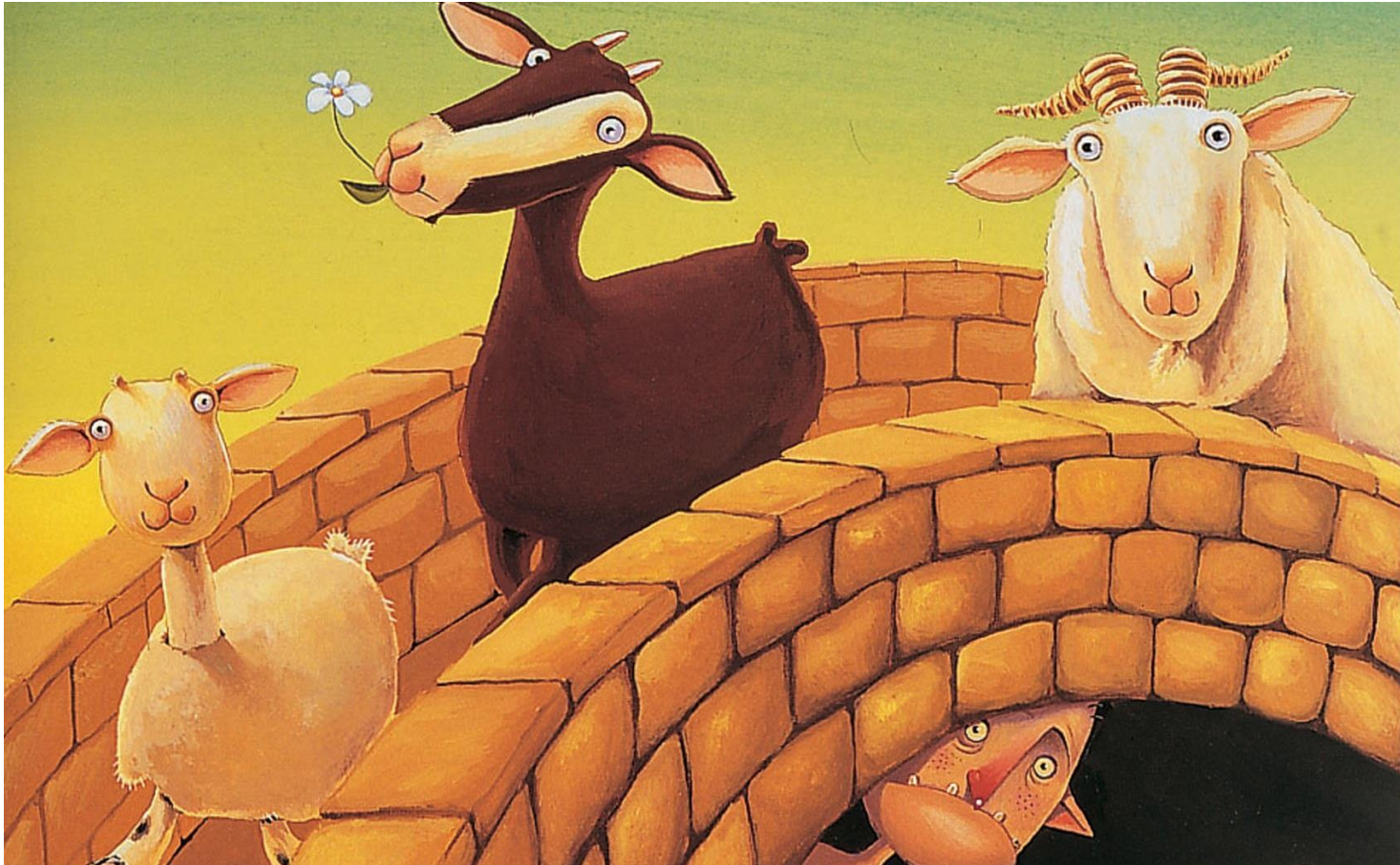


Year 1 Week 4 – The Three Billy Goats Gruff (2 of 3)

