

| TEACHERS' GUIDE

The Three Billy Goats Gruff

SUGGESTED GRADE LEVEL: 1st - 3rd |

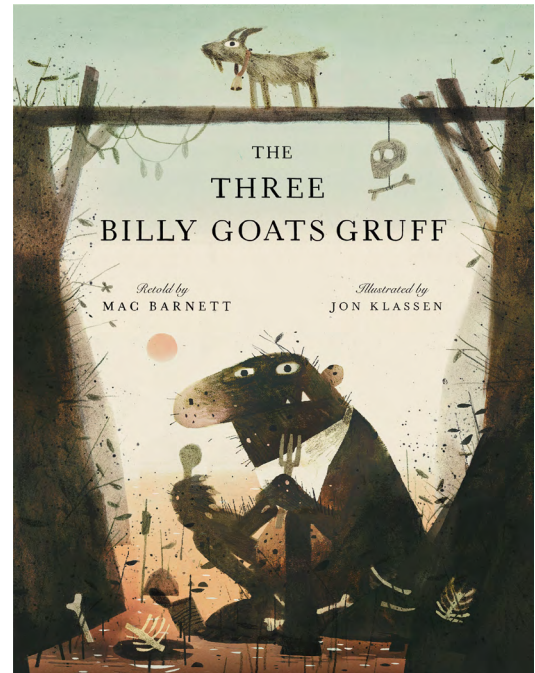


SYNOPSIS

A brilliantly crafted, hilarious twist on this beloved classic, *The Three Billy Goats Gruff*.

Once there was a bridge and a terrible and VERY hungry troll lived underneath it. When the three Billy Goats Gruff decide to clip-clop across the bridge to get to the grassy ridge, the troll is already imagining all the way to prepare a delicious goat dinner. But the troll underestimates those seemingly sweet but oh-so-savvy goats!

Told with pitch perfect timing and pacing, hilarious detail, and Barnett's signature narrator voice, this is Billy Goats Gruff as never before. High-stakes page turns will have readers on the edge of their seats and giggling along as they join each goat and anticipate the arrival of the hungry and terrible troll living under the bridge.



THEMES IN THE STORY

- Bravery
- Cleverness
- Strategy
- Teamwork
- Greed
- Consequences



Retold by: Mac Barnett

Illustrated by: Jon Klassen

Published by: Scholastic

Read by: Gary Oldman

Suggested grade level: 1st - 3rd

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension and making connections among ideas and between texts with a focus on textual evidence.

Standards listed below are for 1st and 2nd grades, but can be adapted to 3rd grade standards.

BEFORE VIEWING

Standard: *CCSS.SL.1.1, CCSS.SL.2.1*

Objective: Tap into prior knowledge and build background to prepare for viewing the story.

Procedure: Build background with students by discussing the following points. This may be done on the carpet with A/B partners or at their desks.

- Have you heard the story of *The Three Billy Goats Gruff* before? What do you remember about it?
- What do you think this story is about based on the cover and title?
- What is a billy goat? What does "gruff" mean?
- What are some things you might expect to see in a story about goats?

DURING VIEWING

Standard: *CCSS.SL.1.2, CCSS.SL.2.2*

Objective: Watch the story and answer the following questions.

Procedure: Stop the video at the noted times to ask questions or pose prompts from the suggested list below:

- What does the troll look like in this version? Is he scary or funny? (01:01)
- Why does the troll want to eat the goats? (01:19)
- How does the first goat try to convince the troll not to eat him? (03:03)
- What does the second goat say to the troll? (05:24)
- How is the third goat different from the first two? (06:34)
- What does the third goat do to the troll? (07:15)
- What happens to the troll at the end? (07:39)
- Why do the goats want to go to the other side of the valley? (08:05)

AFTER VIEWING

Standard: CCSS.RL.1.1, CCSS.RL.2.1

Objective: Students will ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Procedure: Students will discuss the following questions with their carpet or desk partners:

- How is this version of the story the same or different from others you know?
- What lesson does the story teach us?
- How did the goats trick the troll?
- What would you do if you were one of the goats?
- What do you think might happen to the troll next time?
- Can you think of another story with the same kind of lesson?
- What words describe the goats and the troll? (*brave, greedy, clever, etc.*)
- How did this story make you feel?

