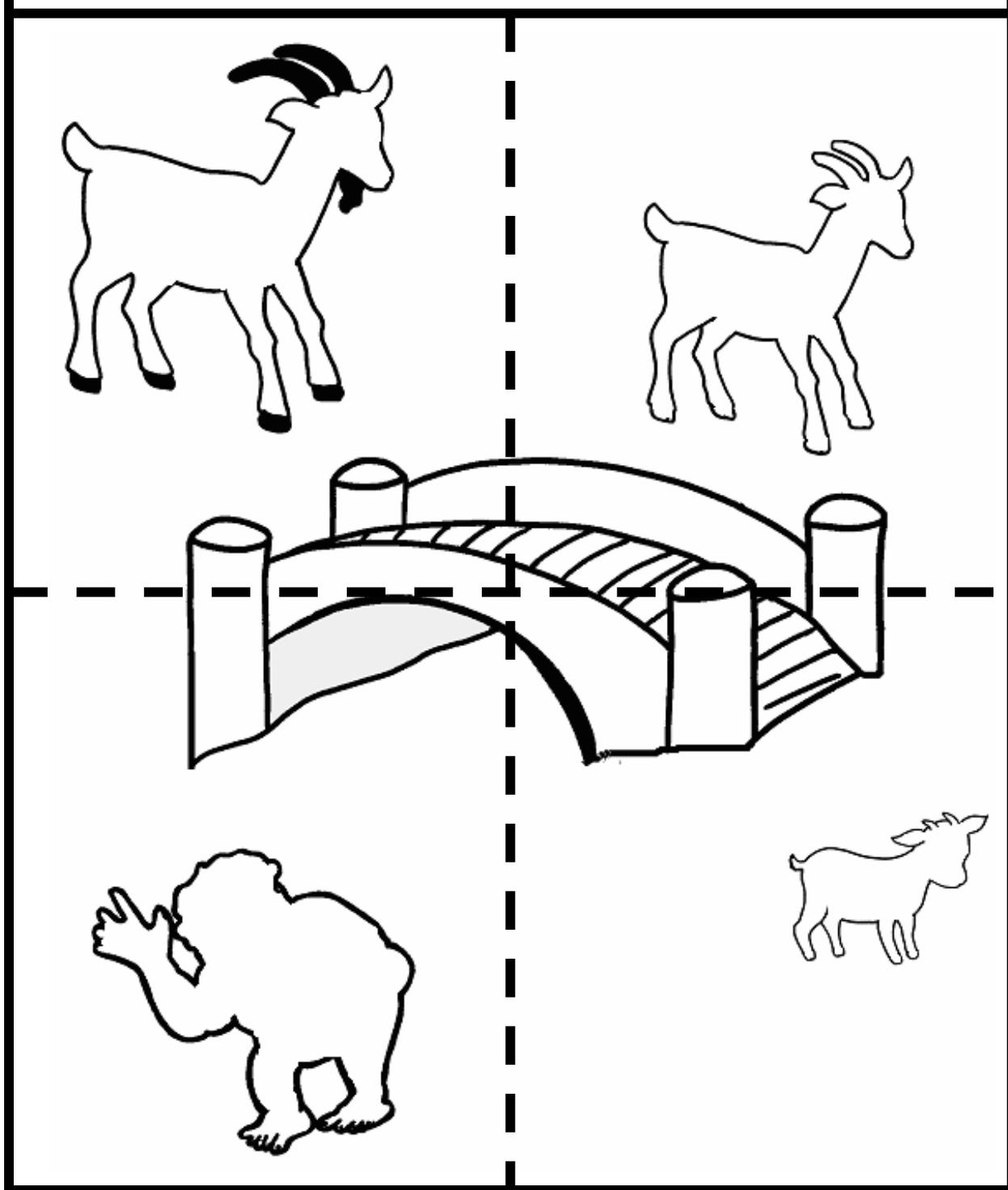


Bridge Puzzle

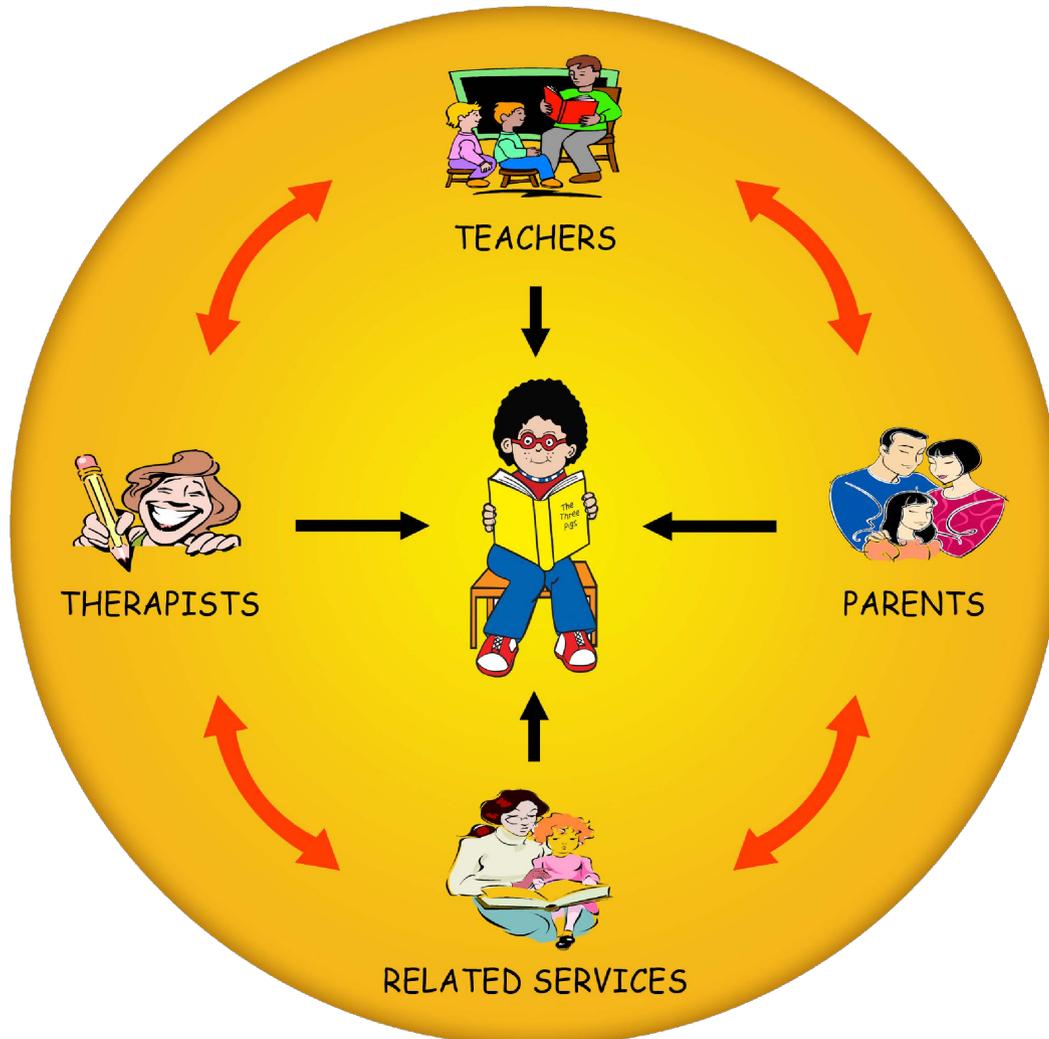


Bridge Puzzle

Outline



Therapists and Service Providers
All Using the Same Curriculum
One Focus
Great Gains

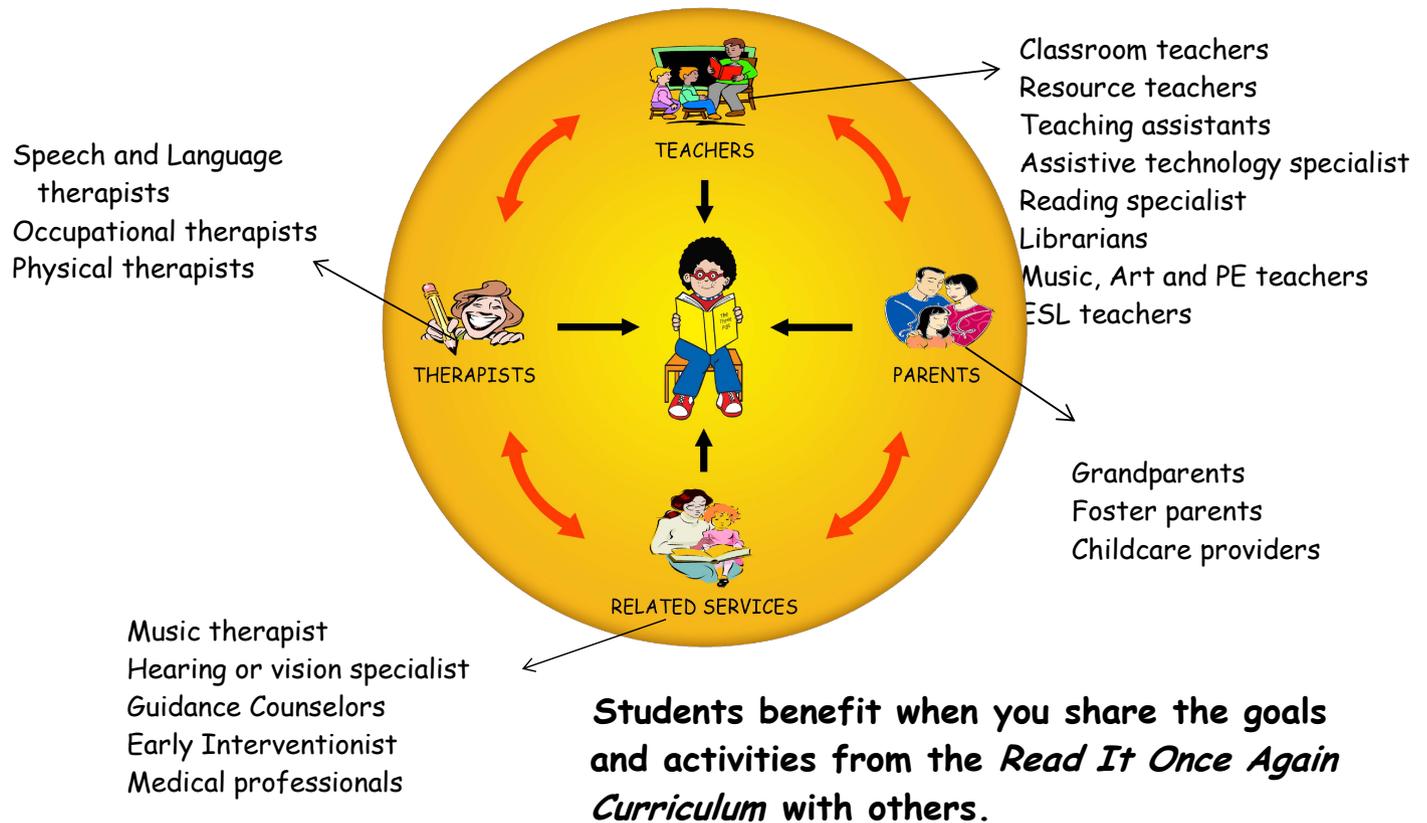


This Motor Section includes goals with activities for **Fine Motor** and **Gross Motor**.

Share these **Gross Motor** activities with physical therapists.

Share **Fine Motor** activities with occupational therapists.

Which other therapists and service providers may be involved with your students?



- ❖ When therapists use the activities in this curriculum in cooperation with the classroom teachers, the gains made by the child multiply and accelerate.
- ❖ When teachers and therapists share the same theme focus, it is much easier for therapy to take place within the classroom.
- ❖ When teachers and therapists work together within the classroom, teaching and therapy strategies are shared. This benefits all children in the classroom.
- ❖ Goals are shared and reinforced across domains instead of being practiced in isolation. This is especially true for speech and language.
- ❖ The curriculum structure and format allows teachers and other classroom specialists to easily collaborate and plan with a focus on the individual needs of each child.

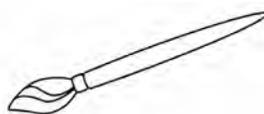
Gross Motor Goals

These goals focus on gross motor skills that are emphasized when reading *The Three Billy Goats Gruff*.

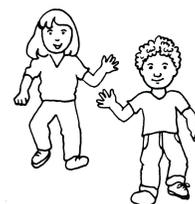
TO IMPROVE GROSS MOTOR SKILLS THE CHILD WILL:

1. Demonstrate both gross and fine motor coordination when using a primary brush to apply paint to large pre-drawn object on an easel.

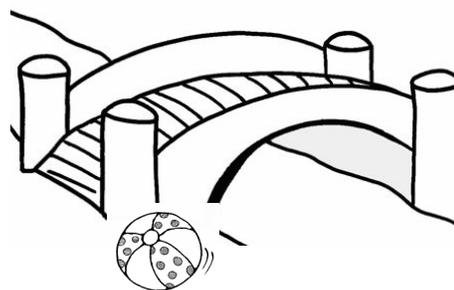
- _____ hand over hand
- _____ minimal assistance
- _____ independently



2. Reinforce balance and coordination by following a path using these gross motor movements to navigate over a simulated bridge.
 - ___Walking ___Hopping ___Crawling ___Walking on tiptoe



3. Walk up stairs alternating feet.
4. Walk down stairs alternating feet.
5. Use visual motor and gross motor skills to step onto and off of different heights and steps.
6. Improve gross motor skills through movements related to familiar songs and finger plays.
7. Toss plastic beanbags into a designated container or area.
8. Roll ball through the archway of a bridge.
9. Stack foam or cardboard blocks to construct a bridge.



Fine Motor Goals

These goals focus on fine motor skills that are emphasized when reading *The Three Billy Goats Gruff*.

TO IMPROVE FINE MOTOR SKILLS THE CHILD WILL:

1. Complete pasting activities which focus on fine motor skills necessary to appropriately complete a given project.



2. Use appropriate pencil grip when using markers, pencils or crayons to complete art or academic activities.

3. Demonstrate appropriate scissor skills by completing projects that require:

- _____ holding a scissors correctly
- _____ holding the paper in preparation for cutting
- _____ snipping
- _____ cutting 5 inch straight line
- _____ cutting a curved line
- _____ cutting a closed shape (circle, square, oval)



4. Complete projects that require lacing skills.

- _____ able to lace and thread yarn or ribbon in and out of holes
- _____ able to sequence holes in correct order

5. Use marker or crayon to trace a:

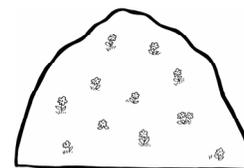
- _____ vertical line
- _____ horizontal line
- _____ curved line
- _____ closed figure (circle, square, triangle, oval)



6. Use a marker or crayon to independently copy a:

- _____ vertical line
- _____ horizontal line
- _____ curved line
- _____ closed figure (circle, square, triangle, oval)

7. Form play dough into balls or mounds to create a hill. Flatten with hands or rolling pins. Use a cookie cutter to create flowers.



Feed the Goats



Domain:

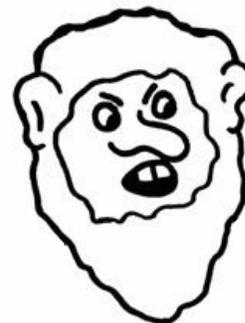
- Gross Motor, Language, Cognitive

Goals:

- Child will use gross motor skills to toss beanbags into a box.
- Child will use gross motor skills to stand on footprints.
- Child will identify animal as a goat.
- Child will demonstrate knowledge of colors.

Materials:

- Little, Middle, and Big Billy Paint Masters pp. 295, 296, 297
- *Billy Goat Footprint* reproducible p. 138
- 3 boxes (small, medium, large)
- glue, scissors
- red, blue, green, yellow or orange beanbags



Instructions:

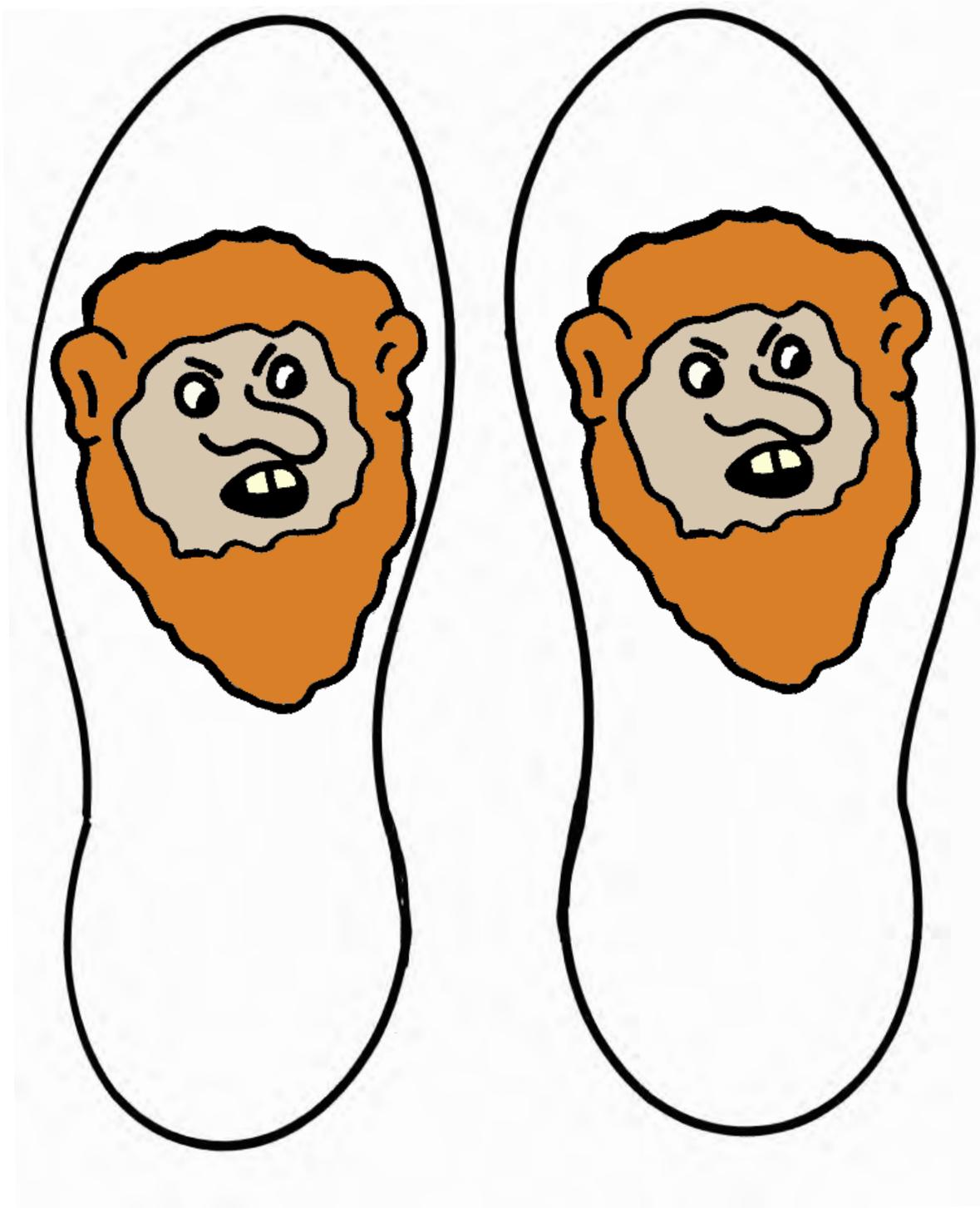
- Teacher will enlarge and copy goats found on paint masters.
- Teacher will copy and cut three sets of *Billy Goat Footprints*.
- Teacher will paste enlarged goats to front of the box with the top open. (Baby Billy pasted on small box, Middle Billy on medium box and Big Billy on large box.)
- Place footprints on the floor an appropriate distance from the boxes, giving the children a place to stand.
- Demonstrate how to stand on the footprints and feed the goats by tossing a beanbag into top of box.
- Ask children to name the color of the beanbag before tossing, or ask the child to select a particular color to reinforce color identification.

Suggestions:

- Feed your goats flowers. Hot glue flowers onto beanbags to create flowers.



Billy Goat Footprints



Bye, Bye, Troll



Domain:

- Gross Motor, Language, Cognitive

Goals:

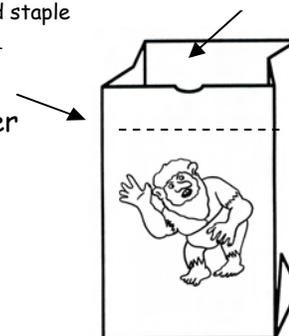
- Child will stand on goat hoof prints.
- Child will use gross motor skills to toss beanbags at a paper bag troll.
- Child will identify animal as a goat and character as a troll.
- Child will demonstrate knowledge of colors.

Materials:

- Troll Paint Master p. 294
- *Goat Hoof Prints* p. 140/brown construction paper
- large box or shelf to place troll (bridge)
- paper lunch bag
- newspaper
- glue, scissors, markers
- bean bags in a variety of primary colors

Fold and staple
to close.

Stuff with
newspaper.



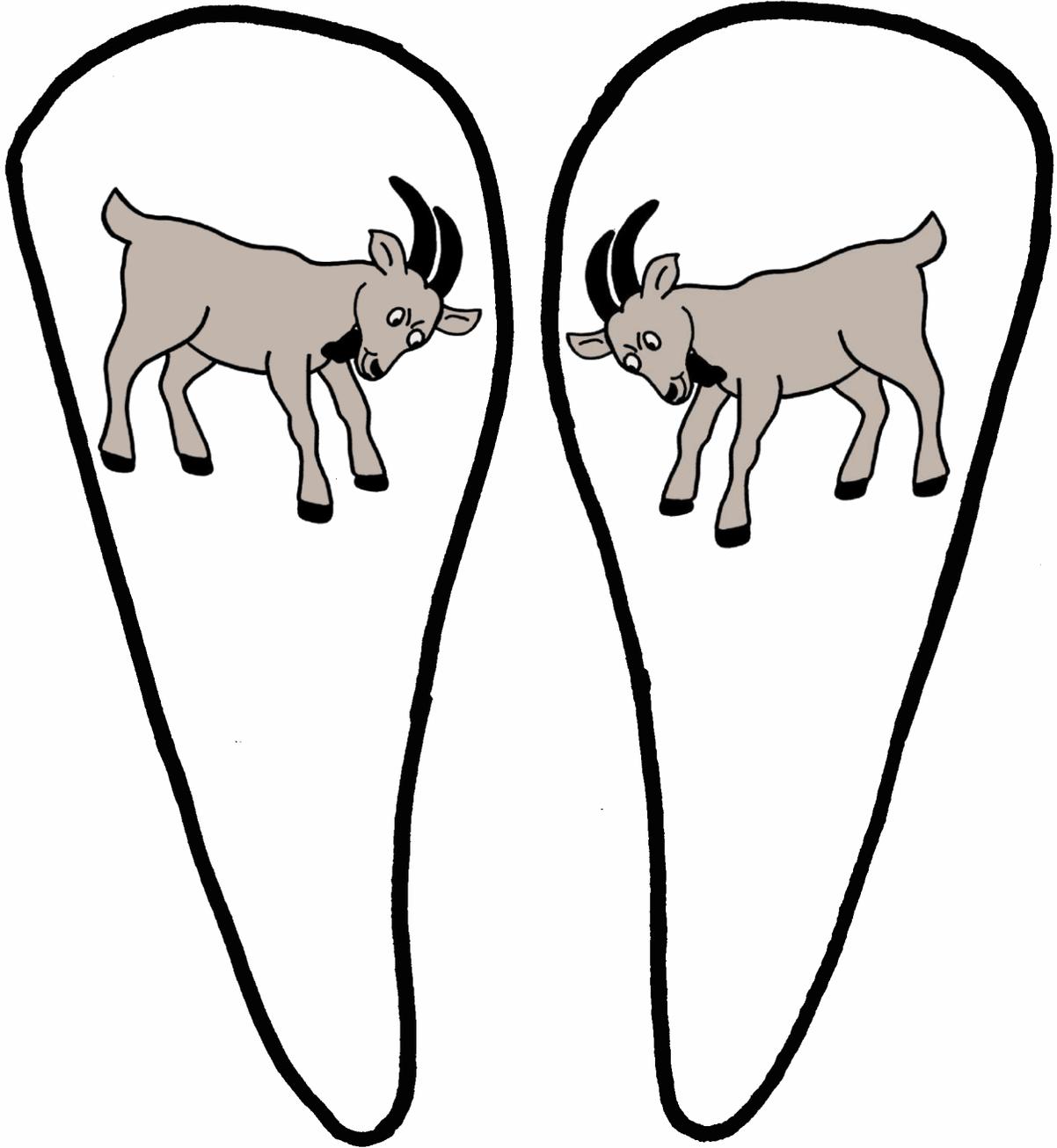
Instructions:

- Copy and cut the Troll from Paint Masters . Use markers to color or decorate.
- Copy and cut *Goat Hoof Prints* using brown construction paper.
- Paste Troll on the front of the lunch bag.
- Stuff bag with newspaper so that it will sit upright.
- Staple or glue the top shut.
- Place troll on a box or shelf (bridge) in the middle of the room.
- Place goat hoof prints on the floor an appropriate distance from the boxes, giving the children a place to stand.
- Demonstrate how to stand on the hoof prints and knock the Troll over or off the bridge by tossing a beanbag at the Troll.
- Ask children to name the color of the beanbag before tossing, or ask the child to select a particular color to reinforce color identification.

Suggestion:

- Each child can make his/her own paper bag Troll.

Goat Hoof Prints



The Bridge is Out! Jumping Over the Stream



Domain:

- Gross Motor, Language

Goals:

- Child will swing arms back to front when jumping.
- Child will use receptive or expressive language to demonstrate knowledge of the positional concept of over.
- Child will land in a balanced position without falling.
- Child will land on both feet at the same time.

Materials:

- rope or blue painter's tape

Instructions:

- After reading *The Three Billy Goats Gruff*, take a walk until you come to a "stream". Oh No! There is no bridge to cross the stream like the Billy Goats did. They will have to jump over the stream.
- In a clear space in the classroom, or outside, create a stream using a long rope or painter's tape. Make the stream long enough so that several children may jump at the same time.
- Tell children that they are going to take a walk in the meadow and they may need to cross a stream. They will need to jump over the stream so that they don't get their feet wet.
- Walk around the classroom or outside until coming to the "stream". Instruct the children to jump over the stream. Give assistance and support as necessary.



Suggestions:

- Create more than one stream, especially if you are walking outdoors.
- Incorporate suggestions from your physical therapist.

Don't Wake the Troll Follow the Path Obstacle Course



Domain:

- Gross Motor, Language

Goals:

- Child will follow verbal directions to follow path.
- Child will walk on pictured animals or objects from the story to follow a path.

Materials:

- *Sequencing Cards* pp.28-32 reproducible pages (Found in Language section)
- construction paper
- scissors

Instructions:

- Teacher will copy and cut *Sequencing Cards* reproducible pages.
- Teacher will create a path using pictured animals and objects.
- Teacher will instruct child to follow the path.
- Create obstacle course along the path. For example:
 - Walk over/under/around a bridge
 - Walk up stairs/ down stairs
 - Walk on uneven surfaces maintaining balance
 - Walk on a balance beam
 - Walk on different textures (grass, gravel, blacktop)
 - Walk on a straight line
 - Tip-Toe along the path (Don't wake the Troll!)

Incorporate other suggestions from physical and occupational therapists.

Suggestions:

- Laminate pictured objects or characters for durability.
- Instruct children to hop, crawl or skip on path.
- Use the cards to create a path as a method to transition from one activity to another (going from a group language activity to snack).
- Help child to name animals, characters, or objects as they step on them.
- Sequence pictures to reinforce patterning concepts.

Here Comes the Troll Stop and Go Activity



Domain:

- Gross Motor, Language

Goals:

- Child will demonstrate knowledge of listening skills by identifying when music starts or stops.
- Child will demonstrate knowledge of standing on or off a goat.
- Child will "Trip, trap, trip over the "bridge" while the music plays.
- Child will stand on a goat when music stops.

Materials:

- Little Billy, Middle Billy and Big Billy Paint Masters (pp. 295, 296, 297)
- construction paper
- familiar music
- music player



Instructions:

- Teacher will copy and cut Little, Middle and Big Billy Goats using the paint master pattern. Make sure all three goats are represented and that there is at least one goat per child.
- Teacher will designate a confined area as the bridge.
- Teacher will instruct children to walk along the bridge as the music is played.
- Teacher will instruct children to stand on a goat when the music stops.
- After everyone is standing on a goat assume the part of the troll and, say, "Who is that tripping over my bridge?"
- Give each child a chance to identify the goat that they are standing on and give the correct response:
 "It is I, _____." (Little Billy, Middle Billy, or Big Billy)
 "I'm going to the hillside to make myself fat" (Phrases may vary according to different versions of the story.)
- Continue game by saying "Be off with you!" and start the music again.





Rolling Along Under the Bridge

Domain:

- Gross Motor, Language, Cognitive, Socialization

Goals:

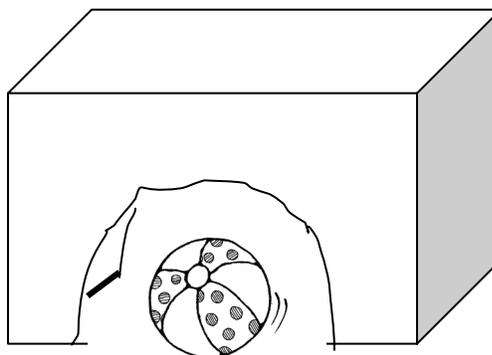
- Child will roll ball through the arch of a "bridge".
- Child will toss ball over the top of the bridge.
- Child will use receptive or expressive language to demonstrate knowledge of over and under the bridge.
- Child will play cooperatively with another classmate.

Materials:

- playground or Nerf ball
- tv sized cardboard box
- scissors or utility knife
- markers/paint (optional)

Instructions:

- Create a classroom bridge using a TV sized box. Turn it upside down so that the open end is on the floor. Using a scissors or utility knife, cut two large arches in either side. Make the arches large enough so that a child can crawl through. Decorate with paint or markers if desired.
- Have one child sit on each side of the arch.
- Take turns rolling the ball back and forth under the bridge.
- Give each child an opportunity to throw the ball over the bridge.
- Demonstrate and emphasize the concepts of over and under the bridge.



Let's Build a Bridge



Domain:

- Gross Motor, Socialization, Language

Goals:

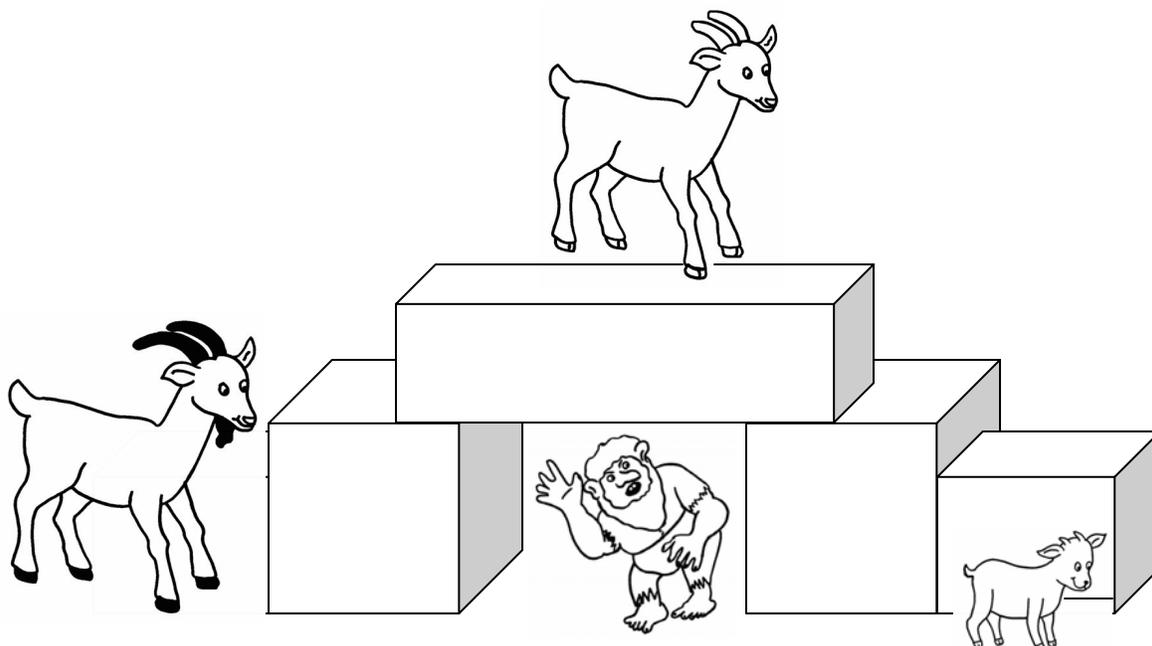
- Child will stack large foam or cardboard blocks.
- Child will build cooperatively with another classmate.
- Child will retell or act out parts of the story.

Materials:

- large foam or cardboard blocks
- plastic or stuffed goats
- troll doll

Instructions:

- Demonstrate how blocks can be stacked to make a bridge.
- Encourage children to work together and make their own bridge using the large blocks.
- After constructing a bridge, use props to help children retell the story.



Who's That Tripping Over My Bridge?



Domain:

- Gross Motor, Language, Socialization

Goals:

- Child will walk over bridge.
- Child will tiptoe over the bridge.
- Child will stomp over the bridge.
- Child will repeat familiar words and phrases from the story.
- Child will assume roles as characters from the story.

Materials:

- wooden rocking boat inverted (or simulated bridge)

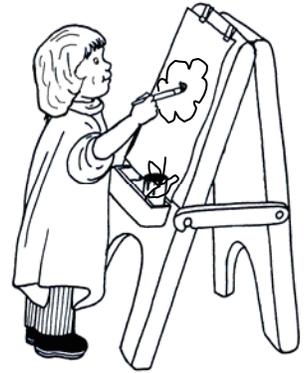
Instructions:

- Create a bridge by using a wooden rocking boat turned upside down. (Any sturdy bridge-like structure will do.)
- Assemble one of each of the character necklaces (three goats and one troll, pp. 226-227)
- Assign children to be characters from the story.
- Begin by having Baby Billy tiptoe or walk gently across the bridge. (If your bridge has stairs approaching or descending, encourage your child to climb the stairs alternating feet. Consult physical therapist for suggestions.)
- As goats are crossing the bridge, prompt the Troll to ask, "Who's that tripping over my bridge?" Goats will answer with "It is I, _____ Billy." I'm going over to the hillside to make myself fat". (phrases may vary according to different versions of the story)
- The second goat will cross the bridge walking normally or slightly louder than Little Billy... repeat as above.
- Prompt the third goat to stomp loudly over the bridge.

Suggestions:

- Repeat activity so that children have the opportunity to play different characters.

Painting on the Easel



**** This activity is NOT intended to be a creative art project. The purpose of this activity is to achieve the goals listed below. Children should have the opportunity to creatively express themselves in addition to this structured painting activity.**

Domain:

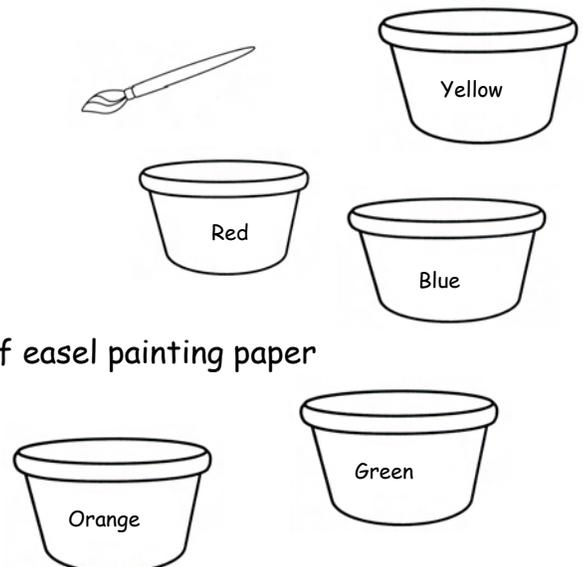
- Gross Motor, Fine Motor, Language, Cognitive Self-help

Goals:

- Child will use a primary brush to apply paint to large pre-drawn object on an easel.
- Child will identify drawn object or character to be painted.
- Child will identify color of the paint.
- Child will apply paint inside the drawn line of the object to be painted.
- Child will paint entire surface inside the lines of the object to be painted.
- Child will put on paint smock with/without assistance.
- Child will identify his/her painting after being displayed.
- Child will identify his/her name.

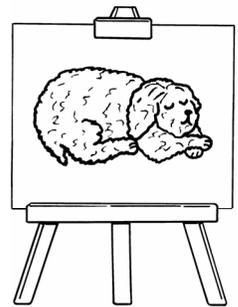
Materials:

- easel
- tempera paints in 8 primary colors
- paint cups with lids
- large primary paint brushes
- Paint Masters, pp. 294-301
- 18X24 Sulfite paper or any type of easel painting paper
- overhead or opaque machine
- black permanent marker
- scissors

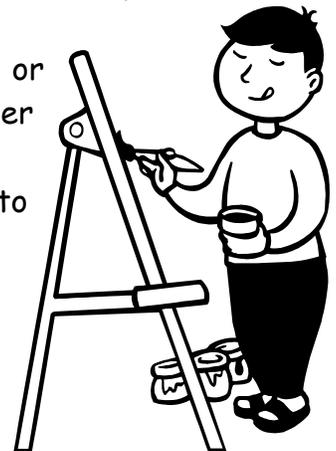


Instructions:

- Using an overhead or opaque machine, enlarge paint master pattern to fit on paper approximately 18"X24". Use permanent black markers to trace one pattern for each child.
- Select appropriate color of paint, mix and pour into a paint cup. Provide a large primary sized paintbrush. ** Note: Offer only one color of paint when working with children who have beginning painting skills.**
- Select one child at a time to paint at the easel. Before painting help the child to:
 - o put on a paint smock.
 - o identify the object or character from the story that is drawn on the easel.
 - o identify the color of paint.
- Encourage the child to paint inside of the lines covering the entire surface.
- When painting has dried, write the child's name on the front of the painting in large bold letters.
- Cut out character or object. Retrace significant lines if necessary.
- Display characters or objects on wall or bulletin board. Group all similar characters or objects together. This helps young children begin to improve their visual categorization skills that will be necessary as they move on to other classroom settings.
- Repeat process using additional patterns from the paint masters.

Suggestions:

- Incorporate help from parents and volunteers to do tracing of patterns and cutting after paintings are completed.
- At the end of the unit, paintings can be sent home in packets. See *Packet Day* activity found on page 63.
- Suggested color selection for the objects or characters can be found in *At a Glance* under "Color Identification" found on page 22.
- A "Painting Schedule" is available on page 304 to help organize your painting routine.



Cooked Play Dough

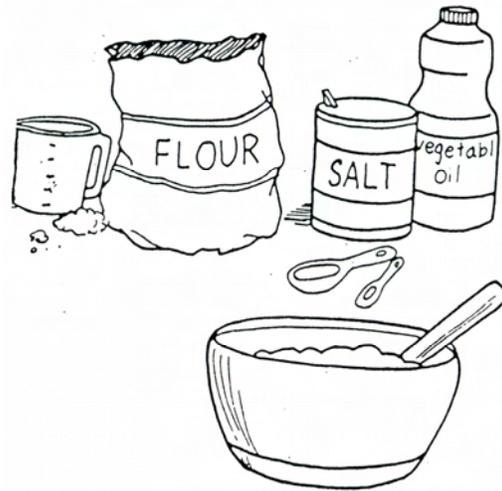
This dough has a soft consistency that is just right for exercising the fine motor muscles that are necessary for cutting and writing skills. The dough will keep unrefrigerated in a covered container for many months. Various colors can be made by adding food coloring to the water as it is mixed with the flour.

Materials:

heavy saucepan
wooden mixing spoon
stove

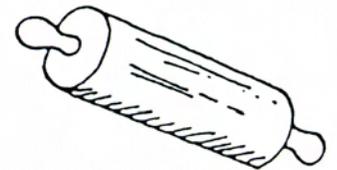
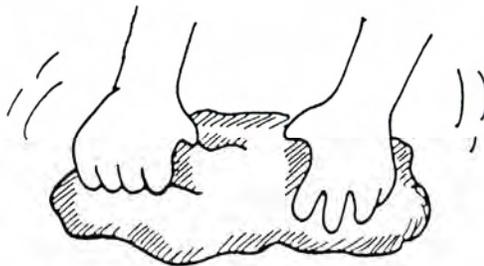
Ingredients:

1 cup flour
1 cup water
1/2 cup salt
1 Tablespoon vegetable oil
2 teaspoons cream of tartar
food coloring



Instructions:

Mix flour, salt and cream of tartar in large saucepan. Set burner to medium/low temperature. Add food coloring to water. Mix vegetable oil and water with dry ingredients. Stir all ingredients while heating and continue to stir until the mixture begins to thicken. When it reaches desired consistency, remove from heat and knead dough.



Play Dough Bridges



Domain:

- Fine Motor, Socialization, Language

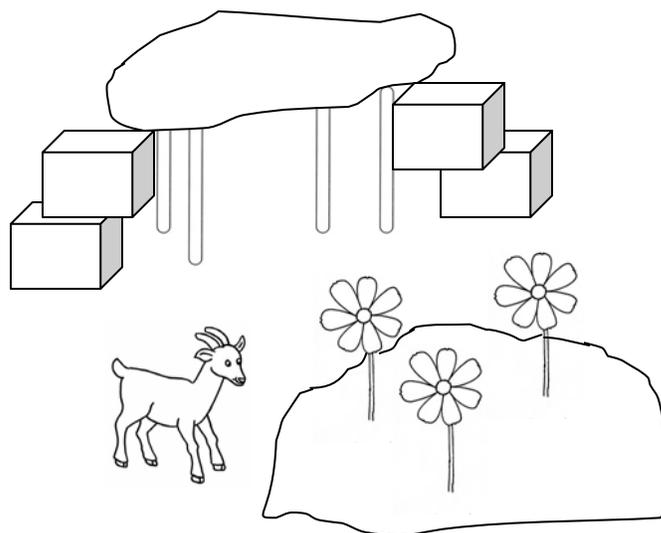
Goals:

- Child will use fine motor muscles to manipulate play dough into bridges and character shapes.
- Child will use receptive or expressive language skills to share play dough and manipulatives with classmates.

Materials:

suggested manipulatives:

- play dough
- straws
- craft sticks
- rolling pins
- small plastic animals
- spoons
- small wooden blocks
- pipe cleaners
- scissors
- tongs
- plastic knives
- small plastic flowers



Instructions:

- Prepare play dough from recipe on page 149.
- Provide each child with a generous portion of play dough.
- Demonstrate different methods of making a bridge from play dough using a variety of manipulatives provided.
- Encourage children to make their own bridges using the materials provided.
- Assist children in sharing manipulatives and play dough with each other.

Paper Plate Bridges



Domain:

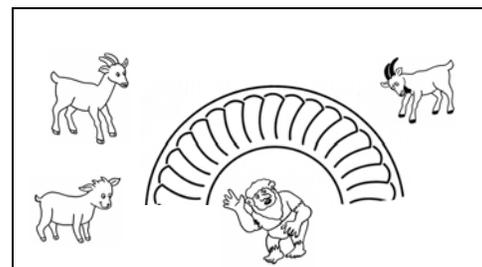
- Fine Motor, Language

Goals:

- Child will color paper plate.
- Child will paste a Troll under the bridge.
- Child will paste goats on or around the bridge.
- Child will identify characters and object as a bridge.

