

# **Billy Goats Gruff Teacher Guide**

The main goal we want to reach in all of our classes is for our students to have an enjoyable time learning English. Be sure to communicate with your onsite teacher about how the pace of class is going. In general, your onsite teachers will want to be sure the majority of students understand the material, which in turn means you will go at a slower pace than what the schedule reads. Communicating with your onsite teacher to find out what is best for your students is the key to a successful and pleasant experience for everybody. (Ask Amber Jackson for help communicating with your onsite teacher about materials related information, if needed, due to language barriers you may encounter.)

## **Chapter 1**

Cover – Students can practice reading the vocabulary words and repeating the proper pronunciation after you. There are definitions there, but don't expect your students to understand the definition or the vocabulary word based on only a written definition. Help explain further if they don't understand from the picture or definition.

page 4 – (from left to right, top to bottom) billy goats, dry, rough, mountain.

I encourage you to find other images to show your students. Or ask them to find and bring items from the vocabulary list to show and tell with their classmates.

page 5 - (from left to right, top to bottom) hungry, sweet, tomorrow, rocky, climbed.

I encourage you to find other images to show your students. Or ask them to find and bring items from the vocabulary list to show and tell with their classmates.

page 6 – 1) billy goats. 2) tomorrow. 3) mountain. 4) sweet. 5) hungry.

page 7 –

1) circle the billy goat.

2) Answers may vary. I encourage you to participate in this activity, too. It's okay if you're a horrible artist...kids think that is funny! ☺ When you give the students 2-3 minutes to draw their picture, play some music. Here is a link you can put on the Co-Browser while everybody is working. I Love You, You Love Me = <http://kids.niehs.nih.gov/lyrics/uloveme.htm> (It should automatically play when you put it in there.) When the 2-3 minutes is up, make sure you change the URL and plug in [www.promise4all.com](http://www.promise4all.com) to stop the music from interrupting class.

2) Answers may vary.

3) Answers may vary. Have students try to explain their answer further, beyond a simple yes or no.

page 8-11 – Have the students tell about what they see in the pictures on pages 8-11. Read page 8. Have students underline or circle vocab words at the end of reading and discussion on page 8. Talk about how they relate to the text (i.e. How many billy goats are there? Where do they live? What kind of grass grows where they live?)

Read page 9. Underline, circle and have discussion around the vocabulary words.

Read page 10. Underline, circle and have discussion around the vocabulary words.

Read page 11. Underline, circle and have discussion around the vocabulary words.

Do the students have any questions they want answered? Can other students answer their questions, before you answer? Can you help the student figure out the answer, by guiding them to a part of the text that answers their question? If it's an open ended question (no facts from the story, but open for reader opinion), do all students share the same opinion, or do they have different opinions? Can they use other parts of the text to support their reason?

page 12 – Depending on your students' English skills, they may need some extra visual assistance for this page. If they do need the extra assistance, after asking the question refer back to the page where they can find the answer (this is where the thumbnail tool in the ETOCS software comes in handy.)

1) Baby Billy Goat Gruff, Little Billy Goat Gruff, Big Billy Goat Gruff

2) Circle the first picture. It is Big Billy Goat climbing the mountain to look for grass.  
(from page 7)

3) *Answers may vary.*

page 13 – (from left to right, top to bottom) tomorrow/T, mountain/M, rocky/R, hungry/H, goat/G, sweet/S.

page 14 – (from left to right, top to bottom) billy goat, mountain, rocky, sweet, dry, tomorrow.

page 15 – (from left to right, top to bottom) top/P, goat/T, mountain/N, down/N, grass/SS, sweet/T.

page 16 – (from left to right, top to bottom) once/soft, goat/hard, grass/hard, climb/hard, can't/hard.

Can students think of a word with the soft G sound?

Can they name more words with these 4 sounds?

page 17 – (from top to bottom) goat/boat, dry/try, mountain/fountain, down/town, tomorrow/sorrow, sweet/meet.

page 18 – You could have students spend some time putting one word from each group onto one piece of paper (if there are 4 words in the group, then there would be 4 pieces of paper), then each student or pair of students holds one and has to stand up and stand in a line facing you in the correct order to read the correctly ordered sentence aloud.

