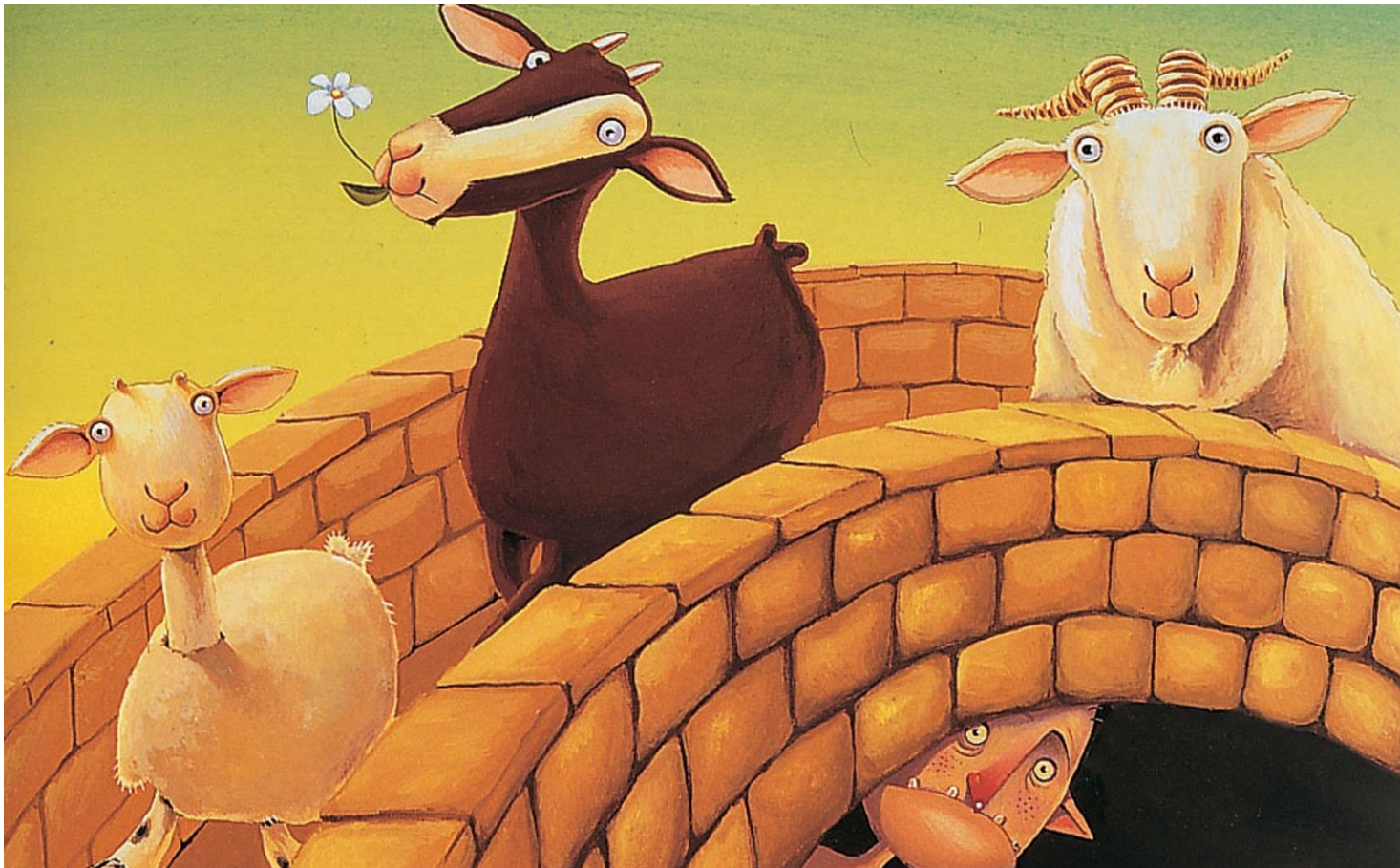


# Year 1 Week 3 – The Three Billy Goats Gruff (1 of 3)

Week Beginning – 4<sup>th</sup> May 2020

This term we would have been learning about lots of traditional tales, so we thought it might be fun to spend a few weeks learning about the tale of The Three Billy Goats Gruff! In our English sessions this week we are going to get to know the story inside and out.


Don't forget to continue to do daily reading!