Materials:

- light weight paper plates
- *Paper Plate Goat and Troll Patterns* p. 152
- crayons or markers
- scissors
- stapler
- construction paper



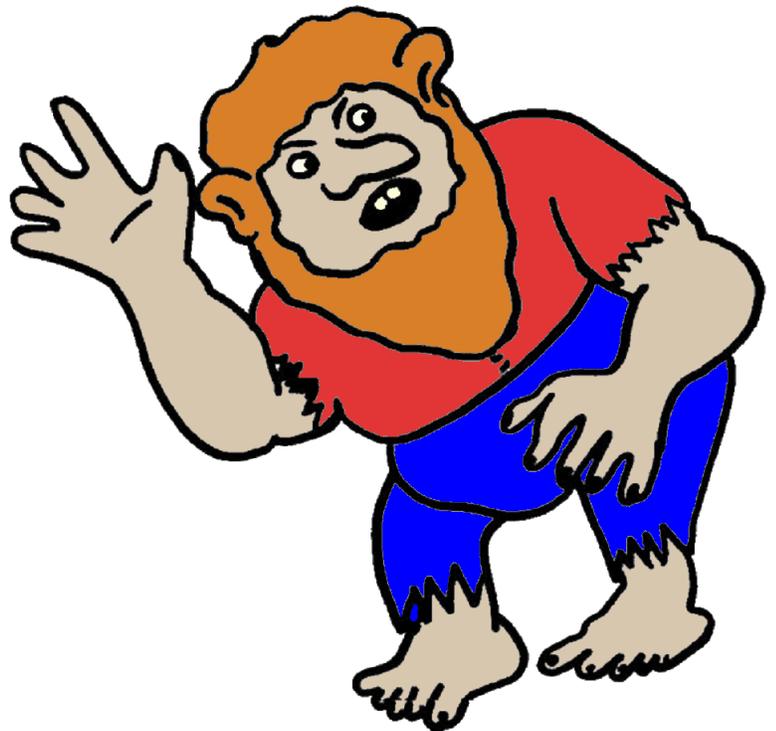
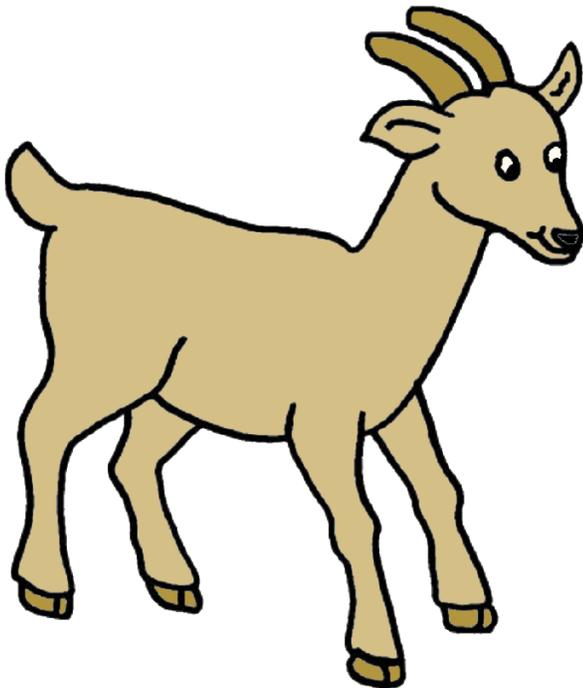
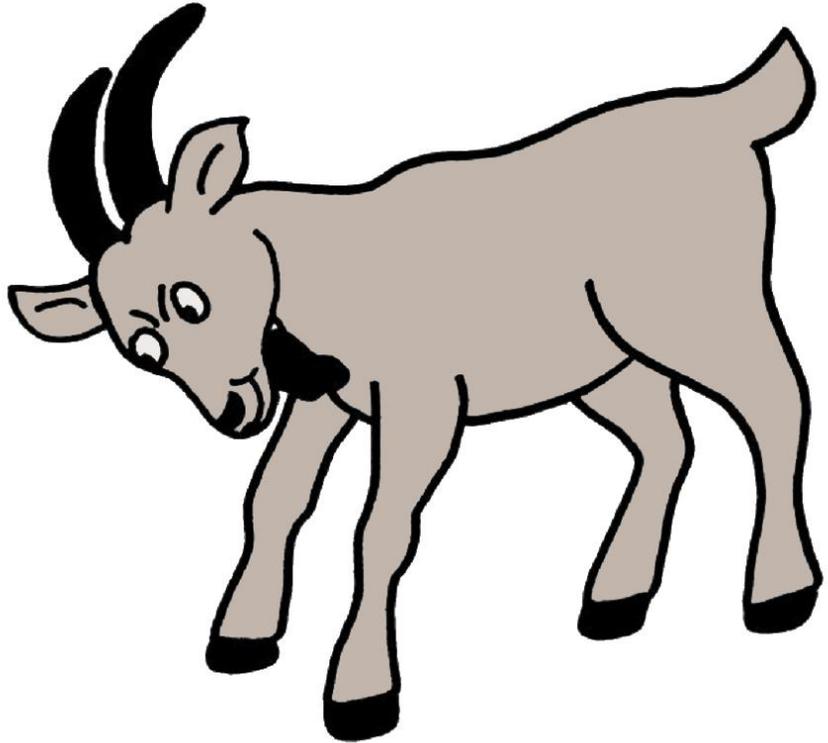
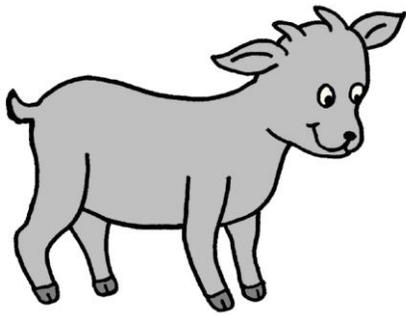
Instructions:

- Copy and cut one set of *Paper Plate Goat and Troll Patterns* for each child.
- Cut paper plates in half.
- Cut the center out of the plate to create a bridge.
- Allow children to color the bridge.
- Assist child in attaching the bridge to construction paper using a stapler.
- Instruct children to glue characters on, under and next to the bridge.

Suggestions:

- Children with advanced cutting skills should be encouraged to cut their own paper plates.
- Color characters before pasting them onto the bridge scene.

Paper Plate Goat and Troll Patterns



Goat Bells



Domain:

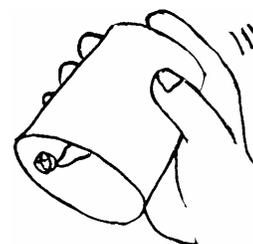
- Fine Motor, Language

Goals:

- Child will thread a string through a hole.
- Child will shake cup to ring the bell.
- Child will use receptive or expressive language to describe object as a bell.

Materials:

- paper cups (one for each child)
- pencil or pointed knife
- string
- jingle bells (one for each child)



Instructions:

- Teacher will assist child in poking two small holes in the bottom of a paper cup.
- Help child to thread a string through a small jingle bell.
- Pull each end of the string through a different hole in the bottom of the cup.
- Tie the ends of the string together on the outside of the cup.
- Instruct children to shake their cup bells back and forth to make them ring.

Suggestions:

- Cups may be decorated with markers or a variety of materials.
- The goat face pictured here may be copied and used as a decoration for the bell.



Growing Troll Hair



Domain:

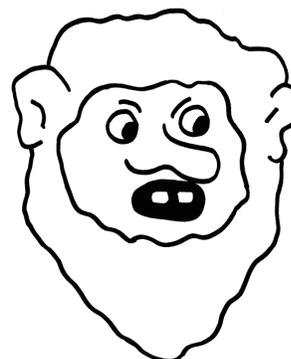
- Fine Motor, Language Cognitive

Goals:

- Child will glue or tape troll face to cup or milk carton.
- Child will spoon potting soil into cup or carton.
- Child will use pincer grip to sprinkle grass seed over the soil.
- Child will pour water from a small container.
- Child will demonstrate knowledge of seed planting and plant growth.
- Child will use receptive or expressive language to identify objects needed to grow troll hair.

Materials:

- spoon or small shovel
- paper cup or milk cartons
- glue or tape
- potting soil
- grass seed
- small watering can



Instructions:

- Copy one troll face for each child.
- Attach troll face to the cup using tape or glue.
- Assist child in spooning potting soil into the cup or carton. (fill almost to the top)
- Allow children to sprinkle grass seed over the soil.
- Help child to water grass by pouring a small amount of water from a watering can.
- Place in a sunny location.
- Observe plant growth and discuss how the grass looks like the troll's messy hair.

Suggestions:

- Scissors may be used to give your troll a "hair cut".



Three Goats and a Troll Paper Bag Puppets

Domain:

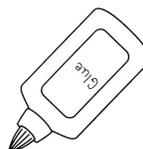
- Fine Motor, Language

Goals:

- Child will paste character face onto bag.
- Child will identify characters.
- Child will use puppets to reenact parts of the story.

Materials:

- brown paper lunch bags
- *Three Goats and a Troll* reproducible pp. 156-160
- construction paper
- scissors
- glue

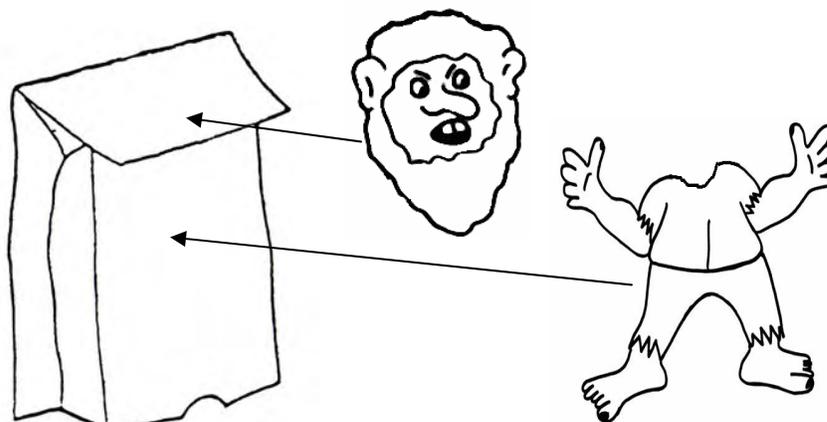


Instructions:

- Teacher will copy and cut goats and troll faces found on *Three Goats and a Troll* reproducible pages.
- Child will paste one face onto bottom fold of each bag.

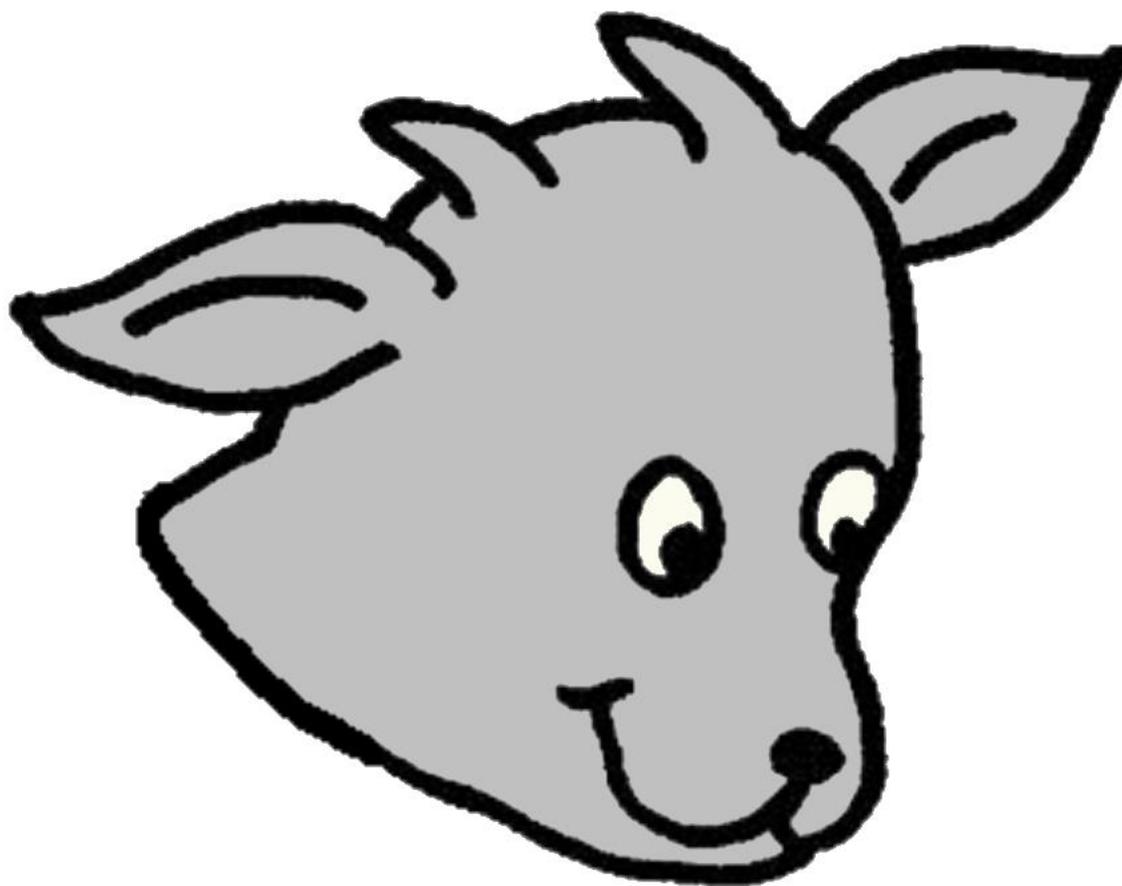
Suggestions:

- When working with young children, make only one puppet per day until you have completed the entire set.
- Children with advanced cutting skills should be allowed to cut their own figures.



Three Goats and a Troll

Paper Bag Puppet Heads



Baby Billy

Three Goats and a Troll

Paper Bag Puppet Heads



Middle Billy

Three Goats and a Troll

Paper Bag Puppet Heads



Big Billy

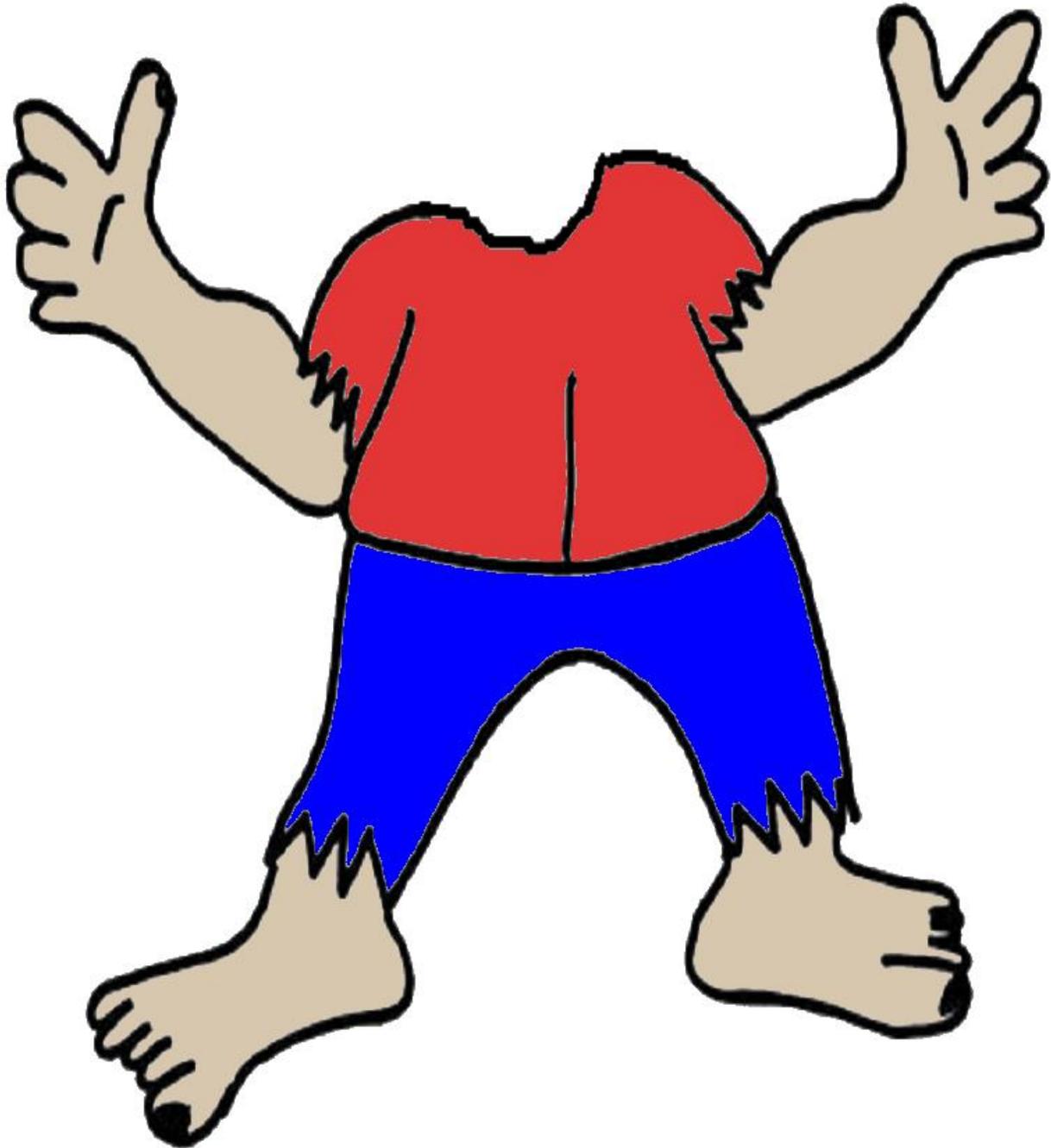
Three Goats and a Troll

Paper Bag Puppet Heads



Three Goats and a Troll

Paper Bag Puppet Troll Body



Stuff a Troll



Domain:

- Fine Motor, Language

Goals:

- Child will identify character as a Troll.
- Child will decorate troll with crayons or markers.
- Child will crumple newspaper or tissue paper.
- Child will stuff and fill the troll.

Materials:

- *Stuff a Troll* reproducible pp. 162-163 (front and back)
- construction paper
- tissue paper or newspaper
- crayons, markers or materials for decoration
- stapler/glue



Instructions:

- Teacher will copy and cut *Stuff a Troll* reproducible pages (front and back).
- Child will decorate with crayons, markers, yarn, or materials of choice.
- Teacher will staple or paste half way around the bottom edge of the troll.
- Child will crumple tissue paper or small sections of newspaper.
- Assist child with stuffing crumpled paper into partially fastened troll.
- Staple/paste the top half of the troll.

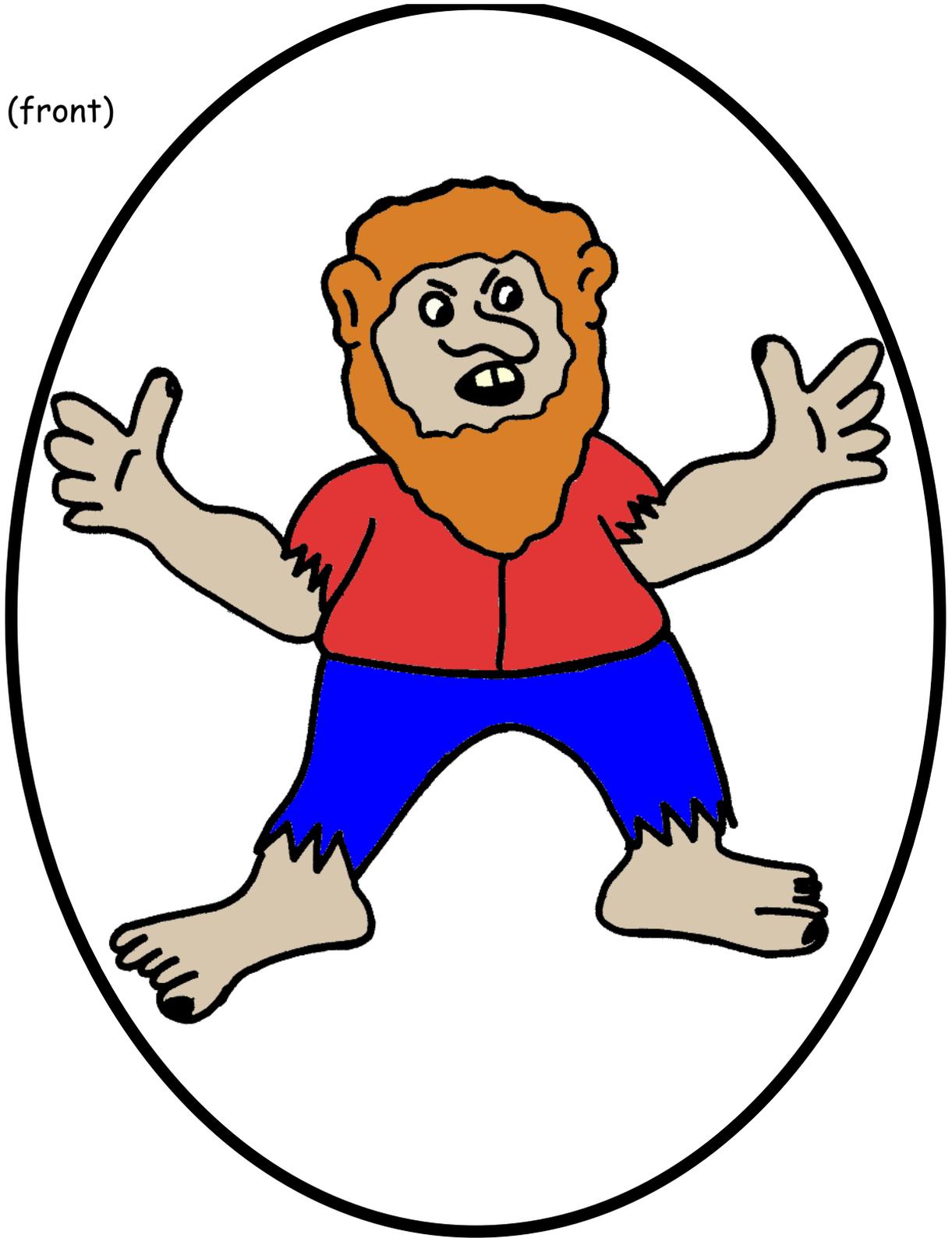


Suggestion:

- Children with advanced cutting skills should be encouraged to cut out the front and back of the *Stuff a Troll* pattern.

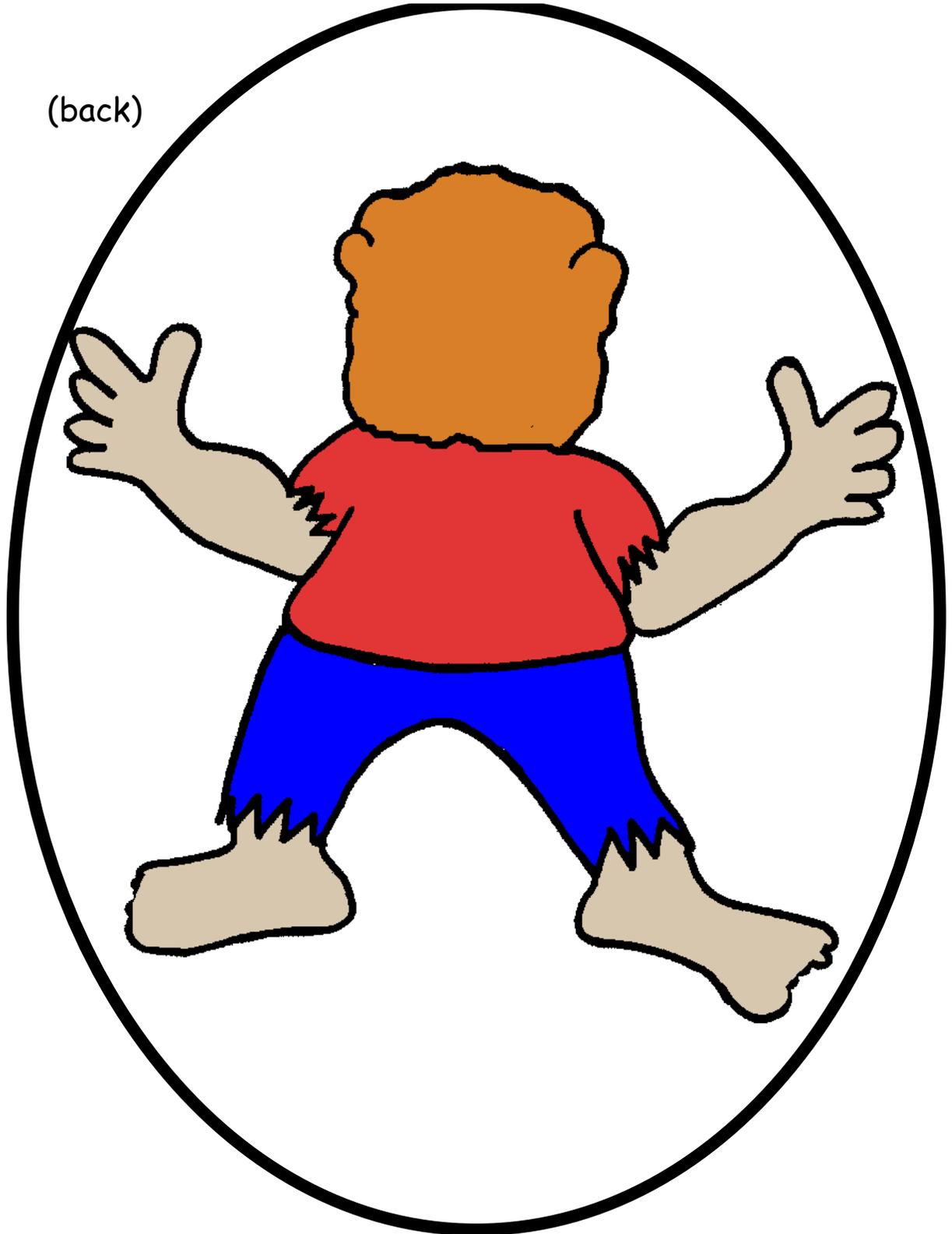
Stuff a Troll

(front)

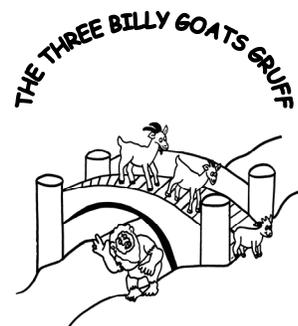


Stuff a Troll

(back)



Flowers on the Hill



Domain:

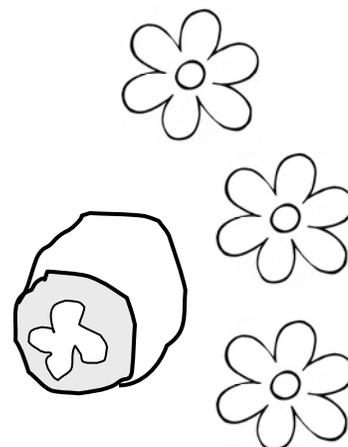
- Fine Motor, Language

Goals:

- Child will dip a potato into paint tray.
- Child will print a flower onto paper hill.
- Child will identify objects as a hill and flowers.

Materials:

- *Flowers on the Hill* reproducible p. 165
- Tempera paint
- Styrofoam trays
- potatoes
- paint smock
- painting paper or construction paper
- knife

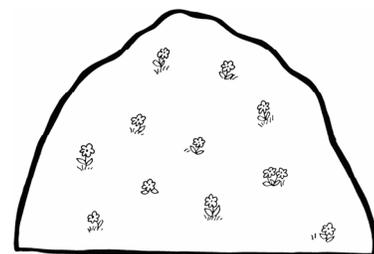


Instructions:

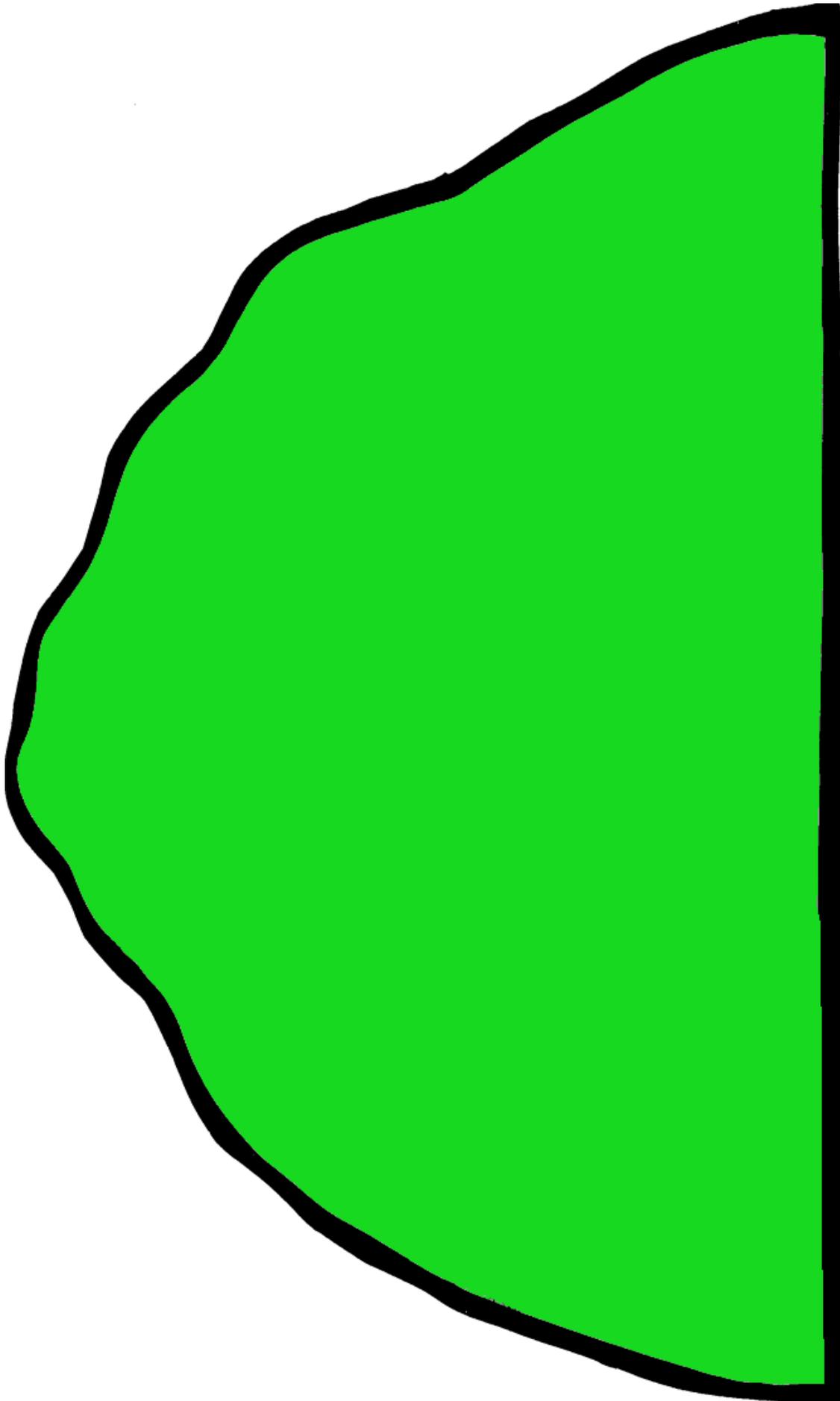
- Copy *Flowers on the Hill* onto construction paper (one for each child).
- Slice a potato in two pieces. Carve potato to create a simple daisy flower.
- Teacher will pour paint into shallow tray.
- Child will dip the potato into the paint and *dot, dot, dot* onto the paper hill to create flowers.

Suggestions:

- Offer different colors of paint for multicolored flowers. Provide a different potato for each color of paint.
- Use rubber stamps instead of potatoes and paint.
- Use flower stickers instead of paint.



Flowers on the Hill



Going to the Hill Cutting Pocket Activity

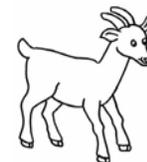


Domain:

- Fine Motor, Language

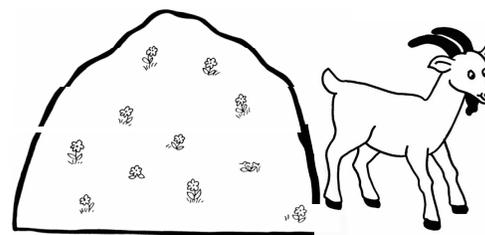
Goals:

- Child will cut out goats along 2-3 inch line.
- Child will use receptive or expressive language to identify little, middle and big billy goats.
- Child will place goats into the hill pocket.



Materials:

- *Going to the Hill* reproducible pages
Hill Pocket p. 167
Goats Cutting Grid p. 168
- construction paper
- scissors
- glue or stapler



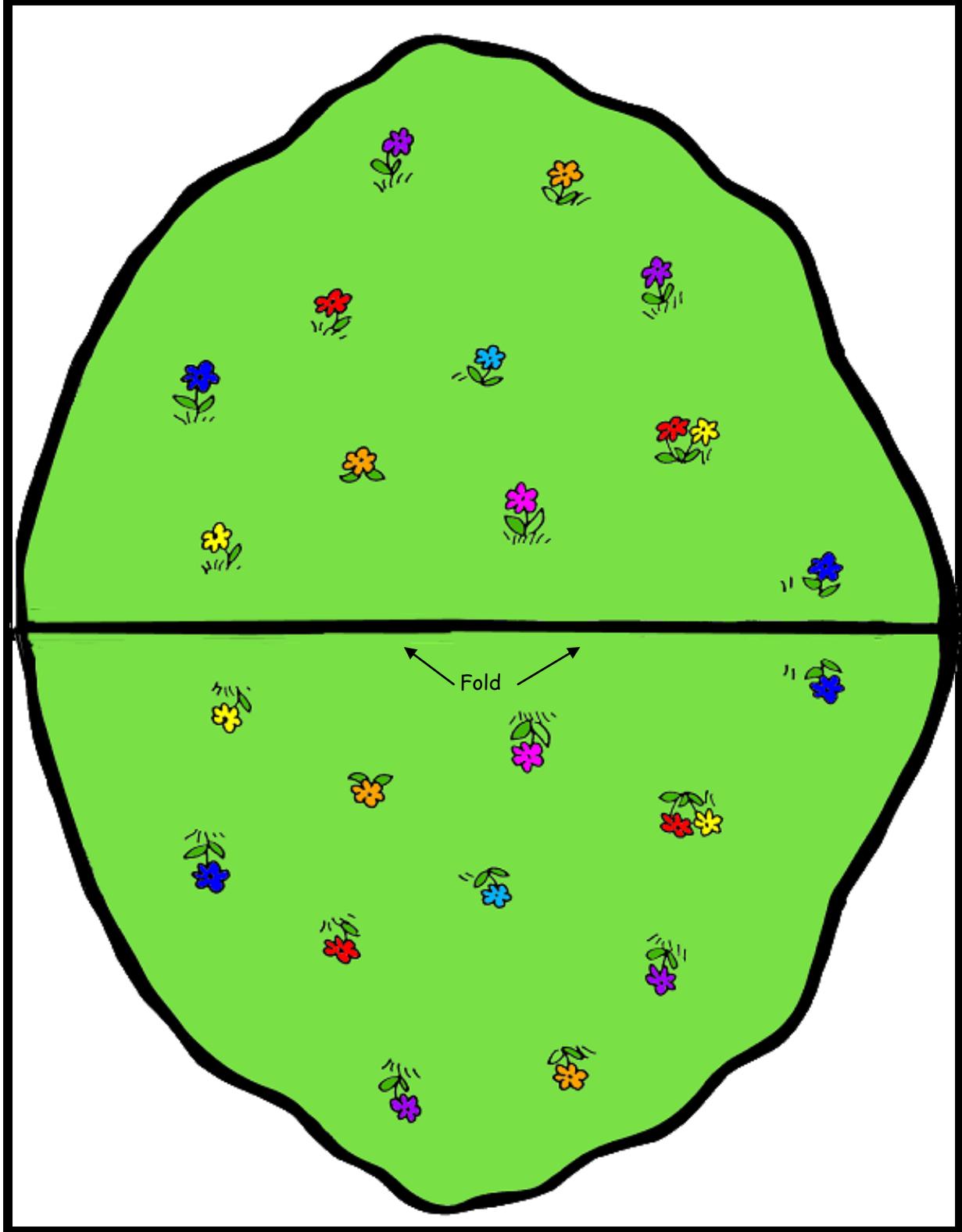
Instructions:

- Teacher will copy *Going to the Hill* cutting grid reproducible page.
- Teacher will copy *Going to the Hill* work page. (one pocket for each child)
- Teacher or child will cut *Going to the Hill* pocket along solid black outlines. After cutting, fold along dotted horizontal line.
- Glue or staple around the edges of the hill pocket leaving the top opening large enough for children to place goats.
- Teacher or child will cut to create a strip of squares along solid black lines.
- Depending on the child's cutting abilities, cut strips vertically or horizontally. Cut vertically for children with beginning abilities, as it only requires them to make 1-2 inch snips or cuts.
- After cutting, child will place goats into the pocket hill.

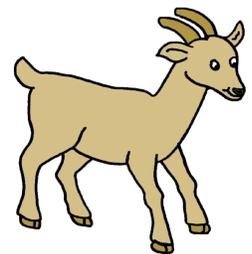
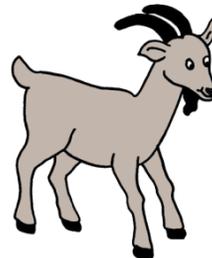
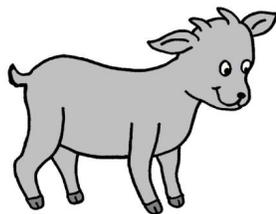
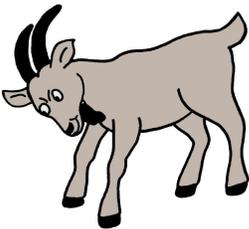
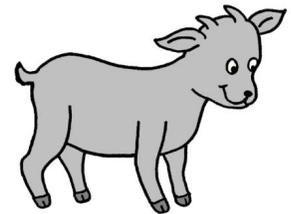
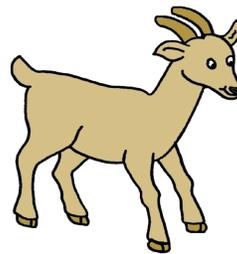
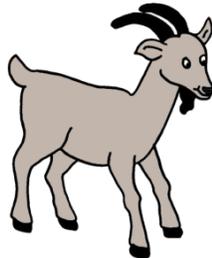
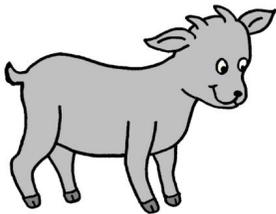
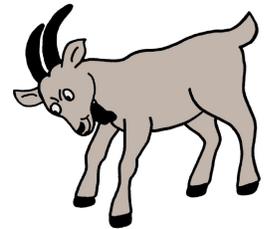
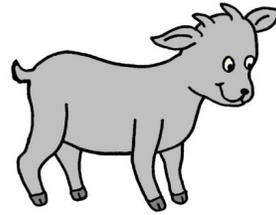
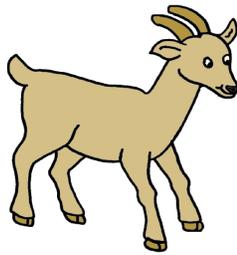
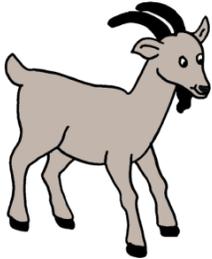
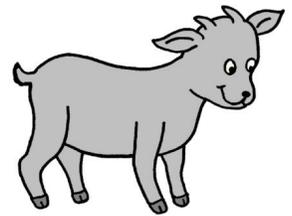
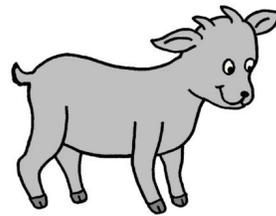
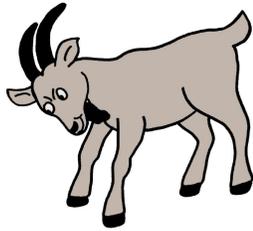
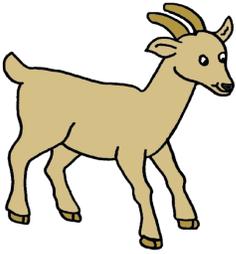
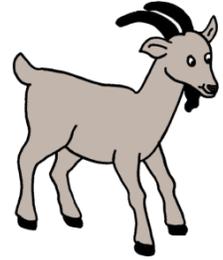
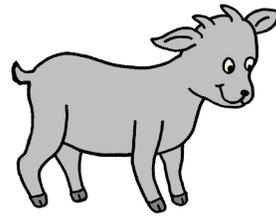
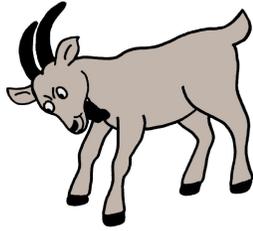
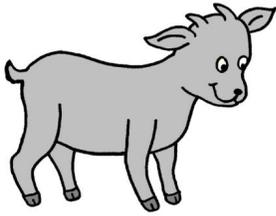
Suggestions:

- Copying goats on different colored construction paper allows you to teach colors as part of the activity.

Going to the Hill



Going to the Hill



Cutting Grids



Domain:

- Fine Motor, Language

Goals:

- Child will hold scissors correctly.
- Child will use receptive language to identify characters and objects found in the cutting grids.
- Child will open and close scissors while making small cuts in the paper.
- Child will hold or turn paper while cutting.
- Child will cut along a straight line.
- Child will cut a circle.



Materials:

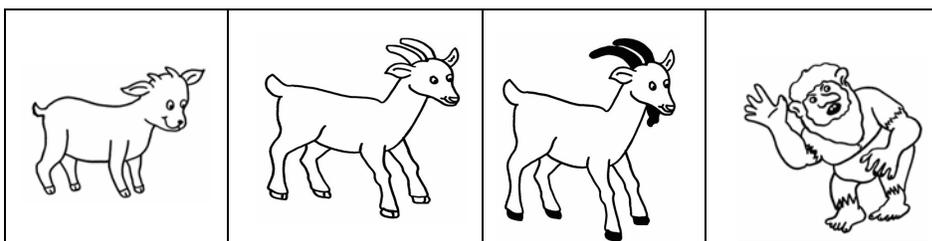
- *Cutting Grid* reproducible pp. 170-174
- scissors
- heavy paper/construction paper

Instructions:

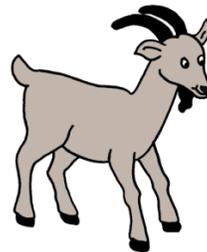
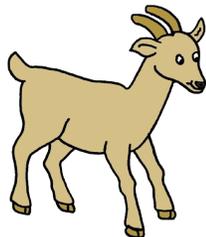
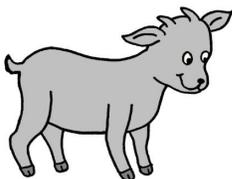
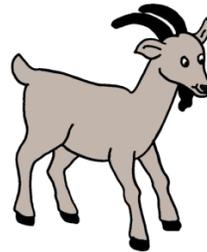
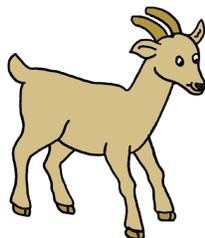
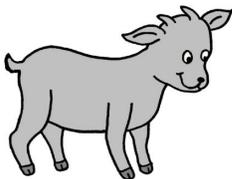
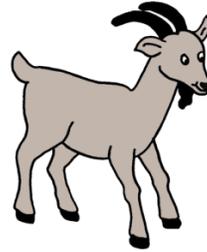
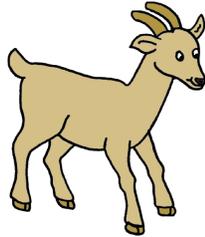
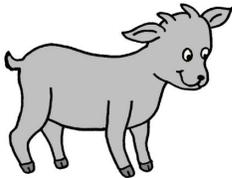
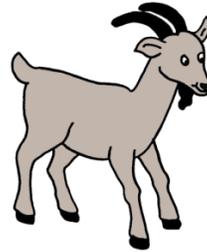
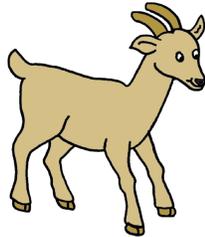
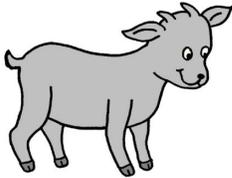
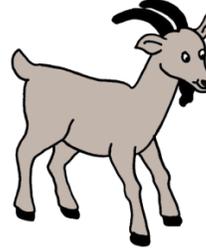
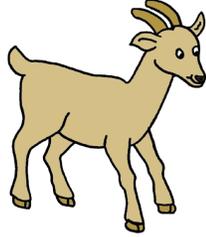
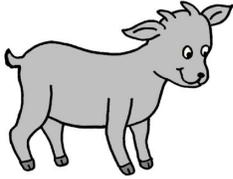
- Teacher will reproduce cutting grid on construction paper or other sturdy paper.

Suggestions:

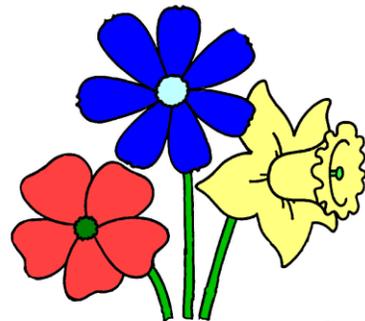
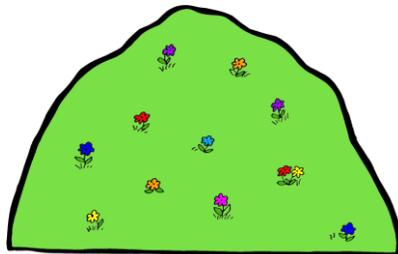
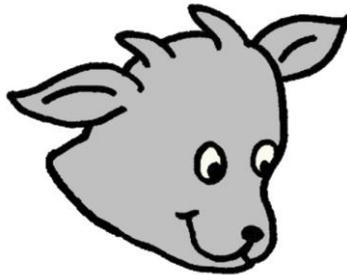
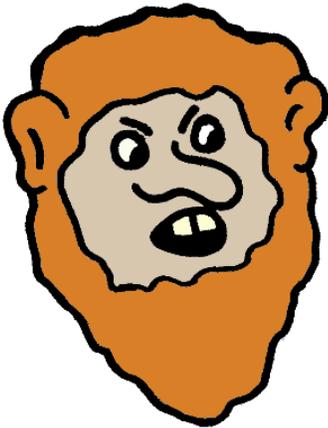
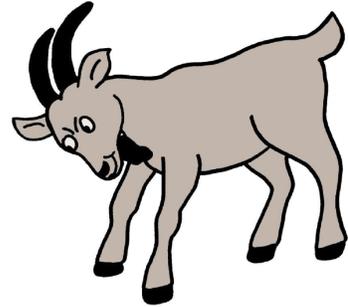
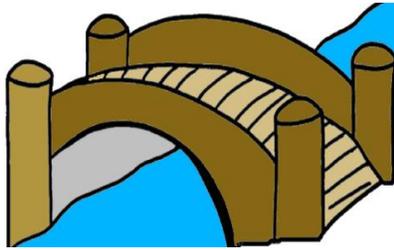
- Children can choose this activity to practice cutting skills during center time.
- Teachers can use this grid as a guided fine motor activity during small group.
- Using construction paper or other sturdy paper helps children with beginning cutting skills.



