The Three Billy Goats Gruff
Kindergarten
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Introduction:
Students will encounter a variety of literature that stimulates listening, speaking, and writing. Literature allows all language skills to develop simultaneously and naturally. Students learn the language of literature by hearing it read aloud and by learning to read.

Standards:
1. Reading: Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.
   a. Identify characters in a story and retell stories in sequence. After listening to a selection:
      i.) Identify main characters
      ii.) Retell storyline in sequence
2. Writing: Students effectively use written language for a variety of purposes and with a variety of audiences.
   a. Relate a narrative, creative story or other communication by drawing, telling and writing
      i.) Create a narrative by drawing, telling and/or emergent writing
      ii.) Create a story by drawing, telling and/or emergent writing
      iii.) Create a message by drawing, telling and/or emergent writing

Behavioral Objectives:
1. When given content clues, the students predict plot structure and language patterns in a story with 80% accuracy.
2. After listening to a story, the students will be able to retell the story with 80% accuracy.

Anticipatory Set:
T: Have children sit close to you. The book and flannel board will be close by. Start by ringing the “sheep-herding bell.” “What kind of story will you think I am reading today?”
S: “I know, I know. Is it going to be about sheep?”
T: “That’s a great answer, but I am not going to be reading a story about sheep.” The teacher will ring the bell again. “Students, let’s think about the other animal your grandma herds.”
S: “I know! I know! Is it about goats?”
T: “Yes! Today I will be reading a story about three very tricky goats.”

Teacher Input:
The teacher will introduce the vocabulary and the co-teacher will say the words in Navajo. The teacher will read the story to the children. As the teacher is reading the story, the co-teacher will be putting the appropriate characters on the flannel board. The teacher may ask the following questions:
1. What are the goats named? Gruff
2. Where do the goats live? In the mountains, near a river
3. What do the goats do all day? Graze
4. Where does your grandma/grandpa take the sheep/goats to graze?
5. Does it look like the place in the story? Compare/contrast
6. Why does the little goat decide to go to the other side of the valley? Because almost all the grass is gone
7. Who lives under the bridge? EEEYAH! The ugly troll
8. How do the goats trick the troll? By telling him that a bigger goat will come by later
9. How does the biggest billy goat get rid of the troll? By butting him clear across the bridge, into the river
10. If you were the last goat, could you get rid of the troll?

Modeling the Behavior:
Have the co-teacher retell the story with the children’s help on the flannel board.
T: “How many goats do we need?”
S: “One, Two, Three (counting in Navajo).”
T: “What does the Goats Gruff do?”
S: “They eat grass!”
T: “That is excellent, children.” She now displays the bridge. “What are the brothers going to do next?”
S: “Cross the bridge!”
T: “EEEYAH!! Who lives under the bridge?”
S: “The ugly troll!!!”

The students will continue to retell the rest of the story with the co-teacher’s assistance.

Check for Comprehension:
The students retell the story with co-teacher’s assistance. They will also use the flannel picture props to assist them in remembering different parts of the story.

Closure:
Tell the students what excellent listeners and storytellers they were. Give them patterns for them to cut out and color (troll & goats). The patterns will be large enough for the children to color and the crayons will also be large. They will use the patterns in their developmental play with the occupational therapist.

Assessment:
Student’s ability to listen and retell story will enable the teacher to evaluate student’s comprehension. At this stage you are trying to develop student’s appreciation for various kinds of literature

Materials:
"The Three Billy Goats Gruff" by Tim Arnold, sheep-herding bell, flannel board, cutout pictures for flannel board
Vocabulary:
Goat – tt’izi
River – to’
Mountain - dzit
Littlest – alts’ii si
Biggest - nitsxaagee
Brothers -
Graze – da’it chozh
One – t’aat a’i
Two - naaki
Three - tao
Troll
Bridge – na’ni’a
Content
Younger Brother - hatsili

**Adaptation & Modifications:**
On the following day or on the same afternoon, the other teacher will be developing muscle and body coordination with the children in the classroom. The other teacher will have escalating & descending steps for children to practice with their masks, trotting and skipping over the bridge. The students will attempt, if possible, with the other teacher’s help and directions, a somersault, just like the troll into the river! The children will develop oratory skills by imitating each goat’s voice and the troll’s voice.