# English:

## The Three Billy Goats Gruff

<p><b>Monday</b> Reading Comprehension</p>	<p>Read the story of the Three Billy Goats Gruff together (you can find it on <b>pages 4-7</b>) and support your child to answer the following questions:</p> <ol style="list-style-type: none"><li>1. How many billy goats are there in the story?</li><li>2. Why did they need to cross the bridge?</li><li>3. Who lives under the bridge?</li><li>4. Which billy goat went first?</li><li>5. What did the troll say when he heard their hooves on the bridge?</li><li>6. What did the troll want to do to the goats?</li><li>7. Why did he keep letting the goats go past?</li><li>8. What did the Big Billy-Goat do to the troll?</li><li>9. Does this story remind you of any other stories that you know? How?</li></ol> <p>As last week, there is no expectation to write the answers down; this can be a verbal activity. However, if you or your child wish to make this a writing activity then feel free!</p>							
<p><b>Tuesday</b> Oral Retelling</p>	<p>Your child's task today is to learn the story of The Three Billy Goats Gruff by heart. In a couple of weeks' time, their task will be to write their own versions of this story and knowing the original story inside and out will be incredibly helpful to their writing process. This process is called 'Talk 4 Writing'. Please encourage your child to retell the story again and again over the next couple of weeks (daily if possible) so that it is firmly in their mind. Although this may seem incredibly repetitive, this will help them.</p> <p>Watch the video 'The Three Billy Goats Gruff – Story Map' (<a href="http://www.vimeo.com/412817161">www.vimeo.com/412817161</a> password: billy goat)</p> <p>Support your child to retell the story themselves, using the story map to help them (<b>on page 8</b>). They might need a lot of support to do this initially, but with practice should be able to do this independently.</p> <p>Encourage your child to use time connectives to structure the story:</p> <table border="1" data-bbox="504 1177 1892 1260"><tr><td>Once upon a time...</td><td>First...</td><td>Next...</td><td>Then...</td><td>After that...</td><td>Soon...</td><td>Finally...</td></tr></table> <p>They might not need to use them all. They could even write these onto the story map to show where they would say them.</p>	Once upon a time...	First...	Next...	Then...	After that...	Soon...	Finally...
Once upon a time...	First...	Next...	Then...	After that...	Soon...	Finally...		

<p><b>Wednesday</b> Oral Retelling</p>	<p>Today is a performance day for the story! Your child should use the story map to retell the story of the Three Billy Goats Gruff. Perhaps they could ring/video chat someone that they miss and tell them the story. You could even record a video of them retelling the story and share it on Class Dojo for us to see. Your child might want to make puppets (drawings of characters taped to pencils are a classic!) or draw pictures to help them retell the story. If they're feeling particularly ambitious, they could rally any siblings/family members to 'act' out the story (Ideally you'd need 5 people [3x goats, a troll and a narrator] although I guess one person could act out all three goats!)</p> 
<p><b>Thursday</b> SPaG Activity</p> <p>Don't forget to practise retelling the story today too!</p>	<p>The story of 'The Three Billy Goats Gruff' contains lots of contracted words (for example: it's, he's, you're). Watch this video to introduce contractions: <a href="https://scratchgarden.com/videos/contractions/">https://scratchgarden.com/videos/contractions/</a> Use this explanation to help explain to your child what contractions are: <b>Contracted words</b>, also known as <b>contractions</b>, are <b>short words made by putting two words together</b>. Letters are removed in the contraction and replaced by an apostrophe. The apostrophe shows where the letters would be if the words were written in full. Look at some examples together. Here are some activities that your child could do to help them learn to read and understand contractions (<b>they don't need to be able to write them in year 1; they just need to recognise, read and understand what they mean</b>).</p> <ul style="list-style-type: none"> <li>• Spotting contractions - Read through the story of 'The Three Billy Goats Gruff' again. How many contractions can you spot? (I think there are 21 – can you find them all?)</li> <li>• Matching - Reading contractions and matching them to their corresponding words (do not = don't) – You can find the contraction matching game on <b>page 9</b>. These can be copied out onto pieces of paper if you are unable to print.</li> <li>• Timed challenge - How many contractions can you read in a minute?</li> <li>• Online games – There are a few different ones here: <a href="https://www.learninggamesforkids.com/vocabulary-games/contractions.html">https://www.learninggamesforkids.com/vocabulary-games/contractions.html</a></li> </ul>
<p><b>Friday</b></p>	<p style="text-align: center;"><b>Happy Bank Holiday!</b></p>

## The Three Billy Goats Gruff



Once upon a time there were three Billy-Goats Gruff; Little Billy-Goat, Middle-Sized Billy Goat and Great Big Billy-Goat.