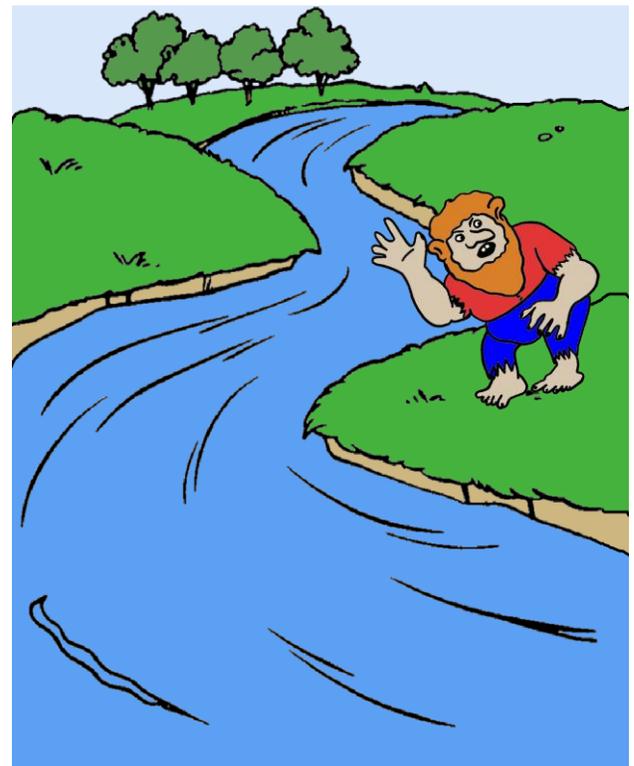
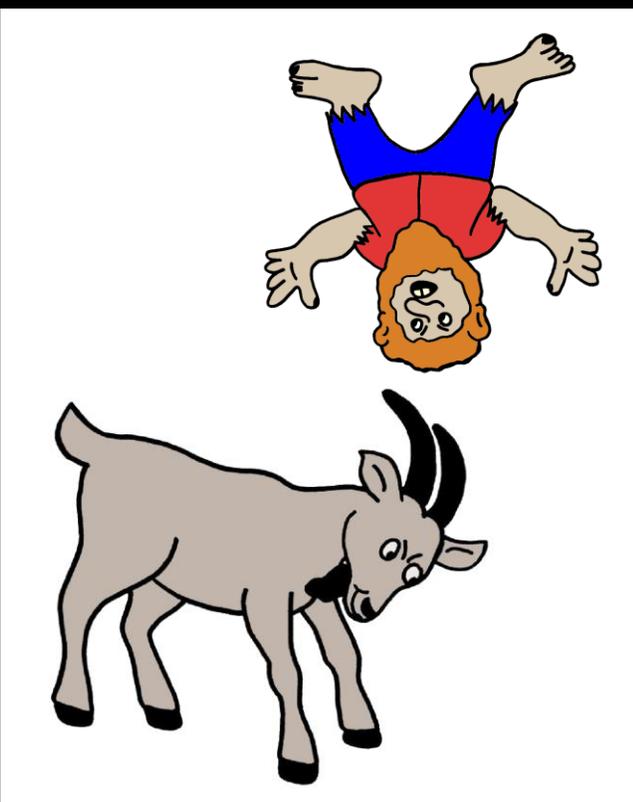
Cutting Grid



Cutting Grid



Cutting Grid



Cutting Grid

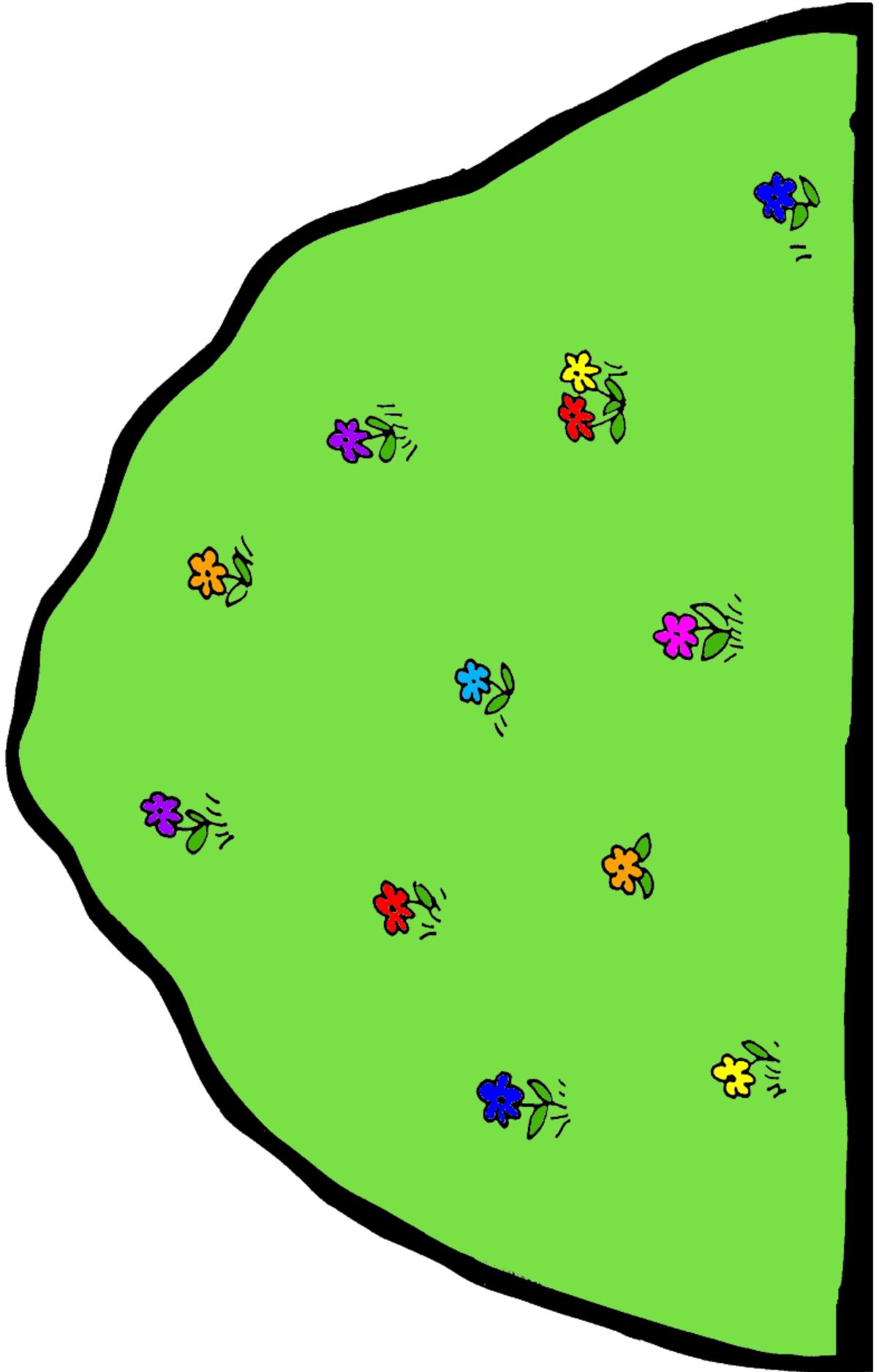
THE THREE BILLY GOATS GRUFF



cut here



Cutting Grid





Cutting Grass on the Hill

Domain:

- Fine Motor, Language

Goals:

- Child will hold scissors correctly.
- Child will hold paper in preparation for cutting.
- Child will use receptive or expressive language to identify the color green.
- Child will snip along a one-inch line to create grass.

Materials:

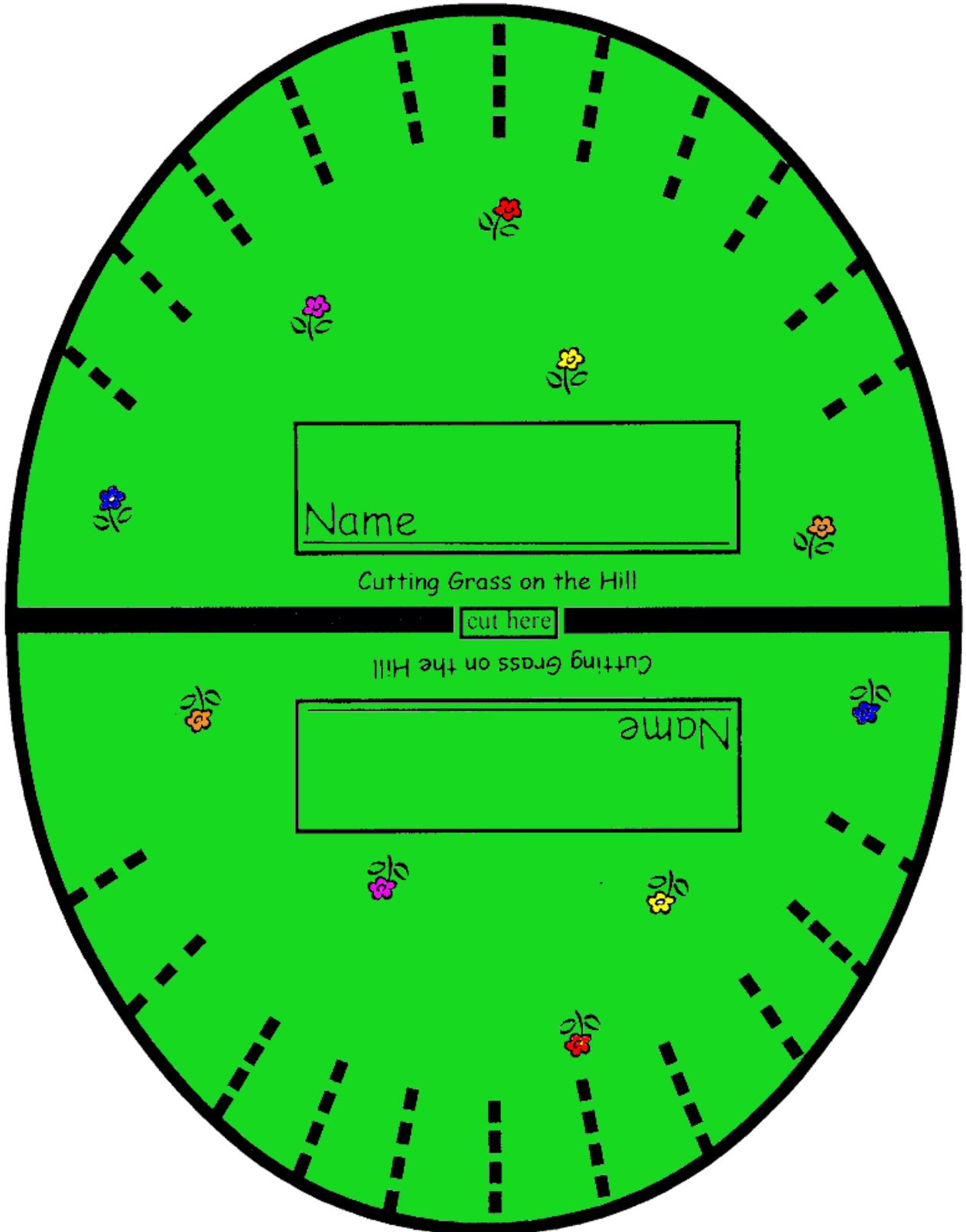
- *Cutting Grass on the Hill* reproducible p. 176
- scissors
- green construction paper (or other green sturdy paper)

Instructions:

- Copy *Cutting Grass on the Hill* on green construction paper.
- Teacher will cut along centerline creating two hills.
- Give each child one hill.
- Instruct children to cut along dotted line to create blades of grass on the hill.
- After children have cut lines to create grass, they may want to use their scissors as a lawn mower to "cut the grass".



Cutting Grass on the Hill



A Comb for a Troll



Domain:

- Fine Motor, Language

Goals:

- Child will hold scissor correctly.
- Child will use receptive or expressive language to identify object as a comb.
- Child will hold paper in preparation for cutting.
- Child will snip along a one-inch line to create a comb.

Materials:

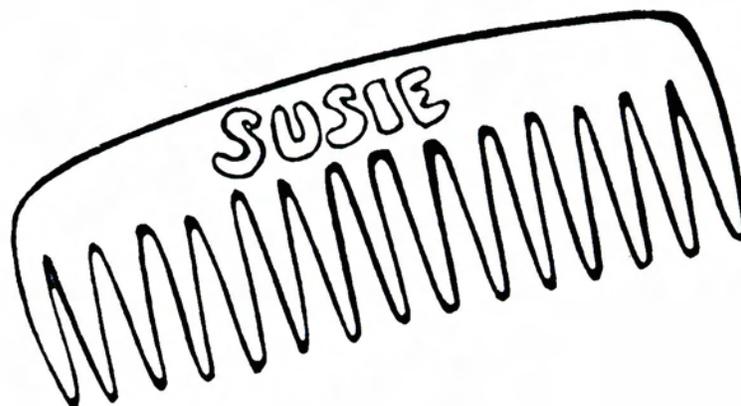
- *A Comb for a Troll* reproducible p. 178
- scissors
- construction paper or other sturdy paper

Instructions:

- Copy *A Comb for a Troll* reproducible page on construction paper or other sturdy paper.
- Cut one comb for each child.
- Instruct children to cut along dotted lines to create the teeth of a comb.

Suggestions:

- Follow this lesson with self-help grooming activities. Discuss how the troll needs to comb his hair and brush his teeth.
- Copy combs in a variety of colors to reinforce color recognition.



A Comb for a Troll

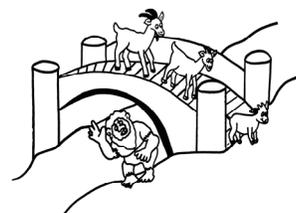
Name

A Comb for a Troll

Name

A Comb for a Troll

THE THREE BILLY GOATS GRUFF



Billy Goat Lacing

Domain:

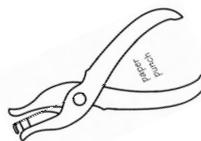
- Fine Motor, Language

Goals:

- Child will be able to lace and thread yarn or ribbon in and out of holes.
- Child will be able to sequence holes in correct order.
- Child will identify animals and characters from the story.

Materials:

- *Billy Goat Lacing* reproducible pp. 180-184
- construction paper
- paper punch
- curling ribbon

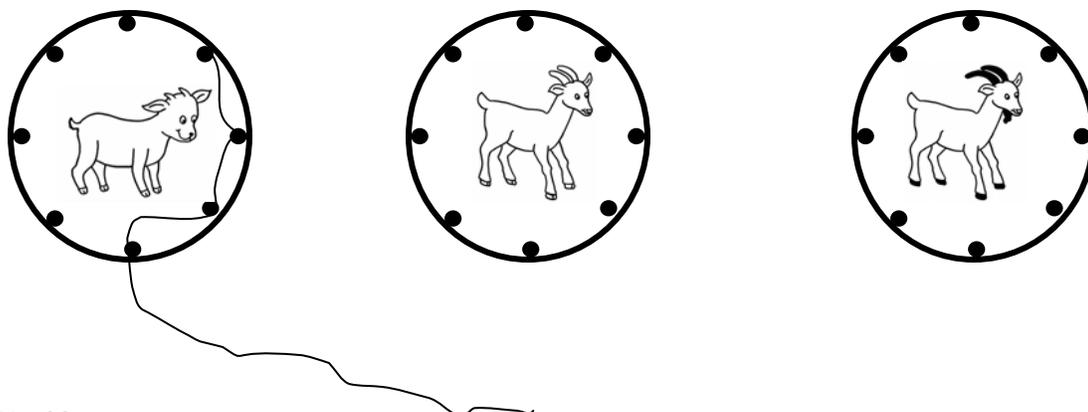


Instructions:

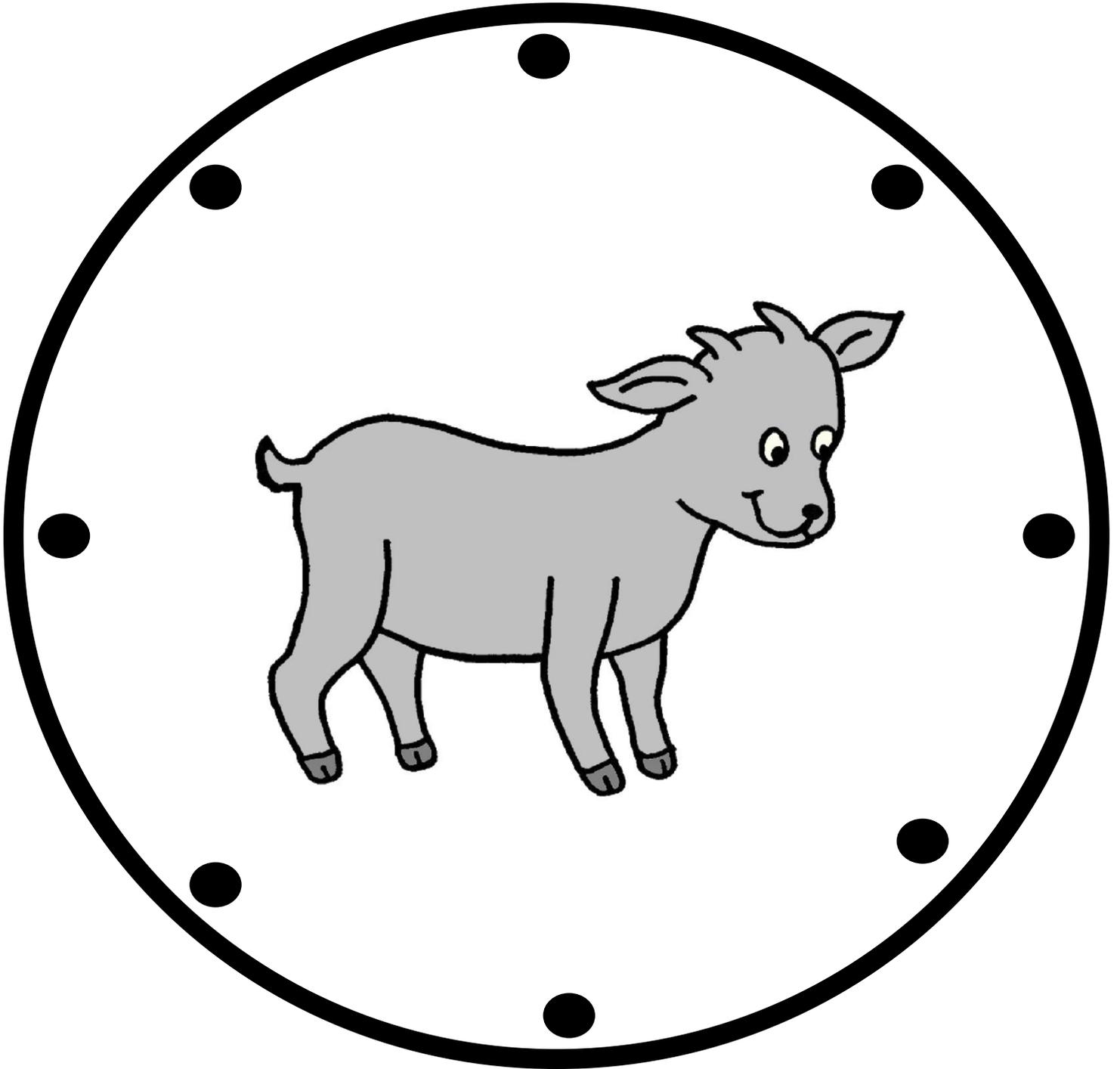
- Teacher will copy and cut *Billy Goat Lacing* reproducible pages.
- Teacher will punch holes around the outside of the circle.
(The younger the child, the fewer the holes.)
- Teacher will tie ribbon to one of the holes.
- Child will lace ribbon in and out of holes.

Suggestions:

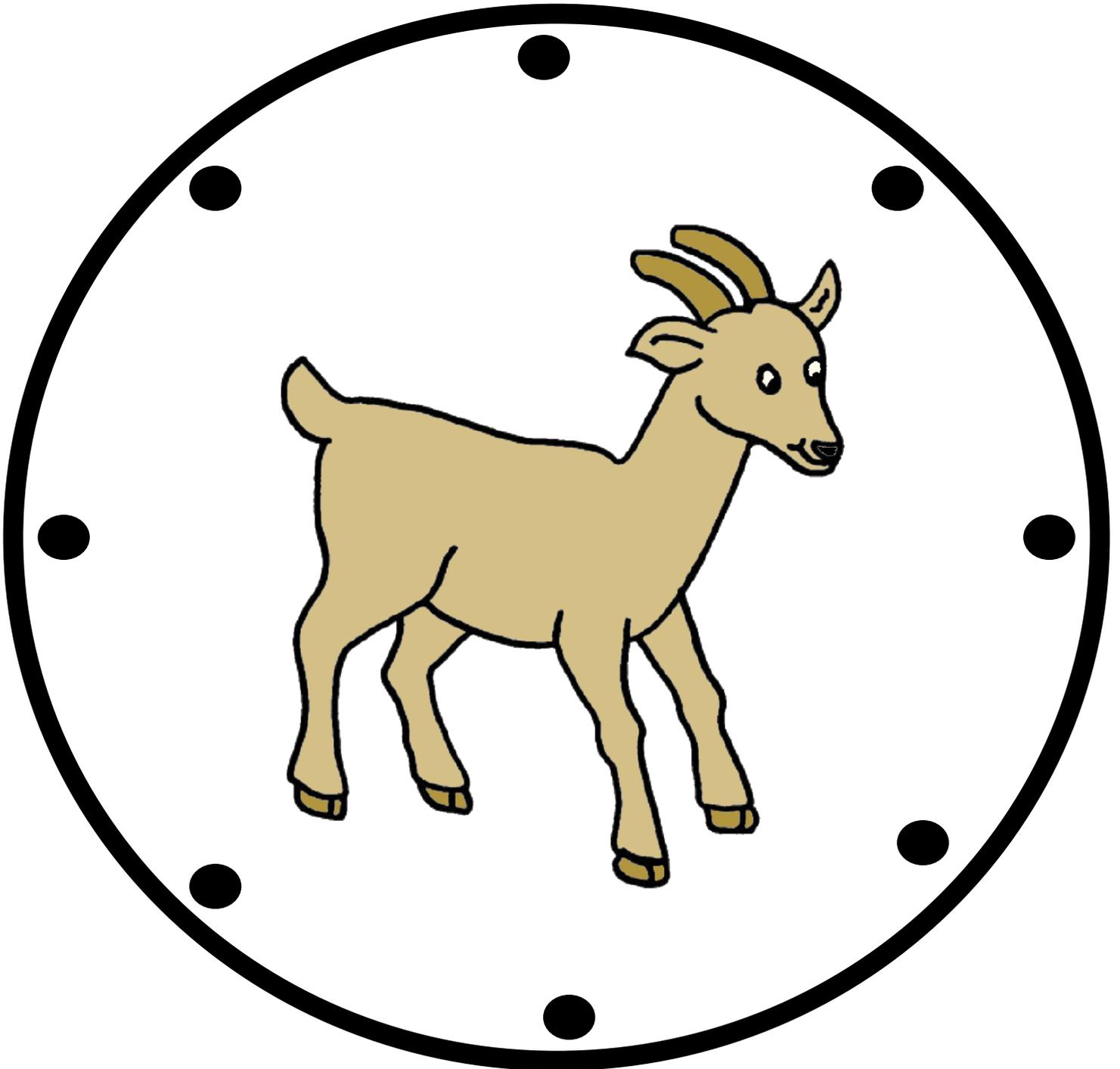
- Copy *Billy Goat Lacing* on various colors of construction paper to reinforce color recognition.
- Laminating before lacing enhances the durability and allows the child to re-lace at school or home.
- A permanent marker works well for writing names on lamination.



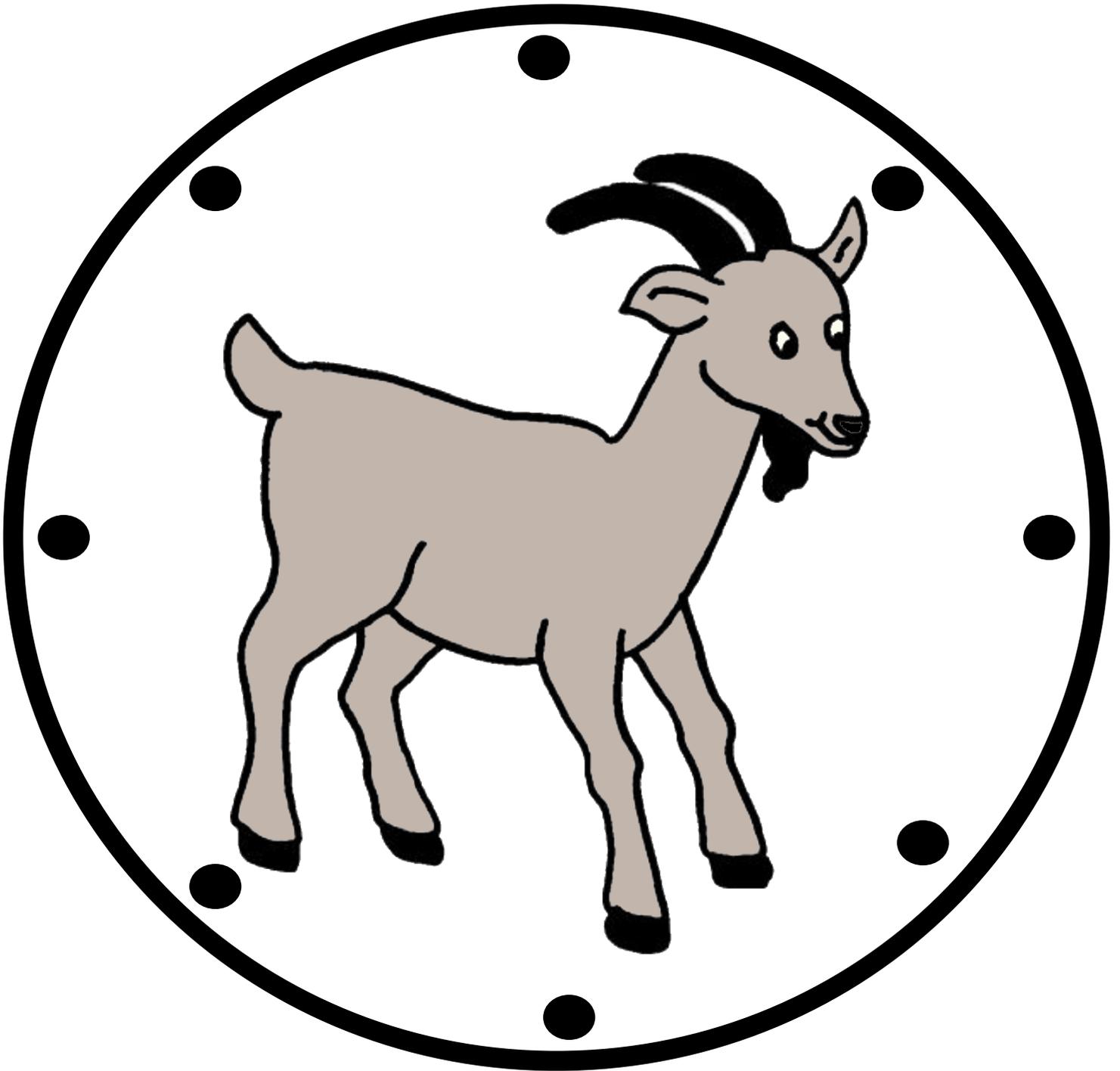
Billy Goat Lacing



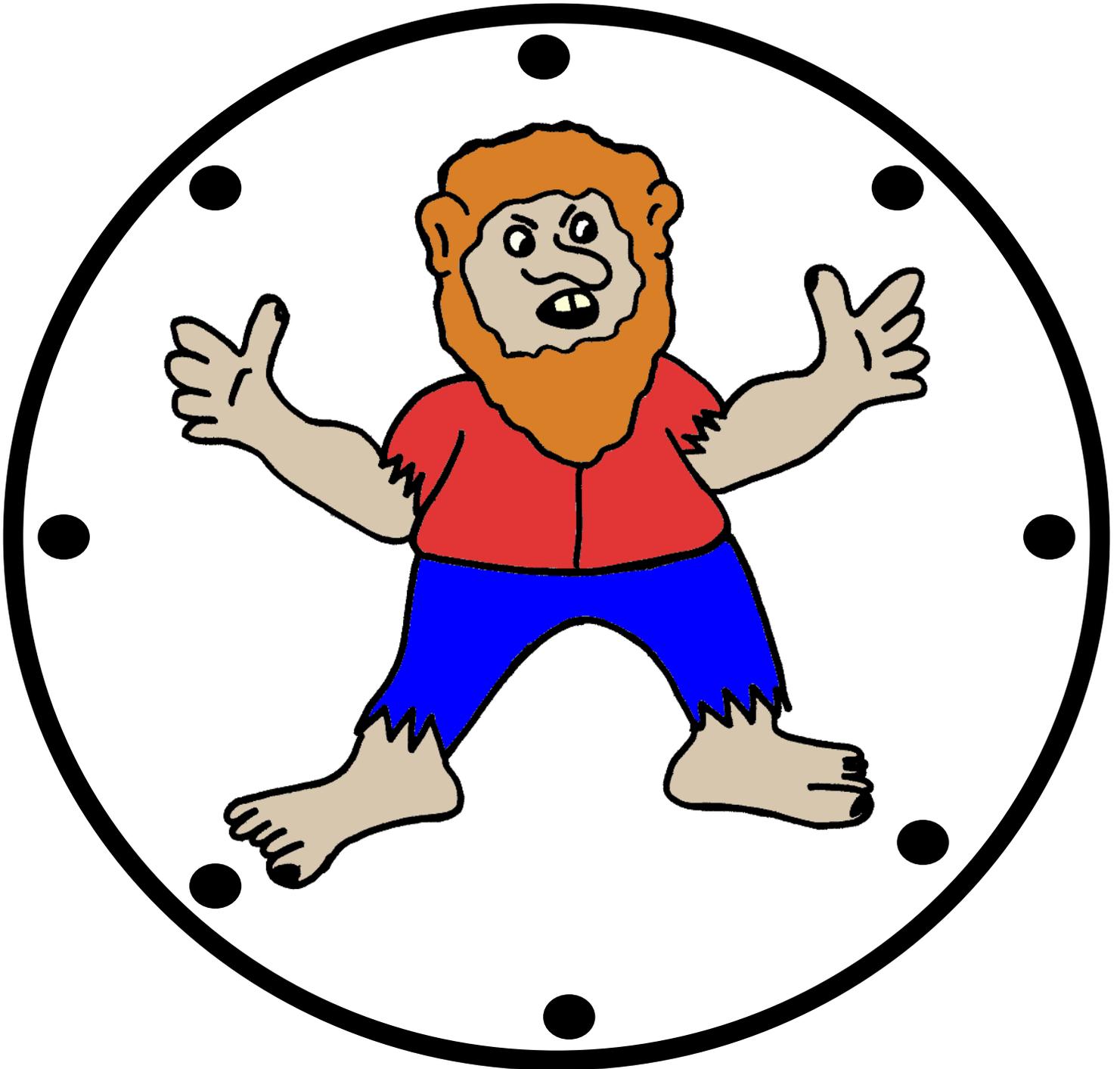
Billy Goat Lacing



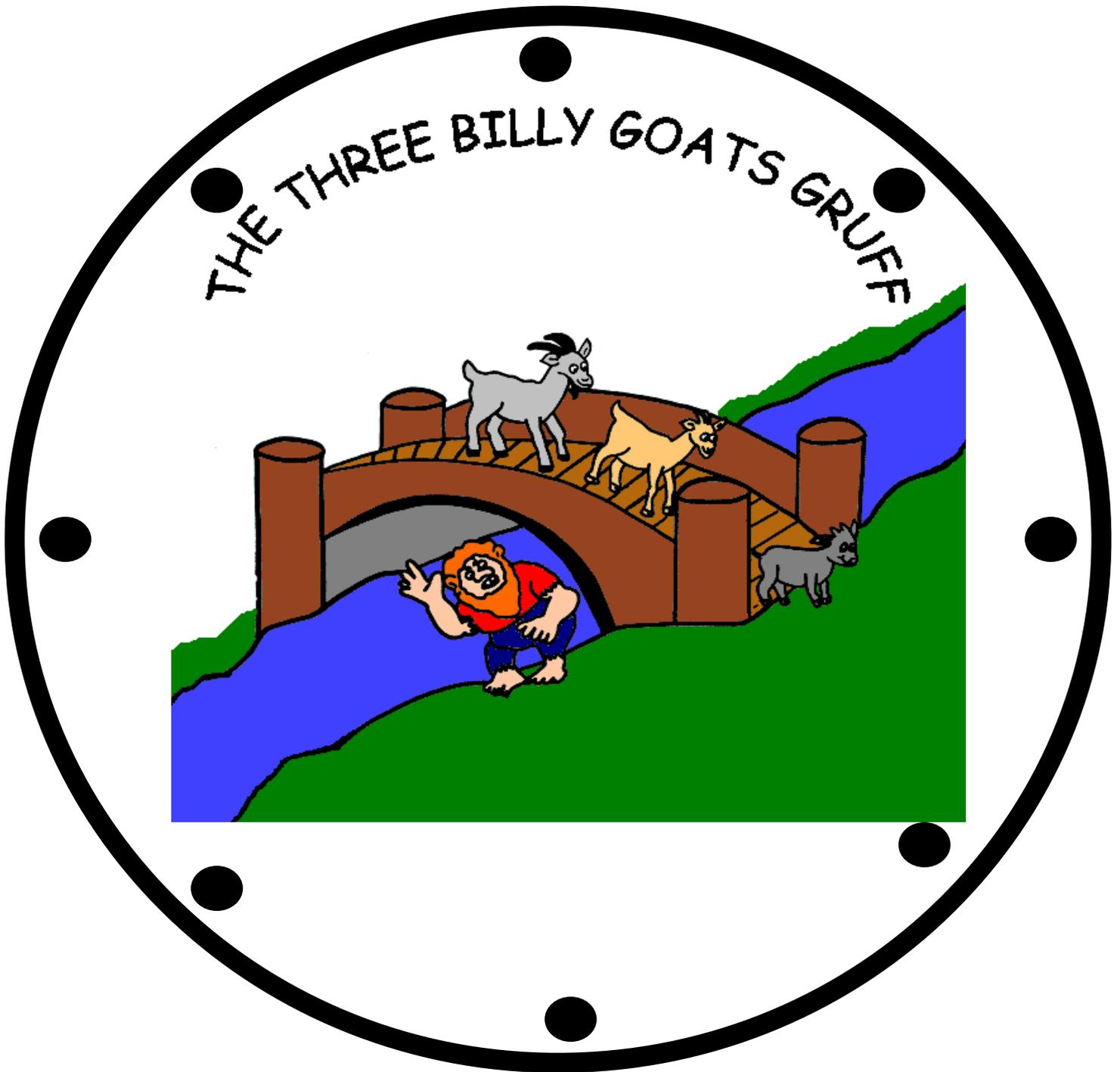
Billy Goat Lacing



Billy Goat Lacing



Billy Goat Lacing





Follow the Path

Domain:

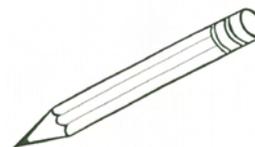
- Fine Motor, Cognitive, Language

Goals:

- Child will identify objects or characters.
- Child will identify the shape of a star and circle.
- Child will use visual tracking skills to demonstrate knowledge of left to right progression.
- Child will place finger, marker, crayon, or primary pencil on the shape of the star.
- Child will hold marker, crayon, or primary pencil in correct writing position.
- Child will use finger, marker, crayon, or primary pencil to draw a line starting on the star and stopping on the circle.

Materials:

- *Follow the Path* reproducible pp. 186-196
- marker, crayon, or primary pencil



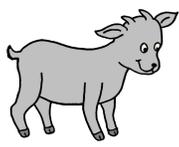
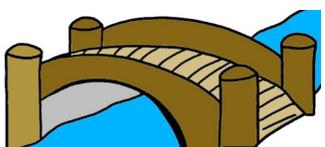
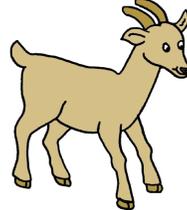
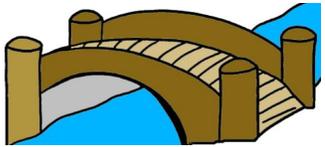
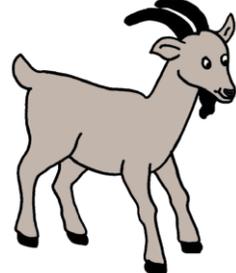
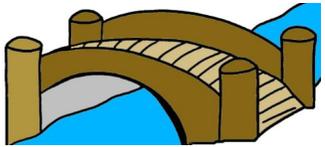
Instructions:

- Teacher will copy *Follow the Path* reproducible pages.
- Discuss objects and characters pictured.
- Identify star and circle.
- Demonstrate horizontal, vertical, or diagonal line drawing techniques.
- Child will draw horizontal, vertical, or diagonal lines starting at star and stopping at the circle.
- Instruct child to stop at the circle and lift pencil from paper.

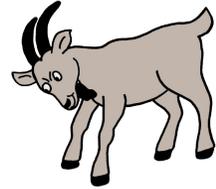
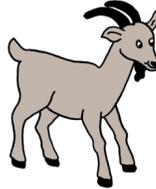
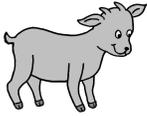
Suggestions:

- Outline path with a bead of glue. Sprinkle with sand if desired. Allow glue to dry. Instruct child to trace line with finger. This type of activity provides sensory input to help children establish left to right progression and visual tracking.
- Laminating the page before applying glue can preserve this sample work page.
- Child may choose to independently use laminated pages in Fine Motor center.

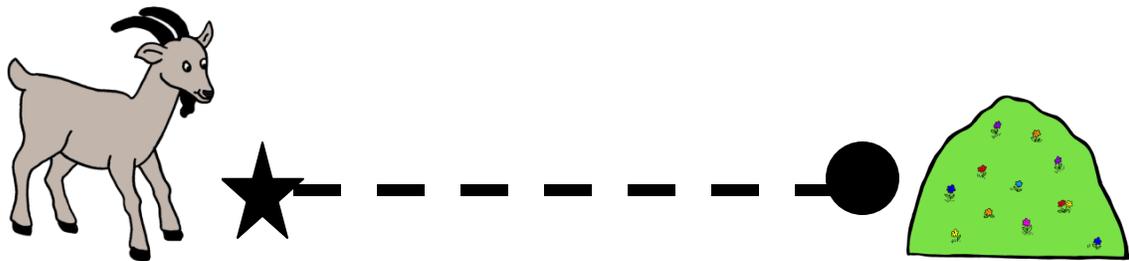
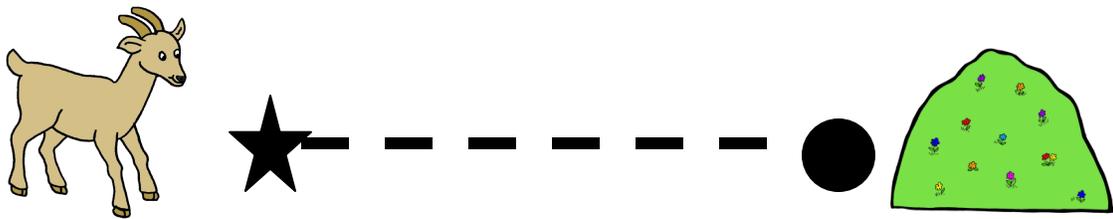
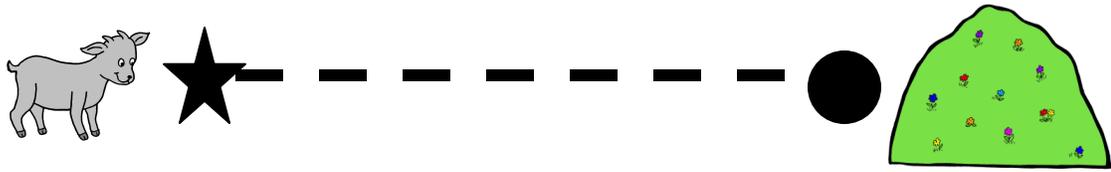
Follow the Path

    	    	    
--	---	--

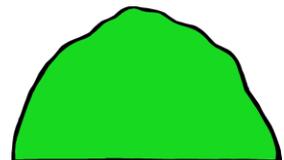
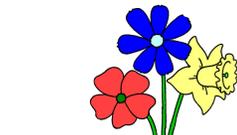
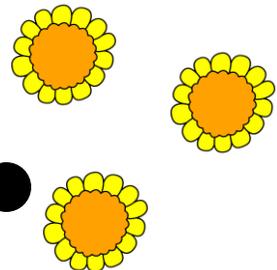
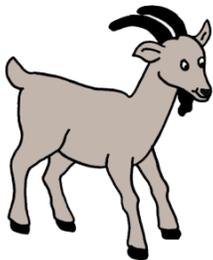
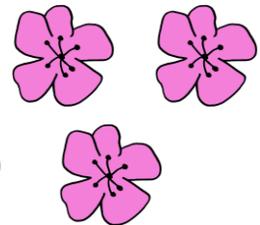
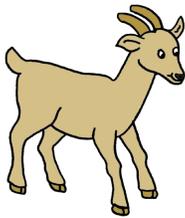
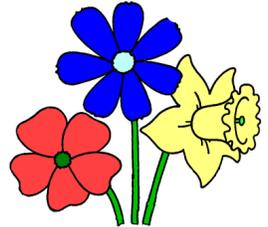
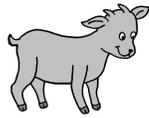
Follow the Path



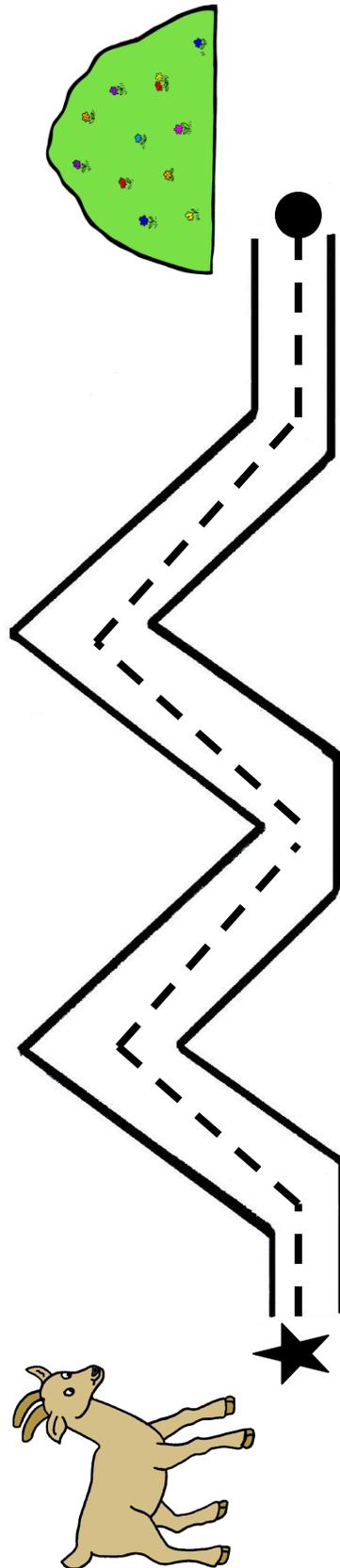
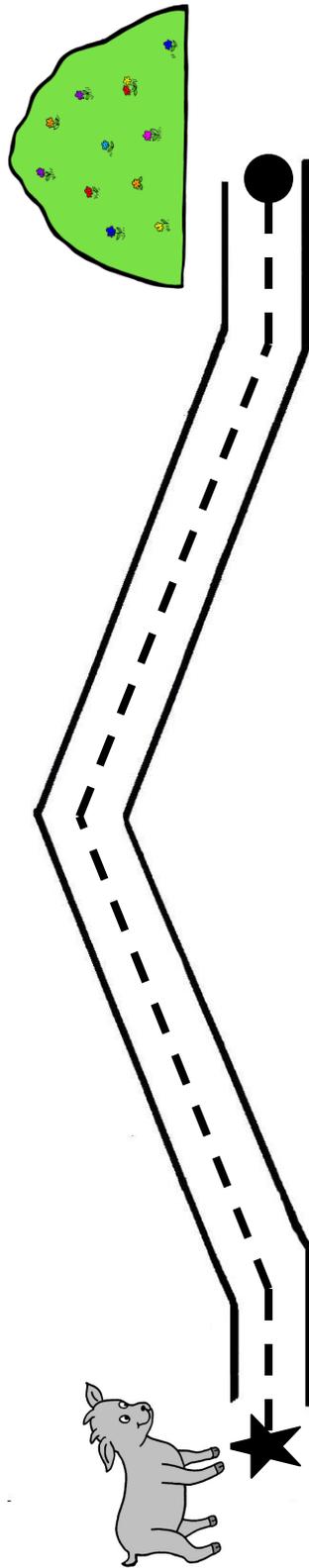
Follow the Path



