

Three Billy

Goats Gruff



Litcham Early Literacy Project

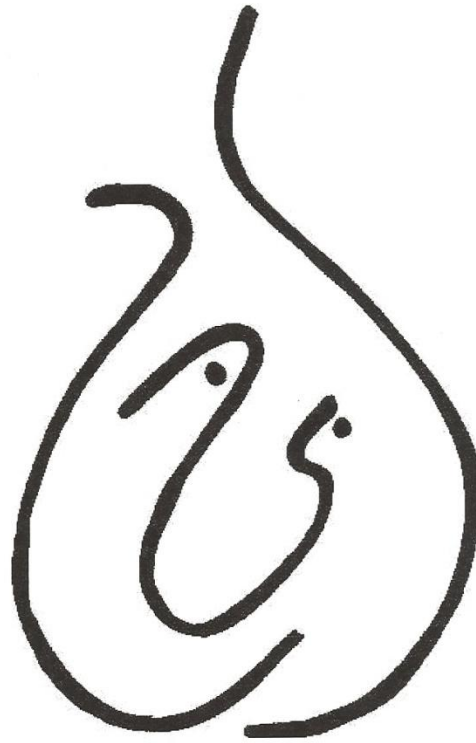
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Resource Book to support the Litcham Early Literacy Project.

This project was designed to support settings and schools in the Litcham Children's Centre reach area to improve outcomes for children in Communication, Language and Literacy in the Early Years Foundation Stage and Key Stage One. It has been developed to show the importance of early literacy and how it links closely with all areas of learning.

The ideas in this Resource Book are to support practitioners to develop children's language skills and enhance the provision across the different areas of learning and the curriculum. They are ideas and practitioners need to use them based on their knowledge of their children and the learning environment. Many of the activities will support practitioners to enhance provision and develop learning through the children's interests. Some of the activities in this resource book will be more suitable for three and four year olds while others will support teaching and learning in reception, years one and two.

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Special thanks to Ikloosha Malara from The Garlic Puppet Theatre for all her hard work and enthusiasm throughout the project. Ikloosha has developed most of the activities within this book through her knowledge of working in schools and settings. Many of the activities use the CD developed and produced by Garlic Puppet Theatre.

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Three Billy Goats Gruff

Ideas for follow up drama games for early years settings and schools to encourage listening, speaking and communication

Focus on Movement

Billy Goats

This is an activity to explore different movements and to listen to instructions and respond.

Walk around the room or outside and be the three goats

Hilly Billy with big horns

Filly Billy with medium sized horns

Silly Billy crouching down small, with tiny horns

Call out the names of the goats and the children have to become the different goats.

Take 3 percussion instruments with different recognisable sounds e.g. a drum, a triangle and a shaker. Gradually introduce the sounds of the instruments to replace calling out the names of the goats. The children have to walk around the room or outside and they have to change into the different goats when they hear the different sounds of the instruments.

For older children explore different tones and pitches using the different types of drums or low and high notes on a tuned instrument.



Troll

This is an activity to explore movement and to listen to instructions and respond.

What does he look like?

The children experiment with how to make troll like faces. Make their face as wide as possible and then as small as possible. With big eyes, big mouth, big teeth

How would he walk? The children can walk around on their knees.

For older children attach a large piece of paper to the wall and ask the children to write words and phrases to describe their friends faces – encourage them to extend their vocabulary using words from their reading.



Crossing the bridge

This activity encourages listening and talking and communication through working in groups.

Make a bridge with two skipping ropes laid on the floor. There can be a number of different bridges.

Retell the part of the story where the goats cross the bridge and everyone say the words.

Maybe use some of the children to be the parts.



**Who is that trip trapping across my bridge?
It is only me, Silly Billy. (Frilly Billy, Hilly Billy)
I am so hungry I am going to eat you up.
No not me! My brother is much tastier and bigger than me.**

When the children have experimented with their bodies and become the different characters then they can enact the crossing of the bridge using their own words. They can do this in groups and play together with no pressure of being heard by the rest of the group. After a while they can show their little play to the rest of the group if they want to.

Crossing the bridge game

This activity encourages listening and movement.

One child becomes the troll. He/she is blindfolded and sits in the middle of the floor with 2 ropes laid out like a very wide bridge. Then the goats have to creep past the troll from one side of the room to the other making no sound. If the troll hears the sound of a goat then the troll can point to the goat and he/she has to go back. See who can cross the bridge without being heard. That person is the next troll.

Hiding Game

This activity encourages listening and movement

All the children are Billy goats. They eat the grass and when the troll arrives they have to hide – or run to the side of the room to empty the space. The troll can be represented by a percussion instrument such as a drum. When the troll leaves the space then they creep back to the grass.

Grandmother's Footsteps

This activity encourages listening and movement

Play a version of grandmother's footsteps where one person is the troll on one side of the room or outside facing the wall. The rest of the children are the goats and on the other side of the room or outside. They have to creep up on the troll when the troll is facing the wall. If the troll turns round then the children have to freeze. If the troll sees a child moving then the troll can tell the child to go back to the start. The one who touches the troll first is the winner and becomes the troll next time.