They loved to eat grass, but they had eaten all of the grass in their field and now it was brown and barren.



Across the valley could see a hillside that was full of lush sweet grass.

The way to get to the hillside was to cross a bridge, which was also the home to a terrifying troll.



First, the Little Billy-Goat went to cross the bridge. 'Trip trap, trip trap' went his hooves.

Suddenly there was a huge roar and the troll appeared.

'Who's that trip trapping over my bridge?'

Little Billy-Goat squeaked, 'It's only me. I'm only going to look for some grass to eat.'

'Oh no you're not! I'm going to eat you up!' roared the troll.

'Oh no!' said terrified Little Billy-Goat. 'I'm just Little Billy-Goat. Why don't you wait for my brother? He's bigger than me and much tastier.'

The greedy troll thought about the bigger goat and let the Little Billy-Goat past.

Little Billy-Goat skipped over the bridge to the grassy hillside and began to eat.





Next, Middle-Sized Billy-Goat went to cross the bridge. 'Trip, trap, trip, trap' went his hooves.

Suddenly the troll appeared and roared: 'Who's that trip trapping over my bridge?'

Middle-sized Billy-Goat Gruff said, 'It's only me. I'm only going to look for some grass to eat.'

'Oh no you're not! I'm going to eat you up!' roared the troll.

'Oh no!' said Middle-sized Billy-Goat Gruff. 'I'm just Middle-sized Billy-Goat Gruff. Why don't you wait for my brother? He's bigger than me and much tastier.'

The greedy troll thought about the bigger goat and let the Middle-sized Billy-Goat past.

So middle-sized Billy-Goat skipped over the bridge, joined his brother on the grassy hillside and began to eat.



Finally, Big Billy-Goat went to cross the bridge. 'TRIP, TRAP, TRIP, TRAP' went his hooves.

Suddenly the troll appeared and roared: 'Who's that trip trapping over my bridge?'

Big Billy-Goat Gruff boldly replied, 'It's only me. I'm only going to look for some grass to eat.'

'Oh no you're not! I'm going to eat you up!' roared the troll.

'Oh no, you're not!' replied Big Billy-Goat as he bent his head and charged at the Troll, catching him in his horns and tossing him into the stream below.

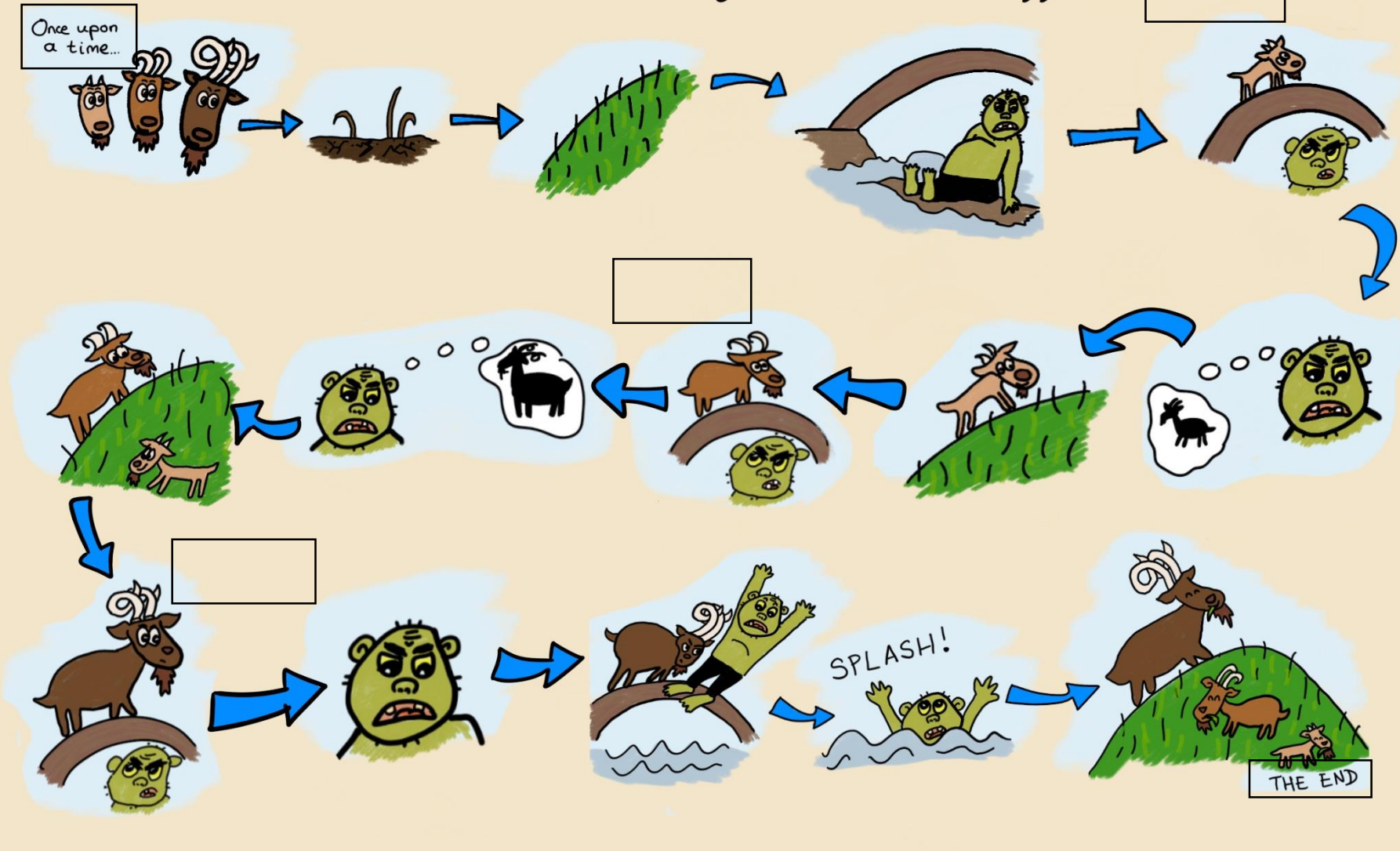
SPLASH! The troll was never seen on that bridge again.