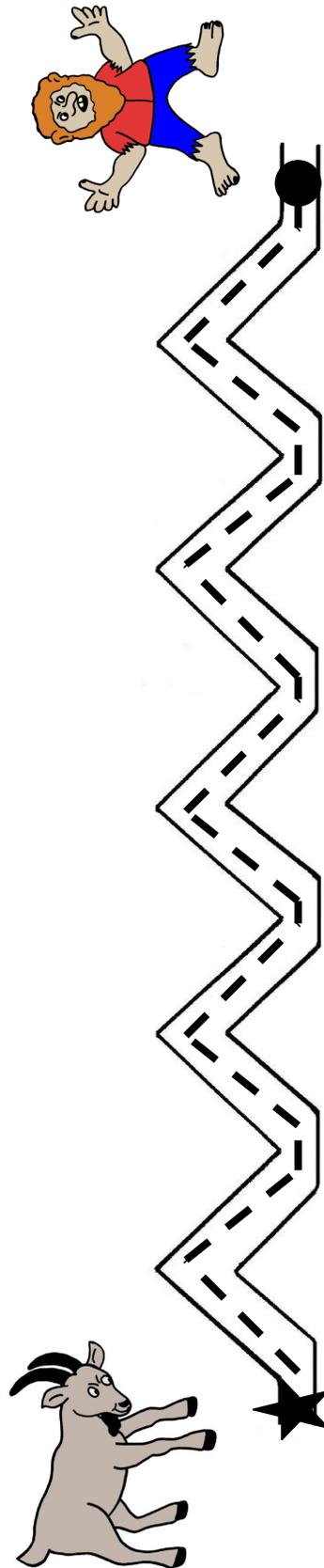
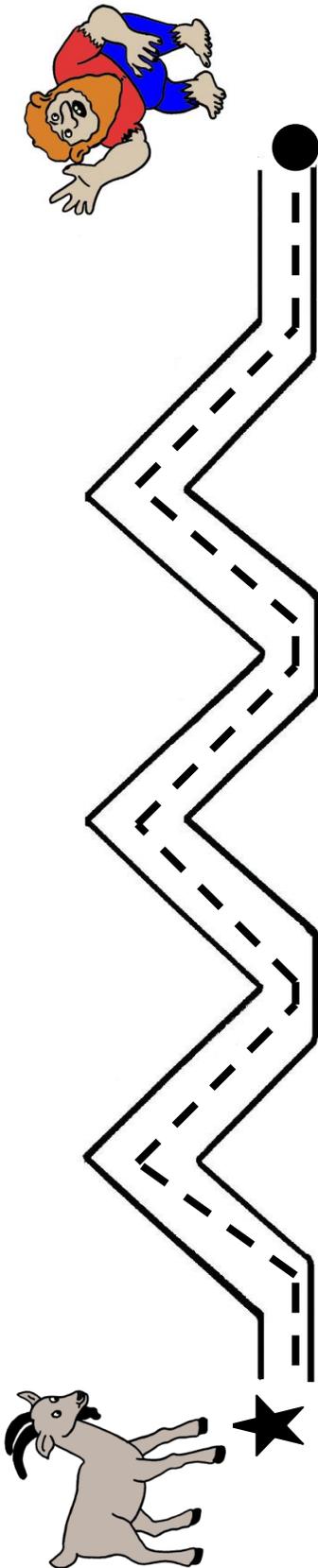
Follow the Path



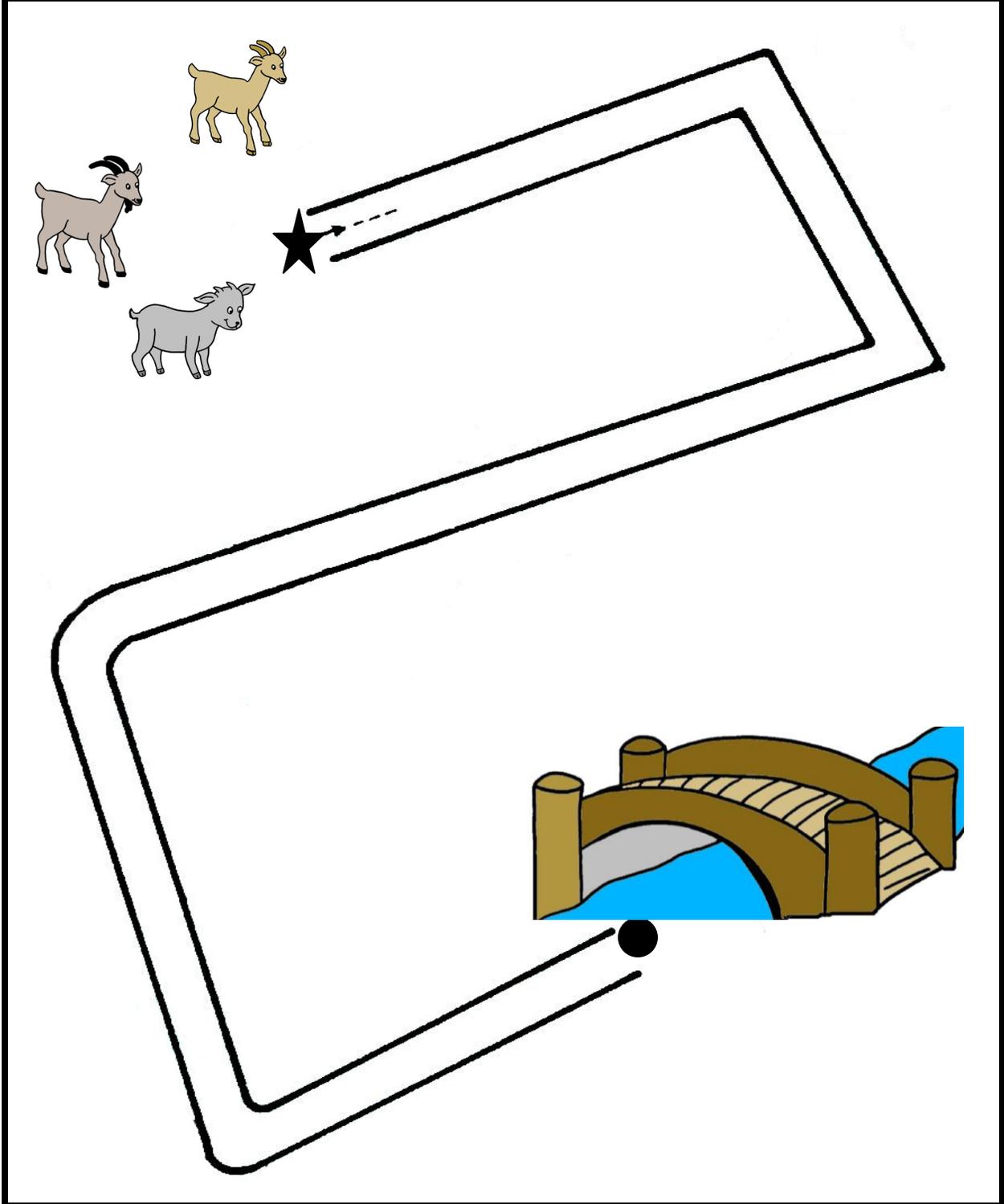
Follow the Path



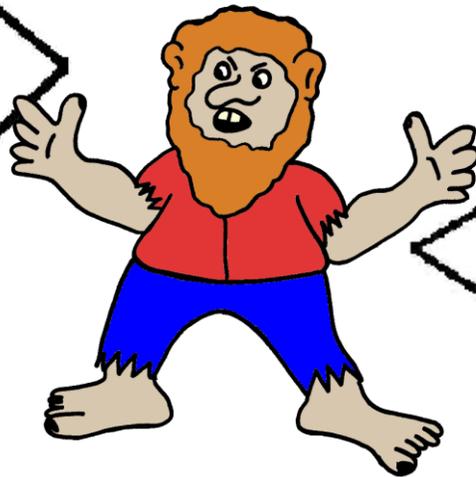
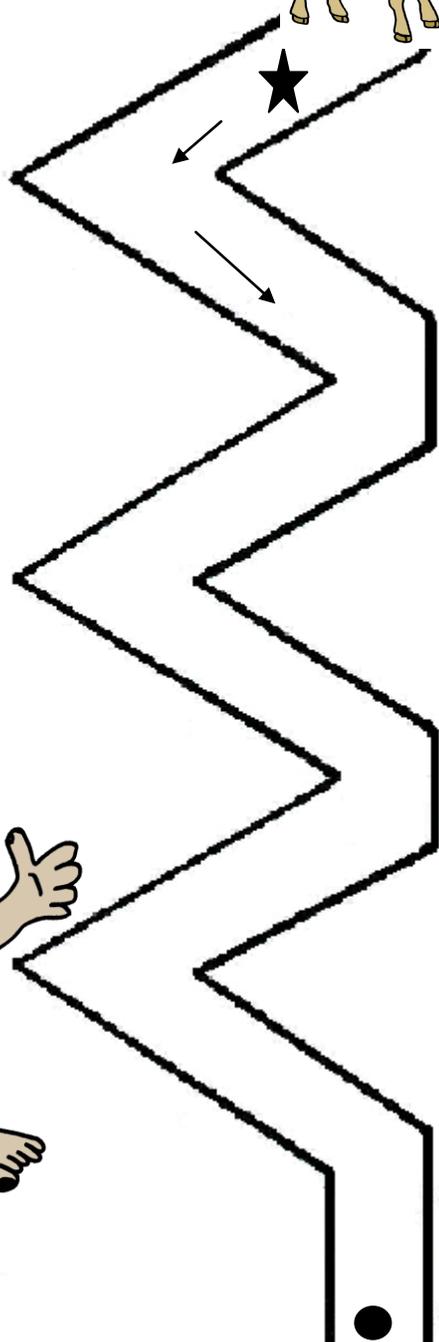
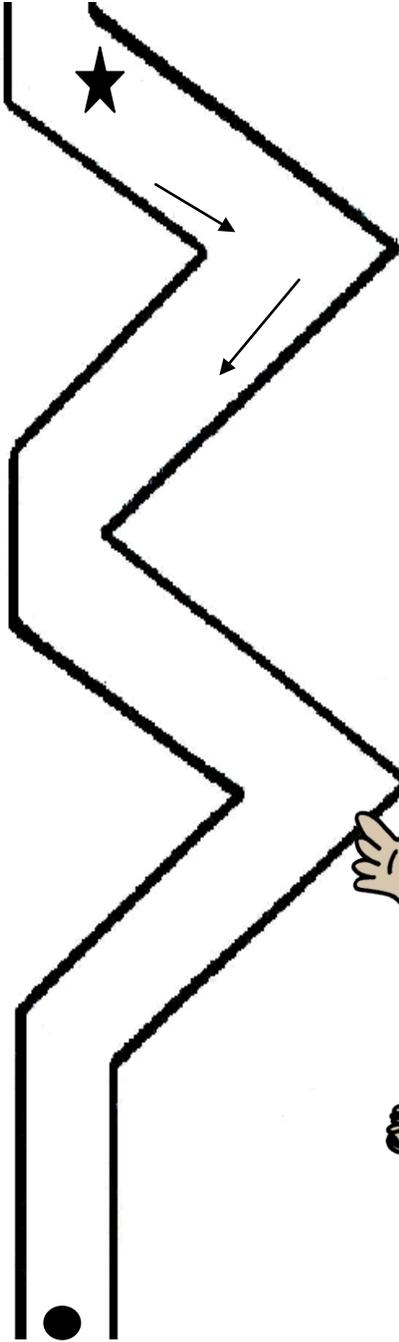
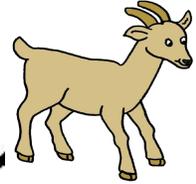
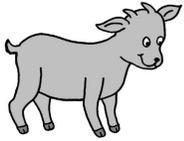
Follow the Path



Follow the Path



Follow the Path



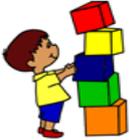
Using a Visual Schedule to Organize Your Day

Young children benefit from using a visual schedule because they have little concept of time. A visual schedule becomes their clock. If they can "see" what has already taken place as well as what will happen next, it gives them a sense of security and independence.

Visual schedules allow children to predict what will happen next. When they are able to predict upcoming activities, it removes anxiety. Stress and anxiety often affect a child's cognitive, social, and emotional development.

Visual schedules encourage higher rates of child engagement with peers and classroom activities.

Pictured below is a sample of a visual schedule taken from our **Preschool Classroom Management Guide**. To learn more about visual schedules and our Preschool Classroom Management Guide, please visit our website at www.readitonceagain.com.

Arrival	Center Time	CircleTime	Busy Fingers	StoryTime	Outside Play	Lunch	Dismissal
Domains self-help Social	Domains Language Social	Domains Language Cognitive	Domains Fine Motor Cognitive	Domains Language Cognitive	Domains Gross Motor Social	Domains self-help Social	Domains self-help Language
							



"Crafty the Clown" is a character used by the children to mark the current activity. He is moved along the schedule throughout the day allowing children to see what has happened and predict what will happen next.

It's More Than Just Snack Time

Cooking with children is a multi-sensory experience. It incorporates many academic goals. As you prepare the recipes on the following pages, select the goals listed at the beginning of this section or choose the additional goals found below that are appropriate for your cooking activity.

Domain: Language

Goals:

- Child will name the ingredients included in the recipe.
- Child will name the cooking utensils needed to prepare the food.
- Child will describe and discuss predictions, explanations, and generalizations based on class experiments.
- Child will follow simple one or two step oral directions.



Domain: Cognitive

Goals:

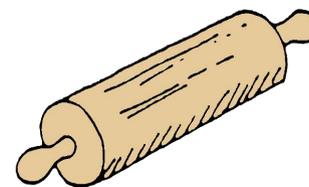
- Child will describe the color and texture of the ingredients.
- Child will count units of food such as raisin, seeds, or cereal.
- Child will gain knowledge in the sequencing steps of preparation.
- Child will participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations.
- Child will understand that a thermometer can measure temperature.
- Child will gain knowledge of utensils that measure, such as measuring cups and spoons.
- Child will participate in activities introducing the concept that properties can change over time and under different conditions.
- Child will recognize that people use their five senses to explore their environment (sight, taste, smell, touch, hearing).



Domain: Motor:

Goals:

- Child will use fine motor pincer grasp to pick up small individual objects such as raisins.
- Child will knead dough.
- Child will use rolling pin to flatten dough.
- Child will use table knife to cut soft objects.



Domain Daily Living

Goals:

- Child will understand the importance of good health and healthy foods.
- Child will be aware of situations posing danger such as hot ovens or sharp knives.

Domain: Socialization

Goals:

- Child will share or pass food to peers.
- Child will work in cooperation with peers to prepare food.

Daily Living, Cooking and Self-Help Goals

These self-help goals focus on daily living skills that are emphasized when reading *The Three Billy Goats Gruff*.

TO IMPROVE SELF-HELP AND DAILY LIVING SKILLS THE CHILD WILL:

1. Use one to one correspondence concepts to prepare table for snack time/lunch.

one napkin, one spoon, one cup, one bowl



2. Assist teacher in snack preparation by measuring, pouring, stirring or scooping ingredients.

3. Use spoon with minimal spilling.

4. Use knife to appropriately spread butter or food of similar consistency.

5. Drink from cup or straw with minimal assistance.

6. Tolerate a variety of food with different tastes and textures.



7. Demonstrate appropriate use of a napkin.

8. Use appropriate vocalization or gestures to ask for more food during snack or lunch time.

9. Use appropriate vocalization or gestures to indicate hunger.

10. Clear individual area at table at the end of snack or lunch activity.

11. Wash hands before snack and after using restroom.

- _____ hand over hand
- _____ minimal assistance
- _____ independently



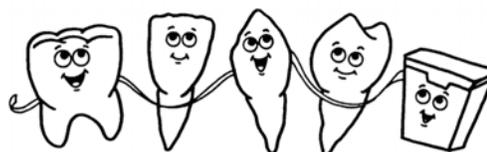
12. Dry hands.

- hand over hand
 minimal assistance
 independently



13. Brush teeth (refer to Troll's ugly yellow teeth)

- identifies appropriate toothbrush
 turns on cold water
 applies toothpaste to toothbrush
 tolerates toothpaste and toothbrush in the mouth
 brushes teeth
 rinses mouth
 rinses toothbrush
 turns off water
 wipes face
 returns toothbrush to original location



14. Comb or brush hair

- with assistance
 independently



15. Use appropriate gesture or vocalization to indicate the need to use the bathroom.

16. Use restroom.

- maximum assistance
 minimum assistance
 independently

17. Follow classroom routine upon entering and leaving the classroom.

- hang up bag/backpack in appropriate place
 hang up jacket or sweater in appropriate place



No More Troll Hair!



Domain:

- Self-Help, Language

Goals:

- Child will identify objects as a brush and a comb.
- Child will use comb with or without assistance.
- Child will use brush with or without assistance.

Materials:

- one comb for each child
- one brush for each child
- mirror at child's height
- permanent black marker
- Ziploc bag or small storage container
- *The Three Billy Goats Gruff* storybook



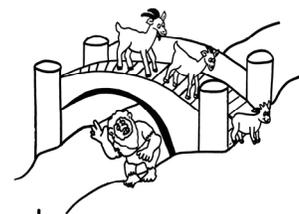
Instructions:

- Acquire one brush and/or comb for each child.
- Label it with each child's name using a permanent marker.
- Provide individual storage bags or boxes for each child's comb and/or brush.
- Read *The Three Billy Goats Gruff*. Discuss the fact that the troll has messy hair and needs to use a comb or brush.
- Demonstrate proper grooming procedures.
- Allow children to use brush or comb for their own hair.
- Encourage children to look in the mirror as they are combing, or when they have completed.
- Discuss when it is appropriate to comb hair.
- Reinforce proper hygiene reminding children to use only their own comb or brush. *Always use caution to avoid the spreading of head lice.



Troll Needs to Wash His Hands

THE THREE BILLY GOATS GRUFF

Domain:

- Self-Help, Language

Goals:

- Child will identify objects as soap, water, and towel.
- Child will turn on water.
- Child will adjust hot water.
- Child will apply soap to hands.
- Child will rub soap on the front and back of hands.
- Child will rinse hands.
- Child will dry hands on towel.
- Child will dispose of or hang up towel.

Materials:

- warm water
- soap
- towel
- *The Three Billy Goats Gruff* storybook

Instructions:

- Read *The Three Billy Goats Gruff*. Show illustrations of the troll's hands. Point out that they are ugly and dirty. They need to be washed.
- Discuss when it is especially necessary to have clean hands:
 - before preparing food
 - before eating
 - after using the restroom
 - anytime that they are dirty
- Using the goals listed above, give each child an opportunity to wash their hands. Provide assistance as necessary.

Suggestions:

- Provide a nailbrush and demonstrate how to use it.
- Make sure to provide a step stool so that all can easily reach the water and faucets.

Brush Your Teeth Every Day



Domain:

- Self-Help, Fine Motor, Language

Goals:

- Child will identify objects as toothbrush and toothpaste.
- Child will demonstrate knowledge of the importance of brushing your teeth each day.
- Child will squeeze appropriate amount of toothpaste onto the toothbrush.
- Child will brush teeth using horizontal and vertical motions.
- Child will rinse mouth and toothbrush after brushing.

Materials:

- one toothbrush for each child
- toothpaste
- *Toothbrush Chant* p. 205
- *The Three Billy Goats Gruff* storybook
- permanent marker
- sink and running water
- cup

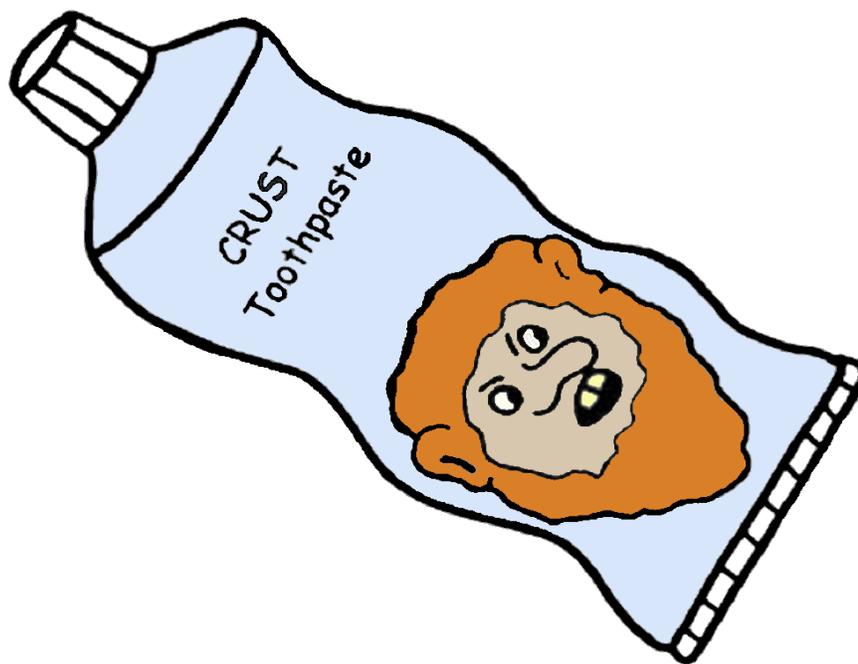
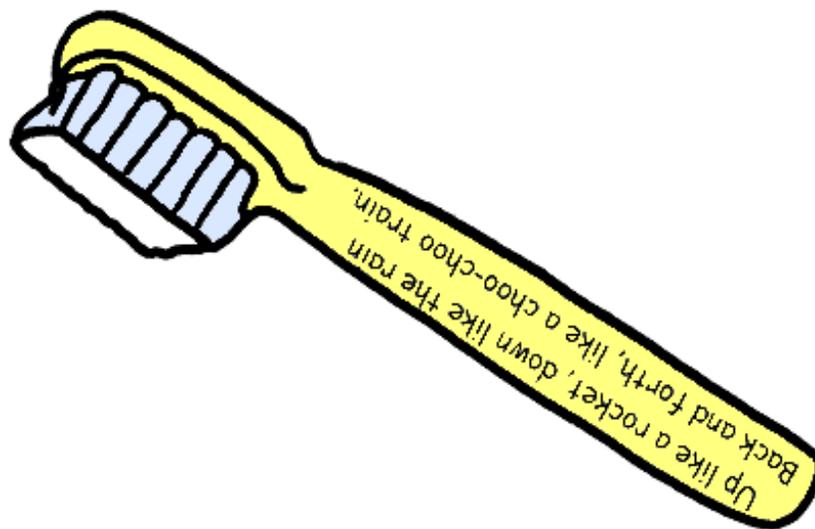
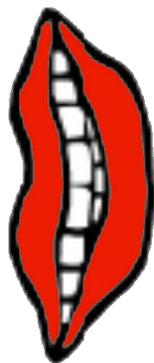


Instructions:

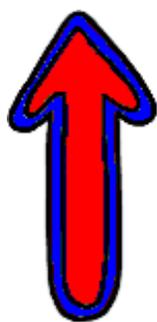
- Acquire one toothbrush for each child. Write their name on the handle with a permanent marker.
- Read *The Three Billy Goats Gruff*. Show illustrations of the troll's ugly teeth. He has not taken good care of them and they need brushing. Explain the importance of brushing your teeth in the morning and at bedtime.
- Introduce the *Toothbrush Chant*. Practice imitating the up, down, and sideways movements.
- Give each child their own toothbrush and have them practice the movements without toothpaste.
- Move to the sink area and demonstrate how to wet the toothbrush and apply only a dab of toothpaste. Demonstrate appropriate teeth brushing procedures.
- Allow each child the opportunity to wet their toothbrush, apply toothpaste and brush their teeth.
- Recite *Toothbrush Chant* for each child as they brush their teeth.
- Pour a small amount of water in a cup and demonstrate how to rinse their mouth after brushing.



Brush every morning and night,
and your smile will be a delight.



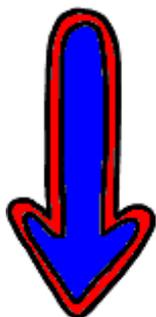
Toothbrush Chant



UP



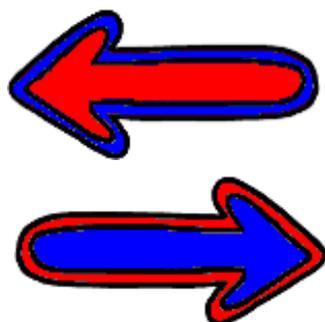
like a rocket



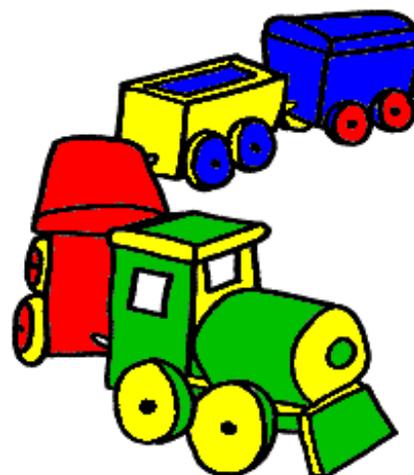
DOWN



like the rain



BACK AND FORTH



like a choo-choo train.

Troll Faces

Materials:

forks
plates
napkins

Ingredients:

8 canned pear halves
2 cups shredded cheddar cheese
16 raisins
8 maraschino cherries
1 small bag of colored miniature marshmallows

Directions:

Place 1 pear half on each plate, with wide part at the bottom and the narrow part at the top.
Assist child to surround pear half with shredded cheese to represent the Troll's messy hair and beard.
Assist child to use 2 raisins for eyes, 1 cherry for nose, and marshmallows for the teeth.
Now they are ready for a Troll Face snack.



Goat Horns

Have fun with this quick and easy snack.

Materials:

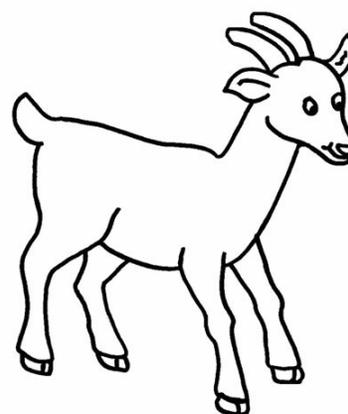
plates
napkins

Ingredients:

Bugles crispy corn snacks
dip (optional)

Directions:

Bugles (goat horns) can be eaten plain or with your favorite dip.



Goat's Milk Ice Cream



Materials:

measuring cup
 mixing bowl
 mixing spoon
 electric mixer
 small bowls
 plastic spoons

refrigerator
 ice cream scoop

Ingredients:

4 cups goat's milk (canned or fresh)
 1 cup sugar
 1 package unsweetened Kool-Aid powdered drink mix.



Directions:

In large bowl combine all ingredients and mix well.
 Cover and place in freezer for 4 hours or until partially frozen.
 Remove from freezer and beat until large particles are fine and look almost creamy.
 Return to freezer for one hour.
 Assist child to scoop ice cream into their bowl.

Bell Sandwiches

Materials:

bell-shaped cookie cutter
 small paper plates

Ingredients:

bread
 processed American cheese slices



Directions:

Use a bell shaped cookie cutter to cut bell shapes out of bread and cheese slices.
 Give each child two bread bell slices and a cheese bell slice.
 Assist children to put the slices together to make a sandwich.

Troll's Favorite Maple Milk Shake

Materials:

measuring cup
mixing bowl
electric mixer
paper cups
straws

Ingredients:

1 pint chocolate ice cream, softened
1 quart cold milk
 $\frac{1}{2}$ cup maple syrup

Directions:

Combine ingredients in mixing bowl. Beat until smooth.
Pour into paper cups. Add straws.



Water Under the Bridge Punch

Materials:

measuring cup
punch bowl
paper cups
straws
napkins



Ingredients:

1 package blueberry flavored unsweetened Kool-Aid
1 bottle lemon-lime flavored soda (2 liter)
1 bottle white cranberry juice (64 ounces)
1 cup sugar

Directions:

In punch bowl, combine all ingredients . Stir well.
Pour into paper cups. Add straws.

Cupcake Hills



Materials:

cupcake tins
cupcake liners
measuring cup
measuring spoons
electric mixer
large plastic Ziploc bag
oven

Ingredients:

1 box chocolate cake mix
eggs
water
1 can white frosting
shredded coconut
green food coloring

Directions:

Bake cupcakes according to package directions.
Frost with white frosting.
Pour one cup of shredded coconut into a zip-lock bag.
Add 2-3 drops of green food coloring to coconut.
Close bag and shake to color coconut green.
Sprinkle green coconut (grass) over white frosting.

Suggestion:

For extra decoration, add edible flowers to the "hill" before eating.



Hungry Goat's Granola



Preheat oven to 300 degrees

Materials:

measuring cup
measuring spoons
baking pan
saucepan
microwave or oven

Ingredients:

3 cups puffed corn cereal
2 cups crispy corn and rice cereal
2 $\frac{1}{2}$ cups tiny pretzels
1 $\frac{1}{2}$ cups sunflower seeds
3 tbs. margarine
3 cups crunchy cheese-flavored snacks
1 tbs. Worcestershire sauce
 $\frac{1}{2}$ tsp garlic powder



Directions:

In a 15 x 12 x 2 inch baking pan, combine the cereals, pretzels and sunflower seeds.

In a small saucepan, heat margarine, Worcestershire sauce and garlic powder over low heat until margarine melts.

Drizzle over cereal/seed mixture, tossing to coat.

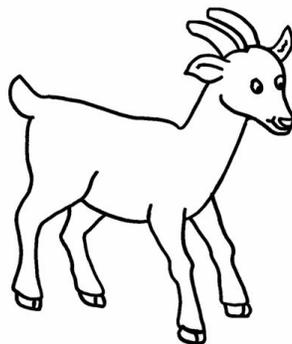
Bake at 300 degrees for 30 minutes, stirring once or twice.

Add cheese-flavored snacks, tossing to mix.

Spread on foil. Cool.

Store in an airtight container for up to 5 days.

Makes about 11 cups.



Rice Krispie Bridges

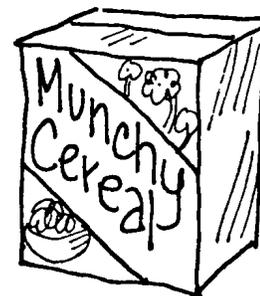
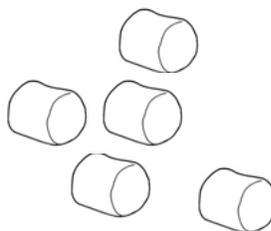
Materials:

9 x 13 pan
measuring cup
spatula
Circle cookie cutter
Knife
Stove or microwave



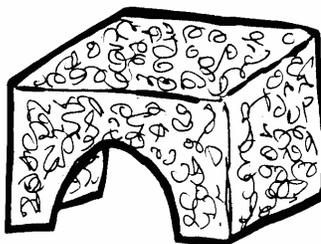
Ingredients:

$\frac{1}{4}$ cup margarine
40 large marshmallows
5 cups Rice Krispie cereal
chocolate chips (optional)



Directions:

Melt margarine and marshmallows together over low heat, stirring constantly.
Add Rice Krispies to mixture.
Add chocolate chips if desired.
Mix well.
Pour mixture into buttered pan and press with spatula.
Cool.
Cut Krispies into large rectangles.
Give each child a Krispie rectangle.
Assist child to use round cookie cutter to cut half-circles from bottom of rectangle.
Stand upright to create bridge.



Terrific Troll Toast

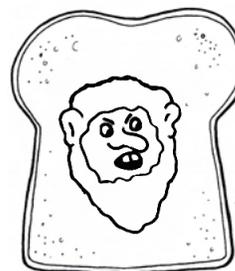
Materials:

toaster
measuring cup
small cups
small clean paintbrushes
mixing spoon
knife



Ingredients:

margarine
bread
milk
food coloring



Directions:

In small cups add approximately $\frac{1}{4}$ cup of milk.
Add several drops of food coloring to each cup to create a variety of colors.
Toast bread.
Give each child a slice of toast and assist him/her to paint a Troll face on it.
Spread margarine on toast and enjoy Terrific Troll Toast.

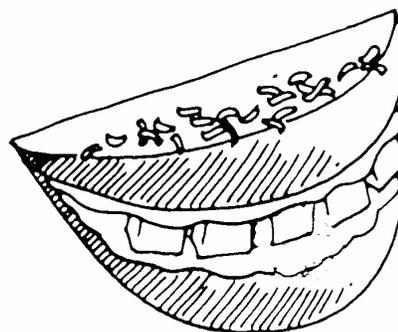
Troll Teeth Snack

Materials:

knife
cutting board
plastic knife or craft stick
small paper plates

Ingredients:

large red apples
creamy peanut butter
mini-marshmallows or yellow candy corn



Directions:

Cut an apple into eight slices.
Remove core.
Assist child to spread peanut butter on one side of each slice.
Place marshmallows or candy corn between the two apple slices.

Troll Temptations

(edible play-dough)

Materials:

measuring cup
measuring spoons
mixing bowl
Wooden spoon
Paper plates
Wet wipes



Ingredients:

$\frac{1}{2}$ cup peanut
butter $\frac{1}{2}$ cup dry
milk
1 Tbs honey



Directions:

Mix peanut butter, dry milk, and honey in large bowl.
Divide dough among children.
Assist children to flatten dough into the shape of a troll head.
Use edible decorations to create a face.
These trolls are good enough to gobble up.
Use Wet Wipes for quick and easy clean up.

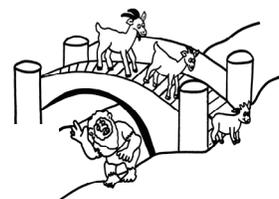
Suggested edible decorations:

sunflower seeds
small candies
raisins
shredded coconut
Cheerios
granola
chocolate chips



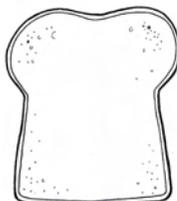
Super Peanut Butter Sandwich

THE THREE BILLY GOATS GRUFF



Materials:

measuring spoons
mixing bowl
spatula
paper plates
napkins



Ingredients:

5 tbs peanut butter
3 tbs softened cream cheese
2 tbs. honey
4 slices of bread



Directions:

Combine peanut butter, cream cheese, and honey. Mix well.
Give each child a slice of bread cut in half.
Assist child to spread one of the bread halves with the peanut butter mixture.
Assist child to place other half of bread on top of the peanut butter to make a Super Peanut Butter Sandwich.
Eat and enjoy!

Eating Our Way Through the Story of The Three Billy Goats Gruff

Each Child will need:

- 1 small paper plate
- 1 knife
- 1 spoonful of chunky peanut butter (dirt)
- 1 spoonful of coconut (colored green for the grass)
- 1 large Frito (bridge)
- 3 marshmallows (goats)
- 1 purple grape (troll)
- $\frac{1}{2}$ of a blue Fruit Roll-Up (water/stream)

Read the story during snack time and allow children to act out the story using their "food characters". When the story is finished, they will have a delicious snack!

Three Billy Goats Gruff and Children

Ingredients:

1 large field

$\frac{1}{2}$ dozen children

3 goats

1 pinch of brook or stream (and some pebbles)

1 bridge (no trolls)

Directions:

Mix goats and children well.

Walk them over the bridge and into a field.

Stir constantly.

Pour over the brook and pebbles.

Sprinkle the field with flowers.

Spread over all, a deep blue sky.

Bake in the sun.

When brown, set away to cool in the bathtub.





Visual Cues Help to Improve Social Skills

Socialization Skills are often difficult for young children who are just learning to master expressive language. Feelings and emotions are abstract and some children struggle with finding words to express their thoughts. The struggle causes feelings of frustration and anxiety that sometimes are demonstrated in inappropriate social actions and behaviors.

Classroom structure, consistency, and predictability combined with the use of visual cues have proven to be an effective formula in preventing many inappropriate social behaviors.

A visual schedule like the one pictured on the Daily Living Tab, is one type of a visual cue that will help establish routine structure and consistency in the classroom.

Another type of visual cue that will help young children navigate more easily throughout their day is a symbol selected exclusively for each child. This symbol can be an object, animal, or any visual pictured symbol that has meaning for the child.

What are the benefits of using this type Visual Symbol Cues?

- **Where do I belong?**
Symbols act as visual cues to help children know their place in the classroom. Marking floor space, cubbies, and places at the table with symbols let children know exactly where they are supposed to sit, stand, or find personal belongings. It is their own personal space establishing a sense of belonging in the classroom.
- **Teaches respect**
- Symbols define other children's classroom space. Children learn to respect other children's symbols and the space it represents.
- **Maintains order in the classroom**
Fewer oral directions need to be repeated.



Transitions are less confusing. As children change from one activity to the next, their personal symbols are in place to help children know where they need to be. For example: they can move from a circle activity to finding their symbol on the floor in a line at the door... or coming in from outside they find their symbol on a placemat at the snack table.

- **Flexibility of seating**

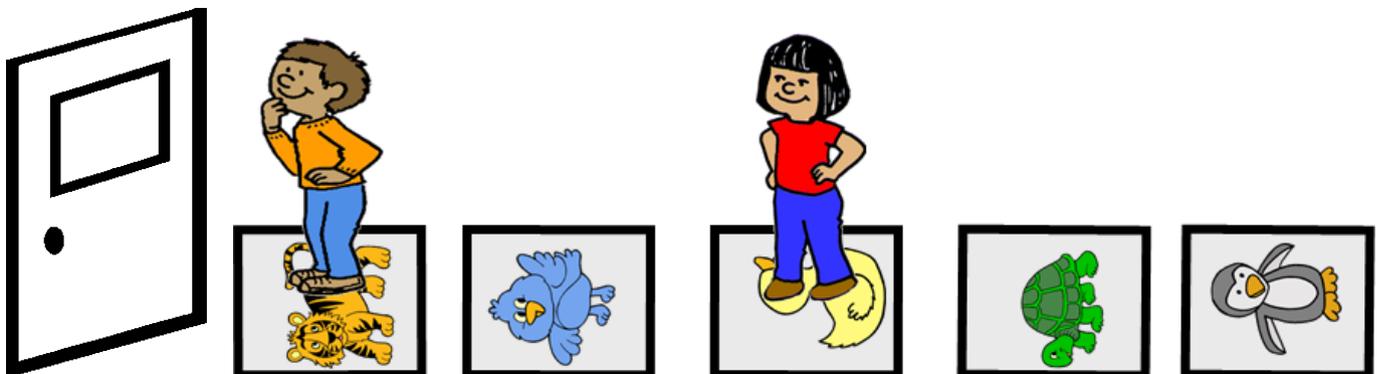
Teacher can determine the placement of each symbol whether it is in a line, at circle time, or at the snack table (close to front, next to the teacher, or away from possible conflicts which will prevent behavior problems).

- **Help children identify spatial concepts**

Young children benefit from visual cues helping them to identify where they are in "time and space." Young children need practice perfecting their motor planning skills. They are often unaware of the fact that their arms and legs are in another child's space. The teacher can make sure that symbols are placed far enough apart to allow adequate space between children avoiding accidental bumping or unwanted touching (which will prevent behavior problems).

The Read It Once Again **Preschool Classroom Management Guide** provides 25 different animal symbols designed to be used as Visual Symbol Cues.

To learn more about **The Preschool Classroom Management Guide** which contains information about how to use Visual Symbol Cues to help prevent behavior problems in the classroom, please visit our website at www.readitonceagain.com.



Socialization Goals

These social and emotional goals focus on behavior skills that are emphasized when reading *The Three Billy Goats Gruff*.

TO IMPROVE SOCIAL AND EMOTIONAL SKILLS THE CHILD WILL:

1. Appropriately use clothes and props provided in dramatic play center such as:

goats (plastic or stuffed)

"bridge" cardboard or wooden

goat masks or character necklaces

troll mask or troll dress up clothes (Halloween costume)

hairy plastic hands

brown felt vest

furry feet slippers

mirror

flowers (silk or plastic)

artificial turf rug (to create a hill)

bells

props may vary according to the version of the book that you are using.



2. Use appropriate verbalization to ask permission to use a toy or prop that another peer is playing with.

3. Play cooperatively with peers.

4. Demonstrate cooperation while working together and helping each other.

5. Take turns in group activities.

6. Identify these emotions as illustrated in the story:

fear (when Little Billy met the troll)

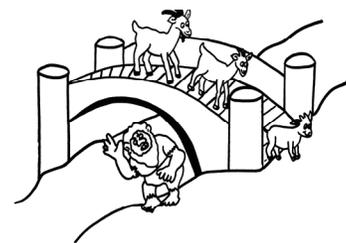
anger (when the troll confronted each goat on the bridge)

7. Demonstrate awareness of the danger in talking to strangers.

8. Demonstrate knowledge of kind behavior.

May I come across the bridge? (Yes you may.)

May I play with you? (Yes. You can share my toys.)



Dramatic Play and Prop Suggestions



Domain:

- Socialization, Language

Goals:

- Child will use a variety of these props to interact with peers as they reenact scenes from the story.
- Child will use familiar words and phrases from the story as they use these props.

Materials:

Dramatic corner:

Goats (plastic or stuffed)

"Bridge" cardboard or wooden

Goat masks or character necklaces

Troll mask or troll dress up clothes (Halloween costume)

hairy plastic hands

brown felt vest

furry feet slippers

Mirror

Flowers (silk or plastic)

Artificial turf rug (to create a hill)

Bells

Props may vary according to the version of the book that you are using.

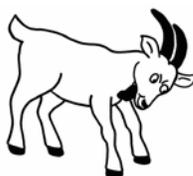


Instructions:

- Add a variety of objects from the story to your dramatic corner to allow the children to practice their language skills while acting out parts of the story.

Suggestions:

- Use some of these objects as props while telling the story.



Building Bridges



Domain:

- Socialization, Language, Gross Motor, Fine Motor

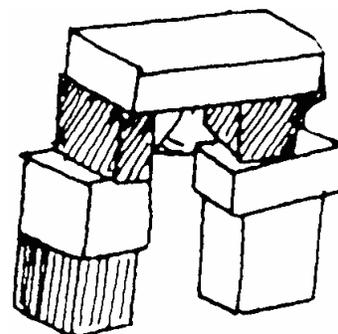
Goals:

- Child will use receptive or expressive language to participate in cooperative play with peers while building bridge structures.
- Child will use gross motor skills while lifting large blocks to build a bridge structure.
- Child will use fine motor skills using small manipulatives to build a bridge structure.

Materials:

suggested items:

- cardboard strips
- various sized shoe boxes
- wooden blocks in a variety of sizes and shapes
- large or small foam blocks
- egg cartons
- cardboard tubes
- legos
- bristle blocks
- craft sticks
- toy animals or people
- toy cars and trucks



Instructions:

- Show children pictures of different kinds of bridges.
- Discuss the purpose of bridges.
- Encourage children to experiment with different types of materials to make their own bridges.

Suggestions:

- Young children may need for you to build a model bridge.
- Assist with construction if necessary.

Are You Afraid of Trolls?



Domain:

- Socialization, Language

Goals:

- Child will demonstrate knowledge of emotions related to fear.
- Child will demonstrate knowledge of emotions related to anger.
- Child will identify situations that may be fearful.
- Child will identify situations that make them angry.
- Child will choose facial expressions that best describe their feelings.

Materials:

- *Angry Face* reproducible p. 223
- *Fearful Face* reproducible p. 224
- large craft sticks
- tape, glue or staples
- *The Three Billy Goats Gruff* storybook



Instructions:

- Copy one *Angry Face* and one *Fearful Face* onto cardstock or sturdy paper. Cut out faces.
- Tape the top half of the craft stick to the bottom of one of the faces.
- Paste the faces back to back with the craft stick in the middle.
- Read *The Three Billy Goats Gruff*. Discuss how Little Billy and Middle Billy must have felt when they crossed the bridge and were met by a big, ugly, mean troll. The goats were probably afraid of the troll.
- Show children the *Fearful Face* and discuss other situations that may be fearful for young children.