1) The brothers were goats.

2) The grass was sweet and green. OR The grass was green and sweet. OR The green grass was sweet. OR The sweet grass was green.

3) He climbs the mountain.

4) The mountain was tall and rocky. OR The mountain was rocky and tall. OR The tall mountain was rocky. OR The rocky mountain was tall.

5) They are hungry.

page 19 – *Answers may vary, but should be in correct order.* I encourage you to participate in this activity, too. It's okay if you're a horrible artist...kids think that is funny! ☺ When you give

the students 2-3 minutes to draw their picture, play some music. Here is a link you can put on the Co-Browser while everybody is working. She'll Be Coming 'Round the Mountain = <http://kids.niehs.nih.gov/lyrics/mountain.htm> (It should automatically play when you put it in there.) When the 2-3 minutes is up, make sure you change the URL and plug in [www.promise4all.com](http://www.promise4all.com) to stop the music from interrupting class.

page 20 – Follow the instructions.

page 21 - Have the students listen to you say the poem and watch you do the actions. Have your students repeat the words and actions line per line after you. Have them say it with you. Finally, have them close their books and see if they can say it with you without looking. Can they say it super softly with tiny actions? Can they say it while yelling really loudly with huge actions? Who did the best job saying the poem? Do they get a gold ribbon? Did other do a next to best job? Do they get a silver ribbon? And does everybody else get a bronze ribbon?

page 22 – (from left to right, top to bottom) climb/CL, sweet/SW, grass/GR, dry/DR, three/THR, green/GR.

page 23 – (from left to right, top to bottom) climb, dry, three, green, sweet, hungry.

page 24 – (from left to right, top to bottom) green/GR, dry/DR, grass/GR, three/THR, sweet/SW, climb/CL.

Don't forget about the challenge at the bottom of the page.

page 25 – 1) grass. 2) three. 3) climb. 4) dry. 5) hungry.

page 26 - Have the students repeat the phrases after you. Then have boys say Little Billy Goat's part and girls say Baby Billy Goat's part. Then switch so the girls say Little Billy Goats part and the boys say Baby Billy Goat's part.

Make sure students understand what is going on in the pictures.

Students should complete the sentences below. Then they should stand up and practice asking and answering each other the phrases. When you give the students 3-5 minutes to practice saying the phrases with each other, play some music. Here is a link you can put on the Co-Browser while everybody is working. It's a Small World

<http://kids.niehs.nih.gov/lyrics/smworld.htm> (It should automatically play when you put it in there.) When the 3-5 minutes is up, make sure you change the URL and plug in [www.promise4all.com](http://www.promise4all.com) to stop the music from interrupting class.

Ask one or two students the questions to see what they have as an answer.

Tell the students. "Now you ask me." And be sure to have them ask you and you answer them. Do you have a picture to go along with your answer?

page 27 - Have the students repeat the phrases after you. Then have boys say Little Billy Goat's part and girls say Baby Billy Goat's part. Then switch so the girls say Little Billy Goats part and the boys say Baby Billy Goat's part.

Make sure students understand what is going on in the picture.

Students should complete the sentences below. Then they should stand up and practice asking and answering each other the phrases. When you give the students 3-5 minutes to practice saying the phrases with each other, play some music. Here is a link you can put on the Co-Browser while everybody is working. Apples and Oranges <http://kids.niehs.nih.gov/midi/applesoranges.mp3> (It should automatically play when you put it in there.) When the 3-5 minutes is up, make sure you change the URL and plug in [www.promise4all.com](http://www.promise4all.com) to stop the music from interrupting class.

Ask one or two students the questions to see what they have as an answer.

Tell the students. "Now you ask me." And be sure to have them ask you and you answer them. Do you have a picture to go along with your answer?

page 28 - Play hangman. The secret phrase is "sweet green grass."

page 29 – (from top to bottom) A rocky mountain. Baby Billy Goat Gruff, Little Billy Goat Gruff, Big Billy Goat Gruff. The billy goats are hungry and want sweet green grass to eat.