READING RESPONSE

Standard: CCSS.RL.1.1, CCSS.RL.2.1

Objective: Answer the reading prompt using details from the text to support the response.

Materials:

- Reading response journal
- Pencils

Procedure:

1. Give students the following prompt to write about:

After listening to the story of *The Three Billy Goats Gruff*, have students write what they would say to the troll if they were crossing the bridge.

2. Allow time for the group to discuss the prompt.
3. Have students write their responses answering the above prompt in their reading response journals.

Note: Younger students may use sentence stems to help them with their responses. For example:

If I was crossing the bridge, I would tell the troll, "_____."

READING

Standard: *CCSS.RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.*

Objective: Students will retell *The Three Billy Goats Gruff* to a partner using story characters and explain the lesson the characters learned. Students may also participate in a class performance to reenact the story, depending on class size.

Materials:

- Character Cards (pages 8 - 9)
- Pencils
- Crayons
- Scissors

Procedure:

1. Have students cut out and color the character cards.
2. With a partner, students should retell *The Three Billy Goats Gruff* using the character cards to help them remember the order of events.
3. Students state the lesson or moral of the story.
4. Optional: Students perform a simple class performance version of the story for the class, using the character cards as props.

Extension (Math Connection):

- Have students measure each character card and record the size (on the back or below the picture).
- Compare sizes to see which character is the smallest, medium-sized and largest.

WRITING – STORY MAP

Standard: *CCSS.ELA 2R.1.1*

Objective: Students will demonstrate understanding of the story by completing a Story Map that includes Characters, Setting, Problem, and Solution. Early finishers will expand their work by sequencing the Beginning, Middle and End.

Materials:

- Story Map (page 10)
- Pencils
- Extension Story Map for early finishers (page 11)
- Optional: Food Words Vocabulary Cards (page 12)

WRITING – CONTINUED

Procedure:

1. Explain to students that they will be "story detectives" who map out the important parts of *The Three Billy Goats Gruff*.
2. Briefly show how to fill in one box (e.g., "Characters: Goats and Troll") as an example.
3. Students will complete their Story Map by writing the Characters, Setting, Problem and Solution.
4. Early finishers can complete the Beginning, Middle and End extension.
5. Provide key story vocabulary (goats, bridge, troll). As an extension, introduce the food words from the worksheet. Students can work in teams to guess the meanings, discuss their ideas, and match word cards with definition cards.
6. Invite students to share their Story Maps with a partner or small group. Teams can also present their vocabulary matches to the class.

Optional Extension Activities:

- Have students draw their favorite part of the story and label it with Characters, Setting, or Problem.
- Ask students to write a short alternate ending that imagines what happens to the troll next.

SOCIAL-EMOTIONAL LEARNING (SEL) TEAM BUILDER AND ART

Objective: Students will create a personal pledge to “Stand Up to Bullies,” using writing and art to explore their values, strengths, and commitment to kindness. This activity encourages self-awareness and self-management as students reflect on their choices and actions while also fostering social awareness, empathy, and relationship skills through discussion and sharing. By connecting creativity with responsible decision-making, conflict resolution and positive peer interactions, students practice both artistic expression and important SEL skills in a meaningful, hands-on way.