Week Beginning – 11th May 2020

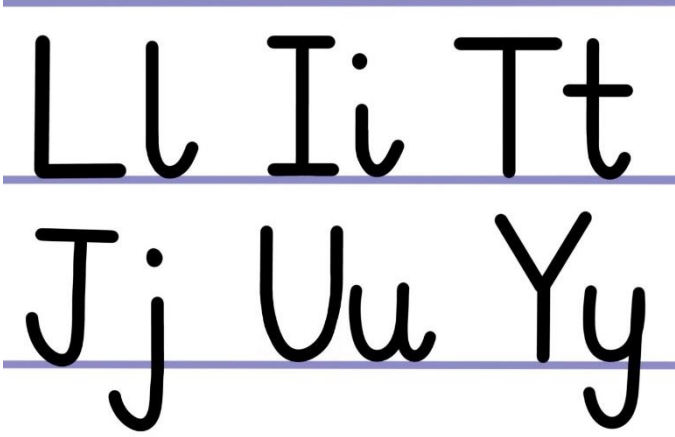
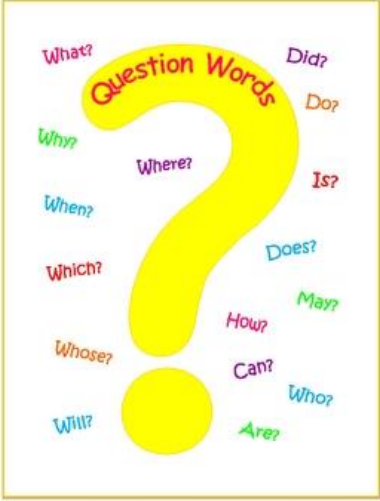
Last week we started learning the story of The Three Billy Goats Gruff. This week we are going to begin to think about our own versions of the story, but with different animals instead of goats!

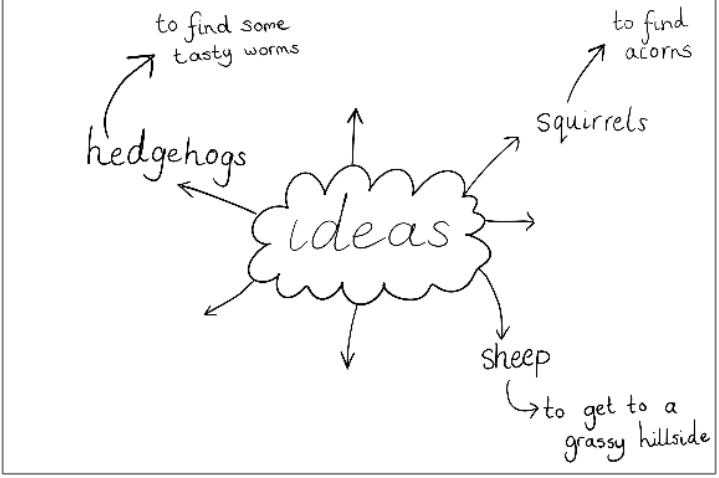
Please don't forget to do some daily reading.



English:

The Three Billy Goats Gruff

<p>Monday</p> <p>Handwriting</p> <p><i>Please don't forget to practise your retelling too!</i></p>	<p>The children know that the letters of the alphabet are grouped into different families. Please see below:</p> <p>Long ladder letters – l i t j u y – all start at the top</p> <p>Curly caterpillar letters – c a d o q g e f s – all start like a curly c (or similar)</p> <p>One armed robot letters – m n r b p h k – all go down and then bounce back up.</p> <p>Zig-zag monster letters – v w x z – zig-zagy and made of straight lines.</p> <p>Today we would like your child to practise writing the long ladder letters (both lower case and capitals) using chalk, felt tip pens or any other creative way you can think of. After they have had a practice please provide lined paper, if you are able to, for your child to practise on, as letter really like sitting on lines!</p> <p>All long ladder letters start at the top and go straight down. Please draw their attention to the size of the letters and how certain letters should be the same height.</p> <p>Short letters - i, j, u and y. Tall letters - l and t. All capital letters are tall.</p>	
<p>Tuesday</p> <p>Question Marks</p>	<p>Watch this video to introduce question marks https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/zcm3qhv</p> <p>Use this video to discuss that a question mark is used at the end of a question. Questions can start with question words like the ones in the picture and all questions will give an answer.</p> <p>Below are some question mark activities that you could do.</p> <ul style="list-style-type: none">- Spotting questions. Read through the story of 'The Three Billy Goats Gruff' again. How many questions can you spot? (We think there are 5 – can you spot them all?) Play the yes/no game with a family member or a friend on a video call. You will need to write a list of questions you can ask them. (Have you got an elephant? Can you play the guitar? Do you like sprouts? Are you French?) The tricky thing is to make sure that your questions can be answered by yes or no.- Collect your cuddly toys together and write a speech bubble question for each one on a post it note. Remember to add your question mark at the end.- With permission from a grown up, send a question text message to someone you haven't seen in a while. Maybe you could start your own text question conversation!- Using chalk write a question in front of your neighbour's house. Hopefully they will give you an answer!	

<p>Wednesday</p> <p>Exclamation Marks</p>	<p>Watch this video to introduce exclamation marks https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/z3dcmg An exclamation mark is used to show feeling like when something is surprising or forceful. It helps make the meaning of the sentence clear.</p> <p>Choose from some activities below to help learn about and write exclamation marks.</p> <ul style="list-style-type: none"> - Spotting exclamation marks. Read through the story of 'The Three Billy Goats Gruff' again. How many exclamation marks can you spot? (We think there are 10 – can you spot them all?) - Create a comic using exclamation marks. 'Splash!' 'Boom!' and 'Pop!' are great exclamation words to use in a comic. - To check for understanding, read the sentences on page 9 and add the correct punctuation at the end. - Punctuation Gym Game. In school we have actions for full stop, question mark and exclamation mark – can you remember them? (If not, you can make your own up!) Ask a grown up to say a question or an exclamation sentence. Use your punctuation gym moves to put the correct punctuation at the end.
<p>Thursday</p> <p>Planning your own innovated story.</p>	<p>Remind your child of the story of the Three Billy Goats Gruff by using one of the ideas below.</p> <ul style="list-style-type: none"> - 'The Three Billy Goats Gruff – Story Map' (www.vimeo.com/412817161 password: billy goat) - 'The Three Billy Goats Gruff – Story Actions' (www.vimeo.com/414920766 password: billy goat) - Read the story (on pages 3-7) - Your child could retell it themselves! <p>Today your child is going to begin to innovate their own version of the 'Three Billy Goats Gruff' by gathering initial ideas.</p> <p>Explain that your child's version of 'The Three Billy Goats Gruff' will be similar to the original version, but with different animals other than goats. They have done a similar task with the tale of Peter Rabbit in school. Your child will need to make two decisions:</p> <ol style="list-style-type: none"> 1. What animal will they choose? 2. Why does that animal want to cross the bridge? <p>Support your child to make a mind map of some different animals, along with reasons why they might want to cross the bridge. Here are some ideas to get them started (right).</p> 
<p>Friday</p> <p>Creating a story map.</p>	<p>Look at the mind map that they made yesterday. Which idea would they like to use?</p> <p>Their task for today is to create their own story map for their version of the story. Perhaps their story could be called 'The Three Happy Hedgehogs' or 'The Three Hungry Hamsters' or 'The Three Greedy Gazelles'.</p> <p>They could draw their story map from scratch, or use the template provided on page 8 – We have removed the billy goats from the story. Their story map will help them when they are writing their story properly next week.</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.