If you are completely finished and still need to fill class time, please focus on the theme "Green Grass" Contact Amber Jackson for activity suggestions and approval.

[ajackson@promise4all.com](mailto:ajackson@promise4all.com) or 405-334-3211

## **Chapter 2**

page 31 Cover – Students can practice reading the vocabulary words and repeating the proper pronunciation after you. There are definitions there, but don't expect your students to understand the definition or the vocabulary word based on only a written definition. Help explain further if they don't understand from the picture or definition.

page 32 – (from left to right, top to bottom) bottom. dirt. bridge.

page 33 – (from left to right, top to bottom) cross. moving. stopped. morning. smallest.

page 34 – 1) bottom. 2) stopped. 3) moving. 4) morning. 5) bridge.

page 35 – Rhyming words are: 1) rocky/hockey. 2) dirt/hurt. 3) cross/toss. 4) bridge/ridge. 5) tall/small.

page 36 – Answers will vary. Help the students read the questions/comments. Help the students write their answers. You may need to provide more visual assistance to help them think of their answers.

page 37 – Help the students with the instructions on this page

page 38 – (from left to right, top to bottom) three, something, brothers, think, thank you, with

page 39 – 1) three. 2) something. 3) brothers. 4) think. 5) thank you. Help the students write sentences using the words...may need to provide pictures for them to write about.

page 40 – Students should draw a picture of a time when they had to take turns. You should do this to in order for them to understand and have a leader for the activity.

Here is a link you can put on the Co-Browser while everybody is working. I Love You, You Love Me = <http://kids.niehs.nih.gov/lyrics/uloveme.htm> (It should automatically play when you put it in there.) When the 2-3 minutes is up, make sure you change the URL and plug in [www.promise4all.com](http://www.promise4all.com) to stop the music from interrupting class.

You and the students can show and tell about your pictures with each other.

page 41 – 1) baby billy goat gruff. little billy goat gruff. big billy goat gruff.

2) (have students tell you what picture is correct...) second picture of the grass. 3) have students tell you what picture is correct...) second picture of them eating it. 4) answers will vary.

page 42-44

Have the students tell about what they see in the pictures on pages 42-44. Read page 42. Have students underline or circle vocab words at the end of reading and discussion on page 42. Talk about how they relate to the text.

Read page 43. Underline, circle and have discussion around the vocabulary words.

Read page 44. Underline, circle and have discussion around the vocabulary words.

Read page 45. Underline, circle and have discussion around the vocabulary words.

Do the students have any questions they want answered? Can other students answer their questions, before you answer? Can you help the student figure out the answer, by guiding them to a part of the text that answers their question? If it's an open ended question (no facts from the story, but open for reader opinion), do all students share the same opinion, or do they have different opinions? Can they use other parts of the text to support their reason?

page 45

1) little billy goat (first picture)...because he is the smallest and needs to eat.

2) answers may vary. (you do it, too, while the students do this. You can play music while everybody draws and writes.)

3) answers may vary.

page 46 – (from left to right, top to bottom) brick. haystack. stick. rock. lock. back.

page 47 – (from top to bottom) brick. haystack. lock. rock. back. stick.

page 48 - - there are more possibilities than what I have listed...but here is a start. If students struggle, give them hints. (i.e. say “A two letter word that is the opposite of “out.”” or “A four-letter word that is something you stay in when camping.” or show a picture of a tent)

HINT: Sometimes it is really difficult to understand your students, due to their accents. Always have your students spell the word loudly and clearly, so you can acknowledge their efforts!

1-letter words) I

2-letter words) he, in, be, it

3-letter words) bed, red, run, ten, get, the, big

4-letter words) ride, hide, bite, deer, here, nerd, grid

5-letter words) under, bride, there, three

6-letter words) bridge, bright

7+ letter words) thunder

Would your students be up for racing you? All their words found in 2 minutes against all the words you find in 2 minutes? Maybe 1-4 letter words receive 1 point and 5-7 letter words receive 2 points?

page 49

Help your students sing the song. Then have them sing it while they do the actions. Can your students eventually sing it without looking at the words?