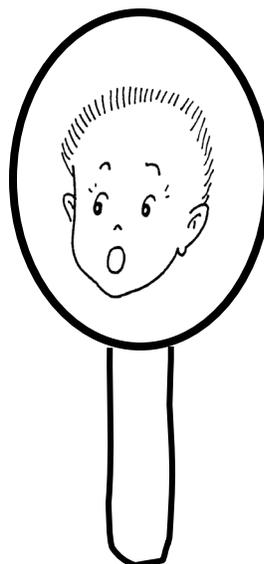
Suggestions:

thunderstorms
 stray or large dogs (animals)
 being alone
 a dark room
 scary movies (monsters)

new situations
 water/swimming
 being away from parents
 strangers
 angry adults

Are You Afraid of Trolls? continued

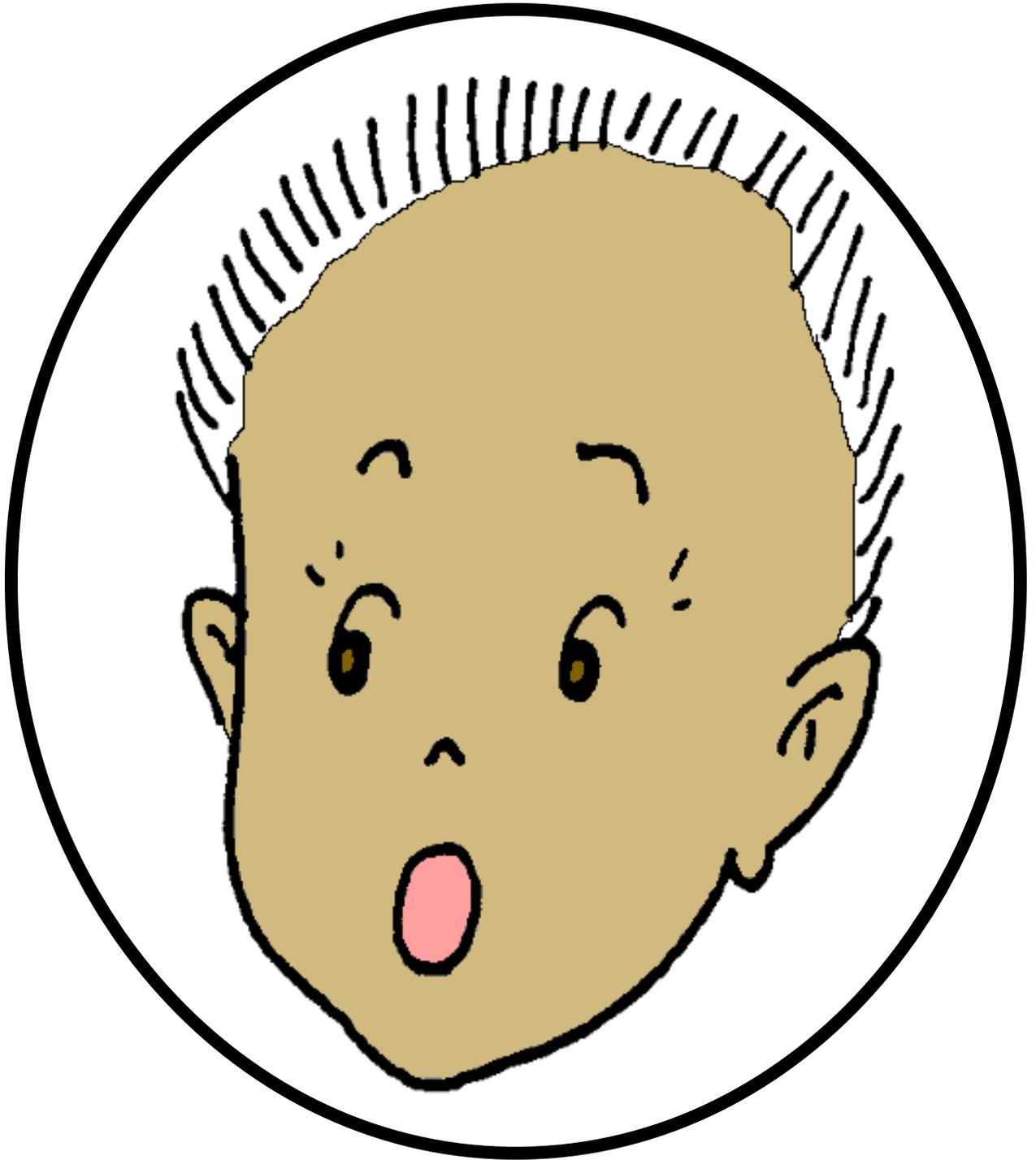
- Show children the *Angry Face* and discuss how the troll felt when he heard the goats tripping across his bridge. The troll did not like to share his bridge, so he was angry.
- Discuss other situations that may make young children angry.
Suggestions:
 - Someone takes away his or her toy
 - Mom or teachers says "No"
 - They can't do what they want to do
 - They have to stop playing and go to bed
 - They have to come inside
 - Someone pushes or shoves them
 - Peer won't let them play
- Practice discussing angry or fearful situations and allow the children to choose the appropriate facial expression.



Angry Face



Fearful Face





Character Necklaces

Domain:

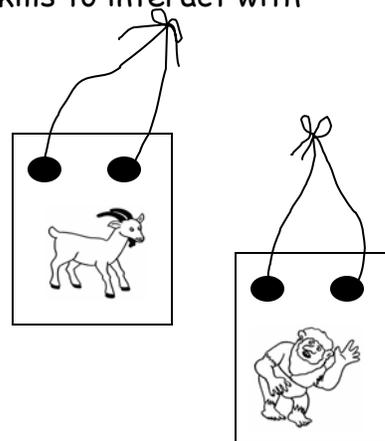
- Socialization, Language

Goals:

- Child will identify characters and animals.
- Child will use appropriate socialization skills to interact with other children.

Materials:

- *Character Necklace* reproducible pp. 226-227
- yarn
- scissors
- 4 X 6 plain index cards
- paper punch
- glue



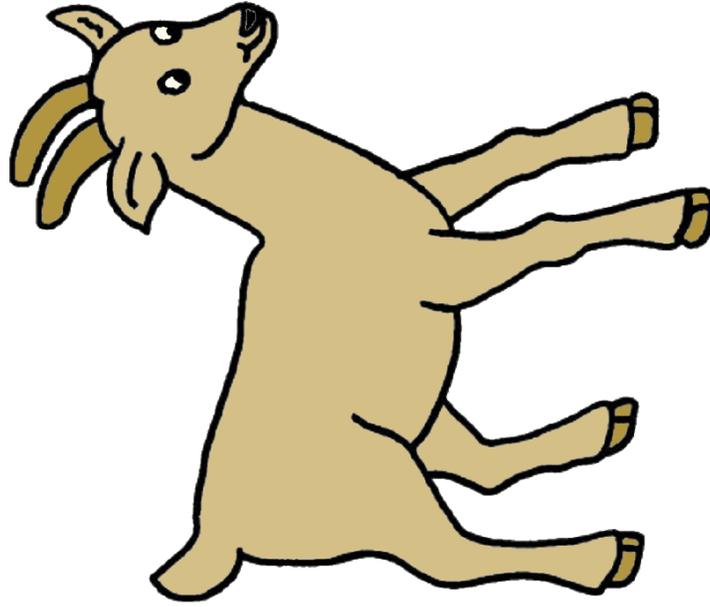
Instructions:

- Teacher will create *Character Necklaces* by copying reproducible pages, cutting and pasting characters to index cards and attaching yarn.
- Make necklaces available for children to use in the dramatic play area. Let children select the character they want to be and act out that role.

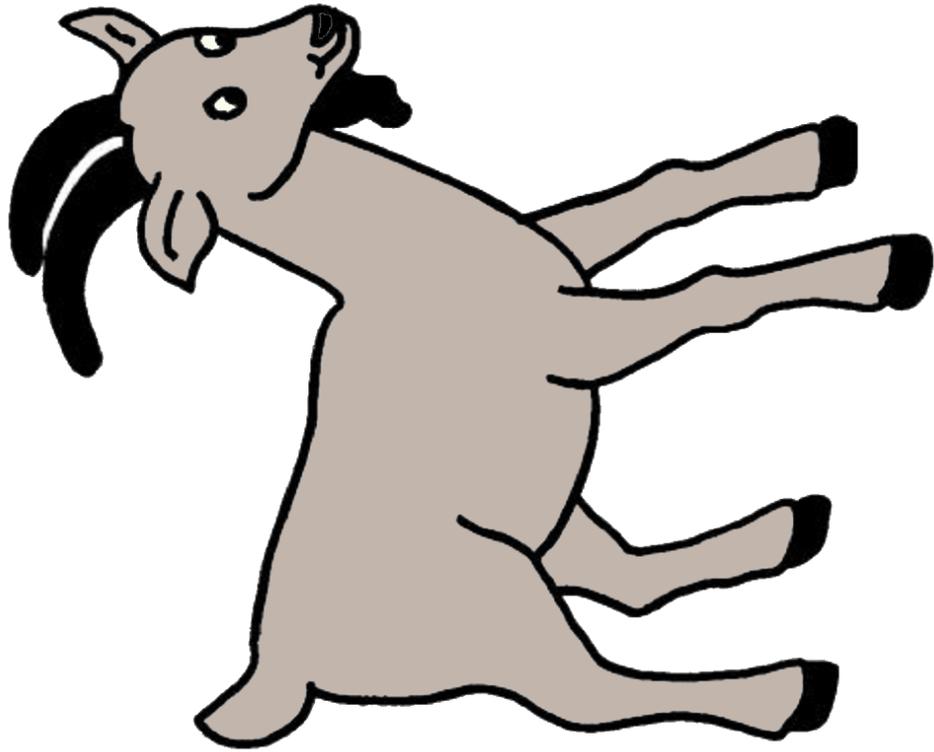
Suggestions:

- This could also be used as a group activity during story time.
- Children could make their own set of *Character Necklaces* as a fine motor pasting activity.
- This activity could also be used as a take home fine motor activity.
- Complete characters by coloring to match those found in story.
- Laminate cards for durability.

Character Necklaces



Character Necklaces





Goat and Troll Masks

Domain:

- Socialization, Language

Goals:

- Child will interact with classmates while assuming the role of story characters.
- Child will repeat familiar words and phrases from the story.

Materials:

- *Goats and Troll Masks* reproducible pp. 229-232
- Large craft sticks
- scissors
- stapler or tape
- crayons and markers
- *The Three Billy Goats Gruff* storybook

Instructions:

- Teacher will repeatedly read *The Three Billy Goats Gruff* until children become familiar with words and phrases.
- Reproduce one mask for each child using the patterns found on *Goats and Troll Masks* reproducible pages.
- Teacher will cut out figures and opening for the eyes.
- Encourage child to decorate and color characters.
- Assist child in stapling or taping craft stick to the bottom of the puppet.
- Instruct the child to hold the puppet up to his/her face and assume the role of that character.
- Child will interact with classmates while using story character masks.
- Encourage children to repeat familiar words and phrases from the story.

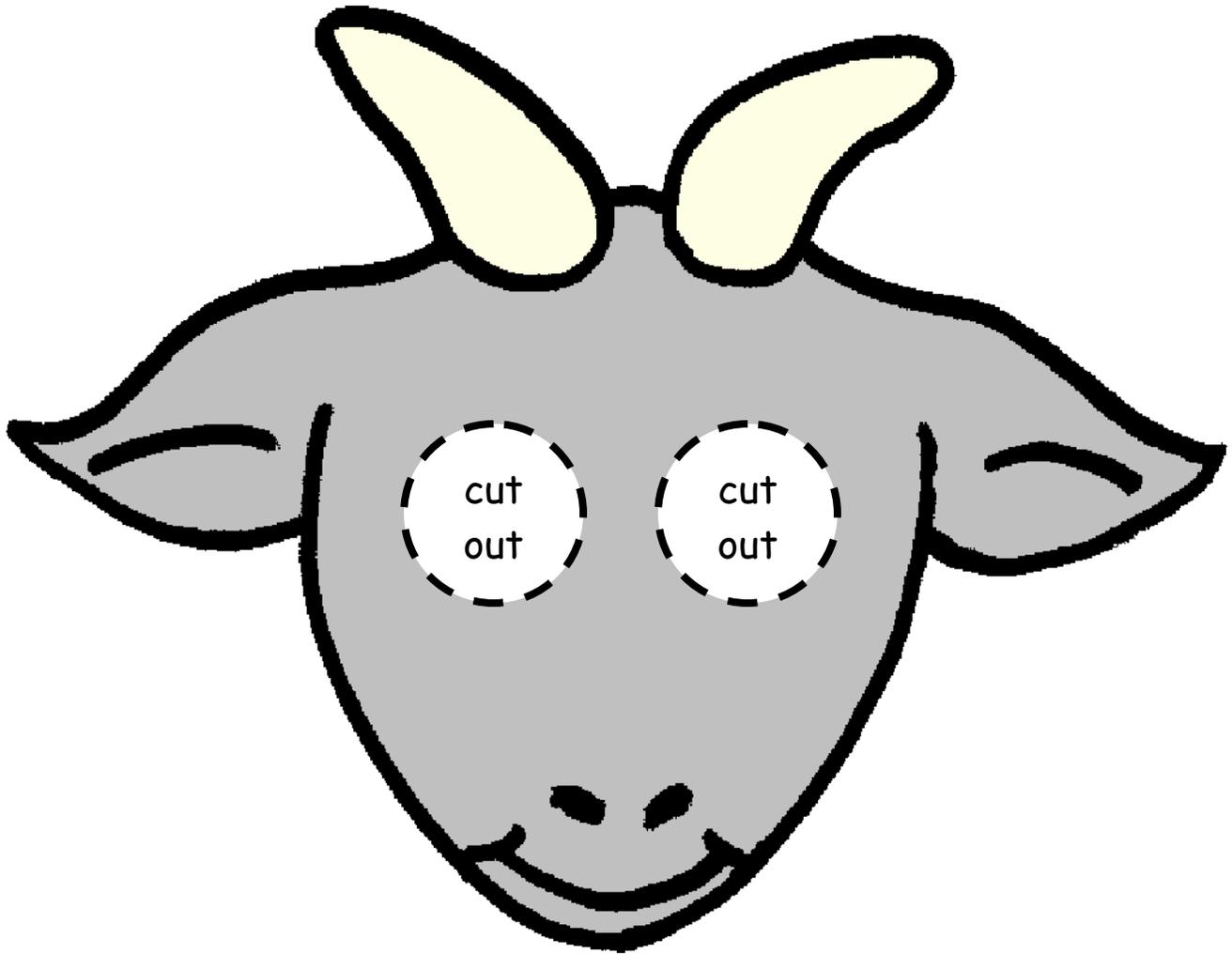
Suggestions:

- Children with advanced cutting skills should be encouraged to cut their own character masks.

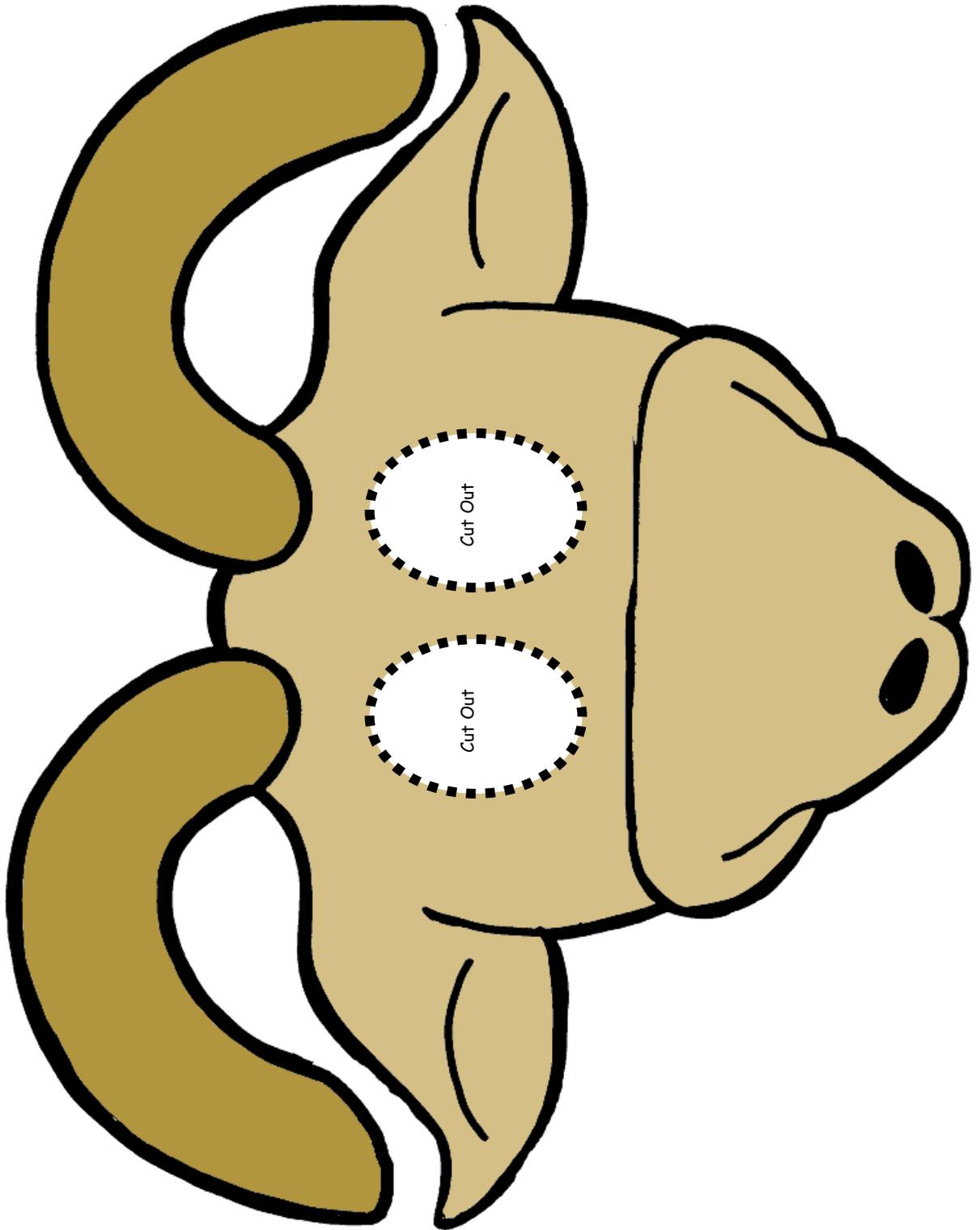
Troll Mask



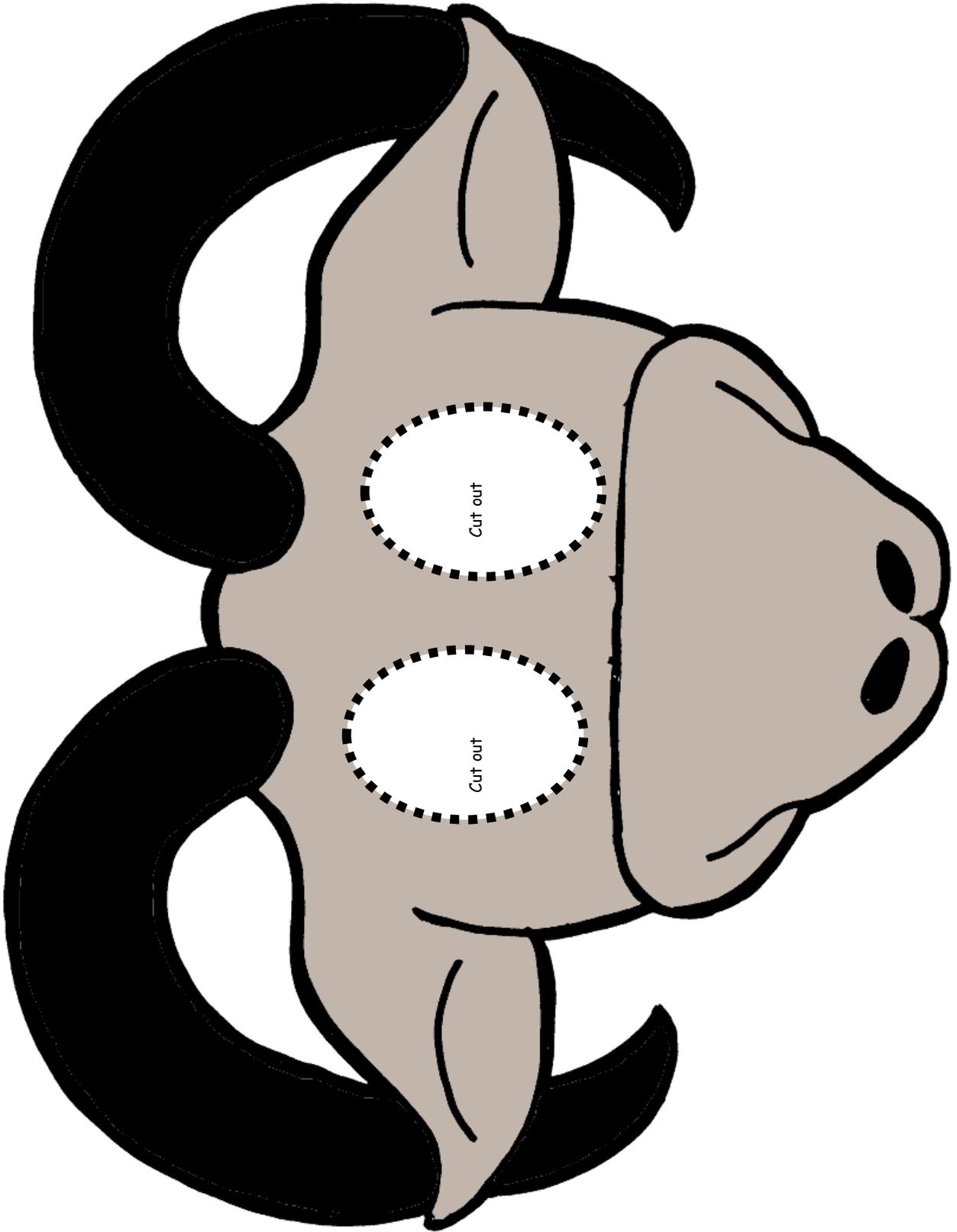
Baby Billy Mask



Middle Billy



Big Billy



Troll Bowling

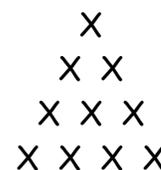


Domain:

- Socialization, Language, Gross Motor, Cognitive

Goals:

- Child will use receptive or expressive language to interact with peers and take turns while playing a game.
- Child will encourage peers to knock over bowling pins.
- Child will show enthusiasm for peers who have knocked over pins by clapping or cheering.
- Child will roll ball toward bowling pins.
- Child will count the number of pins that are knocked over.
- Child will set pins upright on a designated spot.



Materials:

- ten two-liter empty plastic soda bottles with lids
- sand or rice
- masking tape (painter's tape works well)
- *Troll Bowling* reproducible Troll face
- scissors
- one set of footprints p. 138
- playground or Nerf ball



Instructions:

- Fill soda bottles 1/8 full with sand or rice to help stabilize bottles. (remove plastic label if possible)
- Copy 10 Troll faces and cut them out. Tape faces on the front of the bottles.
- Use masking tape making X's or circles on floor showing where bottles should be placed. Set one bottle on each mark.
- Copy one set of footprints and tape them on the floor showing children where to stand. (The younger the child, the closer the footprints.)
- Demonstrate how to roll the ball toward the bottles in an effort to knock over as many as possible.
- Encourage children to help you count the number of bottles that were knocked over.
- Choose a child to set the fallen bottles back upright on the marks.
- Continue with the game until each child has had a turn.



Troll Bowling



Copy 10 faces.

Faces copied on different colored construction paper will help to reinforce color recognition.

Parent Party Invitation



Domain:

- Socialization, Language

Goals:

- Child will appropriately use receptive or expressive language to interact with peers during Billy Goat Gruff activities.
- Child will play simple group games.

Materials:

- *Goats Gruff Gala Gathering* newsletter p. 236

Instructions:

- Teacher will copy *Goat Gala Gathering* newsletter to share with parents and caregivers.
- Teacher will prepare Billy Goat activities and special snacks for *Goats Gruff Gala Gathering*.
(see games in Socialization and snacks ideas in Self-Help sections of the curriculum guide)
- Read *The Three Billy Goats Gruff*. Ask "who, what, and where" questions for the children to answer.
- Model reading strategies for caregivers to use at home when reading to their children.

Suggestions:

- Involve caregivers in the celebration by requesting that they supply a portion of the special snack.
- Before the *Gala Gathering*, ask a caregiver (who enjoys reading) if they would be willing to read the story for the children on the day of the celebration.

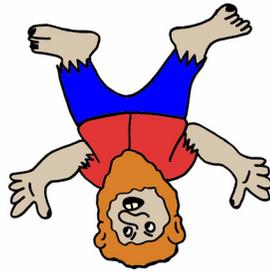
News Flash



News Flash

Big Billy Saves the Day

Mean Ugly Troll is Gone!!



Come Help Us Celebrate!

Where _____

Day _____

Time _____

Never Talk to Trolls



Domain:

- Socialization, Language

Goals:

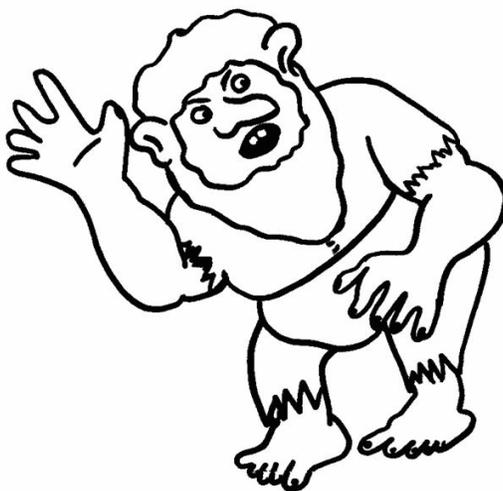
- Child will develop an awareness of the dangers of talking to strangers.

Materials:

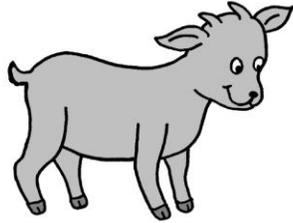
- *The Three Billy Goats Gruff* storybook

Instructions:

- Read *The Three Billy Goats Gruff*.
- Discuss the fact that the troll was not a very nice person. The goats did not know the troll, and should not have stopped to talk with him.
- Discuss what a child should do if a stranger approaches them, especially when there are no other adults around.
- Discuss the importance of staying near adults while shopping or on an outing.



Billy Goat's Best Behavior Award

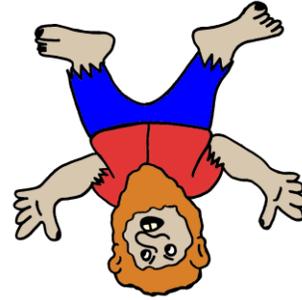


Name _____

Date _____

Good things I did _____

We're Head-Over-Heels Proud of You

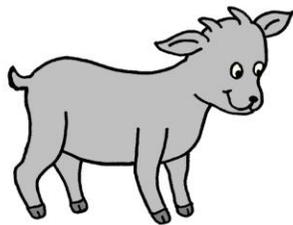


Name _____

Date _____

Good things I did _____

Billy Goat's Best Behavior Award

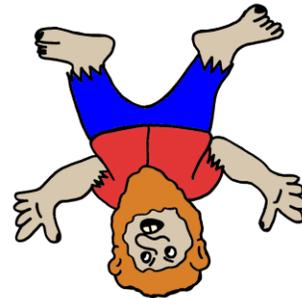


Name _____

Date _____

Good things I did _____

We're Head-Over-Heels Proud of You



Name _____

Date _____

Good things I did _____

10 Quick Tips for Using Music and Mother Goose



Quick Tip #1

Kids don't care if you can't carry a tune in a bucket.

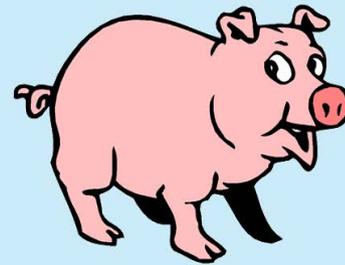


Have fun.
Sing often.



Quick Tip #2

Sing familiar melodies.



Create piggyback songs.



Quick Tip #3

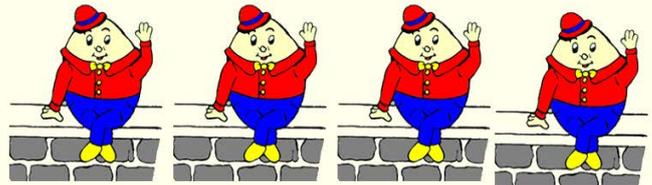


You need not play a musical instrument.



Quick Tip #4

Repetition is good.



Quick Tip #5



Break into song anytime.



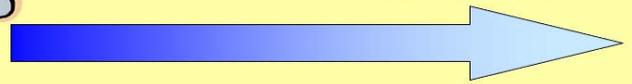
Quick Tip #6



Shake your sillies out.



Quick Tip #7 Use music to change energy levels.



Quick Tip #8



NEVER force a child to sing.



Quick Tip #9

Let Loose.
Be Silly.
Sing Nonsense Songs.



Quick Tip #10

The best tip of all!

Combine music with
rhyme and literature

Use visual cues.





Mother Goose Rhymes

Domain:

- Language, Cognitive, Gross Motor

Goals:

- Child will repeat familiar words and phrases.
- Child will use visual cues to repeat rhyme in proper sequence.
- Child will participate in music and movement activities related to the nursery rhyme.

Materials:

- *Jack and Jill Rebus* reproducible p. 242
- *Jack and Jill Sequencing Cards* p. 243-246
- Velcro or flannel board

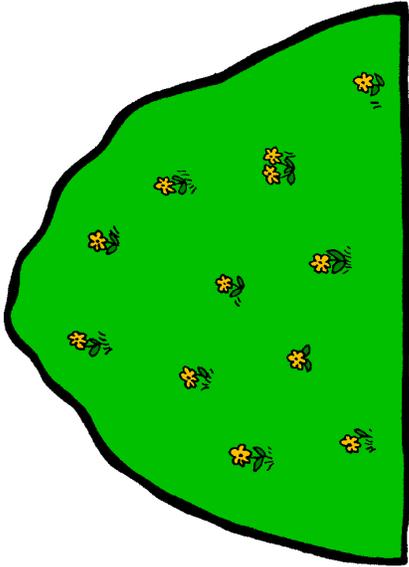
Instructions:

- Create a set of sequencing cards identical to the rebus read-along sheet. Reproduce on durable paper.
- Cut out figures and laminate. Apply Velcro or some means to adhere to felt or flannel board.
- Use cards as visual cues when introducing the rhyme.
- Repeat rhyme daily using visual cue cards or additional props to help reinforce familiar words and phrases.
- Reproduce a copy of rebus nursery rhyme sheet for each child to send home so that they can share with parents.
- When children are familiar with words and phrases, use sequencing cards in a variety of ways:
 - o Allow children to put them in sequence while reciting rhyme.
 - o Pass out cards and allow them to put up their cards in order on the board at the appropriate time.
 - o Put cards on the floor and allow child to choose the next appropriate card as the rhyme is being repeated.
 - o Allow children to use them independently in your story telling or book center.

Suggestions:

- Introduce a new rhyme each month with your new literary unit, but continue to review previous familiar rhymes.

Jack and Jill



went up a hill

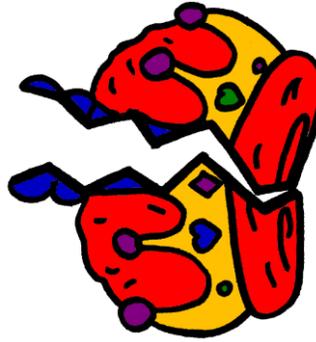
to fetch a pail of water.



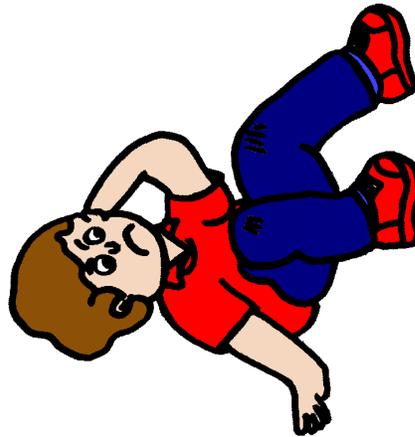
Jack and Jill



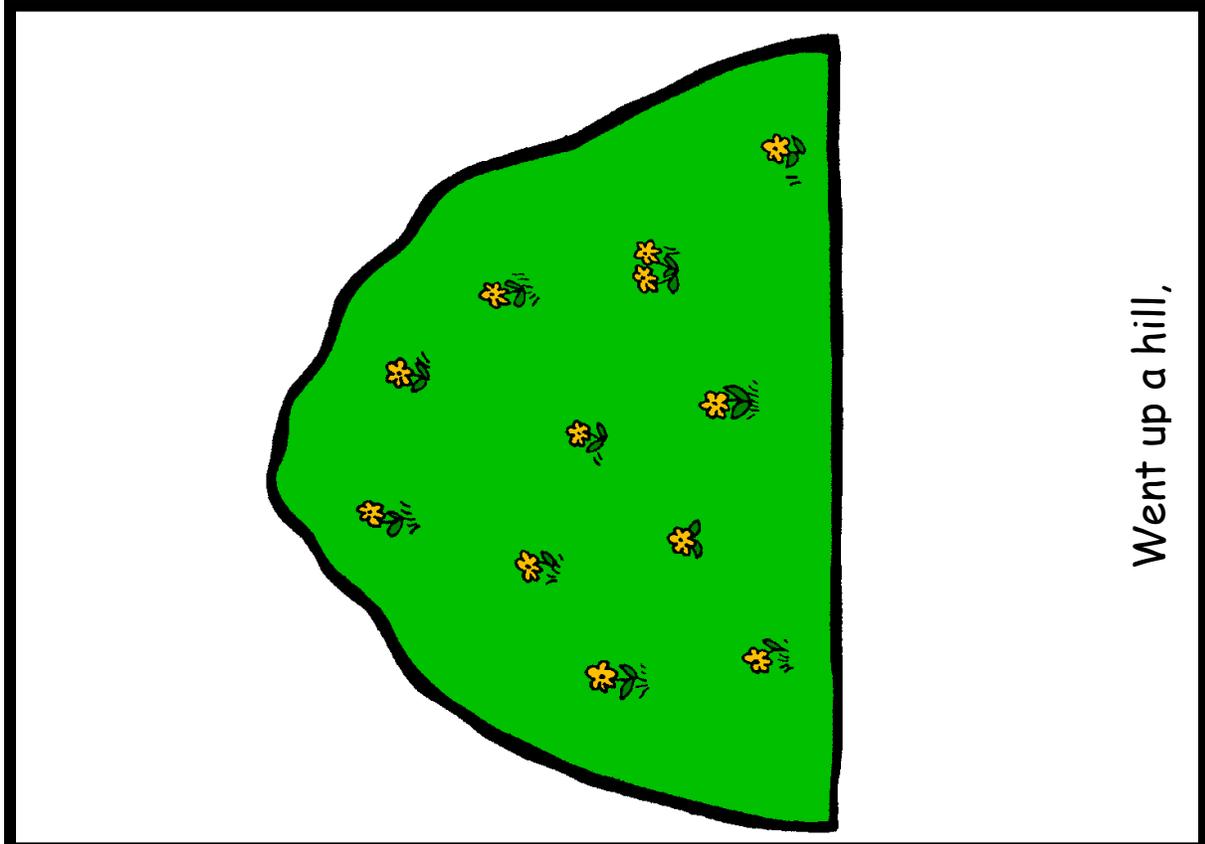
and Jill came tumbling after.



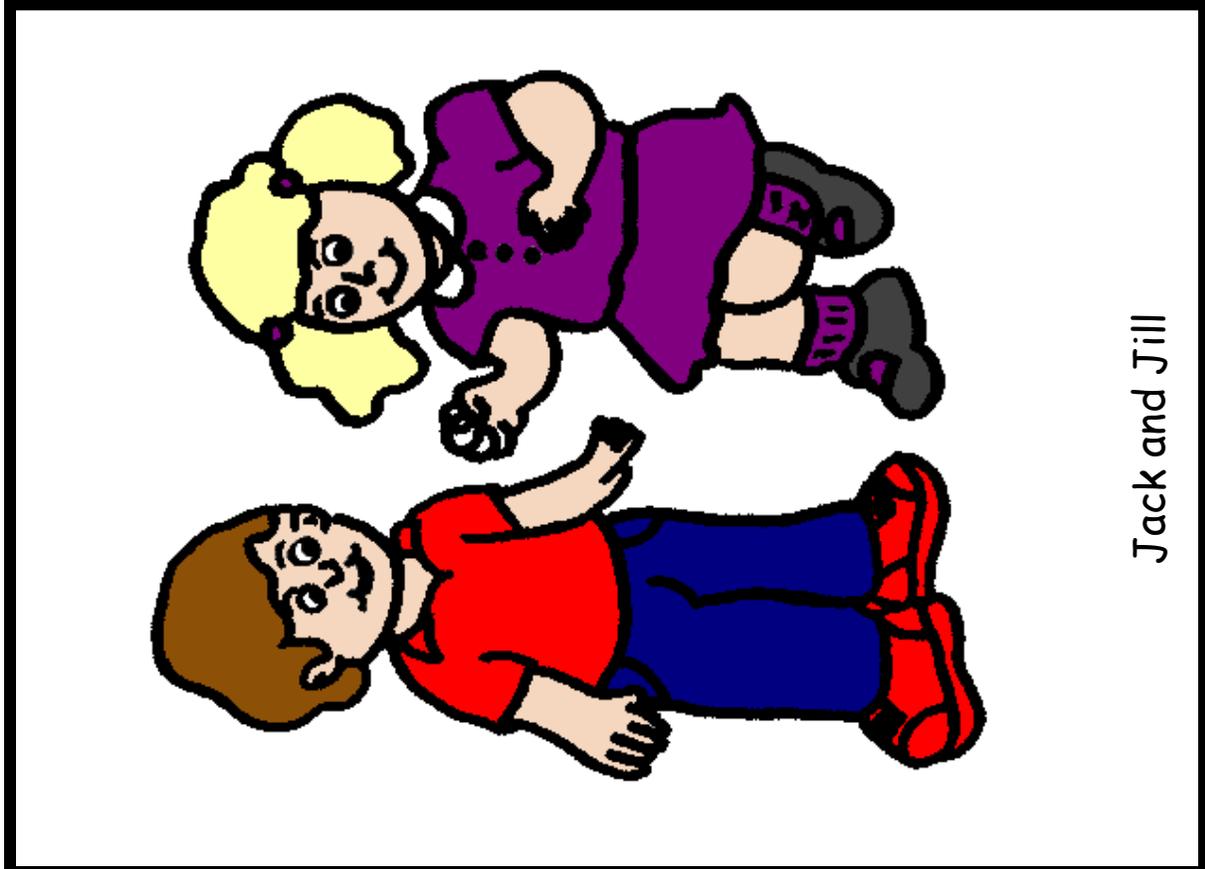
and broke his crown



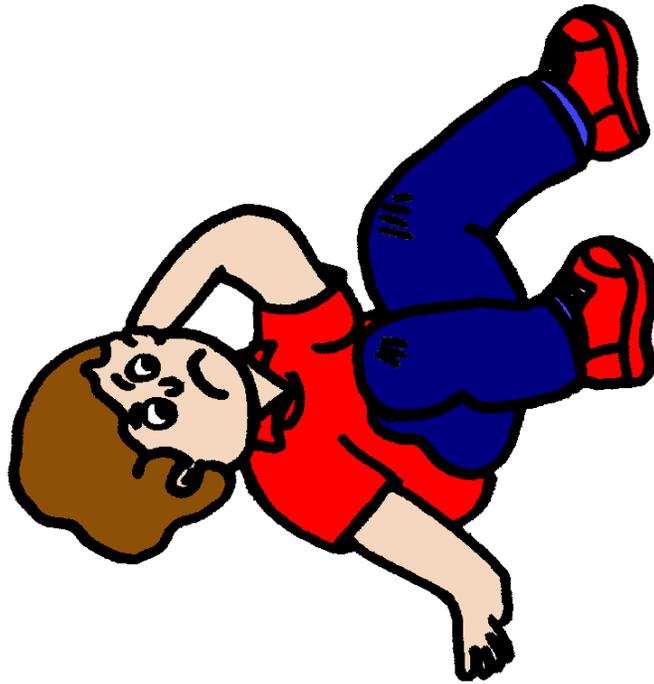
Jack fell down



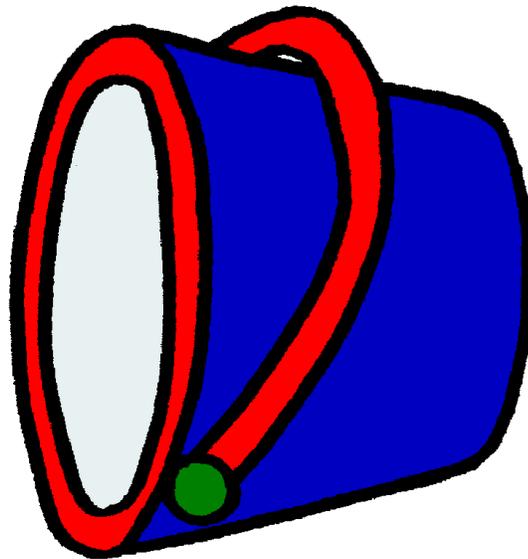
Went up a hill,



Jack and Jill



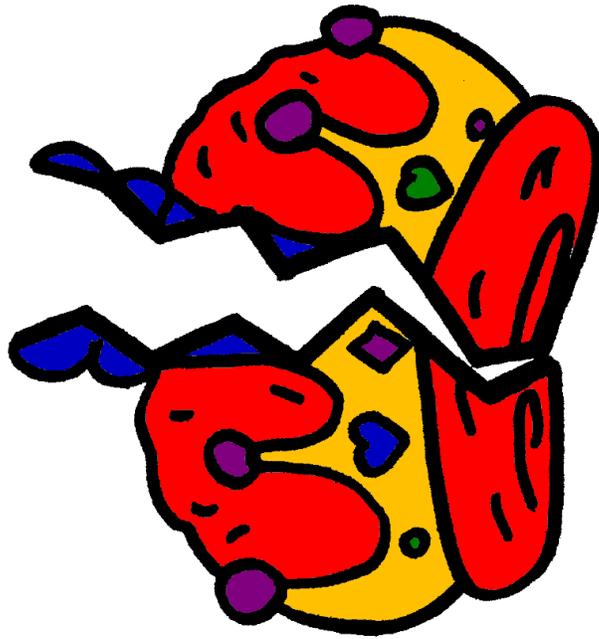
Jack fell down,



To fetch a pail of water.



And Jill came tumbling after.



And broke his crown,

Original Mother Goose Version of Jack and Jill

Jack and Jill

Jack and Jill went up a hill,
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Then up Jack got and home did trot,
As fast as he could caper.
He went to bed and plastered his head,
With vinegar and brown paper.

Jill came in and she did grin,
To see his paper plaster.
Mother vexed, did **whip* her next,
For causing Jack's disaster.

* If you wish to use this version in the classroom,
substitute the word *punish* instead of whip.

Mother Goose Every Day Strengthens Language in Every Way



Domain:

- Language, Cognitive

Goals:

- Child will repeat or gesture familiar words and phrases.
- Child will use visual cues to identify Mother Goose rhyme.
- Child will improve memory skills.

Materials:

- 12X18 white construction paper
- *Jack and Jill Poster Cards* pages 249 and 250
- markers
- glue
- Velcro
- Mother Goose envelope or packet containing all Mother Goose rhymes from previous units (the number of rhymes will vary according to the number of completed units/rhymes)

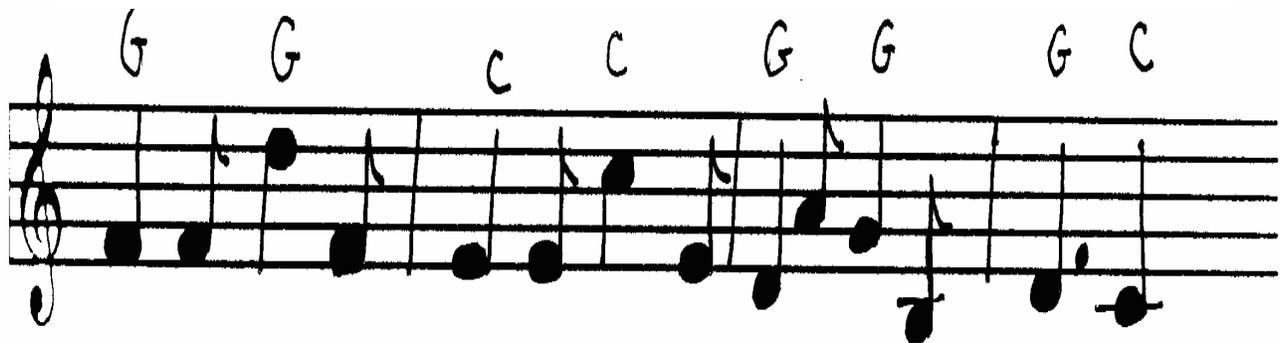
Instructions:

- Copy pages 249 and 250.
- Color picture and paste at the top of 12X18 sheet of white construction paper. Paste the words on the bottom half of the construction paper creating a Mother Goose poster. (lamine)
- Apply a strip of Velcro on the back so that the poster may be hung on a Velcro board during Mother Goose rhyme time.
- Use Mother Goose *Jack and Jill* poster to introduce the rhyme each day as you begin your *Jack and Jill* rhyme activities.
- After completing the *Jack and Jill* rhyme activities each day, allow children to review and recite Mother Goose rhymes from previous units.
- Keep previous Mother Goose rhyme posters available as visual cues to enhance memory skills.
- Posters may be kept in a large envelope or packet. Packets are easily constructed by using a 22x28 poster board folded in half and taped or glued along the edges.
- Mother Goose packets should be laminated for durability, as the packets should be used on a daily basis.
- Children should be encouraged to remove and hang posters on Velcro board.