The Big Billy-Goat joined his brothers on the grassy hillside and ate until his belly was full. The end.





# The Three Billy Goats Gruff



For Thursday's English:



do not	he is	I'm	she's
I would	can not	who's	you're
she is	I am	I'd	he's
should have	you are	can't	it's
it is	who is	should've	don't

# Daily Phonics:




From this week, we will also be providing your child with some daily phonics activities. These phonics sessions should last about 15 minutes. We're very aware that phonics feels like a very different language, so please ask us about anything that you are unsure about!










## Key phonics vocabulary:

**Phoneme** = a fancy name for the sound made by a letter or group of letters (e.g. the **eeee** sound is the **/ee/** phoneme)

**Digraph** = Two letters that make one phoneme [sound] (e.g. **ie** in **tie**)

**Trigraph** = Three letters that make one phoneme [sound] (e.g. **igh** in **sigh**)

Day:	Phonics Rule:	Activities:																				
<b>Monday</b>	<p>The 'ea' digraph can make two phonemes (sounds):</p> <table border="1"> <thead> <tr> <th colspan="2">ea (sounds like eee)</th> <th colspan="2">ea (sounds like ehh)</th> </tr> </thead> <tbody> <tr> <td>bead</td> <td>seat</td> <td>head</td> <td>bread</td> </tr> <tr> <td>beach</td> <td>beast</td> <td>spread</td> <td>healthy</td> </tr> <tr> <td>read</td> <td></td> <td>read</td> <td></td> </tr> </tbody> </table>	ea (sounds like eee)		ea (sounds like ehh)		bead	seat	head	bread	beach	beast	spread	healthy	read		read		<p>Share the digraph 'ea' with your child. Can they remember the two phonemes (sounds) that this digraph can make?</p> <p>Look at some of the example words (left) together and support your child to read them using their 'phoneme fist'. Discuss why the word 'read' is in both columns (past tense and present tense).</p> <p>Ask them to read the chilli sentences (<b>on page 12</b>).</p> <p>Can they spot all of the <b>ea</b> words? They could use a highlighter to highlight them. They could make a list of all of the ea words that they find, separating them into two columns:</p> <table border="1"> <thead> <tr> <th>ea (eee)</th> <th>ea (ehh)</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	ea (eee)	ea (ehh)		
ea (sounds like eee)		ea (sounds like ehh)																				
bead	seat	head	bread																			
beach	beast	spread	healthy																			
read		read																				
ea (eee)	ea (ehh)																					
<b>Tuesday</b>	<p>The 'ea' digraph can make two phonemes (sounds):</p> <table border="1"> <thead> <tr> <th colspan="2">ea (sounds like eee)</th> <th colspan="2">ea (sounds like ehh)</th> </tr> </thead> <tbody> <tr> <td>bead</td> <td>seat</td> <td>head</td> <td>bread</td> </tr> <tr> <td>beach</td> <td>beast</td> <td>spread</td> <td>healthy</td> </tr> <tr> <td>read</td> <td></td> <td>read</td> <td></td> </tr> </tbody> </table>	ea (sounds like eee)		ea (sounds like ehh)		bead	seat	head	bread	beach	beast	spread	healthy	read		read		<p>Yesterday we read some words with the 'ea' digraph in. Today we're going to have a go at writing some!</p> <p>Start by recapping the 'ea' digraph from yesterday.</p> <p>Next, ask your child to write the following sentences (applying the ea digraph appropriately):</p> <p> <i>I hurt my head.</i></p> <p> <i>I like eating healthy peaches on the beach!</i></p> <p> <i>Do you like to read books and eat some bread?</i></p>				
ea (sounds like eee)		ea (sounds like ehh)																				
bead	seat	head	bread																			
beach	beast	spread	healthy																			
read		read																				