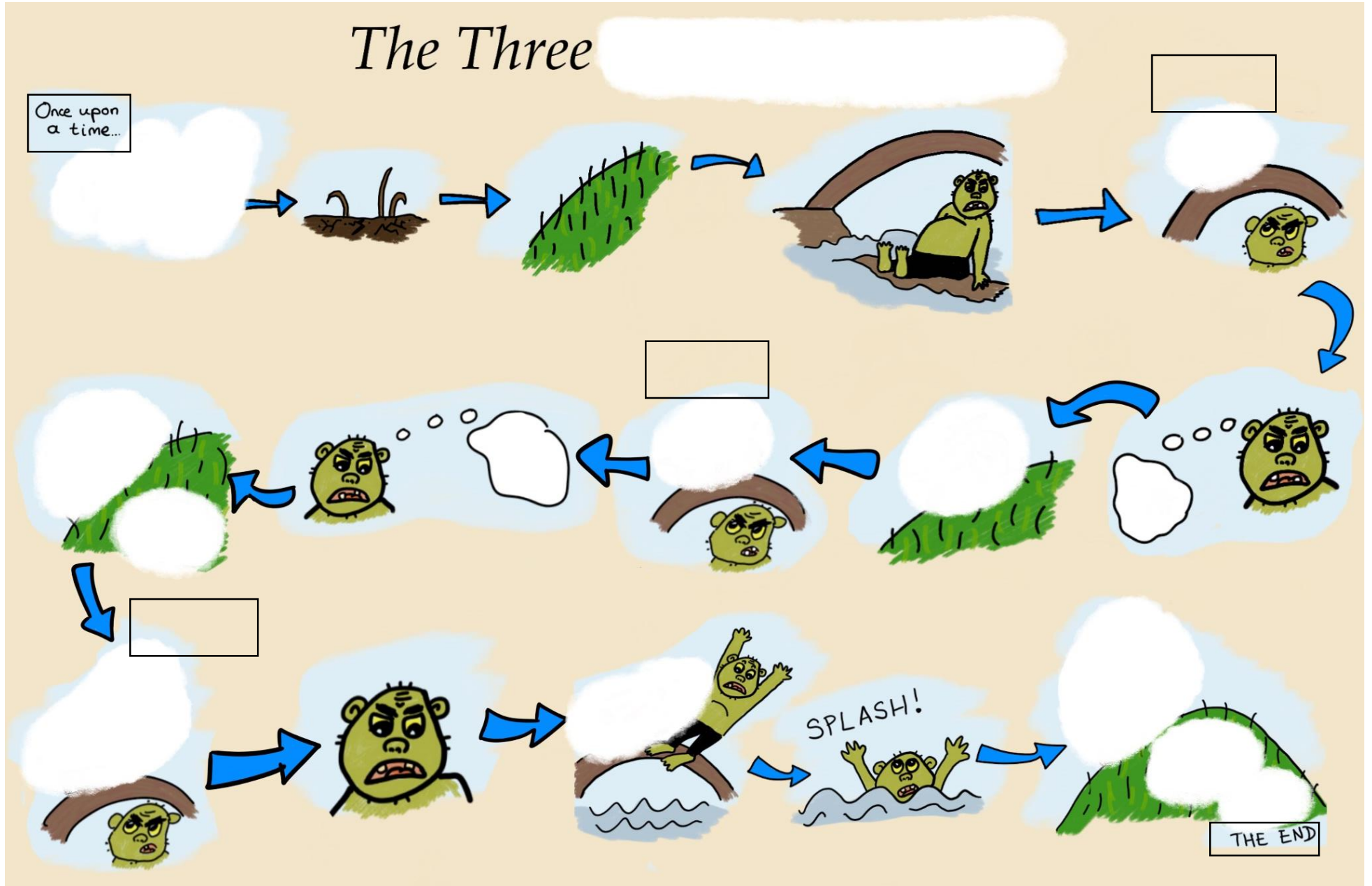
SPLASH! The troll was never seen on that bridge again.