Here is the music for London Bridges: <http://kids.niehs.nih.gov/lyrics/london.htm> (type in [www.promise4all.com](http://www.promise4all.com) to put a stop to the music for everybody in the room, and to prevent disturbances if anybody enters your room later on.)

page 50 (from left to right, top to bottom) dirt, moving., stopped. smallest. bottom. bridge.

page 51

You need to have a paper bag with an object inside of it. suggestions for what to put in your bag: wood, grass, toy bridge, toy goat, brick, dirt, rock...

page 52

- 1) answers can vary slightly: near the bridge / the mountain / other side of the mountain
- 2) the goats need to eat, but have to cross a bridge.
- 3) answers may vary.

If you are completely finished and still need to fill class time, please focus on the theme “Under the Bridge” Contact Amber Jackson for activity suggestions and approval.  
[ajackson@promise4all.com](mailto:ajackson@promise4all.com) or 405-334-3211

### **Chapter 3**

Cover - Students can practice reading the vocabulary words and repeating the proper pronunciation after you. There are definitions there, but don't expect your students to understand the definition or the vocabulary word based on only a written definition. Help explain further if they don't understand from the picture or definition.

page 54 – (left to right, top to bottom) instead, darkness, beard, field, edge

page 55 (left to right, top to bottom) gray, minute, hooves, pointed, trip-trapping sound

page 56 – (top to bottom) mnute, hooves, beard, field, gray, pointed

page 57 – 1) instead. 2) trip-trapping sound. 3) minute. 4) edge. 5) beard.

page 58 – students should draw a picture of a time they heard a sudden noise that surprised them. You should draw a picture too. You can play spooky music while you and the students draw. Then take turns with everybody to show and tell about their pictures.

page 59 – 1) field. 2) darkness. 3) gray. 4) point. 5) beard.

page 60 – 1) circle the first picture of the goat hearing/seeing something under the bride. students should write about what happened in chapter 2. 2) on a mountain, and a grassy hill. 3) answers will vary. have students tell what they chose and explain why they think this.

page 61- 63

Have the students tell about what they see in the pictures on pages 61-63. Then read each page and ask reading comprehension questions about the story and ask students.

Do the students have any questions they want answered? Can other students answer their questions, before you answer? Can you help the student figure out the answer, by guiding them to a part of the text that answers their question? If it's an open ended question (no facts from the story, but open for reader opinion), do all students share the same opinion, or do they have different opinions? Can they use other parts of the text to support their reason?

page 64 – 1) man (in the middle). 2) communicated (final picture). 3) Students should draw a picture of how they would cross the bridge. Have them show and tell about their drawing. You do it, too. And you can play music while they draw.

page 65 – (from left to right, top to bottom) grass, edge, bridge, cross, hungry, trip-trapping

page 66 – (from top to bottom) bridge/fridge, stop/drop, under/thunder, grass/pass, cross/boss, edge/pledge.

page 67 – words to cut out and paste to the hill are the following (and you can drag them on the whiteboard): must, edge, long, at, it

page 69 – 1) medium, large, small. 2) small, medium, large. 3) small, large, medium. 4) students should draw something small, medium and large and label which one is which...you can do this too, then share your answers and have the students share theirs (suggestions: ice cream, drinks, phones, notebooks, computers, books, packaged food, shoes, plants, chairs)

page 70 – Students should circle the season they think it is in the story and give reasons for why they think this (answers can vary...I don't think there is a wrong or right answer...because if they choose winter...perhaps the billy goats live in Brisbane, Australia...therefore the winter would be sunny still...and still green grass...)

bottom part of page: have students draw a picture of what each season looks like where they live (you do the same) and label their season. Do the students want to share their drawings and show you about their country's seasons?