Materials:

- Pledge To Stand Up To Bullies (page 13)
- Crayons, markers, colored pencils
- Glue and scissors
- Construction paper for backing
- Class binder or folder

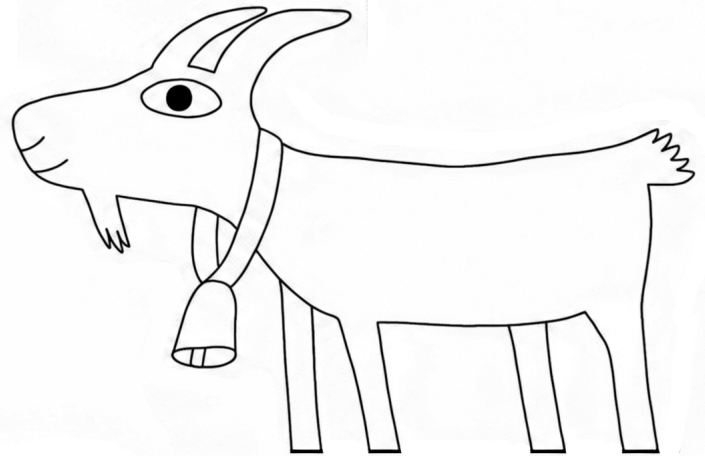
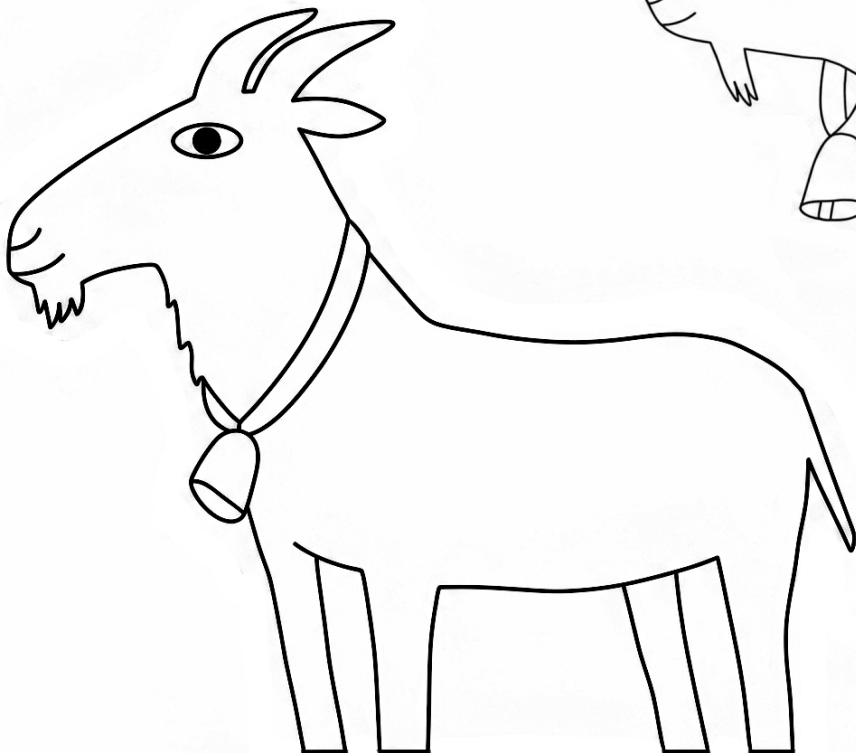
Procedure:

1. Have students recall how the three goats worked together to face the troll in *The Three Billy Goats Gruff*. Discuss how standing together can help overcome bullies.
2. Students should complete the missing words in the pledge, thinking about how they can stand up for themselves or others, just like the goats faced the troll.
3. Have students decorate and color their pledge, using the goats or troll as inspiration to make their artwork personal and meaningful.
4. Tell students to share their pledge aloud with a partner or small group, reflecting on how teamwork and bravery helped the goats — and how they can do the same in real life.
5. Have students give their completed pledge to the teacher. The teacher binds all pledges into **The Class Stands Up to Bullies Book** as a reminder of their promises.
6. Tell students the book will be displayed in the classroom library or a “Kindness Corner” to revisit throughout the year, just as the goats’ cleverness and bravery helped them to overcome the troll.