Jack and Jill

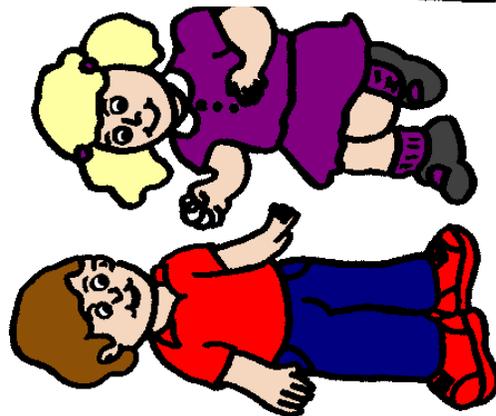
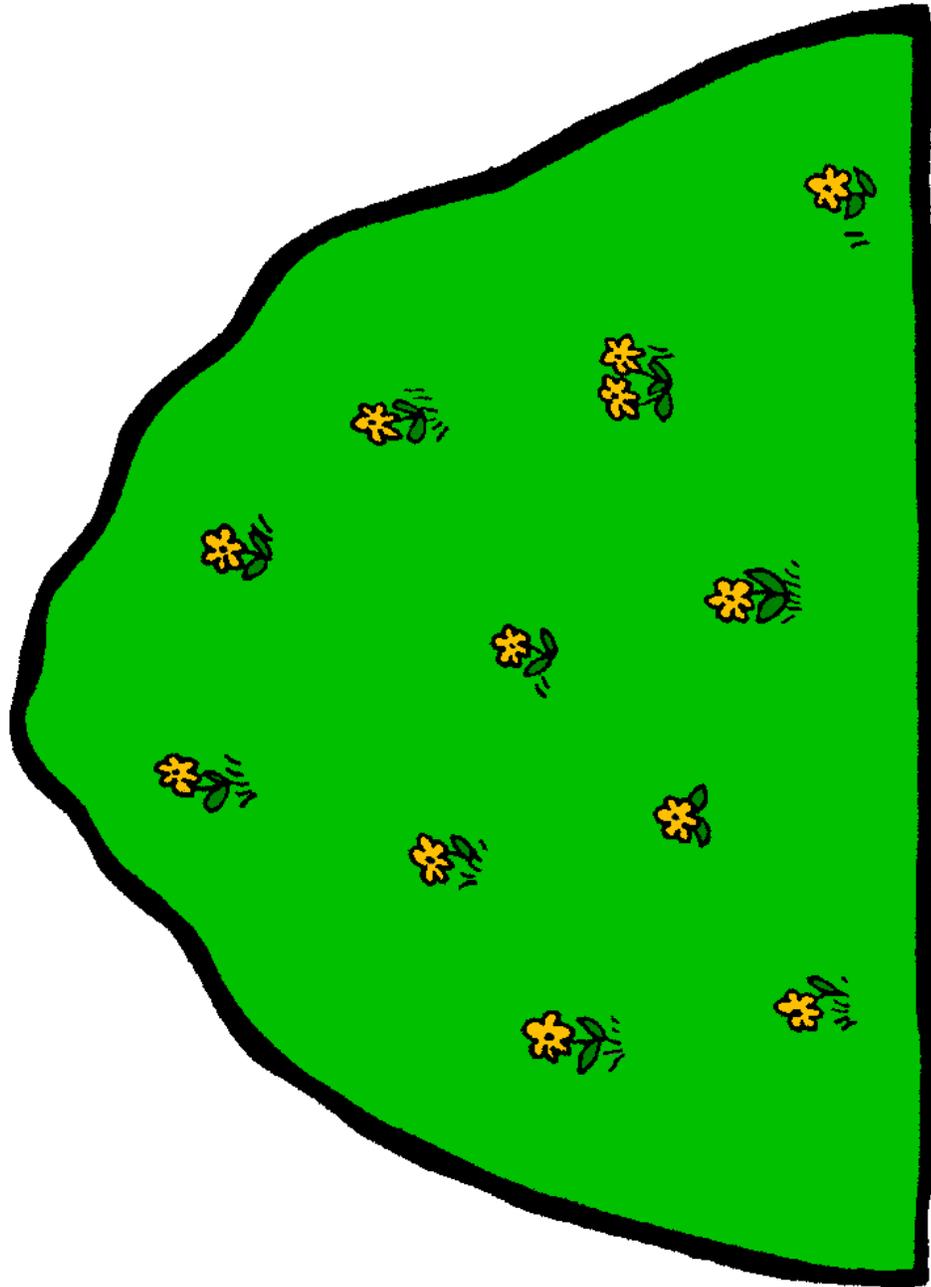


Jack and Jill went up a hill to fetch a pail of wa-ter,



Jack fell down and broke his crown and Jill came tumb-ling af-ter.





Jack and Jill

Jack and Jill went up a hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

The Goats Went Over the Bridge

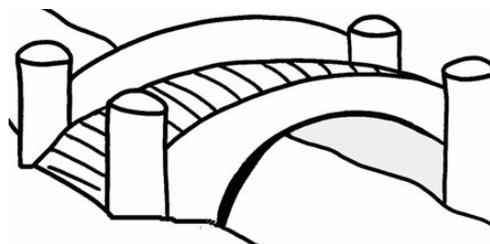
(Sung to: The Bear Went Over the Mountain)



The goats went over the big bridge.
 The goats went over the big bridge.
 The goats went over the big bridge.
 To eat till they got fat.

To eat till they got fat.
 To eat till they got fat.

The goats went over the big bridge.
 The goats went over the big bridge.
 The goats went over the big bridge.
 To eat till they got fat.



The Troll lived under the big bridge.
 The Troll lived under the big bridge.
 The Troll lived under the big bridge.
 He's scary as can be.

He's scary as can be.
 He's scary as can be.

The Troll lived under the big bridge.
 The Troll lived under the big bridge.
 The Troll lived under the big bridge.
 He's scary as can be.



London Bridge is Falling Down

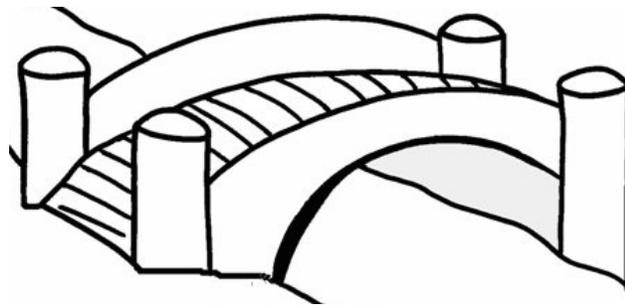
London Bridge is falling down,
 falling down, falling down.
 London Bridge is falling down.
 My fair lady. Chorus



Chorus:

Take the keys and lock her (him) up,
 lock her up, lock her up.
 Take the keys and lock her up.
 My fair lady.

Build it up with iron bars,
 Iron bars, iron bars.
 Build it up with iron bars,
 My fair lady. Chorus



Iron bars will bend and break,
 Bend and break, bend and break.
 Iron bars will bend and break,
 My fair lady. Chorus



Build it up with silver and gold,
 Silver and gold, silver and gold.
 Build it up with silver and gold,
 My fair lady. Chorus

Game suggestions:

Two children join hands and form an arch. The other children form a single line to pass under the bridge's arch. On *My fair lady* the bridge's "arms" fall down to capture a prisoner. The bridge gently rocks the prisoner while singing the chorus. After singing the chorus, the prisoner is set free to rejoin the line that will again pass under the bridge. The game continues until all children have had the opportunity to become the prisoner. Repeat verses as necessary.

Two Little Blue Birds Finger puppets



Domain:

- Music and Rhymes, Language, Fine Motor

Goals:

- Child will repeat familiar words and rhyming phrases.
- Child will place puppet on finger.
- Child will carry out appropriate finger movements that accompany the rhyme.

Materials:

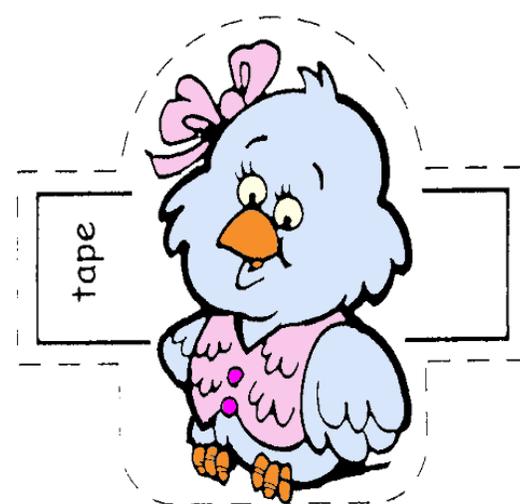
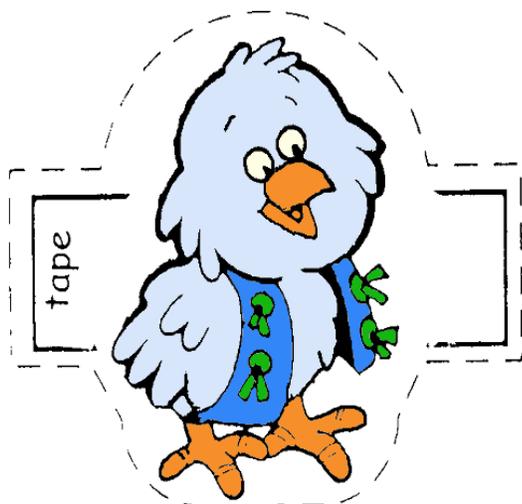
- two Little Bluebird Finger Puppets (on the bottom of this page)
- tape
- blue construction paper

Instructions:

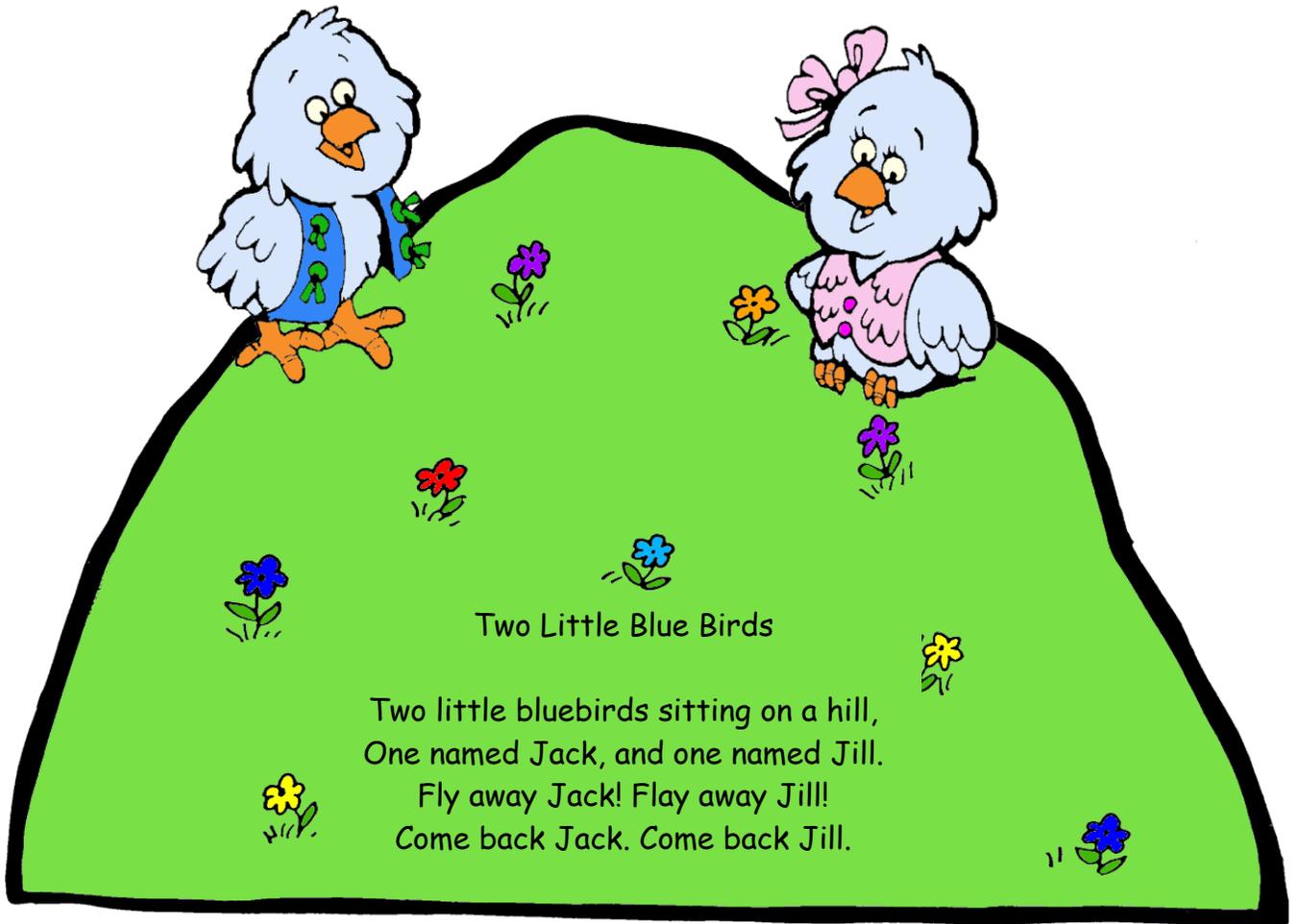
- Copy Bluebird finger puppet patterns on blue construction paper.
- Cut a pair of puppets for each child.
- Make a loop to fit the child's finger and tape tabs in place.
- Encourage children to use puppets while reciting the rhyme.

Suggestions:

- Laminate puppets to increase durability.
- Instead of using blue paper, children may wish to color or decorate their own birds.



Two Little Blue Birds



Two Little Blue Birds

Two little bluebirds sitting on a hill,
One named Jack, and one named Jill.
Fly away Jack! Fly away Jill!
Come back Jack. Come back Jill.



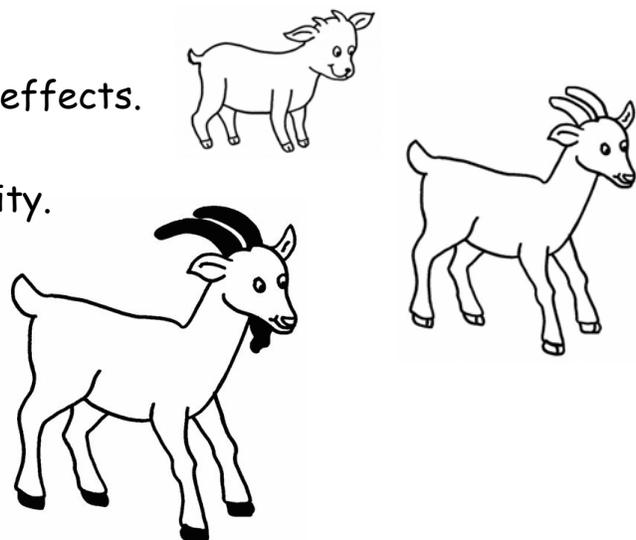
One Little, Two Little, Three Little Billy Goats

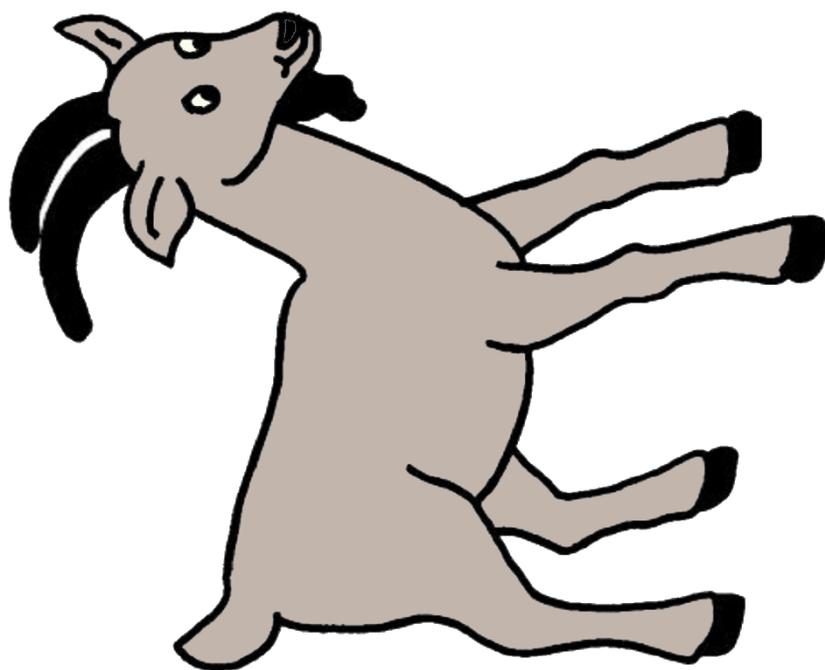
(Sung to: Ten Little Indians)

One little, Two little, Three little Billy Goats,
 Four little, Five little, Six little Billy Goats,
 Seven little, Eight little, Nine little Billy Goats,
 Ten little Billy Goats Gruff

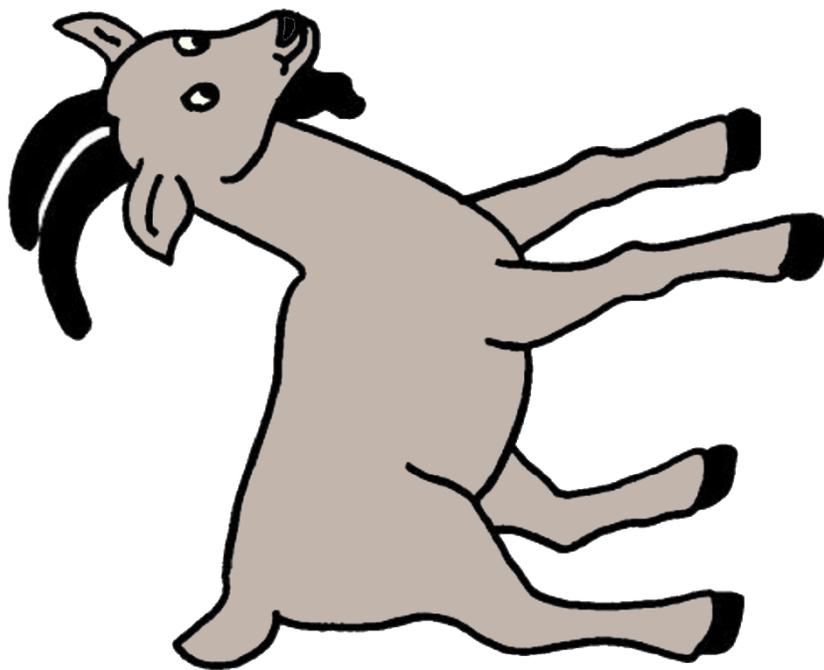
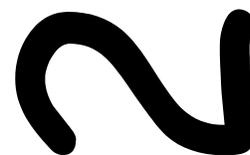
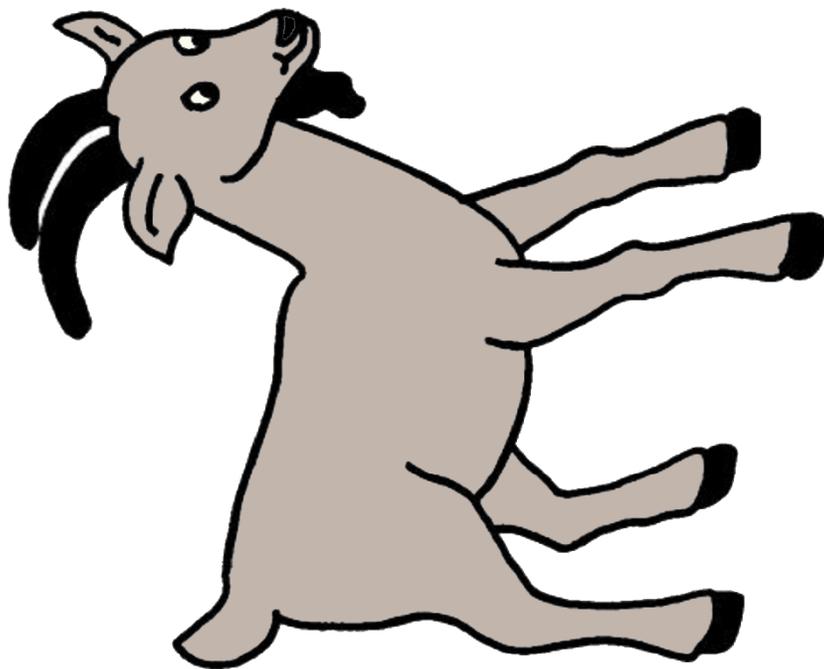
Suggestions:

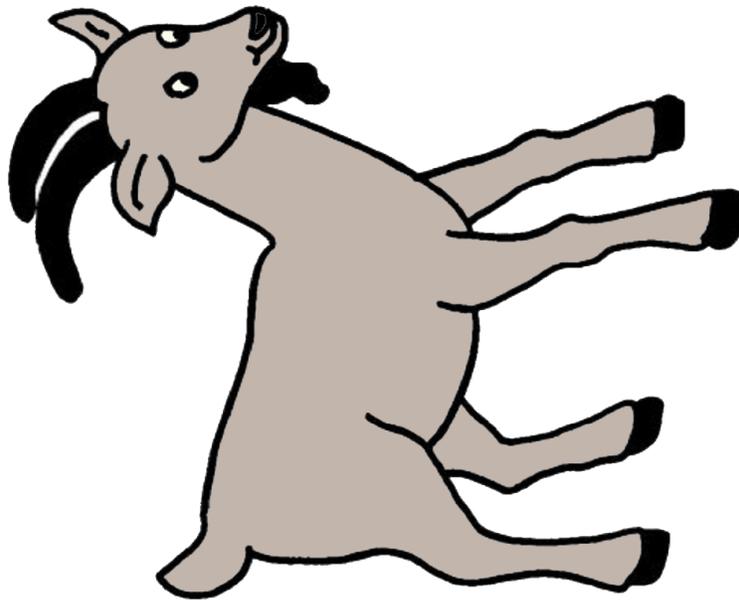
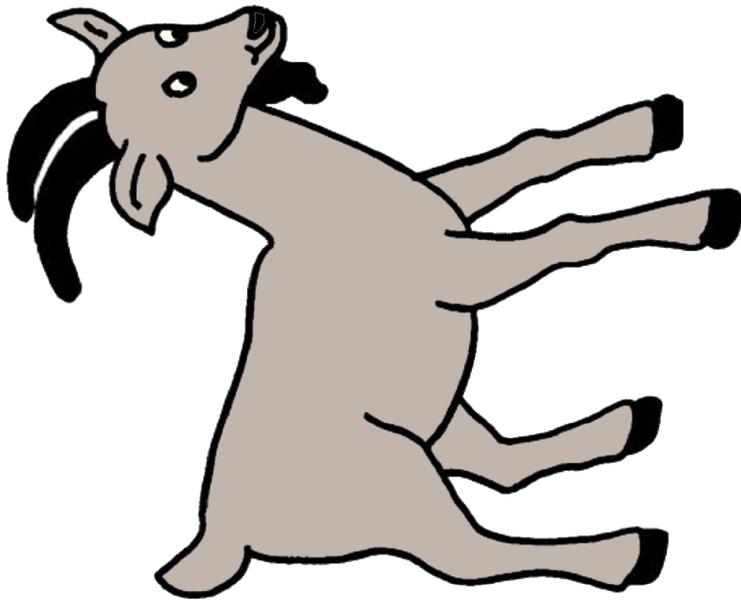
- Use Billy Goat Flip Chart (pp. 256-265) to help children remember rhyming words and phrases to this song.
- Use large rings to hinge the flipbook at the bottom so that pages can be turned quickly.
- Color goats to enhance visual effects.
- Laminate flipbook for durability.



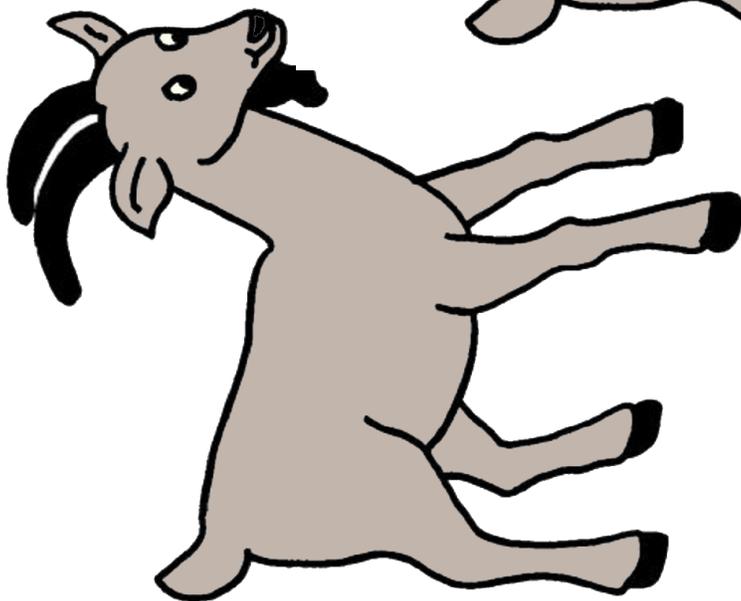


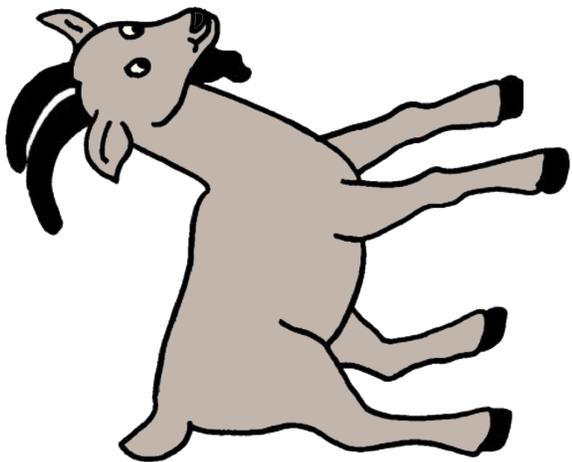
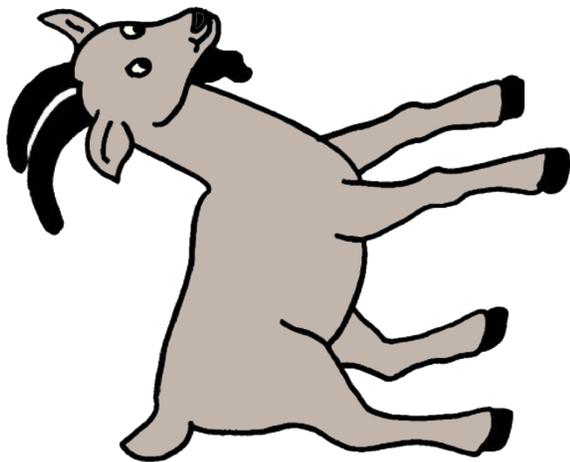
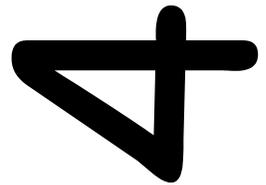
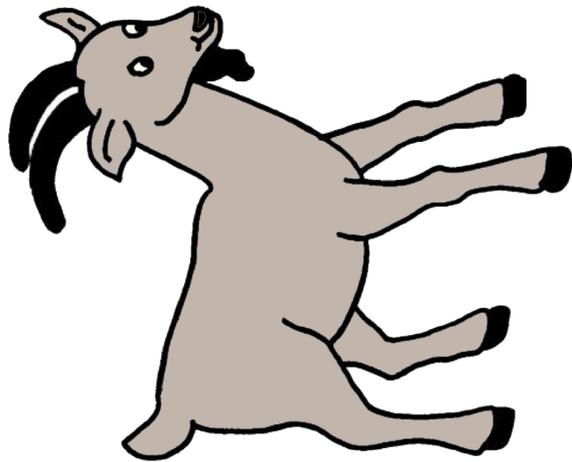
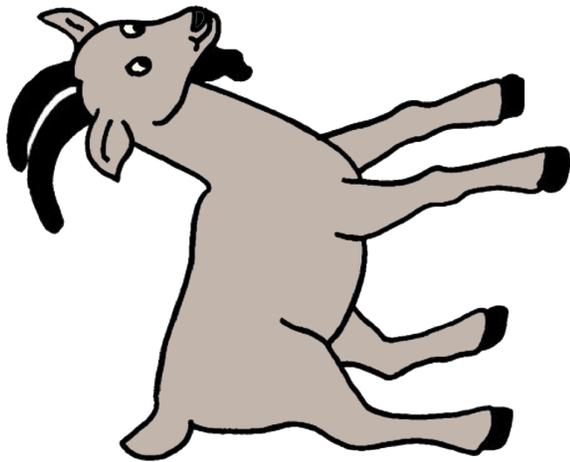
1

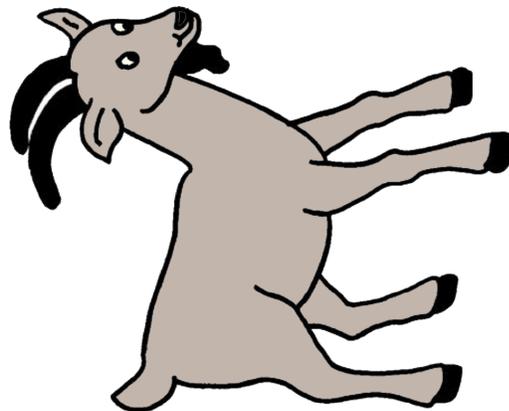
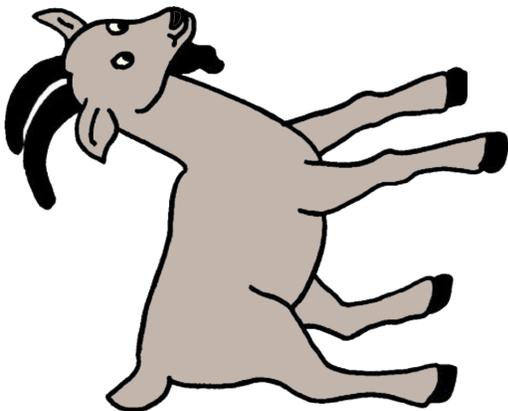
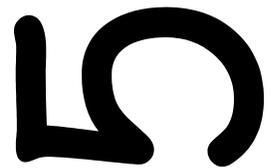
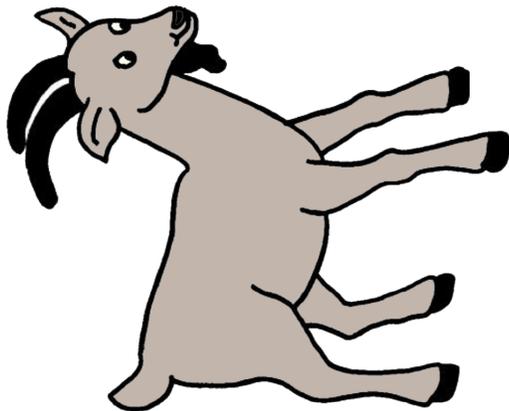
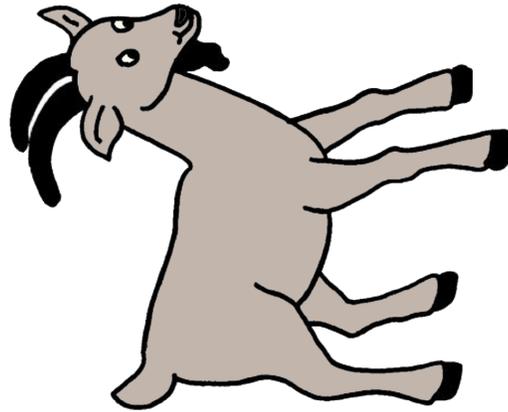
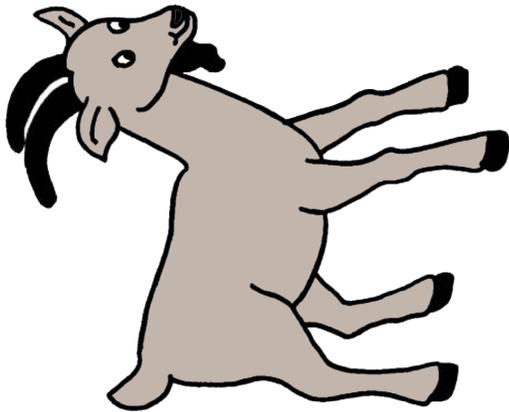


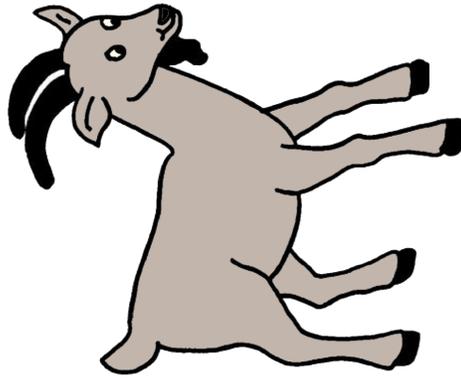
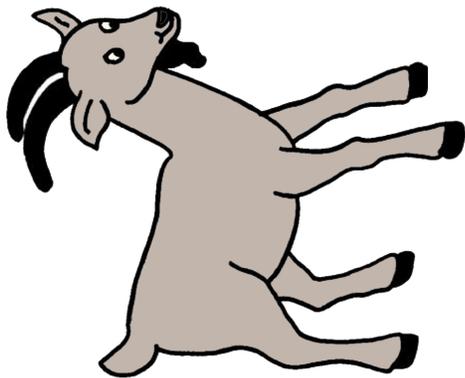
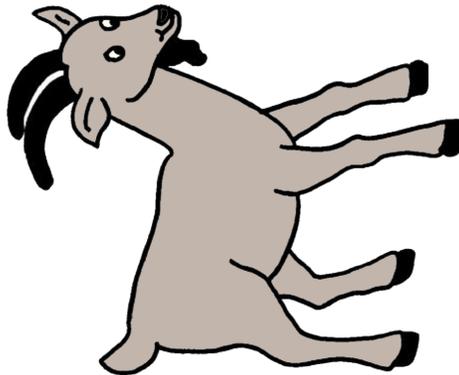
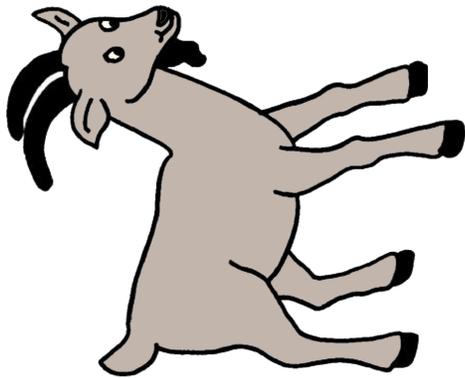
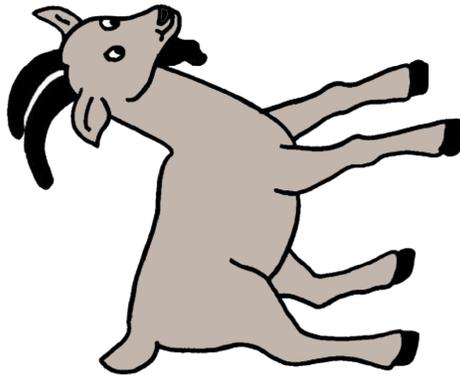
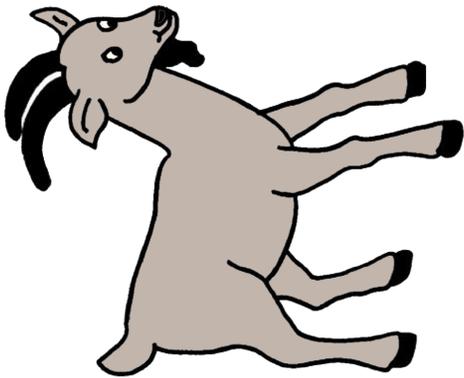


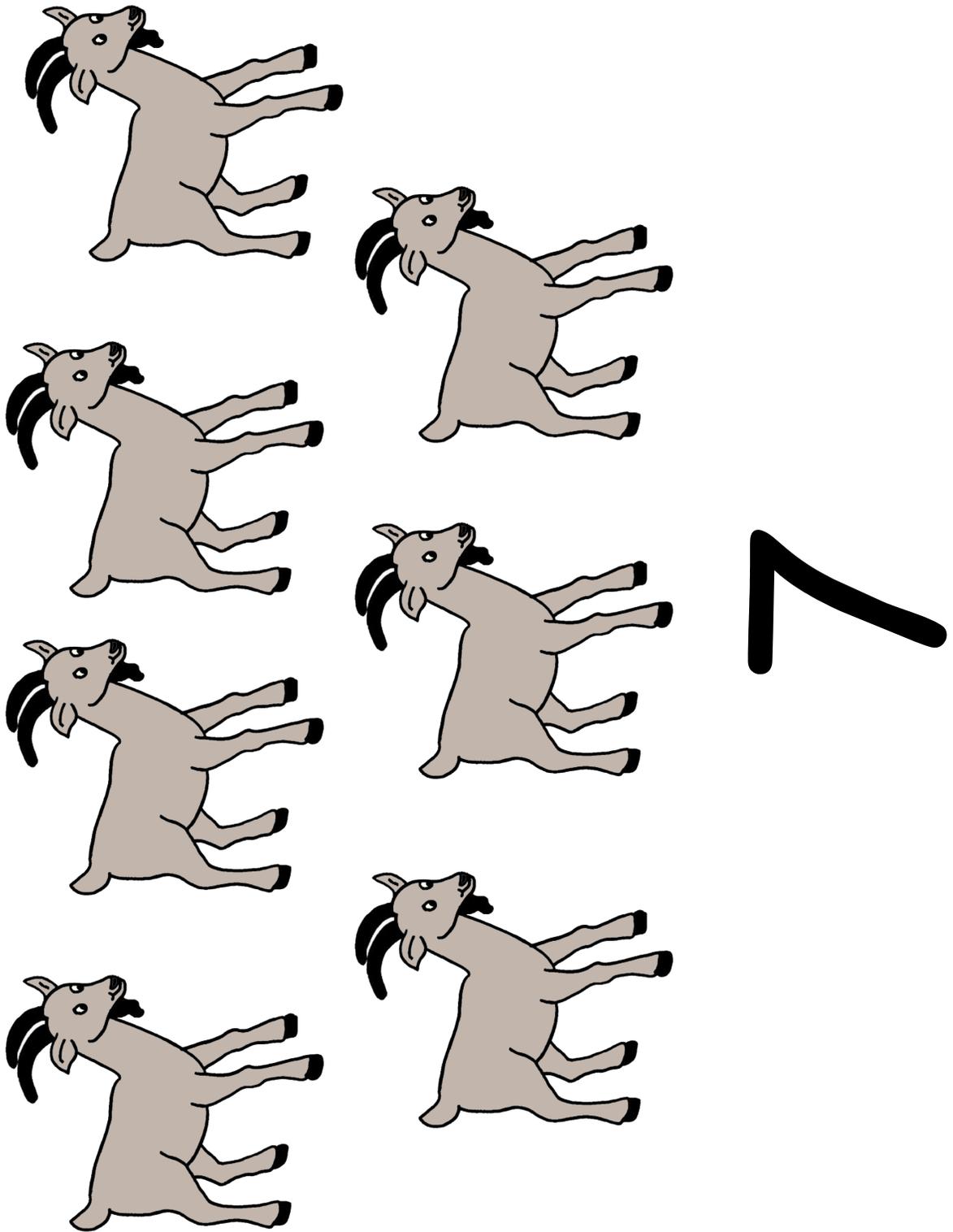
3

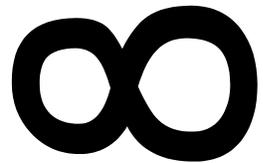
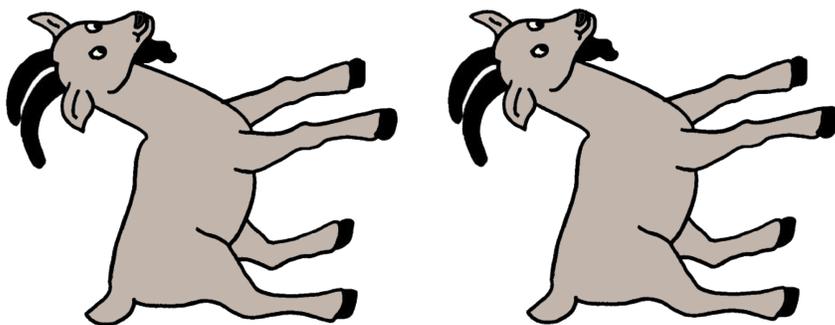
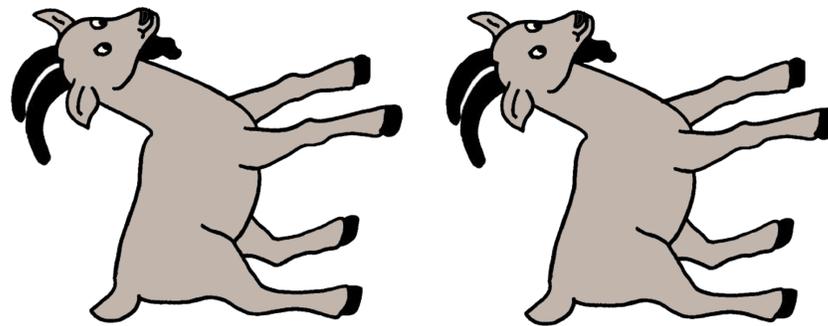
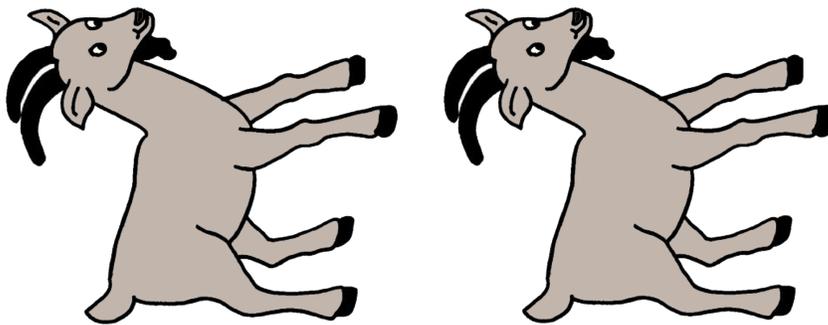
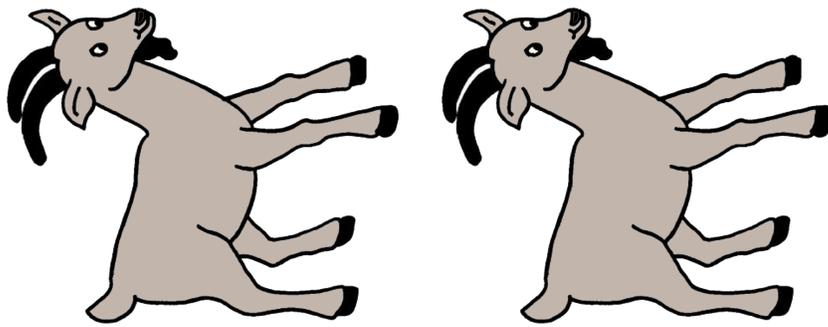


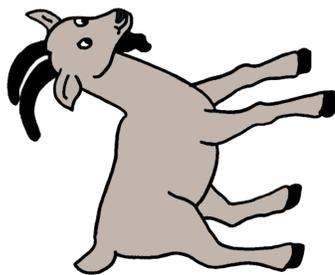
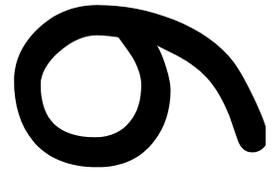
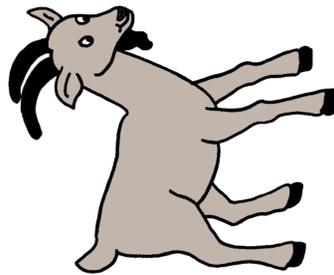
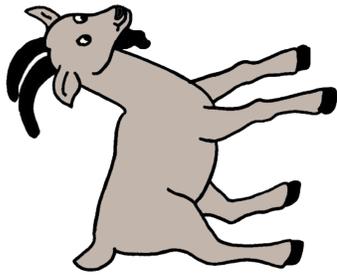
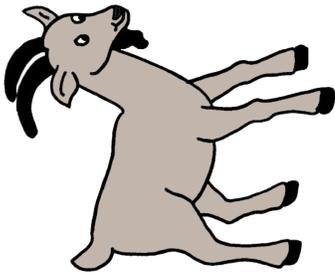
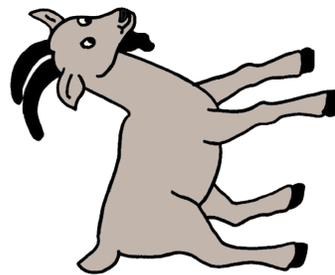
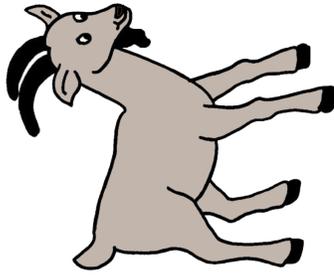
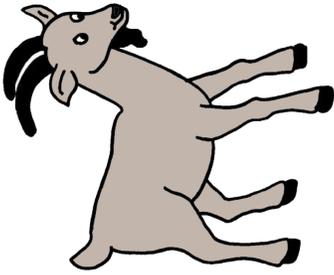


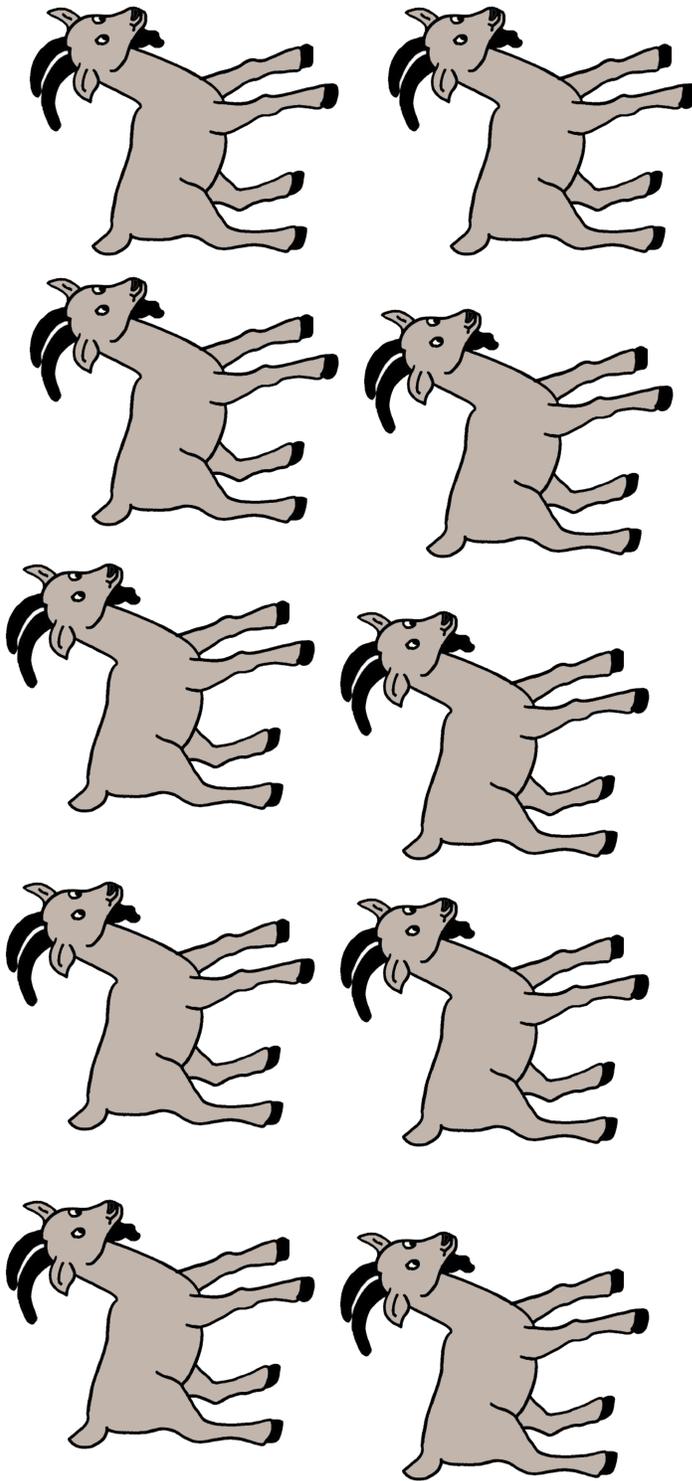












10

Curriculum Assessment Tool

This assessment tool is provided to determine the mastery level of the goals that accompany all lessons included in this unit. It is also intended to guide teacher decisions about children's progress in a timely manner and assist the teacher/therapist in the selection of appropriate activities and experiences based on individual student needs and abilities.

