

THE THREE BILLY GOATS GRUFF

Name: _____

The Three Billy Goats Gruff Sequencing

First Second Third

The card is a sequencing activity for the story 'The Three Billy Goats Gruff'. It features three circular frames labeled 'First', 'Second', and 'Third'. The 'First' frame contains a small yellow goat. The 'Second' frame contains a medium brown goat. The 'Third' frame is empty, and a hand is holding a large grey goat card over it. Below the frames is a bridge over a river with a troll standing in the water. The card is placed on a pink envelope with a wooden background.

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Three Billy Goats Gruff Literacy Activities

Jenny Roe



Three Billy Goats Gruff Literacy Activities:

Classworks Literacy Julie Orrell, Paula Ross, 2003 Flexible literacy resources for teachers Let's All Play Activities for Communication, Language and Literacy Jenny Roe, 2009-03-10 Let's All Play is packed with enjoyable easy to do literacy activities for young children It provides fun stimulating and inclusive ideas suitable for a range of children including those with special educational needs SEN and those learning English as an additional language EAL Topics covered include Food Glorious Food Opposites Houses and Homes All About Me Animals This excellent resource is for anyone working with Nursery Reception or Pre school children in any early years setting **The Bilingual Fairy Tales Three Billy Goats Gruff** Carol Ottolenghi, 2019-02-01 In the beloved tale of Three Billy Goats Gruff the three goats must outwit the evil troll lurking under the bridge Children will eagerly continue reading to see if the goats make it across so they can eat their dinner This title retold in English and Spanish is an excellent skill builder for reading and foreign language comprehension Between the covers of this 32 page book is a classic tale of magic imagination and inspiration that delights children again and again The stories in this series capture children's interest and spark their imagination page after page With captivating illustrations this 8 x 8 book can inspire a lifelong love for literature and reading **Games, Ideas and Activities for Primary Literacy** Hazel Glynne, Amanda Snowden, 2013-09-06 A collection of 150 unique games and activities to help support teaching of maths in the primary classroom Designed with busy teachers in mind the Classroom Gems series draws together an extensive selection of practical tried and tested off the shelf ideas games and activities guaranteed to transform any lesson or classroom in an instant Easily navigable allowing you to choose the right activity quickly and easily these invaluable resources are guaranteed to save you time and are a must have tool to plan prepare and deliver first rate lessons **Journey to Literacy: No Worksheets Required** Krista Flemington, Linda Hart-Hewins, Una Villiers, 2011 The play based learning and individualized strategies in this practical book build on the wide range of literacy skills present in the kindergarten classroom This resource explores simple ways to use traditional learning centres to provide children with real and authentic reasons to listen speak read write and view Teachers will find a wealth of resources for creating meaningful learning experiences including answers to often asked questions milestones to inform teaching instruction activities and games for both individuals and groups and literacy extensions that involve children with quality literature authentic artifacts and recordings This highly readable book will support teachers as they move beyond worksheets and nurture students on their journey to lifelong literacy Publisher Full-Color Literacy Centers & Activities for Nursery Rhymes Volume 2 Teacher Created Resources, 2004-01-13 *Creating the Early Literacy Classroom* Jean M. Casey, 2000-05-15 Now you can implement the ideas and research findings of Jean Casey's Early Literacy to help students become successful readers and writers These flexible engaging activities can be used across the grade levels They will motivate students and empower them to design their own projects create their own written products and above all be in control of their learning A must for every educator

this book is especially useful to those involved in English as a Second Language Special Education and Gifted programs

Achieving Excellence in Preschool Literacy Instruction Laura M. Justice, Carol Vukelich, 2008-01-01 High quality preschool programs are essential to improving children's outcomes in reading achievement and leveling language and literacy disparities among students from diverse backgrounds Grounded in state of the art research evidence this practice oriented book demonstrates how preschool professionals can create evaluate and sustain exemplary programs Chapters from leading authorities cover coaching assessment and differentiation as well as explicit strategies for teaching English language learners and helping at risk readers Discussion questions and suggested activities for professional development are included as are reproducible assessment forms and planning tools for use in the classroom *What Good Teaches Do to Help*

Literacy Happen Barbara A. Schmidt, 1998-05 This practical handbook for teachers presents 26 behaviors in a Good Reader alphabet as desired outcomes of language instruction From A Anticipating Meaning to Z Zero in on Learning Strategies When They Need Them each behavior is presented in a three part discussion First a rationale that supports spending classroom time on the particular objective Second a classroom observation of behavior reinforcement activities Finally a variety of effective strategies and techniques that actively involve students in taking meaning to and from the text