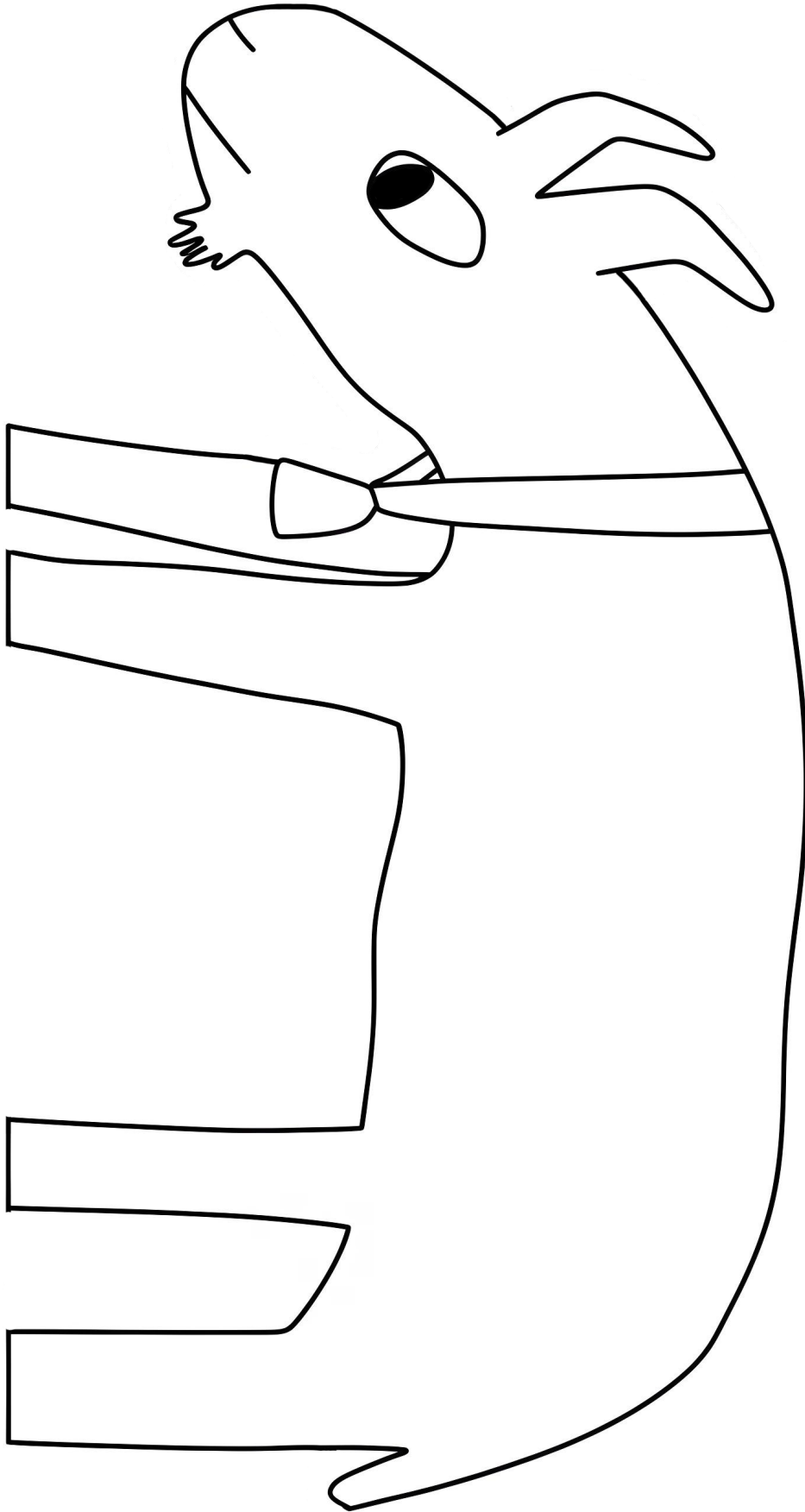
Extension Activity:

- Invite students to volunteer to read their pledge to the class and explain which goat they felt most like and why.
- Have students add a reflection page at the back of their books about a time they stood up for someone.
- As a class, students can design and create an “Anti-Bullying Motto” poster inspired by the story’s message and sign it together.