<p><b>Wednesday</b></p>	<p>The 'ear' trigraph (3 letters that go together to make one phoneme) can make two phonemes (sounds):</p> <table border="1" data-bbox="389 236 981 448"> <tr> <td colspan="2">ear (sounds like ear)</td> <td colspan="2">ear (sounds like air)</td> </tr> <tr> <td>ear</td> <td>clear</td> <td>bear</td> <td>wear</td> </tr> <tr> <td>fear</td> <td>tear</td> <td>pear</td> <td>tear</td> </tr> <tr> <td>near</td> <td></td> <td></td> <td></td> </tr> </table>	ear (sounds like ear)		ear (sounds like air)		ear	clear	bear	wear	fear	tear	pear	tear	near				<p>Share the trigraph 'ear' with your child. Can they remember the two phonemes (sounds) that this trigraph can make? Look at some of the example words (left) together and support your child to read them using their 'phoneme fist'. Discuss why the words 'tear' is in both columns.</p> <table border="1" data-bbox="1413 236 1715 363"> <tr> <td>tear</td> <td>tear</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>Ask them to read the 'ear' story (on page 13). Can they spot all of the <b>ear</b> words? They could use a highlighter to highlight them. They could make a list of all of the ea words that they find, separating them into two columns, like they did on Monday for 'ea'.</p>	tear	tear		
ear (sounds like ear)		ear (sounds like air)																				
ear	clear	bear	wear																			
fear	tear	pear	tear																			
near																						
tear	tear																					
																						
<p><b>Thursday</b></p>	<p>The 'ear' trigraph can make two phonemes (sounds):</p> <table border="1" data-bbox="389 679 981 892"> <tr> <td colspan="2">ear (sounds like ear)</td> <td colspan="2">ear (sounds like air)</td> </tr> <tr> <td>ear</td> <td>clear</td> <td>bear</td> <td>wear</td> </tr> <tr> <td>fear</td> <td>tear</td> <td>pear</td> <td>tear</td> </tr> <tr> <td>near</td> <td></td> <td></td> <td></td> </tr> </table>	ear (sounds like ear)		ear (sounds like air)		ear	clear	bear	wear	fear	tear	pear	tear	near				<p>Yesterday we read some words with the 'ear' trigraph in. Today we're going to have a go at writing some! Start by recapping the 'ear' trigraph from yesterday. Next, ask your child to write the following sentences (applying the ear trigraph appropriately):</p> <p> <i>I am near the beach.</i></p> <p> <i>Can you see the bear in the clearing?</i></p> <p> <i>I have a fear of being near a blue pear!</i></p>				
ear (sounds like ear)		ear (sounds like air)																				
ear	clear	bear	wear																			
fear	tear	pear	tear																			
near																						
<p><b>Friday</b></p>	<p style="text-align: center;"><b>Happy Bank Holiday!</b></p>																					



For Monday's phonics:



My tea was hot.

A leaf fell off the oak tree.

Josh hurt his head.



This season is winter.

What did you have for breakfast today?

The peacock lost his feather.



At lunchtime my head teacher slipped on some bread and meat.

Carter dropped treacle on the floor so then had to clean it up!

## ear

On Tuesday Tom went to the beach with his friend Max because it was near their house. They could hear the calm, blue sea. Max said, "Let's wear our new trunks and go for a swim." When they got out Tom said, "Oh dear! I have a sore ear." To cheer Tom up Max got him a pear. It was the biggest pear he had eaten all year