Feel free to spend longer on this by showing and talking about pictures of you and your family having fun in each season. You could even talk about the different seasons in different countries.

page 71 – Pictures should end up looking like this:



page 72 – answers will vary. play pictionary.

page 73 – (from top to bottom) darkness, smallest, dry, sweet, minute, tomorrow

page 74 – teach the students the words and actions. first have them listen to you. then have them repeat each line after you. then have them repeat each line doing the action. then have them sing/say the whole thing with you...while doing the actions.

this is something you could do every lesson you study this chapter.

page 75 – ACROSS: 1) minute. 4) pointed. 5) edge. 10) darkness.

DOWN: 2) trip-trapping. 3) field. 6) gray. 7) instead. 8) hooves. 9) beard.

page 76 – answers will vary, but should make sense. You might need to have a picture to help the students come up with answers. Or you could have students draw a picture of the end of the sentence for you to help them write about it.

page 77 - baby billy goat gruff, little billy goat gruff, big billy goat gruff, strange man. the billy goats want to get to the other side to eat the grass, but a strange man wants them to work.

If you are completely finished and still need to fill class time, please focus on the theme “Stranger” Contact Amber Jackson for activity suggestions and approval.

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## **Chapter 4**

page 79 - Cover - Students can practice reading the vocabulary words and repeating the proper pronunciation after you. There are definitions there, but don't expect your students to understand the definition or the vocabulary word based on only a written definition. Help explain further if they don't understand from the picture or definition.

page 80 (from left to right, top to bottom) strange, stop, explained, strong, agreed, soon

page 81 – (from top to bottom) agreed, explained, soon, stopped, strange, strong

page 82 – 1) strange. 2) explained. 3) soon. 4) strong. 5) stop

page 83 – students should complete the sentence. Then they should draw a map of where they like to go and write directions for how they get there from their home or school. You should do this, too, so they understand. Have them share their maps. Play music while you do the drawing portion.

page 84 – Stop: top, pop, mop. Soon: noon, spoon, moon. Strong: song, long, wrong. Hike: bike, like.

Can students think of more words to rhyme with each main vocabulary word?

Have student repeat the list of rhyming words after you.

page 85 – 1) middle picture of strange man coming out from under the bridge. (have the students tell you about what happened in chapter 3). 2) answers may vary...they should explain why they chose that goat...for example, if they choose baby billy goat...maybe their reason is that he finished eating and came back. 3) answers may vary, let them explain their reasons. 4) answers may vary. And maybe they need to draw instead of write.

page 86-88

Have the students tell about what they see in the pictures on pages 86-88. Then read each page and ask reading comprehension questions about the story and ask students.

Do the students have any questions they want answered? Can other students answer their questions, before you answer? Can you help the student figure out the answer, by guiding them to a part of the text that answers their question? If it's an open ended question (no facts from the story, but open for reader opinion), do all students share the same opinion, or do they have different opinions? Can they use other parts of the text to support their reason?

page 89 –

1) 1, 3, 2.

2) first and second picture (baby and little billy goat)

3) answers may vary. students should explain why (if this question is too difficult and brings to much silence...just skip it. no need to cause the students pain and grief.

page 90 – (from left to right, top to bottom) strange, agreed, hike, goat, fruit, beard.

page 91 – words that should be pasted on the grass are as follows (and can be moved onto the grass on the whiteboard): came, side, me, goat, you.

page 93 – say the name of the picture, have the students repeat, then draw a line from the long vowel sound they hear in that word. Write the letter under that picture.

answers (from left to right, top to bottom): climb/I, field/E, goat/O, gray/A, hike/I, sweet/E

page 94 –

- 1) Baby Billy Goat Gruff crossed the bridge first.
- 2) A strange man came out from under the bridge.
- 3) Little Billy Goat Gruff told the man to wait for his brother.
- 4) The strange man let Little Billy Goat Gruff cross the bridge.
- 5) Little Billy Goat Gruff crossed the bridge.

page 95 – answers will vary

page 96 – (from left to right, top to bottom) explained, soon, agreed, strong, stop, strange.

page 97 – help the students learn and say the tongue twisters. Maybe you want to have a contest to see who can say it the fastest. Help the students come up with their own tongue twister...the key is that most of the words begin with the same sound, or have a lot of the same vowel sounds in each word.

page 98 – help the students understand the conversation, then change the conversation fitting to their own liking. Have students write their own sentences of what they want to be and where they want to live on a piece of paper.

page 99 – help the students understand the question column on the left (perhaps you need to supply a picture). Students should then stand up and ask each other “when you grow up, what do you want to be?” and so on with the question list, until they have asked three students for each question. They can share their answers afterward and compare and contrast results.

page 100 –

ACROSS: 1) strange. 3) stopped. 4) soon. 5) agreed.