CHARACTER CARDS



CHARACTER CARDS



Name: _____

Date: _____

THE THREE BILLY GOATS GRUFF STORY MAP



Characters

--

Setting

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Problem

--

Solution

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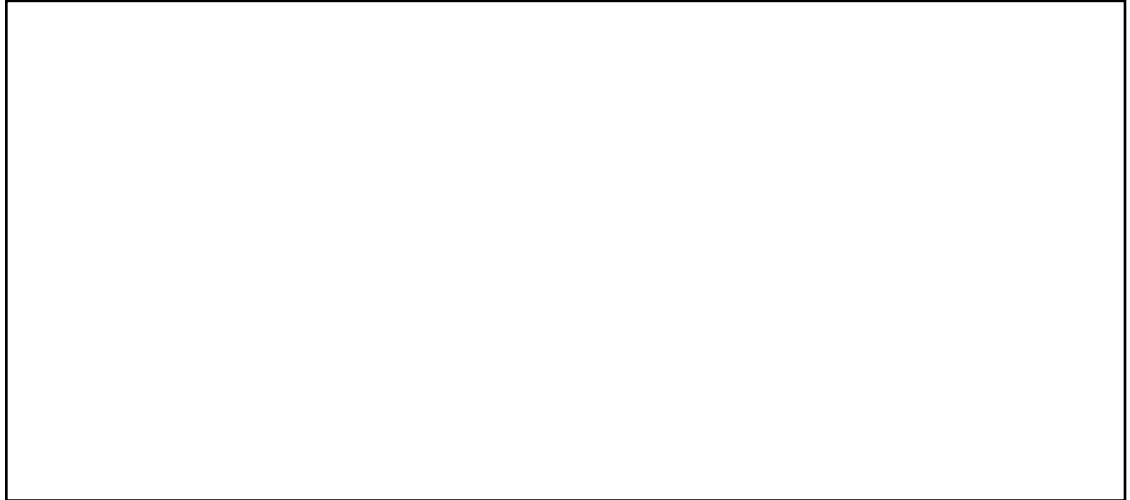
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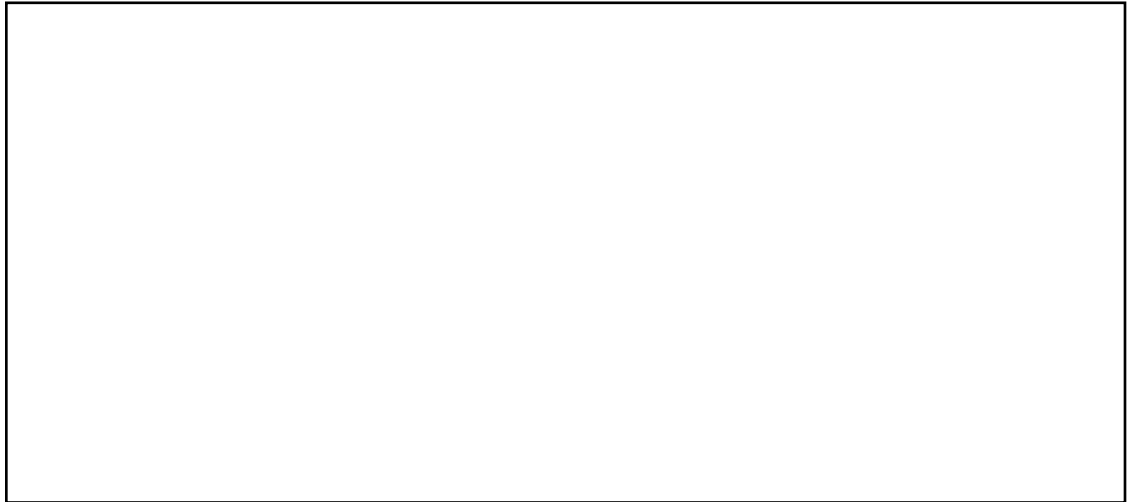
THE THREE BILLY GOATS GRUFF