Components of Assessment Tool

1. Introduction Letter
 - a. Introductory Letter
 - b. At-A-Glance
 - c. Goals from each domain
2. Assessment/Conclusion Letter
 - a. Assessment Letter
 - b. At-A-Glance
 - c. Goals from each domain with rating scale
3. Assessment Grid

Implementation

Beginning the Unit

1. Using the CD accompanying each unit, open the "Parent Letter/Assessment Tool" in WORD format. Select the "edit" function found at the top left corner of your screen. Choose "Select All," then "Copy." Create a new page and select "Paste" to transfer the complete parent letter assessment document to your new pages. From this point on you will be working from this document. It is yours to manipulate as needed. Name and save this file in a folder on your computer.
2. Print the Introduction Letter. The letter may be personalized to include classroom news or specific information. You may type additional words inside the text box and add or delete graphics as necessary.
3. Print the At-A-Glance. The At-A-Glance provides parents with an overview of vocabulary and concepts that will be addressed during the unit.
4. Review the goals following the At-A-Glance. Delete those goals that may not apply and add individualized goals as necessary. For children with an IEP (Individual Educational Plan), this amended list of goals should mirror their existing IEP.
5. Print a copy of amended goals.
6. Send a copy of the Introduction Letter, the At-A-Glance, and amended goals to parents as you begin a new unit. This information will provide parents with an understanding of the focus for this unit. It also helps to give meaning to some of the activities and projects that go home with the child on a daily basis.

Ongoing Assessment and Data Collection

1. Print a copy of the Assessment Grid found at the end of this section or go to the CD and select Graphic/Lesson Plans/Grid. On the assessment grid, list the student names along with goals to be covered during the week.
2. Make several copies of the completed assessment grid. The grids are designed to be placed on clipboards and positioned in strategic locations around the classroom where it is most convenient to immediately document data as it is being observed.
3. Use the 1-5 rating scale at the bottom of the assessment grid to indicate mastery level of each goal. Using the assessment grid on a daily basis encourages ongoing, systematic observations as the child participates in daily activities.
4. The assessment grid should be updated weekly to adjust goals as necessary. Save past assessment grids with collected data. This observed information will be used to complete the final assessment letter.
5. On-going data collected for the final assessment letter is gathered through observation and can be recorded by teachers, therapists, or paraprofessionals.

Concluding the Unit Assessment

1. Print the concluding Assessment Letter. The letter may be personalized to include classroom news or specific information. You may type additional words inside the text box and add or delete graphics as necessary.
2. Print the At-A-Glance as a reminder of the overview of vocabulary and concepts that were addressed during the unit.
3. Print a copy of amended goals.
4. Transfer the collected data from the saved assessment grid to the amended goals.
5. Make 2 copies of the assessed goals, one to be kept in the student's file and one for the parents.
6. Send home a copy of the concluding Assessment Letter along with the At-A-Glance and assessed list of goals.

Suggestions

1. Send a copy of the storybook along with the concluding Assessment Letter. Providing the child with his/her own storybook to keep at home promotes literacy in the home. With the information from the assessed goals, parents are able to focus on their child's needs as they read the storybook together with their child. In this way, learning introduced in the classroom can now be continued in the home as well. Storybooks for each unit are available at a discount from Scholastic Literacy Partners (See catalog or website for ordering information).
2. Use past assessed goals along with work samples and unit activities as information showing student progress to be presented at parent teacher conferences or IEP meetings.
3. Use past assessed goals to update or create new IEP's.
4. An electronic version of the assessment grid is available on the CD for those who choose to enter and save data electronically.

Dear Parents,

Our story unit for this month will be based on the book *The Three Billy Goats Gruff*.

This is a classic fairy tale that has been shared with children for many generations and we are about to enjoy it with your child. The three goats are hungry. They want to cross the bridge to eat grass and flowers on the other side. Under the bridge lives a nasty, ugly, old troll who has other ideas. "Who is that tripping over my bridge?" Little, Middle and Big Billy are off on an adventure and we are getting ready to join them!

Listed on the following pages are some of the goals that we will be striving to meet as we read this book. The activities and creations that your child will be bringing to you in the next few weeks will relate to the goals listed on the following pages.

Please keep in mind that your child is not expected to complete every one of these goals. We focus on individual needs and will select the goals that are most appropriate for your child.



Sincerely,

At - A - Glance

Vocabulary and Teachable Concepts

These key vocabulary words and phrases are found in
The Three Billy Goats Gruff

Objects, Nouns or Familiar Phrases

Words may vary according to the different versions of the book.

Billy Goats	name	bridge	no	snip
Gruff	eyes	nose	ear	spear
three	please	trip	trap	home
fat	flat	stones	hillside	voice
grass	Troll	two	tiniest	

Verbs and Action Words

Words may vary according to the different versions of the book.

lived	tripping	take	roared	climbed
walk	wait	walk	fallen	gobble
going	be off	told	cross	groaned
eat	coming	tramping	poke	crush

Object Identification

(objects illustrated, but not mentioned in the text)

Objects may vary according to the different versions of the book.

frog	tree	horns	river	fish	turtle
------	------	-------	-------	------	--------



Teachable Concepts

object identification
 number concepts
 shape identification
 color identification
 sequencing skills
 big/bigger/biggest
 first/second/third

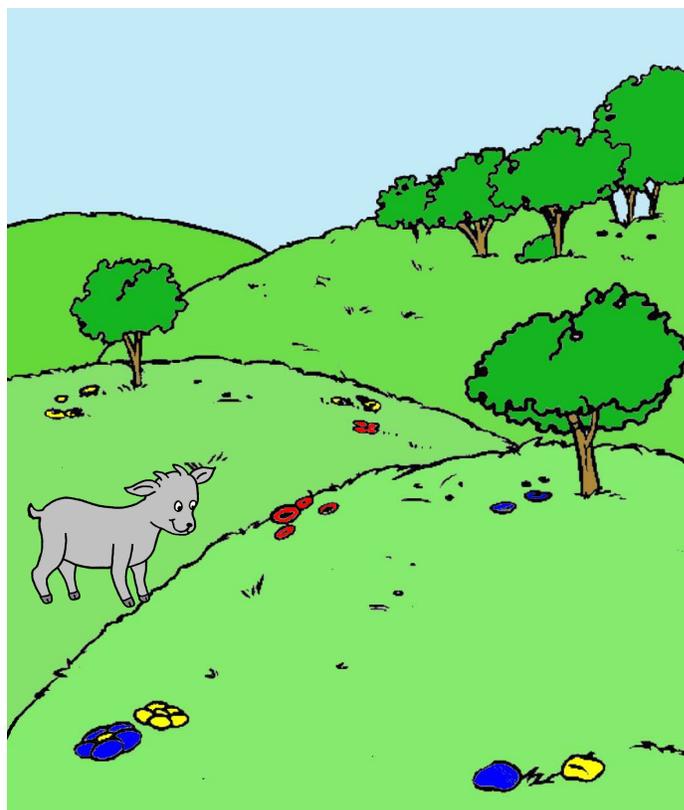
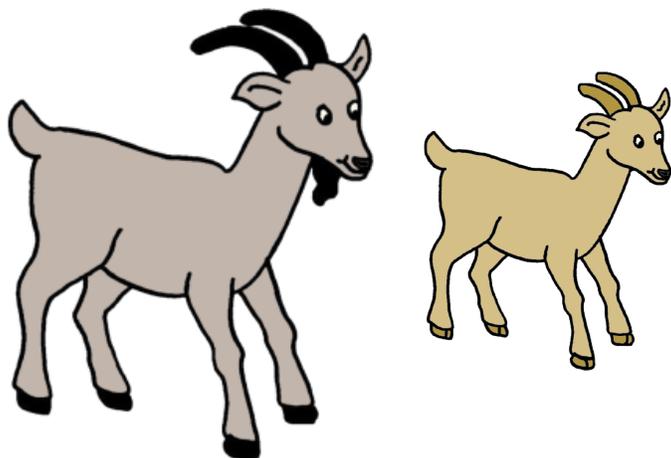
scissor skills
 roared/loud
 mean/grouchy
 ugly/facial expression
 grooming skills
 loud/soft
 wait

hungry/eat
 over/under
 young/old
 tiny/small
 hungry/thirsty
 heavy/light

Color Identification

Objects and colors may vary according to the different versions of the book.

Red - Troll's Hair
 Blue - water
 Green - hill
 Yellow - Little Billy
 Orange - Big Billy
 Purple - daisy (flower)
 Brown - bridge
 Gray - Middle Billy

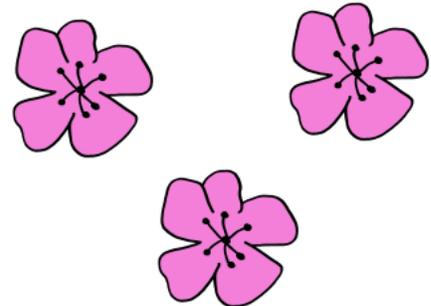
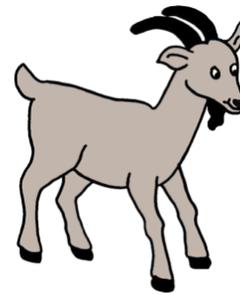


Speech and Language Goals

These speech goals focus on language skills that are emphasized when reading *The Three Billy Goats Gruff*.

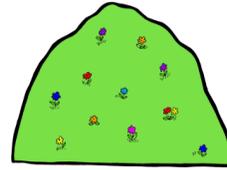
TO IMPROVE SPEECH AND LANGUAGE SKILLS, THE CHILD WILL:

1. Increase the number of spoken or signed words in his/her vocabulary.
2. Use these prepositions and articles of speech:
a, in, and, as, the, on, for, at, to, with, than
3. Answer who, what, and where questions:
Who lived under the bridge? (the troll)
What did the goats want to eat? (grass)
Where did the Troll live? (under the bridge)
4. Answer "why" questions.
Why did the goats want to cross the bridge? (to eat grass)
Why was the Troll angry? (someone was crossing his bridge)
Why didn't the Troll eat Little Billy? (he was waiting for a bigger goat)
5. Repeat familiar 3,4,5,6 word phrases:
"Trip, trap. Trip, trap."
'Who's that tripping over my bridge?'"
"Don't take me!"
"I'm coming to gobble you up!"
6. Distinguish between loud and soft voice inflection.
7. Relate experiences with some understanding of sequence, beginning and closure.
8. Tell a familiar story using picture cues.
9. Sing familiar songs and repeat rhymes or finger plays associated with the story.



10. _____ Point to _____ Name objects that are pictured in the story:

Big Billy	Troll
Middle Billy	bridge
Little Billy	water
hill	flowers



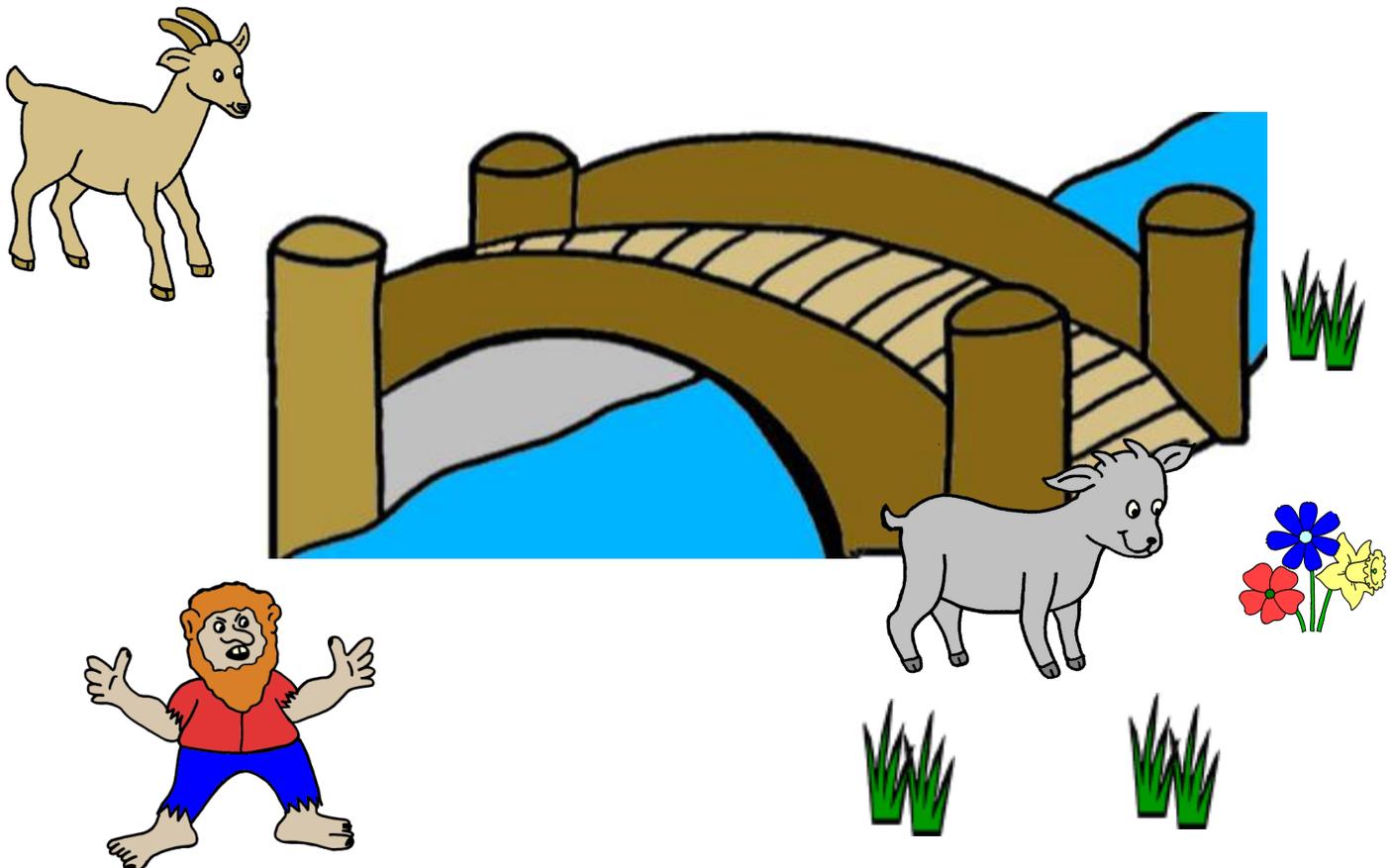
11. P Demonstrate proper use of these pronouns in these sentences:

He was ugly.
 Be off with you!
 Who's that tripping over my bridge?
 Don't take me!

12. Distinguish between big, medium-sized and little objects or pictures.

13. Demonstrate knowledge of these positional concepts:
 on top, over, beside, under, next to, in the middle

14. Demonstrate knowledge between same and different.

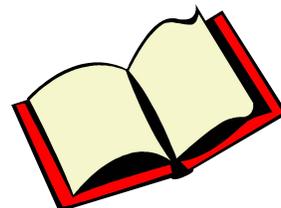


Cognitive Goals

These goals focus on cognitive skills that are emphasized when reading *The Three Billy Goats Gruff*.

TO IMPROVE GENERAL KNOWLEDGE AND COGNITIVE SKILLS, THE CHILD WILL:

1. Follow along in a book as it is being read.
2. Increase attention span to remain focused on the story.

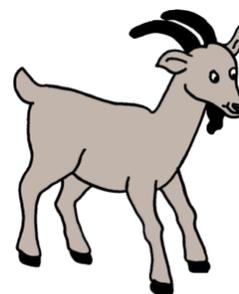


3. _____ Match _____ Sort _____ Point to _____ Name these colors:

red	red	red	red
blue	blue	blue	blue
green	green	green	green
orange	orange	orange	orange
brown	brown	brown	brown
yellow	yellow	yellow	yellow
white	white	white	white

4. Use visual discrimination and memory skills to predict which animal will be named next.

5. Identify these animal body parts:
hooves, horns, eyes, nose, mouth, ears, fur, tail, whiskers



6. Demonstrate knowledge of these abstract concepts:
small/large (goats) loud/soft (tripping on bridge) (voices)
fat/thin (goats) over/under bridge
big, bigger, biggest (goats)

7. Count _____ goats or trolls from the story.

1 1-3 1-5 1-10 10 or more

8. Describe action depicted in pictures.



9. Improve memory skills and the ability to predict what will happen next.

10. Take part in reading by filling in repetitive familiar words and phrases.

(Phrases may vary according to different versions of the story.)

Who's that tramping over my _____? (bridge)

I'm coming to _____ (gobble you up)

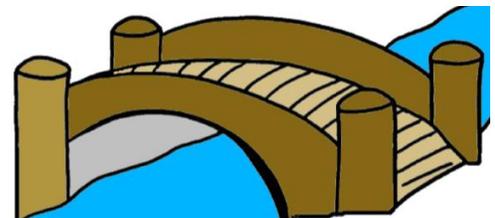
I'm going to the hillside to _____ (make myself fat)

11. Use visual discrimination to match small, medium, and large goats.

12. _____ Point to _____ Identify these objects pictured in the story

(objects may vary according to different versions of the book)

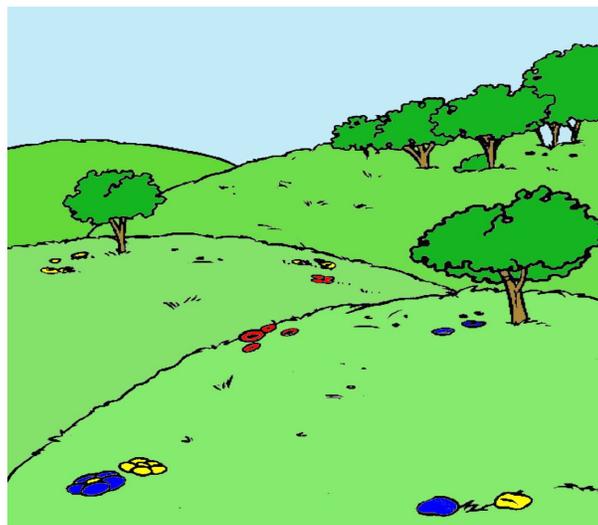
- | | | | |
|--------------|--------|---------|--------|
| Little Billy | troll | flowers | horns |
| Middle Billy | bridge | river | hooves |
| Big Billy | grass | rocks | eyes |
| Teeth | feet | hair | nose |



13. Demonstrate knowledge of first, second, and third.

14. Identify these shapes:

- | | | | |
|-------|---|-------|---|
| _____ | ○ | _____ | △ |
| _____ | □ | _____ | ♥ |
| _____ | ◇ | _____ | ☆ |
| _____ | ○ | _____ | ▭ |



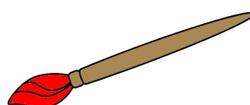
Gross Motor Goals

These goals focus on gross motor skills that are emphasized when reading *The Three Billy Goats Gruff*.

TO IMPROVE GROSS MOTOR SKILLS THE CHILD WILL:

1. Demonstrate both gross and fine motor coordination when using a primary brush to apply paint to large pre-drawn object on an easel.

_____ hand over hand
 _____ minimal assistance
 _____ independently

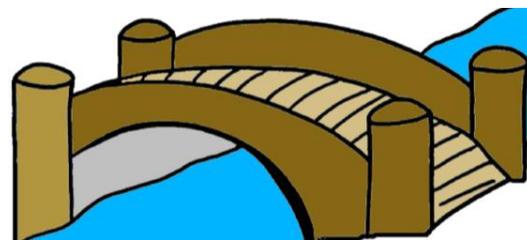


2. Reinforce balance and coordination by following a path using these gross motor movements to navigate over a simulated bridge.

___Walking ___Hopping ___Crawling ___Walking on tiptoe



3. Walk up stairs alternating feet.
4. Walk down stairs alternating feet.
5. Use visual motor and gross motor skills to step onto and off of different heights and steps.
6. Improve gross motor skills through movements related to familiar songs and finger plays.
7. Toss plastic beanbags into a designated container or area.
8. Roll ball through the archway of a bridge.
9. Stack foam or cardboard blocks to construct a bridge.

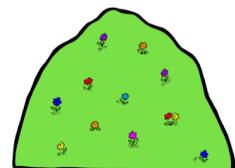
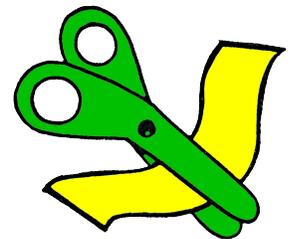
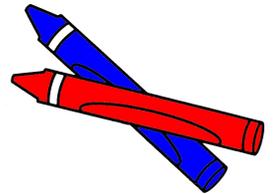


Fine Motor Goals

These goals focus on fine motor skills that are emphasized when reading *The Three Billy Goats Gruff*.

TO IMPROVE FINE MOTOR SKILLS THE CHILD WILL:

1. Complete pasting activities which focus on fine motor skills necessary to appropriately complete a given project.
2. Use appropriate pencil grip when using markers, pencils or crayons to complete art or academic activities.
3. Demonstrate appropriate scissor skills by completing projects that require:
 - _____ holding a scissors correctly
 - _____ holding the paper in preparation for cutting
 - _____ snipping
 - _____ cutting 5 inch straight line
 - _____ cutting a curved line
 - _____ cutting a closed shape (circle, square, oval)
4. Complete projects that require lacing skills.
 - _____ able to lace and thread yarn or ribbon in and out of holes
 - _____ able to sequence holes in correct order
5. Use marker or crayon to trace a:
 - _____ vertical line
 - _____ horizontal line
 - _____ curved line
 - _____ closed figure (circle, square, triangle, oval)
6. Use a marker or crayon to independently copy a:
 - _____ vertical line
 - _____ horizontal line
 - _____ curved line
 - _____ closed figure (circle, square, triangle, oval)
7. Form play dough into balls or mounds to create a hill. Flatten with hands or rolling pins. Use a cookie cutter to create flowers.



Daily Living, Cooking and Self-Help Goals

These self-help goals focus on daily living skills that are emphasized when reading *The Three Billy Goats Gruff*.

TO IMPROVE SELF-HELP AND DAILY LIVING SKILLS THE CHILD WILL:

1. Use one to one correspondence concepts to prepare table for snack time/lunch.

one napkin, one spoon, one cup, one bowl



2. Assist teacher in snack preparation by measuring, pouring, stirring or scooping ingredients.

3. Use spoon with minimal spilling.

4. Use knife to appropriately spread butter or food of similar consistency.

5. Drink from cup or straw with minimal assistance.

6. Tolerate a variety of food with different tastes and textures.



7. Demonstrate appropriate use of a napkin.

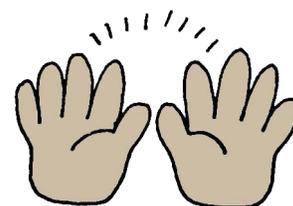
8. Use appropriate vocalization or gestures to ask for more food during snack or lunch time.

9. Use appropriate vocalization or gestures to indicate hunger.

10. Clear individual area at table at the end of snack or lunch activity.

11. Wash hands before snack and after using restroom.

- _____ hand over hand
- _____ minimal assistance
- _____ independently



clean hands

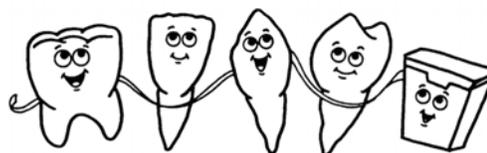
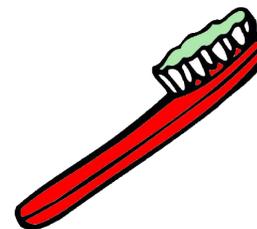
12. Dry hands.

- _____ hand over hand
- _____ minimal assistance
- _____ independently



13. Brush teeth (refer to troll's ugly yellow teeth)

- _____ identifies appropriate toothbrush
- _____ turns on cold water
- _____ applies toothpaste to toothbrush
- _____ tolerates toothpaste and toothbrush in the mouth
- _____ brushes teeth
- _____ rinses mouth
- _____ rinses toothbrush
- _____ turns off water
- _____ wipes face
- _____ returns toothbrush to original location



14. Comb or brush hair

- _____ with assistance
- _____ independently



15. Use appropriate gesture or vocalization to indicate the need to use the bathroom.

16. Use restroom.

- _____ maximum assistance
- _____ minimum assistance
- _____ independently



17. Follow classroom routine upon entering and leaving the classroom.

- _____ hang up bag/backpack in appropriate place
- _____ hang up jacket or sweater in appropriate place

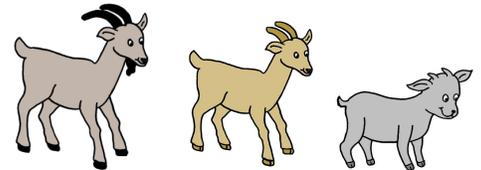


Socialization Goals

These social and emotional goals focus on behavior skills that are emphasized when reading *The Three Billy Goats Gruff*.

TO IMPROVE SOCIAL AND EMOTIONAL SKILLS THE CHILD WILL:

1. Appropriately use clothes and props provided in dramatic play center such as:
 - goats (plastic or stuffed)
 - "bridge" cardboard or wooden
 - goat masks or character necklaces
 - troll mask or troll dress up clothes (Halloween costume)
 - hairy plastic hands
 - brown felt vest
 - furry feet slippers
 - mirror
 - flowers (silk or plastic)
 - artificial turf rug (to create a hill)
 - bells
 - props may vary according to the version of the book that you are using



2. Use appropriate verbalization to ask permission to use a toy or prop that another peer is playing with.
3. Play cooperatively with peers.
4. Demonstrate cooperation while working together and helping each other.
5. Take turns in group activities.
6. Identify these emotions as illustrated in the story:
 - fear (when Little Billy met the troll)
 - anger (when the troll confronted each goat on the bridge)
7. Demonstrate awareness of the danger in talking to strangers.
8. Demonstrate knowledge of kind behavior.
 - May I come across the bridge? (Yes you may.)
 - May I play with you? (Yes. You can share my toys.)



The Three Billy Goats Gruff Assessment Letter

Name _____

Date _____



Dear Parents,

We have just completed the story unit of *The Three Billy Goats Gruff*. Today your child is bringing home several activities that we have created throughout this unit. Your child has worked very hard on these projects and is eager to share them with you. Please take the time to talk with your child about the activities, pictures, or projects that you will find in this envelope.

Also in this packet is the same book that we have read each day in our classroom. Many of the words, phrases, and illustrations are familiar to your child. Reading together is one of the best ways to spend quality time with your child. Read *The Three Billy Goats Gruff* together and enjoy!

Here are the goals that pertain to this particular unit with an overview of the progress that your child has made. Please note that your child was not expected to achieve each of these goals. The number 5 indicates the goals that were not attempted.

Assessment Scale

1. Mastery
2. Significant progress
3. Some progress
4. No progress
5. Not attempted

Sincerely,

At - A - Glance

Vocabulary and Teachable Concepts

These key vocabulary words and phrases are found in
The Three Billy Goats Gruff

Objects, Nouns or Familiar Phrases

Words may vary according to the different versions of the book.

Billy Goats	name	bridge	no	snip
Gruff	eyes	nose	ear	spear
three	please	trip	trap	home
fat	flat	stones	hillside	voice
grass	Troll	two	tiniest	

Verbs and Action Words

Words may vary according to the different versions of the book.

lived	tripping	take	roared	climbed
walk	wait	walk	fallen	gobble
going	be off	told	cross	groaned
eat	coming	tramping	poke	crush

Object Identification

(objects illustrated, but not mentioned in the text)

Objects may vary according to the different versions of the book.

frog	tree	horns	river	fish	turtle
------	------	-------	-------	------	--------



Teachable Concepts

object identification
 number concepts
 shape identification
 color identification
 sequencing skills
 big/bigger/biggest
 first/second/third

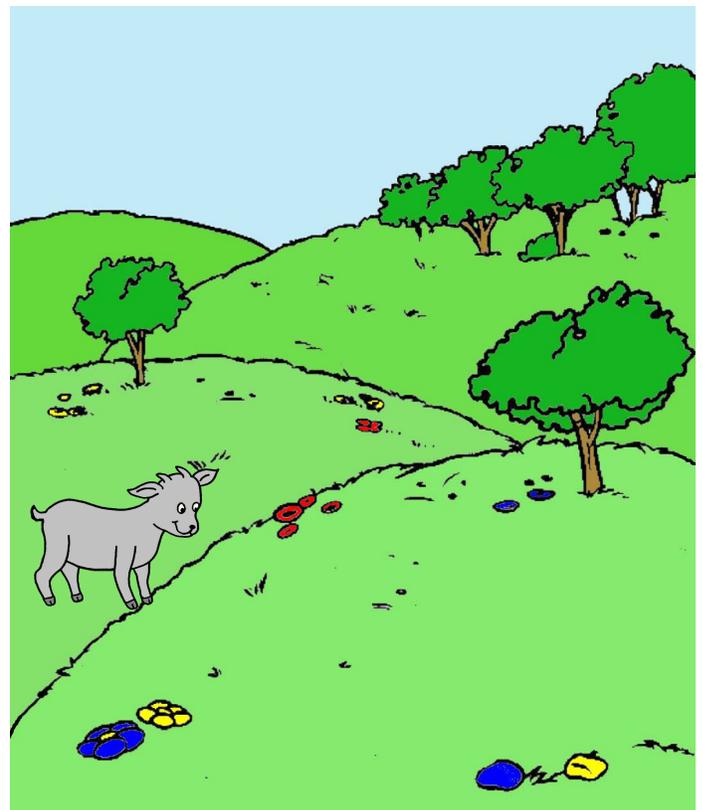
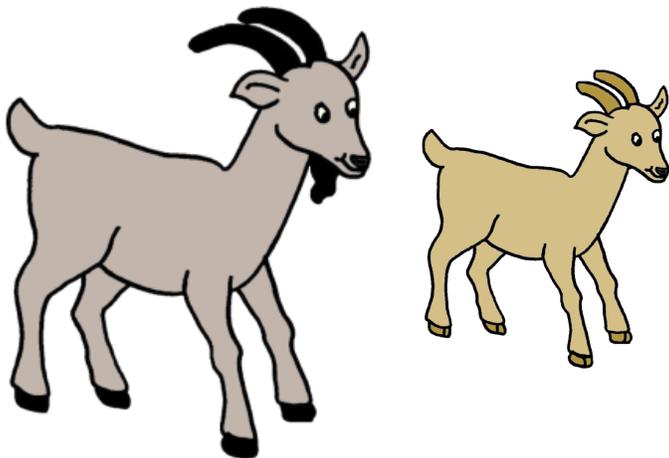
scissor skills
 roared/loud
 mean/grouchy
 ugly/facial expression
 grooming skills
 loud/soft
 wait

hungry/eat
 over/under
 young/old
 tiny/small
 hungry/thirsty
 heavy/light

Color Identification

Objects and colors may vary according to the different versions of the book.

Red - Troll's Hair
 Blue - water
 Green - hill
 Yellow - Little Billy
 Orange - Big Billy
 Purple - daisy (Flower)
 Brown - bridge
 Gray - Middle Billy

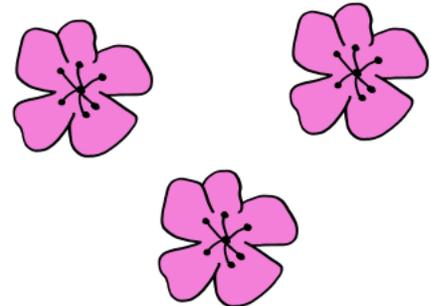
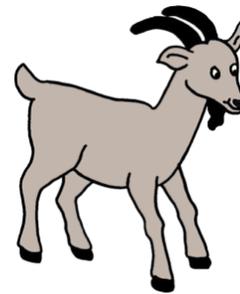


Speech and Language Goals

These speech goals focus on language skills that are emphasized when reading *The Three Billy Goats Gruff*.

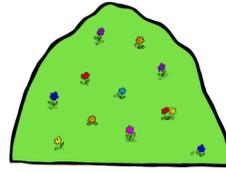
TO IMPROVE SPEECH AND LANGUAGE SKILLS, THE CHILD WILL:

- _____ 1. Increase the number of spoken or signed words in his/her vocabulary.
- _____ 2. Use these prepositions and articles of speech:
a, in, and, as, the, on, for at, to, with, than
- _____ 3. Answer who, what, and where questions:
Who lived under the bridge? (the troll)
What did the goats want to eat?(grass)
Where did the Troll live? (under the bridge)
- _____ 4. Answer "why" questions.
Why did the goats want to cross the bridge? (to eat grass)
Why was the Troll angry? (someone was crossing his bridge)
Why didn't the Troll eat Little Billy? (he was waiting for a bigger goat)
- _____ 5. Repeat familiar 3,4,5,6 word phrases:
"Trip, trap. Trip, trap."
'Who's that tripping over my bridge?'"
"Don't take me!"
"I'm coming to gobble you up!"
- _____ 6. Distinguish between loud and soft voice inflection.
- _____ 7. Relate experiences with some understanding of sequence, beginning and closure.
- _____ 8. Tell a familiar story using picture cues.
- _____ 9. Sing familiar songs and repeat rhymes or finger plays associated with the story.



10. _____ Point to _____ Name objects that are pictured in the story:

Big Billy	Troll
Middle Billy	bridge
Little Billy	water
hill	flowers



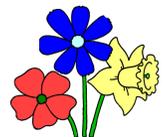
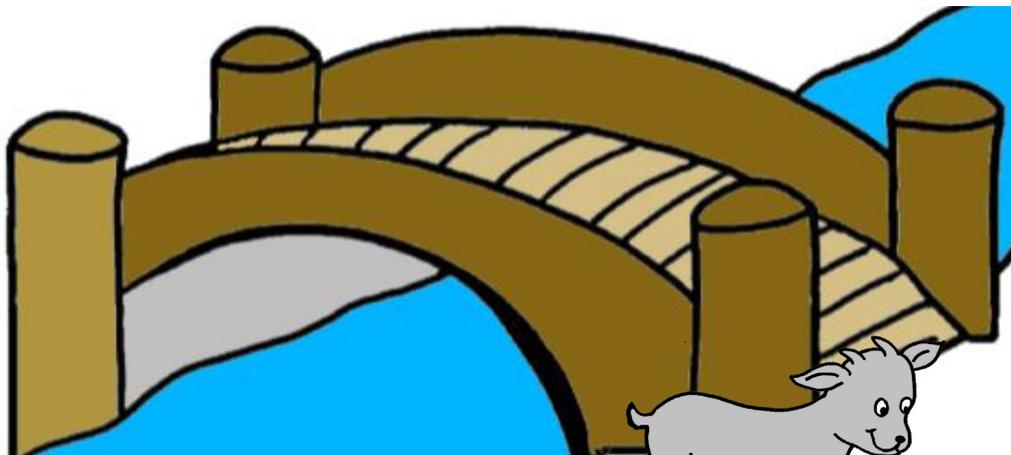
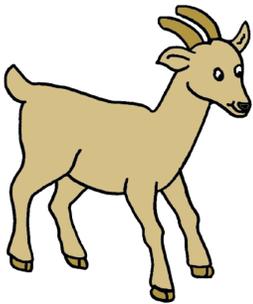
_____ 11. Demonstrate proper use of these pronouns in these sentences:

He was ugly.
 Be off with you!
 Who's that tripping over my bridge?
 Don't take me!

_____ 12. Distinguish between big, medium-sized and little objects or pictures.

_____ 13. Demonstrate knowledge of these positional concepts:
 on top, over, beside, under, next to, in the middle

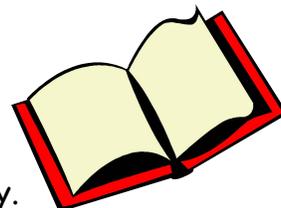
_____ 14. Demonstrate knowledge between same and different.



Cognitive Goals

These goals focus on cognitive skills that are emphasized when reading *The Three Billy Goats Gruff*.

TO IMPROVE GENERAL KNOWLEDGE AND COGNITIVE SKILLS, THE CHILD WILL:



_____ 1. Follow along in a book as it is being read.

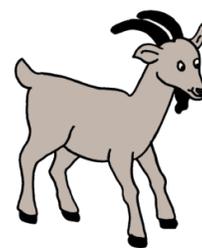
_____ 2. Increase attention span to remain focused on the story.

_____ 3. _____ Match _____ Sort _____ Point to _____ Name these colors:

- | | | | |
|--------|--------|--------|--------|
| red | red | red | red |
| blue | blue | blue | blue |
| green | green | green | green |
| orange | orange | orange | orange |
| brown | brown | brown | brown |
| yellow | yellow | yellow | yellow |
| white | white | white | white |

_____ 4. Use visual discrimination and memory skills to predict which animal will be named next.

_____ 5. Identify these animal body parts:
hooves, horns, eyes, nose, mouth, ears, fur, tail, whiskers



_____ 6. Demonstrate knowledge of these abstract concepts:
small/large (goats) loud/soft (tripping on bridge) (voices)
fat/thin (goats) over/under bridge
big, bigger, biggest (goats)



_____ 7. Count _____ goats or trolls from the story.
1 1-3 1-5 1-10 10 or more



_____ 8. Describe action depicted in pictures.

_____ 9. Improve memory skills and the ability to predict what will happen next.

_____ 10. Take part in reading by "filling" in repetitive familiar words and phrases.

(Phrases may vary according to different versions of the story)

Who's that tramping over my _____? (bridge)

I'm coming to _____ (gobble you up)

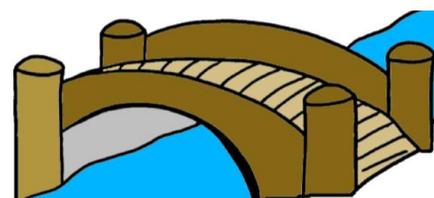
I'm going to the hillside to _____ (make myself fat)

_____ 11. Use visual discrimination to match small, medium, and large goats.

12. _____ Point to _____ Identify these objects pictured in the story

(objects may vary according to different versions of the book)

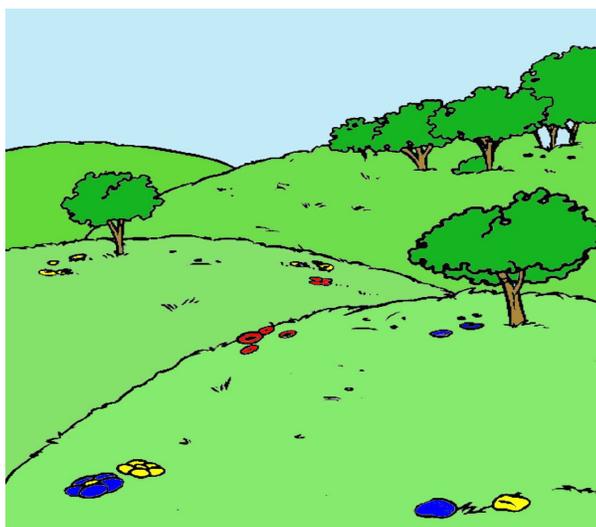
- | | | | |
|--------------|--------|---------|--------|
| Little Billy | troll | flowers | horns |
| Middle Billy | bridge | river | hooves |
| Big Billy | grass | rocks | eyes |
| Teeth | feet | hair | nose |



_____ 13. Demonstrate knowledge of first, second, and third.

14. Identify these shapes:

- | | | | |
|-------|---|-------|---|
| _____ | ○ | _____ | △ |
| _____ | □ | _____ | ♥ |
| _____ | ◇ | _____ | ☆ |
| _____ | ◌ | _____ | ▭ |

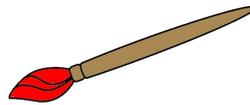


Gross Motor Goals

These goals focus on gross motor skills that are emphasized when reading *The Three Billy Goats Gruff*.

TO IMPROVE GROSS MOTOR SKILLS THE CHILD WILL:

- _____ 1. Demonstrate both gross and fine motor coordination when using a primary brush to apply paint to large pre-drawn object on an easel.
- _____ hand over hand
- _____ minimal assistance
- _____ independently



- _____ 2. Reinforce balance and coordination by following a path using these gross motor movements to navigate over a simulated bridge.
- _____ Walking _____ Hopping _____ Crawling _____ Walking on tiptoe

- _____ 3. Walk up stairs alternating feet.

- _____ 4. Walk down stairs alternating feet.

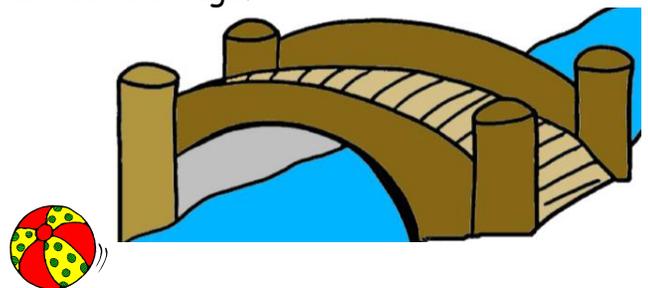
- _____ 5. Use visual motor and gross motor skills to step onto and off of different heights and steps.

- _____ 6. Improve gross motor skills through movements related to familiar songs and finger plays.

- _____ 7. Toss plastic beanbags into a designated container or area.

- _____ 8. Roll ball through the archway of a bridge.

- _____ 9. Stack foam or cardboard blocks to construct a bridge.



Fine Motor Goals

These goals focus on fine motor skills that are emphasized when reading *The Three Billy Goats Gruff*.

TO IMPROVE FINE MOTOR SKILLS THE CHILD WILL:

_____ 1. Complete pasting activities which focus on fine motor skills necessary to appropriately complete a given project.

_____ 2. Use appropriate pencil grip when using markers, pencils or crayons to complete art or academic activities.

3. Demonstrate appropriate scissor skills by completing projects that require:

- _____ holding a scissors correctly
- _____ holding the paper in preparation for cutting
- _____ snipping
- _____ cutting 5 inch straight line
- _____ cutting a curved line
- _____ cutting a closed shape (circle, square, oval)

4. Complete projects that require lacing skills.

- _____ able to lace and thread yarn or ribbon in and out of holes
- _____ able to sequence holes in correct order

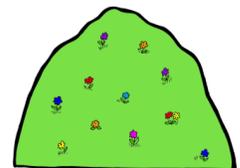
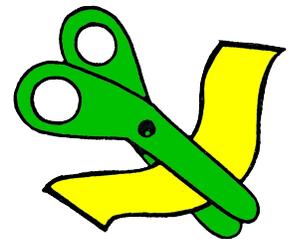
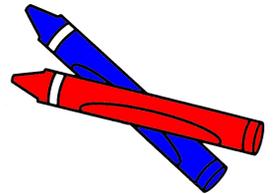
5. Use marker or crayon to trace a:

- _____ vertical line
- _____ horizontal line
- _____ curved line
- _____ closed figure (circle, square, triangle, oval)

6. Use a marker or crayon to independently copy a:

- _____ vertical line
- _____ horizontal line
- _____ curved line
- _____ closed figure (circle, square, triangle, oval)

_____ 7. Form play dough into balls or mounds to create a hill. Flatten with hands or rolling pins. Use a cookie cutter to create flowers.



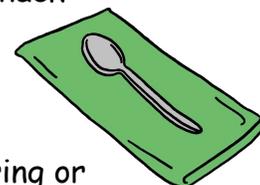
Daily Living, Cooking and Self-Help Goals

These self-help goals focus on daily living skills that are emphasized when reading *The Three Billy Goats Gruff*.

TO IMPROVE SELF-HELP AND DAILY LIVING SKILLS THE CHILD WILL:

- _____ 1. Use one to one correspondence concepts to prepare table for snack time/lunch.

one napkin, one spoon, one cup, one bowl



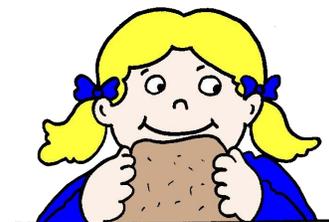
- _____ 2. Assist teacher in snack preparation by measuring, pouring, stirring or scooping ingredients.