DOWN: 1) strong. 2) explained.

Can the students make a sentence for each vocabulary word?

page 101 – non-fiction. answers may vary, but reasons must make sense. answers could vary (my opinion is that the strange man is the villain.)

If you are completely finished and still need to fill class time, please focus on the theme “Cross the Bridge” Contact Amber Jackson for activity suggestions and approval.

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## **Chapter 5**

page 103 - Cover - Students can practice reading the vocabulary words and repeating the proper pronunciation after you. There are definitions there, but don't expect your students to understand the definition or the vocabulary word based on only a written definition. Help explain further if they don't understand from the picture or definition.

page 104 – (from left to right, top to bottom) jumped, tricked, big, old,

page 105 – (from left to right, top to bottom) deal, very well, finished, angry

page 106 – (from top to bottom) angry, big, deal, finished, jumped, old

page 107– 1) finished. 2) tricked. 3) angry. 4) big. 5) jumped.

page 108 – students should draw a picture of their favourite thing to eat. You should do this too. have music playing. then have students tell about their drawings and help them to write about their drawings, too.

page 109 –

1) 1, 3, 2

2) last picture (big billy goat gruff)

3) answers will vary, students should explain their answers.

page 110-112 -

Have the students tell about what they see in the pictures on pages 110-112. Then read each page and ask reading comprehension questions about the story and ask students.

Do the students have any questions they want answered? Can other students answer their questions, before you answer? Can you help the student figure out the answer, by guiding them to a part of the text that answers their question? If it's an open ended question (no facts from the story, but open for reader opinion), do all students share the same opinion, or do they have different opinions? Can they use other parts of the text to support their reason?

page 113 –

1) final picture (strange man got angry)

2) Yes.

3) answers will vary...students should explain.

page 114 – (from left to right, top to bottom) jumped, big, tricked, deal, hide, home, eat, goat. say the word, have the students repeat the word after you, then ask “Does \_\_\_ have a long vowel sound?” (circle the following: hide, home, eat, goat, deal)

page 115 – circle and read the words: deal, eat, goat, green, here, hide, home, stay, side, sweet. write the words in the goat.

page 116 – have students write what they want their name to be. you can do this too. It’s okay if they like their name they already have, they can write about why they like it.

page 117 – answers may vary, here are some examples: old, strange, little, angry...

page 118 – goat, hide, eat, gray, green, deal

Can students find other words with long vowel sounds from the chapter story? what letters make the long vowel sounds in those words?

page 119 – (from left to right, top to bottom) dry/I, hungry/E, rocky/E, my/I, quickly/E, cry/I

Can students name other words with the Y that makes E or I?

page 120 – put an X on the following words: 1) bag, 2) house. 3) trapped. 4) doll, 5) jelly.

page 121 – teach the students the song if they don’t already know it by having them listen to the whole thing, then repeat each line after you, then sing with you.

page 122 – play this game...let amber Jackson know if you don’t understand the instructions.

(hint: you can make this board with other words for other lessons, too...or use the same board in other lessons. Extension: students only get a point if they can make a complete sentence with the word)

page 123 – students should draw a picture for each of the vocab words, then show their drawings to you. You can draw, too. Play music while they do this. Help them write a sentence about the word they would like to use in a sentence (best way to do this is to write about their picture of one of the words...or about a picture you show them of one of the words...perhaps you have a picture of you jumping into a mud puddle....)

page 124 – play this game. Let Amber Jackson know if you don’t understand.

page 125 – grassy hill. answers will vary. answers will vary.