EXTENSION STORY MAP

Beginning



Middle



End



FOOD WORDS VOCABULARY CARDS

honey glaze	A sweet coating made with honey.	escargot	Cooked snails, often served as a delicacy.
smoked	Cooked slowly using smoke for flavor.	benedict (eggs benedict)	A dish with an English muffin, egg, and sauce.
poached	Gently cooked in hot water or liquid.	hollandaise	A rich, creamy sauce made from butter, egg yolks, and lemon.
pot roast	Meat cooked slowly in liquid with vegetables.	jerky	Dried, seasoned meat.
smorgasbord	A variety of different foods served together.	curry (curried)	A dish flavored with spices, often from Asian cuisine.
strudel	A thin pastry filled with fruit or sweet fillings, rolled up and baked.	gravy	A sauce made from meat juices.
toast	Bread browned by heat.	flambé	Food set on fire for dramatic cooking.
salad	A dish usually made of raw vegetables.	candied yams	Sweet potatoes cooked with sugar or syrup.
kale	A leafy green vegetable.	clambake	A seafood meal (usually clams) cooked outdoors, often steamed.

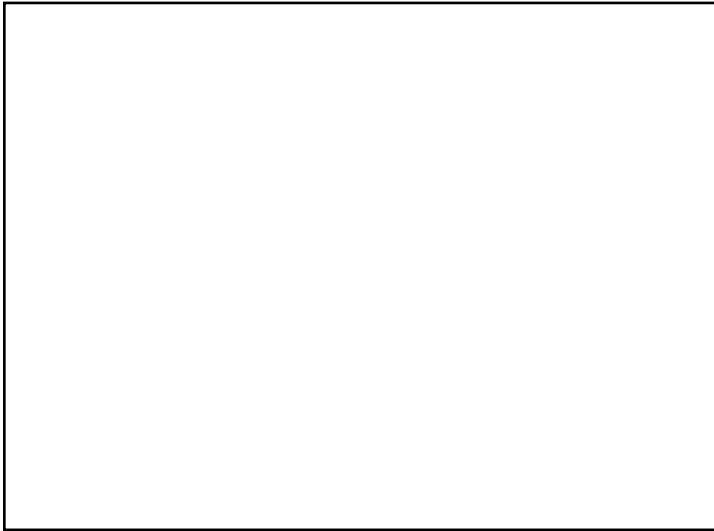
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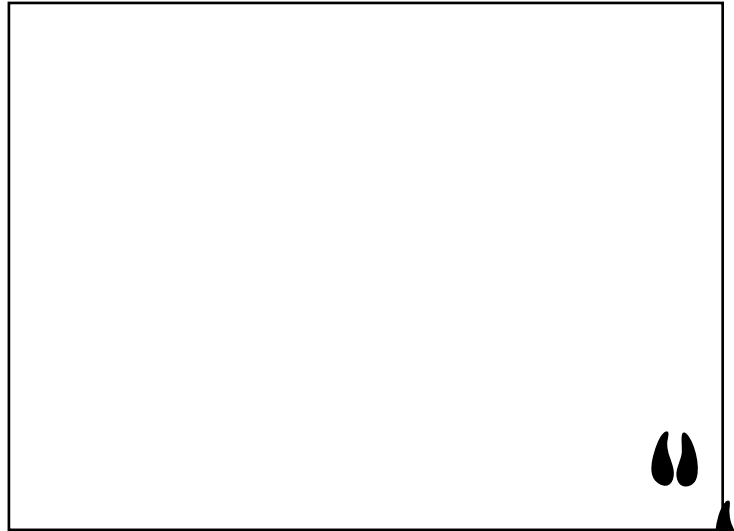
PLEDGE TO **STAND UP TO BULLIES**

Be brave like the Billy Goats! Write or draw your ideas in each section about how you will stand up to bullying.