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

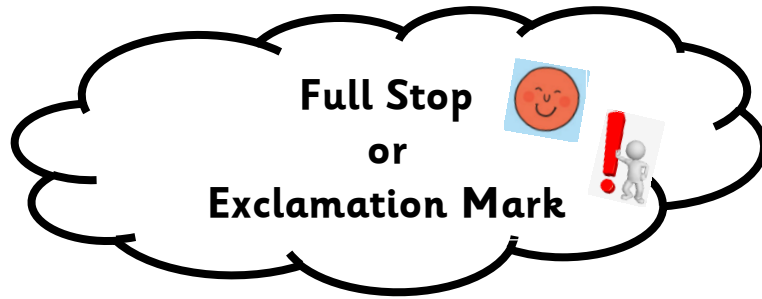


The Three

Once upon a time...



Full Stop
or
Exclamation Mark



Read the sentences below and decide what punctuation you need to go at the end.

	I am brown and white
	Help me
	Suddenly I pushed the troll off the bridge
	The goats trip trapped over the bridge
	The goat went to sleep
	I am so happy today

Daily Phonics:







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. As you can imagine we have a wide spread of ability within each class. Please use this planning to best suit your child's ability and concentration span! Feel free to message us if you have any questions regarding expectations for your child.







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:																		
Monday	<p>Alternative ow – we call it an alternative as it is one of the cheeky digraphs which can make 2 phonemes! Sometimes it makes an 'ow' phoneme like in <i>owl</i>, sometimes it makes an 'o' phoneme like in <i>snow</i>.</p> <table border="1"> <thead> <tr> <th>ow (owl)</th> <th>ow (o)</th> </tr> </thead> <tbody> <tr> <td><u>now</u></td> <td><u>snow</u></td> </tr> <tr> <td><u>frown</u></td> <td><u>window</u></td> </tr> <tr> <td><u>growl</u></td> <td><u>blow</u></td> </tr> <tr> <td><u>brown</u></td> <td><u>crow</u></td> </tr> <tr> <td><u>clown</u></td> <td><u>show</u></td> </tr> <tr> <td><u>down</u></td> <td><u>grow</u></td> </tr> </tbody> </table>	ow (owl)	ow (o)	<u>now</u>	<u>snow</u>	<u>frown</u>	<u>window</u>	<u>growl</u>	<u>blow</u>	<u>brown</u>	<u>crow</u>	<u>clown</u>	<u>show</u>	<u>down</u>	<u>grow</u>	<p>Share the digraph 'ow' 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'. There is no need to read all of them as the next activity is word reading. Play the game 'Roll, Read and Write' (On page 13, you will need a dice and something to be counters). The children are quite use to playing this game in school so hopefully they will tell you all about it! If not, there's an explanation on the game. Feel free to print the game or just play it on the screen. There is also a sorting table like this (On page 14). Feel free to print it or just divide a piece of paper in half. Sort the 'ow' words as you play.</p> <table border="1"> <tbody> <tr> <td> OW</td> <td>OW </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	 OW	OW 		
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<p>Wednesday</p>	<p>are / air – scare /hair. <i>The air trigraph is more familiar to the children, but they have also seen ‘are’ as air.</i></p> <table border="1" data-bbox="392 233 978 528"> <thead> <tr> <th>are</th> <th>air</th> </tr> </thead> <tbody> <tr> <td>care</td> <td>chair</td> </tr> <tr> <td>stare</td> <td>fair</td> </tr> <tr> <td>scare</td> <td>hair</td> </tr> <tr> <td>dare</td> <td>pair</td> </tr> <tr> <td>square</td> <td>stairs</td> </tr> <tr> <td>hare</td> <td>unfair</td> </tr> <tr> <td>scarecrow</td> <td></td> </tr> </tbody> </table>	are	air	care	chair	stare	fair	scare	hair	dare	pair	square	stairs	hare	unfair	scarecrow		<p>Show your child the two trigraphs to see what they can remember. As it’s been a while since we looked at ‘are’ they may need a bit of prompting with this one. Once recapped then read through some of the words together. Talk about the meanings of – hair / hare. Read through the sentences below with your child, applying the are /air trigraph.</p> <p><i>My square has four sides.</i> <i>I saw a scarecrow on Thursday.</i> <i>I dare you to cut my hair next week.</i> <i>I don’t want to go to the funfair, said the girl.</i> <i>I walked up the stairs to go to bed, but my Dad jumped out and scared me!</i></p> <p>These sentences are on a page further down (Page 15) if you want to print them and then highlight the are / air words. Other option - you could write them out for your child or read them on the screen and highlight them on here.</p>