Bibliography **Bridging** Jie-Qi Chen, Gillian Dowley McNamee, 2007-06-08 Blends holistic authentic assessment with purposeful specific assessment experiences that are also child and classroom friendly Vicki Hawley Early Literacy Training Project Coordinator Center for Early Education and Development University of Minnesota Explains the research base the reason for the assessment process and current trends in assessment practices for early childhood education and offers easy to use assessment tools that address the whole child L Kathryn Sharp Early Childhood Instructor University of Memphis Use familiar classroom activities as an assessment tool Effective teaching requires skill in implementing challenging and inviting curricular activities It also involves evaluating children's learning in order to extend their development through the school year Being able to implement and evaluate at the same time is a tall order but is at the heart of good teaching Written for PreK-3 educators Bridging blends curriculum planning implementation and assessment into one seamless process providing a practical performance based approach to early childhood assessment Encouraging teachers to assess both what content and how process children learn the authors have developed 15 activities across five curricular areas language arts and literacy visual arts mathematics science and performing arts with guidelines for implementing interpreting and bridging observations of children to classroom teaching practices The book provides ways to Identify children's current status in content area learning and development Determine which children are ready to learn in upcoming weeks and months Make informed instructional adaptations to meet developmental needs and more With a built in facilitator guide for designing and leading preservice and inservice professional development this resource offers an instructional framework for everyone committed to aligning sound early childhood curriculum with national learning standards **Teaching and Learning Communication,**

Language and Literacy Ann Browne, 2007-03-01 Teaching and Learning Communication Language and Literacy is a comprehensive guide to the teaching and learning of communication language and literacy in the foundation stage 3 5 years It draws on research findings and good practice to provide practical guidance about working with young children in nursery and reception classes The book examines how young children develop as learners and users of language and literacy and the contribution that home and school make to their learning It locates learning in a play based curriculum and provides a rationale for making play both a context and a resource for learning It also takes account of recent policy initiatives such as the Curriculum Guidance for the Foundation Stage the organization for literacy in reception classes and the foundation stage assessment profile Throughout the book a distinction is made between the organization and activities that are appropriate to nursery and reception children The book contains practical suggestions about activities and resources including ways of working with environmental print and found texts ICT TV and video as well as books The role of adults in supporting and extending learning is considered in detail *Purposeful Play for Early Childhood Phonological Awareness* Hallie Yopp, Ruth Helen Yopp, 2022-02-25 Build phonological awareness in a fun and meaningful way This book provides pre K through first grade students with over 80 research based early childhood activities that focus on detecting manipulating and engaging with the sounds of language *The Three Goats* Margaret Hillert, 2017-12-13 Read Along or Enhanced eBook An easy format retelling of the classic fairy tale Billy Goats Gruff and how the goats trick a troll living under a bridge Newly re illustrated with a fresh and modern look these Beginning to Read books foster independent reading and comprehension Using high frequency words and repetition readers gain confidence while enjoying classic fairy tales and folklore stories Educator resources include reading reinforcement activities and a word list in the back Activities focus on foundational language and reading skills Sections include phonological awareness phonics fluency vocabulary and reading comprehension Teachers notes available on website **Organising Play in the Early Years** Jane Drake, 2003 First Published in 2004 Routledge is an imprint of Taylor Francis an informa company **What's New in Literacy Teaching?** Karen Wood, Jeanne Paratore, Brian Kissel, Rachel McCormack, 2016 Reissue of ILA bestseller In this e book well known literacy scholars share practical ways to engage and challenge today s students Key topics covered include text complexity vocabulary instruction reading interventions digital tools critical literacy and self regulation User friendly chapters include enhanced content classroom scenarios transcripts photo essays links to videos and screen shots of online strategies Insightful and thought provoking What s New in Literacy Teaching is a must have resource that belongs in the hands of administrators curriculum coordinators preservice teachers experienced teachers and literacy coaches who want to see how theory and research can be transformed into practical and innovative instruction to engage and challenge today s students Patricia A Edwards Michigan State University Written by outstanding scholars this is a must read for all those engaged in literacy development Lesley Mandel Morrow distinguished professor Rutgers University Contributors include P David Pearson Camille L Z Blachowicz