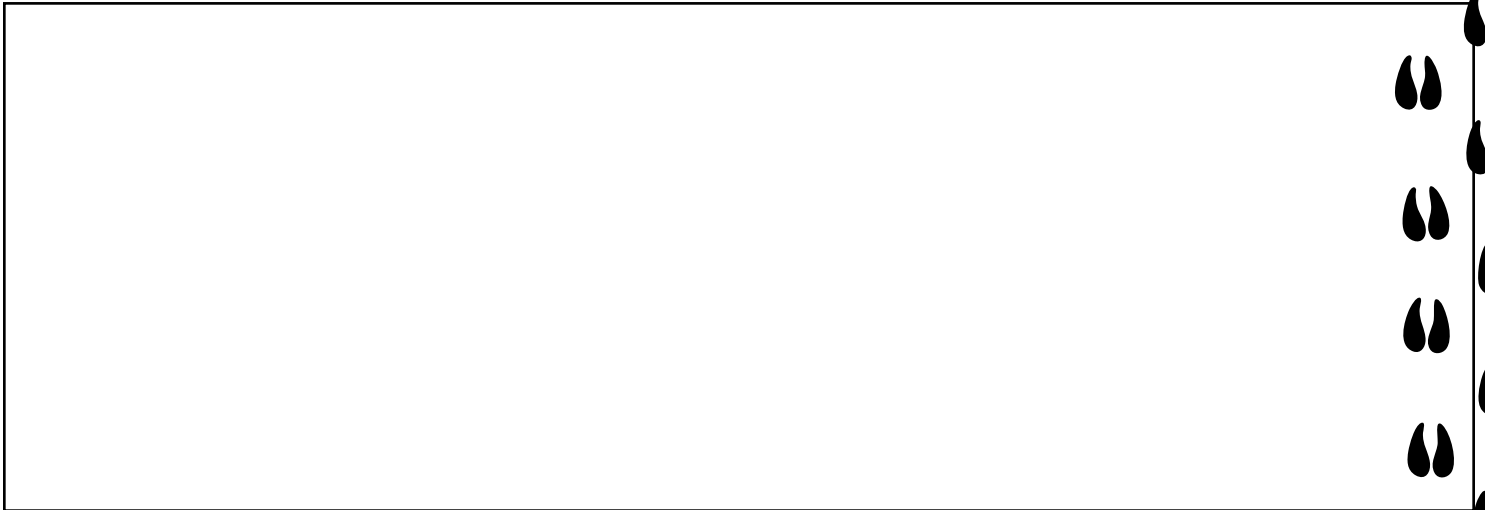
I will stand up to bullies by:



I will be brave like the goats by:



I will help friends who are being treated unkindly by:



My Anti-Bullying Motto:



Name: _____

Date: _____

PLEDGE TO **STAND UP TO BULLIES**

TEACHER EXAMPLES

I will stand up to bullies by:

- Being kind and using kind words instead of mean ones
- Telling a teacher or a trusted adult
- Helping someone if they are being picked on
- Saying, "That's not nice, please stop."

I will be brave like the goats by:

- Speaking up even if I feel nervous
- Standing with my friends so no one feels alone, trying to solve problems without fighting
- Remembering I am strong and smart
- Not letting fear stop me from doing the right thing

I will help friends who are being treated unkindly by:

- Inviting them to play with me.
- Sitting with them at lunch so they're not alone.
- Walking with them if they feel scared.
- Reminding them they are special and valued.
- Going to get help if they need it.

My Anti-Bullying Motto:

"Kindness is stronger than bullying." "Be brave, be kind, be a friend."
"Together we cross the bridge." "No trolls allowed in our class!"
"Stand tall like the Billy Goats."

ABOUT THIS GUIDE

This guide enhances the English Language Arts (ELA) curriculum by providing supplemental learning opportunities alongside quality children’s literature, engaging students as they listen to expressive read-alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.