FOCUS ON LISTENING

Imagine the story and re-enact it focusing on the emotions of the goats – happy, sad, hungry, frightened and so on

This is an activity to encourage talking about emotions and how we behave when we feel different things

Retell a version of the story where the children are the goats and maybe one of the adults are the troll. Or the troll is a drum.

This is track 2 on the CD

Music. Wait for it to finish

I am going to tell you a story and in the Story all the Billy Goats are fast asleep in the meadow.

Going to sleep music. Wait for it to stop.

It is almost morning and everything is about to wake up

Cockadoodledoo

The sun rises in the blue sky

Music. Wait for it to finish

and spreads its warmth over the meadow. Slowly all the Billy Goats start to wake up and they give a big yawn and a big stretch and try to touch the sky.

Music

The Billy Goats are hungry and they look for something to eat, but there is no grass left. So they are sad and start to bleat and they wander around the meadow trying to find some grass....

Sad music while you are speaking. Wait for it to finish.

Suddenly the Billy Goats notice some fresh green grass on the other side of the river. They point to the scrummy, yummy grass and dance and skip around. They are so happy they have found something to eat.

Happy music while you are speaking and wait for the music to finish

But then they stop. How will they cross the river?

Music while you are speaking

Then they see a bridge. So very quietly, and gently they tiptoe across the bridge.

(Music TRIP TRAP)

Suddenly they hear a noise and they freeze with fear. It is the troll.

Troll music and wait for the troll's voice to say "Who's that trip trapping on my bridge?" Well I've already had my breakfast and so I suppose you can cross my bridge.

All the Billy Goats creep past the troll slowly and quietly so that he doesn't change his mind.

Music while you are speaking and wait for it to change tempo.

They get to the other side of the bridge and they dance and skip around they are so happy. Then they eat and eat and eat and they gobble up the delicious grass. Now they are full and tired and feeling sleepy. The sun is going down in the sky and all the Billy Goats lie down, curl up and fall fast asleep.



SONG

This is an activity to encourage listening, movement and singing.

Sing the song again with the CD and do the movements.

On track 3 Iklooshar is singing

On track 4 you can sing along to the arrangement

See the little Billys sleeping till it's nearly noon

Shall we wake them with a merry tune?

Of so still

Are they ill

Wake up soon

Hop little Billys hop hop hop, hop hop hop, hop hop hop.

Hop little Billys hop hop hop hop, hop hop, hop hop hop

They have to sleep in the verse and they hop in the chorus either with their fingers or with their or with their bodies. When the music stops they have to stop immediately.

Extended version of the movements for the song

Introduce more movements for the song.

See the little Billys...
Curl up on the floor

Wake up soon....
Big yawn

Hop little Billys...
Hop or jump about the room

Then say GO TO SLEEP and start the song again.

Do this with half the group singing and half the group doing the movements.

Older children could design their own movements to the song – they could photograph the movements and add instructions.

Trip Trap Game

This is a game to encourage watching and listening. It also encourages trust and communication.

The group sits in a circle and the teacher sets up a rhythm of trip trap, trip trap saying the words and tapping hands on knees. The idea is that the movement of tapping hands on knees changes to other movements like tapping hands on the head, tapping finger on the nose, tapping finger on the chin for example. One person has to lead the movements and the others have to follow in rhythm to the trip trap, trip trap.

After trying this out with the group, then one child goes out of the room (with an adult) and the group decides which person in the group is going to lead the movement. The group starts the rhythm again and the child comes back in the room, stands in the middle of the circle and tries to work out who is starting the movement.

When the group has done this a few times then ask children not to look at the person who is starting the movement but the person opposite so that it is more difficult for the person to guess who is starting the movement.

CREATIVE MAKING

This activity nurtures creativity and shows how many small creations can make a big and wonderful piece of collage art.

On a big sheet of paper outline a very simple bridge and put on the wall. Under the bridge put a large sheet of blue paper.

Each child makes a different sized brick of any colour and sticks it on the bridge outline. The bricks can have collage on them. They can be coloured with paint, crayon and whatever the children wish.

Each child makes a different sized fish using whatever colours or collage with shiny paper that they wish. The children could look at different kinds of fish and be encouraged to create their own kinds of fish with funny names if they want.

This big collage can take a few weeks to complete and should be a longer term project.

Enhance your creative area with simple resources to encourage children to make puppets or masks. Neutral coloured wools and strings, fabrics and papers, sticks, mask formats, buttons, pebbles, acorns, conkers ... and lots and lots of masking tape. Make puppets and masks with the children encouraging them to experiment - don't go down the 'here's one I made earlier' route and be careful not to focus on end product which can result in restricting children's creativity and experimentation.



TALKING POINTS

These talking points encourage listening and talking. These talking points can be discussed formally in a group or can be discussed individually while an activity is taking place or informally at any time during the session.

All children should be encouraged to talk about all the other activities in the sessions whenever the chance arises.

Languages

Did the children notice a different language in the show?

The story takes place in Sweden.

The Swedish words that they repeated were:

Hej (Hey)	meaning hello
Hej dor (Hey dor)	meaning goodbye

The troll says to the children at the end:

Tack (tack)	meaning thank you
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Does anyone else speak another language?

Has anyone been on holiday to another country and notices that they speak a different language.