are	air																	
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<p>Thursday</p>	<p>are / air – scare /hair. <i>Continuation from yesterday.</i></p> <table border="1" data-bbox="392 786 978 1082"> <thead> <tr> <th>are</th> <th>air</th> </tr> </thead> <tbody> <tr> <td>care</td> <td>chair</td> </tr> <tr> <td>stare</td> <td>fair</td> </tr> <tr> <td>scare</td> <td>hair</td> </tr> <tr> <td>dare</td> <td>pair</td> </tr> <tr> <td>square</td> <td>stairs</td> </tr> <tr> <td>hare</td> <td>unfair</td> </tr> <tr> <td>scarecrow</td> <td>airport</td> </tr> </tbody> </table>	are	air	care	chair	stare	fair	scare	hair	dare	pair	square	stairs	hare	unfair	scarecrow	airport	<p>Today the focus of the phonics sessions it to write are /air - applying it correctly into a word. Recap are / air from yesterday. Then ask your child to write the sentences below. With this trigraph it is okay to let them know which one needs to be applied. Some phonemes have a rule e.g. er usually goes on the end of a word, however this one doesn’t have a rule – it is just something they will learn as they learn to spell more. There is no need to correct spellings other than those which are keywords (ones you know your child has previously learnt) or ones that the focus trigraph is in.</p> <p> <i>The girl went up the stairs to bed.</i>   <i>The hare stared at the scarecrow waiting for it to blink.</i>    <i>On Tuesday Eve went to the airport and on Wednesday she went to the funfair.</i></p>
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stare	fair																	
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scarecrow	airport																	

Friday	Common Exception Words (CEW) Focus word: friend	Today we would like your child to practise spelling some of their common exception words. We have chosen the word friend , but if you know your child can spell this word then choose another one. We always try to help the children think of ways to remember tricky spellings. With friend – we would break it into fri-end! Here are some ideas of ways to practise writing tricky words: <ul style="list-style-type: none">- Paint the word- Use chalk to write the word outside or on a chalkboard- Do some rainbow writing with lots of coloured pens/pencils- Write out the word with each letter on a separate piece of paper/ post it notes. Jumble it up and try to make it again. Challenge your family members to do the same. (Time who can do it the fastest!)- Write a sentence with the word in.- Write a story with the word as the title.
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Roll, Read and Sort

Take turns rolling the dice. Move along the words. Read the word you land on. Then write it in the correct column on your sorting table. The first to finish, wins! Then play again! (Especially if you roll a few sixes, the game is over quite quickly!)

now	window	pow		Finish
cow		blow		follow
crow	ow	growl		snow
owl	ow	frown		window
Start		show	slow	now

Roll and Sort

ow

(like ow – owl)

ow

(like o – snow)

My square has four sides.

I saw a scarecrow on Thursday.

I dare you to cut my hair next week.

**I don't want to go to the funfair,
said the girl.**

**I walked up the stairs to go to bed,
but my Dad jumped out and scared
me!**