Julie Coiro Peter Afflerbach Jane Hansen Diane Lapp Elfreida H Heibert *Early Literacy Fundamentals* Sue Palmer, Ros Bayley, 2005 *Early Literacy Fundamentals* offers powerful activities to develop the skills concepts and knowledge underpinning early literacy It builds on the personal social emotional creative and physical development skills that are a traditional part of early childhood programs Based on the latest research the book recognizes that oral language is the bedrock upon which formal learning is based and that literacy begins at birth and is part of an ongoing developmental process develops concurrently with oral language development is enhanced by adult models who expose children to print and how it works is based on a systematic relationship between letters and sounds is rooted in and connected to the child s culture and communication patterns Each of the activities organized around a seven strand framework that reflects successful early childhood practices is presented along with background research and practical advice on helping children initiate their own constructive play The types of activities teachers will find include learning activities appropriate to a young child s age and stage of development quality pre school activities that boost all children s language and literacy skills and build a strong foundation for reading and literacy success in school opportunities for children to use oral language in a variety of ways as they play and experiment with words adult initiated whole group activities that can be extended into child initiated play *Early Literacy Fundamentals* provides a comprehensive overview of the language and literacy experiences children need and helps teachers give them a strong base on which future reading and learning success can grow

Language, Literacy and the Child Lee Galda, Bernice E. Cullinan, Dorothy S. Strickland, 1993 **Drama and Traditional Story for the Early Years** Francis Prendiville, Nigel Toye, 2013-10-11 This is a book that looks at how drama has its basis in good early years practice Most early years practitioners are doing some drama and are edging towards more structured work this text will help them go further by building their own skills Using tried and tested example dramas based on traditional stories the authors show how clearly dramas are constructed They move from the simple use of TiR Teacher in Role to more complex full dramas using traditional stories including Little Bo Peep Cinderella Sleeping Beauty Humpty Dumpty The Pied Piper The Billy Goats Gruff and Hansel and Gretel Drama in the early years covers a number of key areas where drama is of particular importance for this age group including drama in the National Curriculum how drama can help your teaching of the Literacy Hour personal and social education and citizenship drama and special needs assessment recording and progression developing a school policy for drama **Teaching the Dimensions of Literacy** Stephen Kucer, Cecilia Silva, 2012-10-12 *Teaching the Dimensions of Literacy* provides both the conceptual knowledge to support teachers instructional decisions in the reading literacy classroom and a multitude of instructional strategy lessons for classroom use with both monolingual and bilingual students It proposes that teachers need to help children become code breakers the linguistic dimension meaning makers the cognitive dimension text users and critics the sociocultural dimension and scientists the developmental dimension Acknowledging and addressing all four dimensions this text links literacy theory literacy

research and literacy practice in a useable way Covering both reading and writing it features clear concise and useable reading and writing strategy lessons and ways to modify them for different types of students Changes in the Second Edition Entirely reorganized the text is more user friendly builds a stronger link between theory and practice and makes it is easier for teachers to locate appropriate strategy lessons to use with their students Academic literacy is addressed more fully

The Literacy Center Lesley Mandel Morrow, 2002 The value of small group instruction cannot be emphasized enough but many teachers have found it difficult to manage especially when class sizes remain large Here is practical theoretically sound guidance for language arts teachers from pre K through grade 5 who want help setting up literacy rich classrooms that support guided reading or other small group teaching This new edition of The Literacy Center provides meaningful activities that extend small group instruction in both comprehension and word study Like the popular first edition this updated handbook is teacher friendly Clear suggestions for each center together with charts diagrams black line masters and photographs help implement a real work place for young learners Supported by Dr Morrow s extensive research in motivation theory and exemplary instruction here are sound ideas that engage students collaboratively and independently You can spend time teaching small groups of students attending to their individual needs all the while knowing the rest of your class will be independently engaged in real learning The book is divided into two distinct parts The first section gives the research background and rationale for using literacy centers It provides the tools for thoughtful design and use of centers along with helpful hints on how best to motivate students The second section provides activities for modeling literature to interest children in reading in social collaborative settings These activities are designed to foster the development of comprehension skills and strategies through the use of children s literature The book gives equal time to the development of word study skills such as phonemic awareness and phonics with manipulative materials to ensure fluent reading Included are smart suggestions for introducing centers management ideas black line masters ways to foster student collaboration and cooperation ways to assess students center work and suggestions for promoting student accountability a completely new section on word study phonics and phonemic awareness practical and effective suggestions for family involvement The Literacy Center can help you develop your students enthusiasm for reading and writing It is perfect for introducing pre service teachers to classrooms that are literacy rich and purposeful as well as for continuing staff development for classroom teachers who are seeking better ways to engage students in reading and writing

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