If you are completely finished and still need to fill class time, please focus on the theme “The Deal” Contact Amber Jackson for activity suggestions and approval. [ajackson@promise4all.com](mailto:ajackson@promise4all.com) or 405-334-3211

## **Chapter 6**

page 127 - Cover - Students can practice reading the vocabulary words and repeating the proper pronunciation after you. There are definitions there, but don’t expect your students to understand the definition or the vocabulary word based on only a written definition. Help explain further if they don’t understand from the picture or definition.

page 128 – (from left to right, top to bottom) waited, tall, hear, delicious, farmer

page 129 – (from left to right, top to bottom) cart, hop, drive, straw, believe, hide.

page 130 – (from top to bottom) cart, drive, farmer, hear, hop, tall

page 131 – 1) drive. 2) delicious. 3) farmer. 4) waited. 5) tall.

page 132 – students should draw a picture of them doing something they like with a person they spend a lot of time with. you should, too. then everybody can share their drawings and read what they wrote.

page 133 – answers may vary, here are some examples. You probably will need to give the students clues (pictures, rhyming words to the word they can make, the letters out of order of what words they can make, verbal hint)

1-letter word: I

2-letter words: or, to, it, he, do

3-letter words: the, dig, hit, sit, cot, rot, dot, tie, see

4-letter words: cost, bird, grid, shed, this, toss

5-letter words: cross, bride, there, their

6-letter words: bridge

7+ letter words: bridges

page 134 –

1) 1, 3, 2

2) final picture (one has to go back to the strange man)

3) answers may vary, get their reasons for their pick

page 135-139

Have the students tell about what they see in the pictures on pages 135-139. Then read each page and ask reading comprehension questions about the story and ask students.

Do the students have any questions they want answered? Can other students answer their questions, before you answer? Can you help the student figure out the answer, by guiding them to a part of the text that answers their question? If it's an open ended question (no facts from the story, but open for reader opinion), do all students share the same opinion, or do they have different opinions? Can they use other parts of the text to support their reason?

page 140 –

1) 1, 3, 2

2) answers will vary, get their reasons why.

3) students draw their favourite part so far. You should, too, as an example. Then everybody can share what they drew and read what they wrote about their picture.

page 141 – 1) look. 2) stood. 3) boots. 4) hooves. 5) soon.

page 142 – (from left to right, top to bottom) straw, author, sauce, draw, yawn, autumn

page 143 –

ACROSS: 2) delicious. 5) farmer. 6) tall. 7) wated. 9) hide. 10) hear.

DOWN: 1) believe. 3) cart. 4) straw. 8) drive. 10) hop

page 144 – students should draw a picture of how they would cross the bridge and not have to stay with the strange old man. then have them show and tell about their drawings.

page 145 – (from top to bottom) blow, bounce, mountain, snow, tomorrow, shout.

page 146 – sentences will vary, but should make sense. 1) noise. 2) boy. 3) toy. 4) coin. 5) pointed.

page 147 – answers will vary. Maybe you will need to show some pictures of funny things to help them write sentences.

page 148 – play hangman. the answer is: hiding in the hay

page 149 – (from left to right, top to bottom) 6, 5, 3, 1, 2, 4 . write a sentence about each picture to match the number and order. be sure it's in the correct order... something like...

- 1) The billy goats lived on a rocky mountain.
- 2) Baby Billy Goat Gruff hears something under the bridge.
- 3) The strange man is angry with the goats.
- 4) Baby Billy Goat eats sweet, green grass on the other side of the bridge.
- 5) All the goats cross the bridge.
- 6) The goats cross the bridge in a cart of hay.

page 150 – baby billy goat gruff, little billy goat gruff, big billy goat gruff. the strange man. the goats wanted green grass and needed to get away from the strange man. answers will vary, get them to tell their reasons for their answer.

page 151 – answers will vary.

If you are completely finished and still need to fill class time, please focus on the theme “The Trick” Contact Amber Jackson for activity suggestions and approval.

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