- _____ 3. Use spoon with minimal spilling.

- _____ 4. Use knife to appropriately spread butter or food of similar consistency.

- _____ 5. Drink from cup or straw with minimal assistance.

- _____ 6. Tolerate a variety of food with different tastes and textures.



- _____ 7. Demonstrate appropriate use of a napkin.

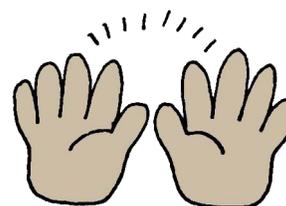
- _____ 8. Use appropriate vocalization or gestures to ask for more food during snack or lunch time.

- _____ 9. Use appropriate vocalization or gestures to indicate hunger.

- _____ 10. Clear individual area at table at the end of snack or lunch activity.

11. Wash hands before snack and after using restroom.

- _____ hand over hand
 _____ minimal assistance
 _____ independently



clean hands

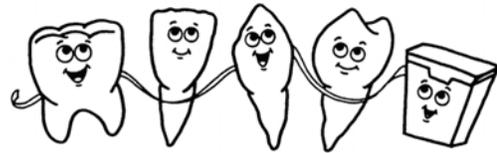
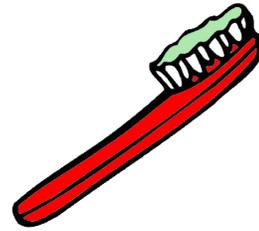
12. Dry hands.

- hand over hand
- minimal assistance
- independently



13. Brush teeth (refer to troll's ugly yellow teeth)

- identifies appropriate toothbrush
- turns on cold water
- applies toothpaste to toothbrush
- tolerates toothpaste and toothbrush in the mouth
- brushes teeth
- rinses mouth
- rinses toothbrush
- turns off water
- wipes face
- returns toothbrush to original location



14. Comb or brush hair

- with assistance
- independently



15. Use appropriate gesture or vocalization to indicate the need to use the bathroom.

16. Use restroom.

- maximum assistance
- minimum assistance
- independently



17. Follow classroom routine upon entering and leaving the classroom.

- hang up bag/backpack in appropriate place
- hang up jacket or sweater in appropriate place

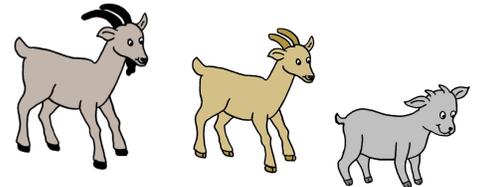


Socialization Goals

These social and emotional goals focus on behavior skills that are emphasized when reading *The Three Billy Goats Gruff*.

TO IMPROVE SOCIAL AND EMOTIONAL SKILLS THE CHILD WILL:

- _____ 1. Appropriately use clothes and props provided in dramatic play center such as:
- goats (plastic or stuffed)
 - "bridge" cardboard or wooden
 - goat masks or character necklaces
 - troll mask or troll dress up clothes (Halloween costume)
 - hairy plastic hands
 - brown felt vest
 - furry feet slippers
 - mirror
 - flowers (silk or plastic)
 - artificial turf rug (to create a hill)
 - bells



Props may vary according to the version of the book that you are using

- _____ 2. Use appropriate verbalization to ask permission to use a toy or prop that another peer is playing with.
- _____ 3. Play cooperatively with peers.
- _____ 4. Demonstrate cooperation while working together and helping each other.
- _____ 5. Take turns in group activities.
- _____ 6. Identify these emotions as illustrated in the story:
 fear (when Little Billy met the troll)
 anger (when the troll confronted each goat on the bridge)
- _____ 7. Demonstrate awareness of the danger in talking to strangers.
- _____ 8. Demonstrate knowledge of kind behavior.
 May I come across the bridge? (Yes you may.)
 May I play with you? (Yes. You can share my toys.)



Scope and Sequence for Activities Daily Lesson Plans

Read It Once Again provides a Scope and Sequence with one month of suggested lesson plans.

Week	September 5-9							Lesson Plans	Unit
	The Very Hungry Caterpillar								
Date	Socialization Arrival Centers Play Activities	Fine Motor Object to be painted	Language/Cognitive Circle Time Greetings/Calendar Mother Goose	Fine Motor/Cognitive Busy Fingers Fine Motor Coactive Activities	Language/Cognitive Story time Supporting Activity	Gross Motor/Language Music Movement Rhymes	Self-Help Language Snack		
M 5	Dramatic corner props: pp. 234	Leaf Green pp. 169 pp. 299	Little Miss Muffet Sequencing Cards pp. 259-261 <i>See, say, and use cards everyday</i>	Crawling on the Wall pp. 175	Read Story Hungry Caterpillar Identify objects. Repeat key words and phrases.	Ten Little Caterpillars pp. 270	Nice Green Leaf pp. 229		
Tu 6	Dramatic corner props: pp. 234	Leaf Green pp. 169 pp. 299	Little Miss Muffet Sequencing Cards pp. 259-261 <i>See, say, and use cards everyday</i>	Butterfly Finger puppet pp. 39	Read Story Hungry Caterpillar Identify objects. Repeat key words and phrases.	Caterpillar Wiggle Walk pp. 161	Your choice		
W 7	Play dough pp. 171 roll green dough into caterpillars leaves, pears	Leaf Green pp. 169 pp. 299	Little Miss Muffet Pass out seq. cards to children. Say rhyme, and put cards in order on the board.	Fly Away Butterfly pp. 185	Read Story Hungry Caterpillar As you read story, use sequencing cards.	Now I'm a Butterfly pp. 165	Pretzel Butterfly pp. 229		
TH 8	Now I'm a Butterfly pp. 165	Caterpillar Green pp. 169 pp. 300	Little Miss Muffet Put seq cards on floor. Children choose and put in order on the board.	Caterpillars in a Cocoon (pocket cutting) pp. 187	Read Story Hungry Caterpillar We Feed the Caterpillar 237-252 Use sock puppet to tell story and teacher place fruit and food on puppet in order.	Butterfly Colors pp. 159	Your choice		
F 9	Cutting Grids pp. 191	Caterpillar Green pp. 169 pp. 300	Little Miss Muffet Bring in props and tell the rhyme. Stool, spider, bowl, spoon.	Picture This! pp. 235	Read Story Hungry Caterpillar Memory Game pp. 30	I'm a Hungry Caterpillar The Fuzzy Caterpillar pp. 268	Salami cheese and cracker! pp. 226		

Week	Lesson Plans					Unit
	The Very Hungry Caterpillar					
D a t e	Socialization Center Time	Motor Object Painted	Socialization, Cognitive, Language Circle Time Mother Goose	Fine Motor, Cognitive, Language Busy Fingers	Socialization Cognitive, Language Story Time Focus	Motor, Cognitive, Language/ Music/ Movement
M					Focus: Story Time Teaching:	
T					Focus: Story Time Teaching:	
W					Focus: Story Time Teaching:	
TH					Focus: Story Time Teaching:	
F					Focus: Story Time Teaching:	

Read It Once Again

The Very Hungry Caterpillar Level 1

An Empty lesson plan grid is included with every unit to allow you to plan for the individual needs of the children in your classroom.

Week 4

Week 3

Week 2

Week 1

Lesson Plans/Grids

Enhance Language Development Using Interactive White Boards

Read It Once Again offers Interactive White Board CDs containing activities in color taken directly from your unit. Most of the activities contain identical grids and answers as found in the unit. When appropriate, the answers are offered separately which allows them to be moveable and interactive for your students.

Regardless of what IWB software a teacher chooses to use, our literacy unit graphics are ready to be imported to create colorful and interactive white board lessons that complement and supplement our already established literacy unit activities. A teacher can easily import a completed activity from our CD or design their own activity using the individual graphics.

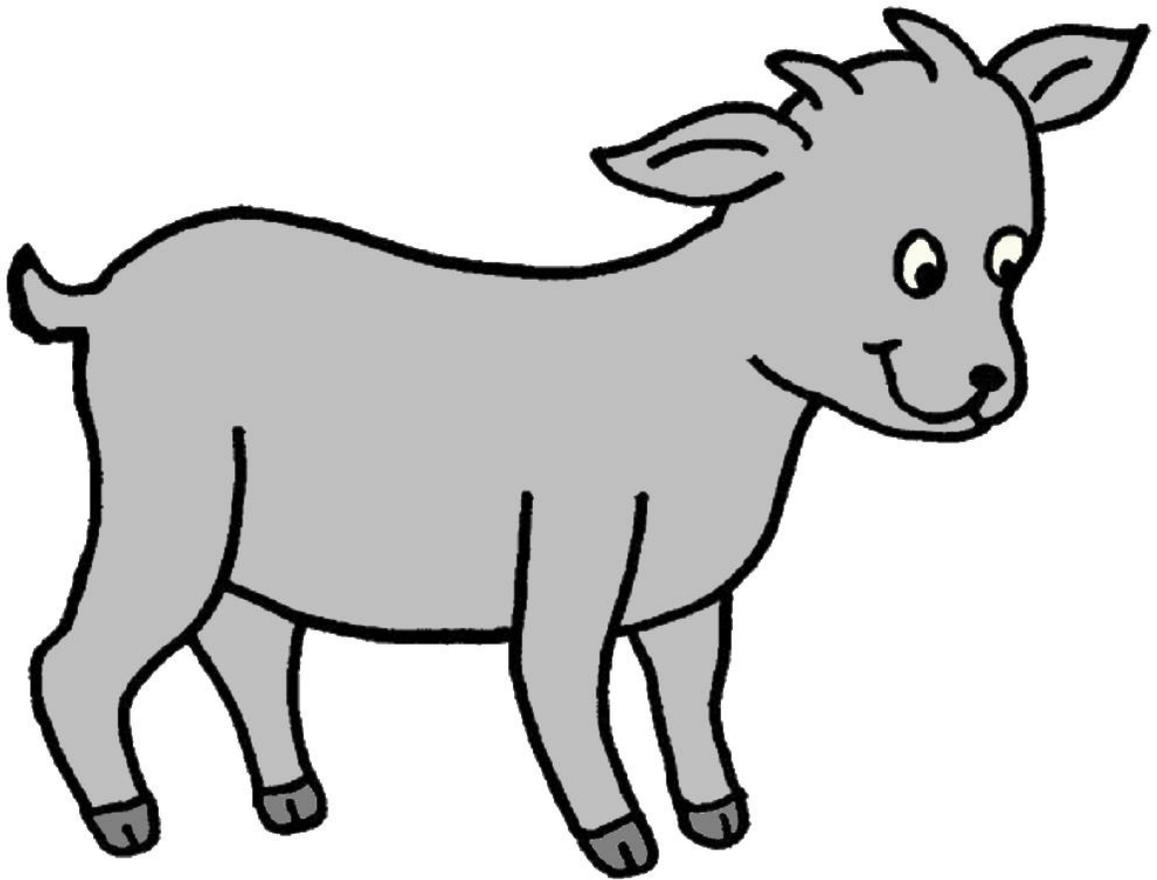
Using IWB technology provides a true multisensory approach to learning that is fun and exciting.



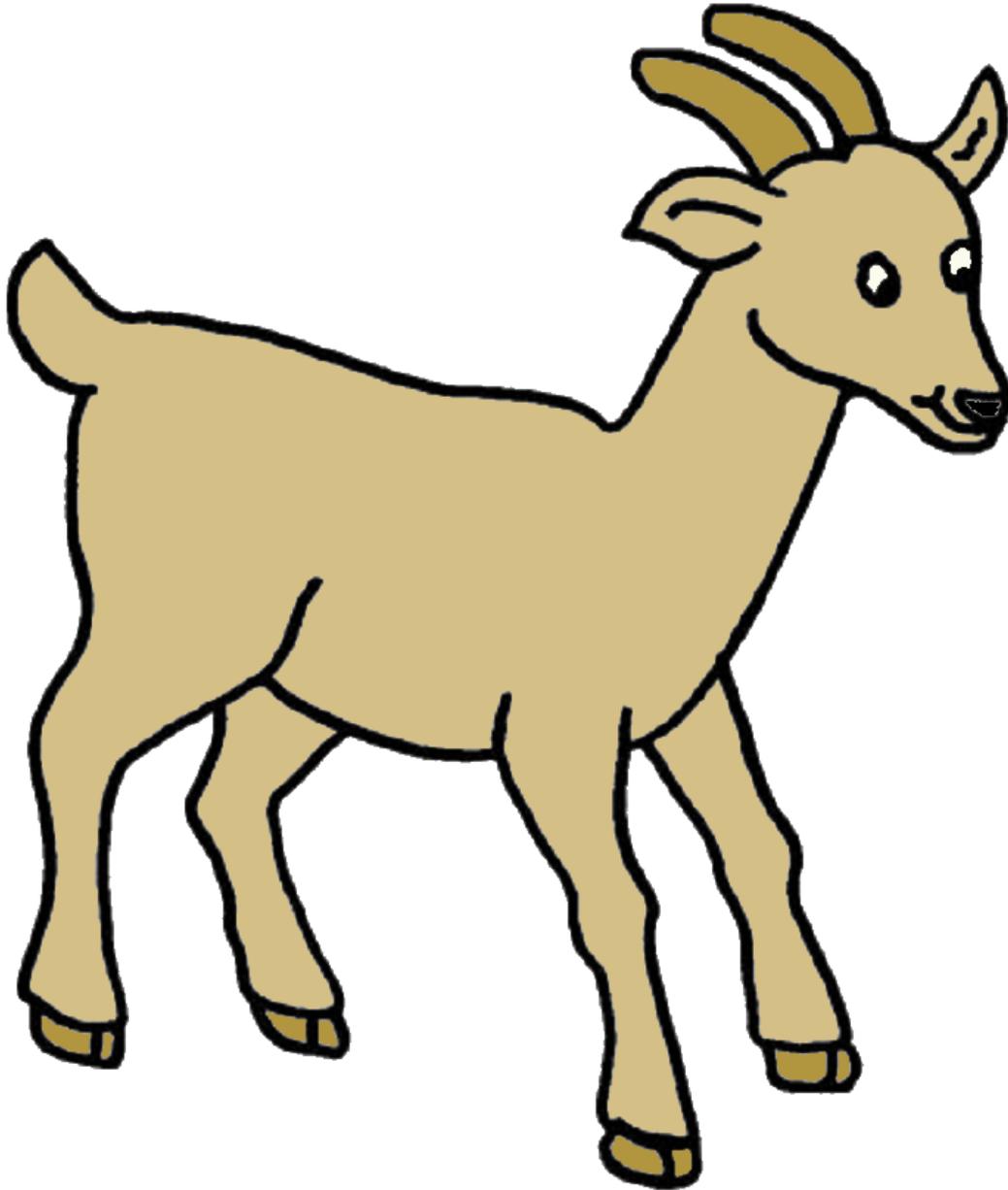
Paint Master



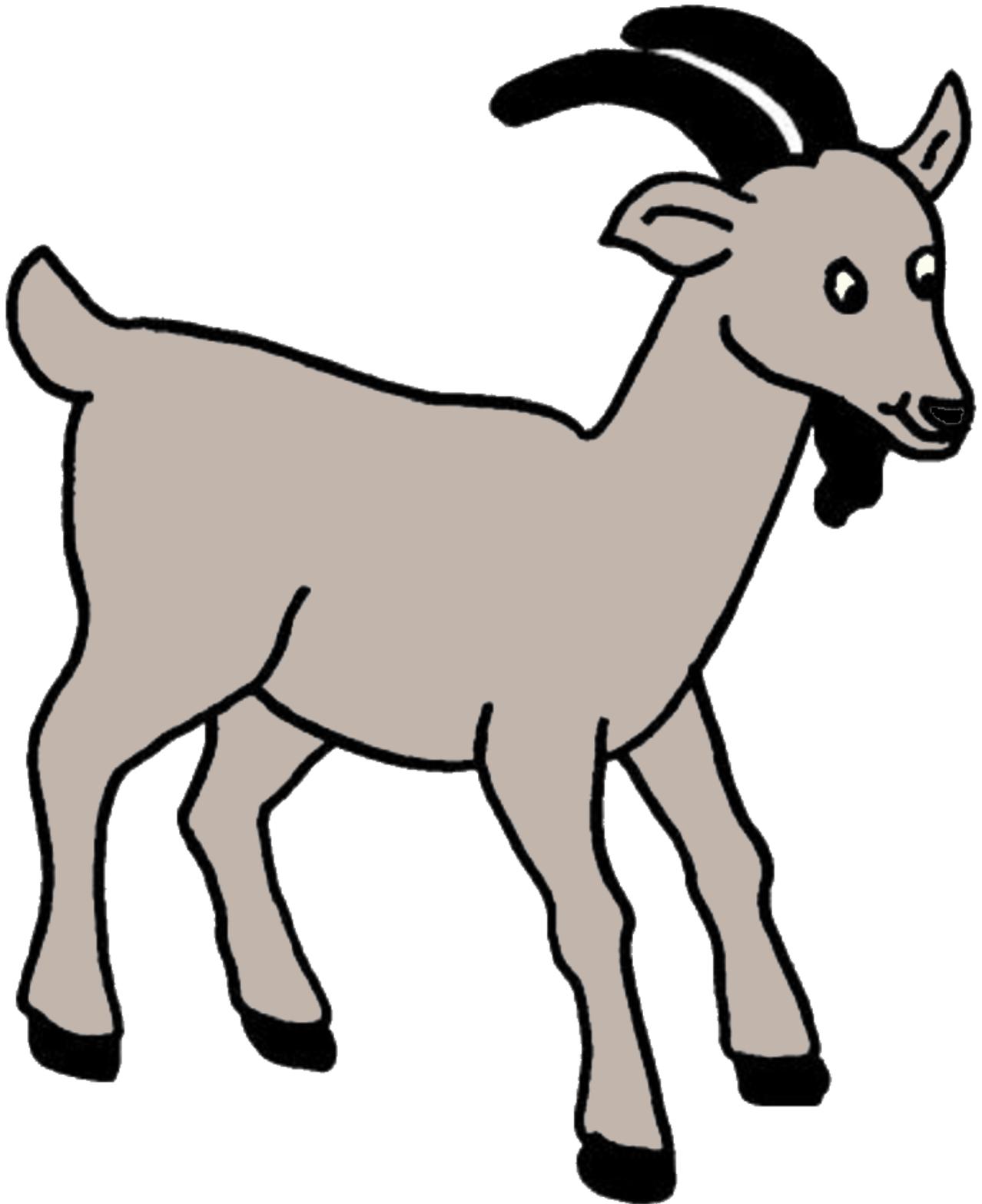
Paint Master



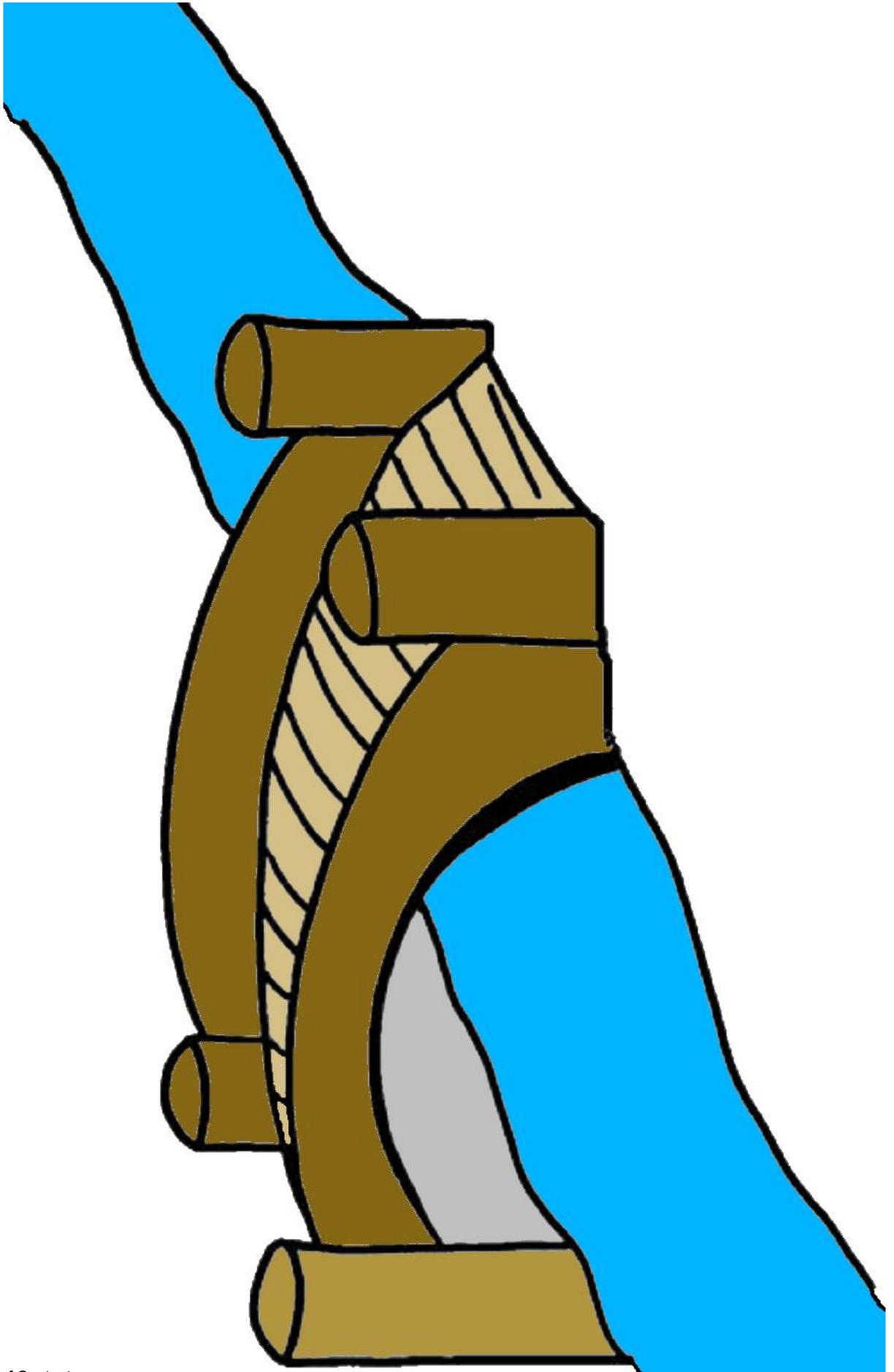
Paint Master



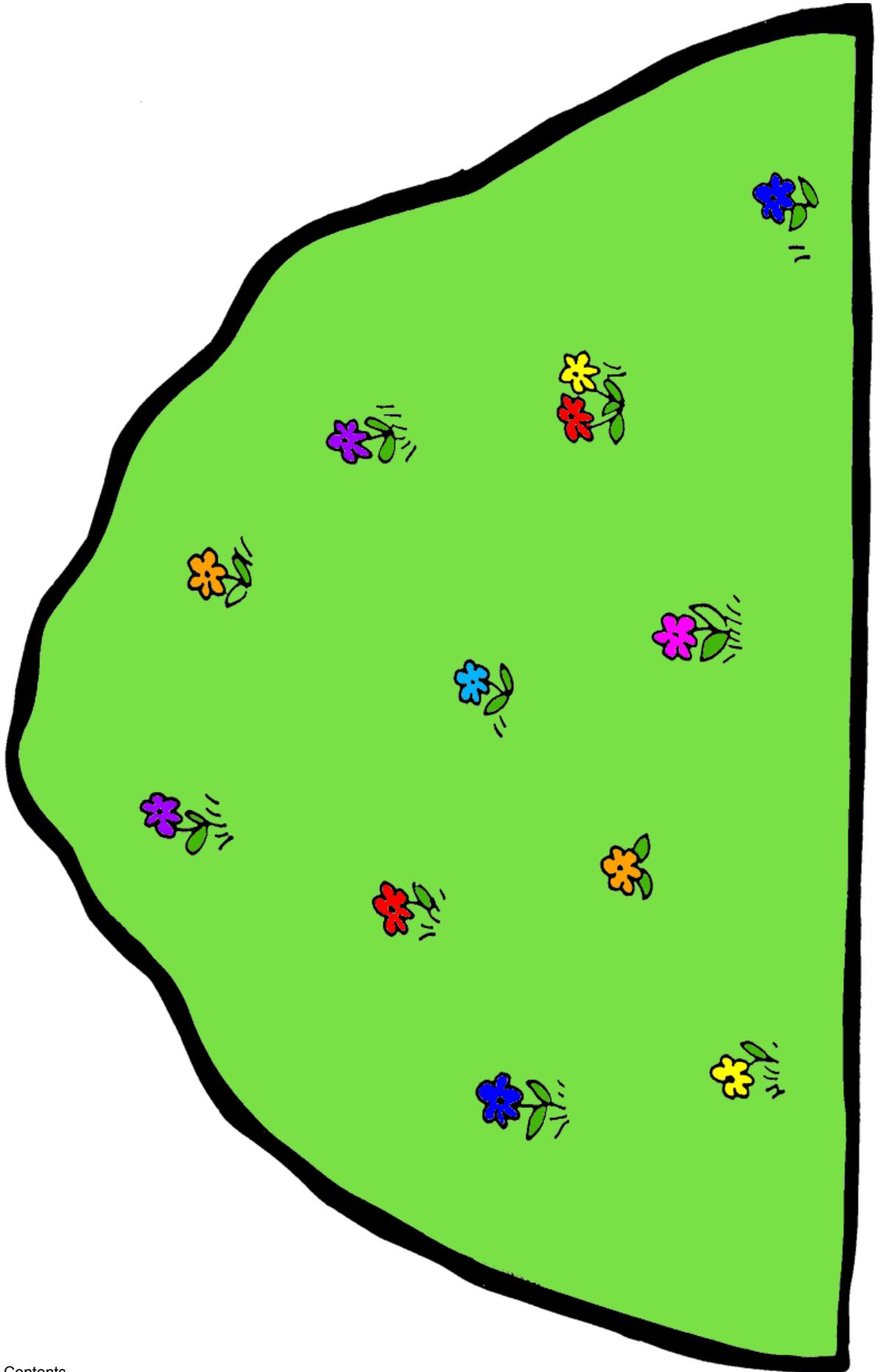
Paint Master



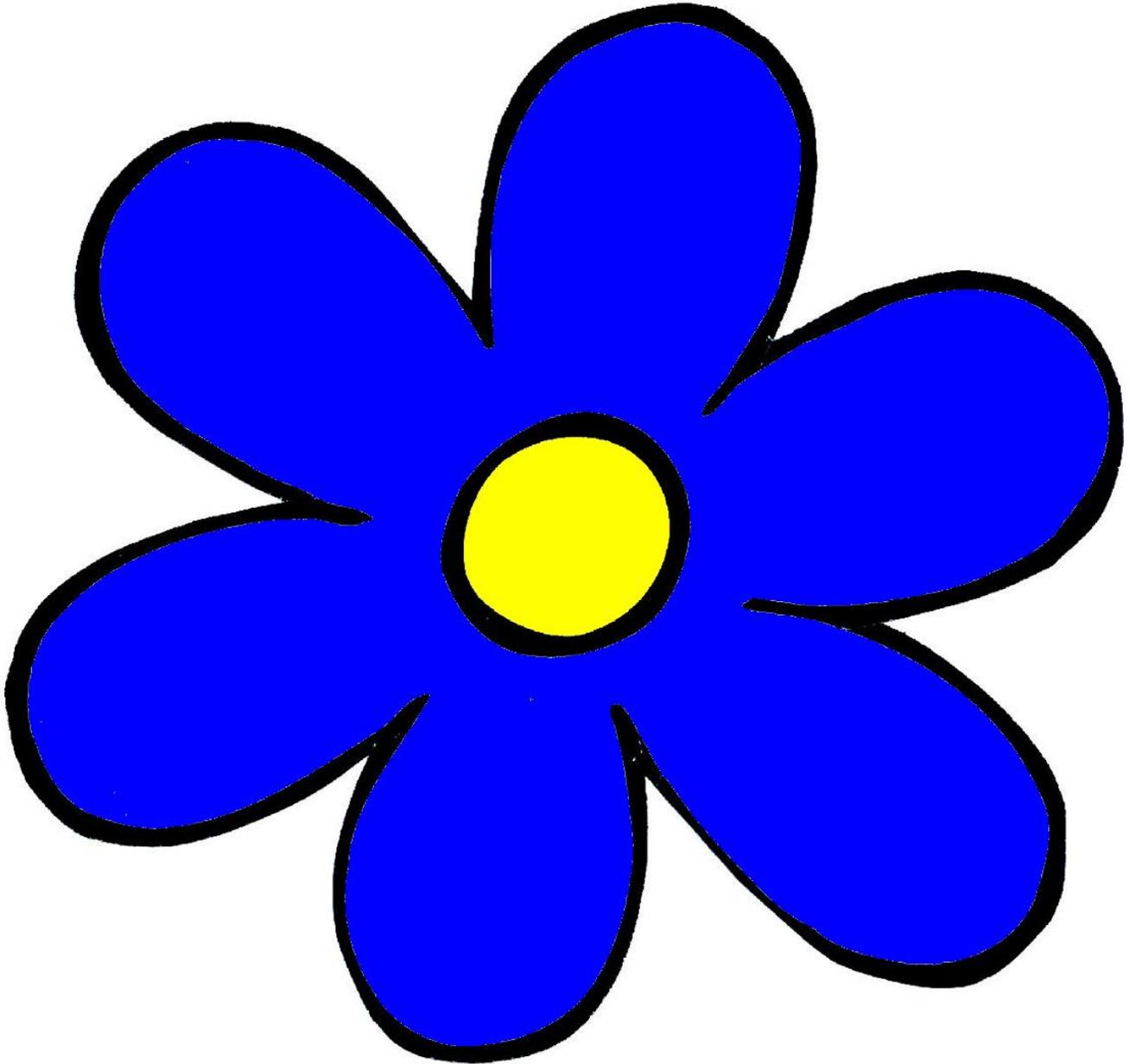
Paint Master



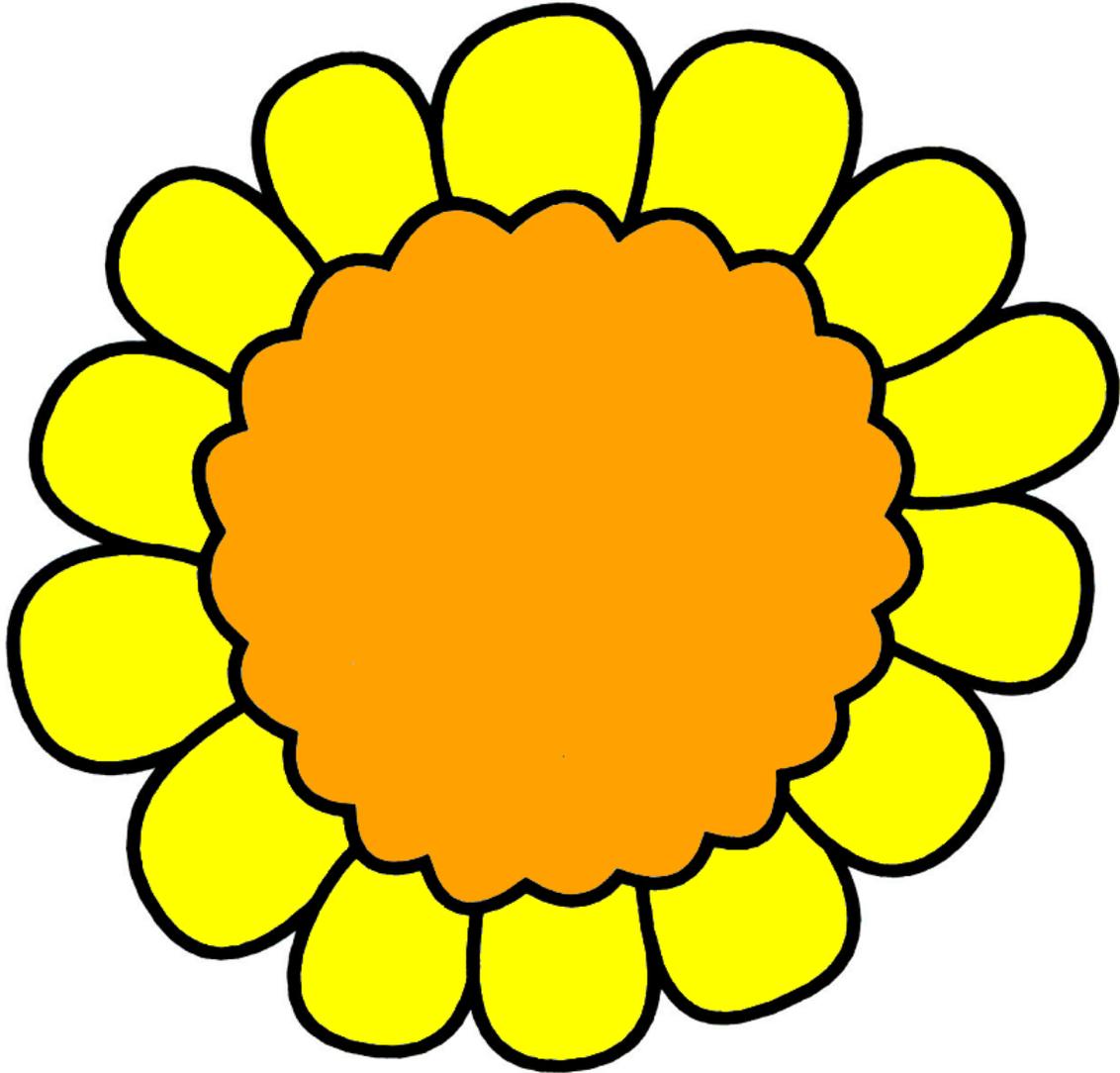
Paint Master



Paint Master



Paint Master



Sample Lesson Plans

Pages 307-310

This sample lesson plan should be used only as a guide for establishing your own monthly schedule. It is intended to give you a visual example of how the activities in this unit can be incorporated throughout the entire classroom. This plan is based on a classroom with approximately 8 three and four year olds in a self-contained setting.

The activities that **you** pick will depend on:

- age of your students
- ability of your students
- class size
- length of day



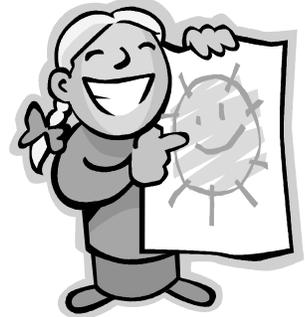
Additional Comments:

- Not all activities in the unit are represented in this lesson plan.
- Use your own ideas and lessons in addition to the activities included in the unit.
- If there are multiple classrooms using this curriculum, cooperative group planning saves time and prompts the exchange of creative ideas.
- The empty lesson plan grid on page 305 may be copied four times giving you one planning page for each week.
- Activities in this unit do not have to be carried out in any specific order. How you use them will depend on the abilities of your children.
- This lesson plan schedule does not include routine activities that take place in your classroom i.e. additional circle activities (greeting children, calendar time) bathroom breaks etc.
- Activities suggested for structured play/ center time are intended to be used in addition to your regular centers.
- Painting at the easel is generally considered one of the stations during center time.
- Allow only one child to paint at a time. Supervision is highly advised.

Painting Grid

Page 304

The painting grid can help you see at a glance, which object a child has painted and which ones need to be completed.



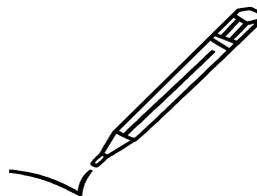
Assessment Sample Grid

Page 311

This grid is designed to help you record daily target goals for each child. It is especially helpful in completing the assessment letter at the end of this unit.

Additional Comments:

- Choose goals where you can obtain measurable data. Not every goal and objective in the assessment letter needs to be included on your assessment grid.
- The target goals may be updated as often as necessary; once a week, once every two weeks, or you may keep the same target goals for the entire month. How often you change the target goals will depend on the progress of your children.
- For those teaching children with special needs, incorporate target goals from the child's IEP.
- Review target goals with other professionals (assistants or therapists) working in your classroom. Use all resources for obtaining assessment information.
- The empty assessment grid on page 312 may be copied as many times as necessary to accommodate the number of target goals needed.
- It is not imperative that you use the Assessment Grid. It is included for your convenience to record data.



Lesson Plans		Unit <u>The Three Billy Goats Gruff</u>				
Week _____						
	Date	M —	Tu —	W —	TH —	F —
	Socialization Arrival Centers Play Activities					
	Fine Motor Object to be painted					
	Language/Cognitive Circle Time Greetings/Calendar Mother Goose					
	Fine Motor/Cognitive Busy Fingers Fine Motor Coanitive Activities					
	Language/Cognitive Story time Supporting Activity	Read Story	Read Story	Read Story	Read Story	Read Story
	Gross Motor/Language Music Movement Rhymes					
	Self- Help Language Snack					

[Click here to return to Table of Contents.](#)

Week <u>September 5-9</u> week 1		Lesson Plans			Unit <u>The Three Billy Goats Gruff</u>		
							
Date	Socialization Arrival Centers Play Activities	Fine Motor Object to be painted	Language/Cognitive Circle Time Greetings/Calendar Mother Goose	Fine Motor/Cognitive Busy Fingers Fine Motor Coanitive Activities	Language/Cognitive Story time Supporting Activity	Gross Motor/Language Music Movement Rhymes	Self- Help Language Snack
M 5	Dramatic corner props: p. 219	Little Billy p. 147 p. 295	Jack and Jill <u>sing and say everyday</u> use sequencing cards everyday pp. 244-246	Stuff a Troll p. 161	Read Story Billy Goats Gruff Identify characters and objects found in the story.	The Goats Went Over the Bridge p. 251	Troll Faces p.. 206
Tu 6	Dramatic corner props: p. 219	Little Billy p. 147 p. 295	Jack and Jill <u>sing and say everyday</u> use sequencing cards everyday pp. 244-246	Flowers on the Hill p. 164	Read Story Billy Goats Gruff Identify characters and objects found in the story.	Bye, Bye Troll p. 139	Your Choice
W 7	Bye, Bye Troll p. 139	Little Billy p. 147 p. 295	Jack and Jill Pass out seq. cards to children/take turns putting in order	Craft Stick Puppets p. 37	Read Story Billy Goats Gruff Use Sequencing Cards to retell story pp. 28-32	Feed the Goats p. 137	Hungry Goat's Granola p. 210
TH 8	Feed the Goats p. 137	Middle Billy p. 147 p. 296	Jack and Jill Place seq. cards On floor, let child choose next card in the correct order	Paper Plate Bridges p. 151	Read Story Billy Goats Gruff TripTrap, TripTrap p. 34	Here Comes the Troll p. 143	Your Choice
F 9	Play Dough p. 149	Middle Billy p. 147 p. 296	Jack and Jill Have children act out rhyme	Growing Troll Hair p. 154	Read Story Billy Goats Gruff TripTrap, Trip Trap p. 34	Rolling Along Under the Bridge p. 144	Water Under the Bridge p. 208

Week <u>September 12-16 week 2</u>		Lesson Plans			Unit <u>The Three Billy Goats Gruff</u>		
Date	Socialization Arrival Centers Play Activities	Fine Motor Object to be painted	Language/Cognitive Circle Time Greetings/Calendar Mother Goose	Fine Motor/Cognitive Busy Fingers Fine Motor Coanitive Activities	Language/Cognitive Story time Supporting Activity	Gross Motor/Language Music Movement Rhymes	Self- Help Language Snack
<u>M</u> <u>12</u>	Play Dough Bridges p. 150	Middle Billy p. 147 p. 296	Jack and Jill Pass out seq. cards to children/take turns putting in order	Three Goats and a Troll, Paper Bag Puppets p. 155	Read Story Billy Goats Gruff Who's That Tripping Over My Bridge? p. 33	Don't Wake the Troll p. 142	Troll Toast p. 212
<u>Tu</u> <u>13</u>	Rolling Along Under the Bridge p. 144	Big Billy p. 147 p. 297	Jack and Jill Have children act out rhyme	Going to the Hill Cutting Pocket Activity p. 166	Read Story Billy Goats Gruff Bees and Flowers Matching Colors p. 72	Who's That Tripping Over My Bridge? p. 146	Your Choice
<u>W</u> <u>14</u>	Cutting Grids p. 169	Big Billy p. 147 p. 297	Jack and Jill seq. cards in wrong order. Let children correct	Cutting Grass on the Hill p. 175	Read Story Billy Goats Gruff Troll Teaches Shapes p. 74	Let's Build a Bridge p. 145	Rice Krispie Bridges p. 211
<u>TH</u> <u>15</u>	Who's That Tripping Over My Bridge? p. 146	Big Billy p. 147 p. 297	Jack and Jill Practice carrying a pail of water without spilling	Big and Little p. 44 Big Flowers, Little Flowers p. 46	Read Story Billy Goats Gruff Flower Patterns as large group activity p. 81	The Goats Went Over the Bridge p. 251	Your Choice
<u>F</u> <u>16</u>	Cutting Grass on the Hill Comb for Troll pp. 177-178	Troll p. 147 p. 294 red hair	Jack and Jill Place seq. cards on floor, let child choose next card in the correct order	Goat and Troll Masks p. 228	Read Story Billy Goats Gruff Which One is Different? as large group activity p. 50	The Bridge is Out! p. 141	Goat Horns p. 206

Week <u>September 19-23 week 3</u>		Lesson Plans			Unit <u>The Three Billy Goats Gruff</u>		
Date	Socialization Arrival Centers Play Activities	Fine Motor Object to be painted	Language/Cognitive Circle Time Greetings/Calendar Mother Goose	Fine Motor/Cognitive Busy Fingers Fine Motor Coanitive Activities	Language/Cognitive Story time Supporting Activity	Gross Motor/Language Music Movement Rhymes	Self- Help Language Snack
M 18	Goat and Troll Masks p. 228	Troll p. 147 p. 294 red hair	Jack and Jill Pass out seq. cards to children/take turns putting in order	Billy Goat Puzzles p. 122	Read Story Billy Goats Gruff Eating Our Way Through the Story p. 214	Troll Bowling p. 233	Troll Teeth p. 212
Tu 19	Billy Goat Puzzles p. 122	Troll p. 147 p. 294 red hair	Jack and Jill Two Little Blue Birds p. 253	Small, Middle, and Big Billy p. 114	Read Story Billy Goats Gruff Counting Level 1 One Little, Two Little, Three, Little Billy Goats p. 255	Building Bridges p. 220	Your Choice
W 20	Character Necklaces p. 225	Hill p. 147 p. 299 green	Jack and Jill Have children act out rhyme	Time to Count Trolls p. 105	Read Story Billy Goats Gruff Flowers on the Hill p. 93	London Bridge is Falling Down p. 252	Milk Shake p. 208
TH 21	Billy Goat Lacing p. 179	Hill p. 147 p. 299 green	Jack and Jill Place seq. cards On floor, let child choose next card in the correct order	Counting Small Objects p. 109	Read Story Billy Goats Gruff Who, What and Where? Level 1 p. 57	Bye, Bye Troll p. 139	Your Choice
F 22	Who's That Tripping Over My Bridge? p. 146	Hill p. 147 p. 299 green	Jack and Jill Practice carrying a pail of water without spilling	Connect the Dots p. 116	Read Story Billy Goats Gruff Goats and Trolls, as a large group activity p. 87	Rolling Along Under the Bridge p. 144	Bell Sand- wiches p. 207

Week <u>September 26-30 week 4</u>		Lesson Plans			Unit <u>The Three Billy Goats Gruff</u>		
Date	Socialization Arrival Centers Play Activities	Fine Motor Object to be painted	Language/Cognitive Circle Time Greetings/Calendar Mother Goose	Fine Motor/Cognitive Busy Fingers Fine Motor Coanitive Activities	Language/Cognitive Story time Supporting Activity	Gross Motor/Language Music Movement Rhymes	Self- Help Language Snack
<u>M</u> 26	Billy Goat Puzzles p. 122	Flower p. 147 p. 300 Blue	Jack and Jill Pass out seq. cards to children/take turns putting in order	Follow the Path p. 185	Read Story Billy Goats Gruff Are You Afraid of Trolls? p. 221	The Goats Went Over the Bridge p. 251	Gran- ola p. 210
<u>Tu</u> 27	Goat and Troll Masks p. 228	Flower p. 147 p. 300 Blue	Jack and Jill Find a hill outside and act out rhymn	Goat Bells p. 153	Read Story Billy Goats Gruff Who What and Where as a large group activity p. 57	Troll Bowling p. 233	Your Choice
<u>W</u> 28	Cutting Grass on the Hill Comb for Troll p. 177	Flower p. 147 p. 300 Blue	Jack and Jill Practice carrying a pail of water without spilling	Goats and Trolls Complete the Pattern p. 87	Read Story Billy Goats Gruff I Spy Big and Little p. 45	Building Bridges p. 220	Super Peanut butter p. 214
<u>TH</u> 29	Billy Goat Lacing p. 179	Painting catch-up day	Jack and Jill seq. cards in wrong order. Let children correct	Packet Making Day p. 63	Read Story Billy Goats Gruff Troll Teaches Shapes p. 74	One Little, Two Little, Three, Little Billy Goats p. 255	Your Choice
<u>F</u> 30	Play Dough Bridges p. 150	Take your packet home	Jack and Jill Two Little Blue Birds p. 253	Take Your Packet Home p. 64	Read Story Billy Goats Gruff Flowers on the Hill p. 93	London Bridge is Falling Down p. 252	Cup Cakes p. 209

