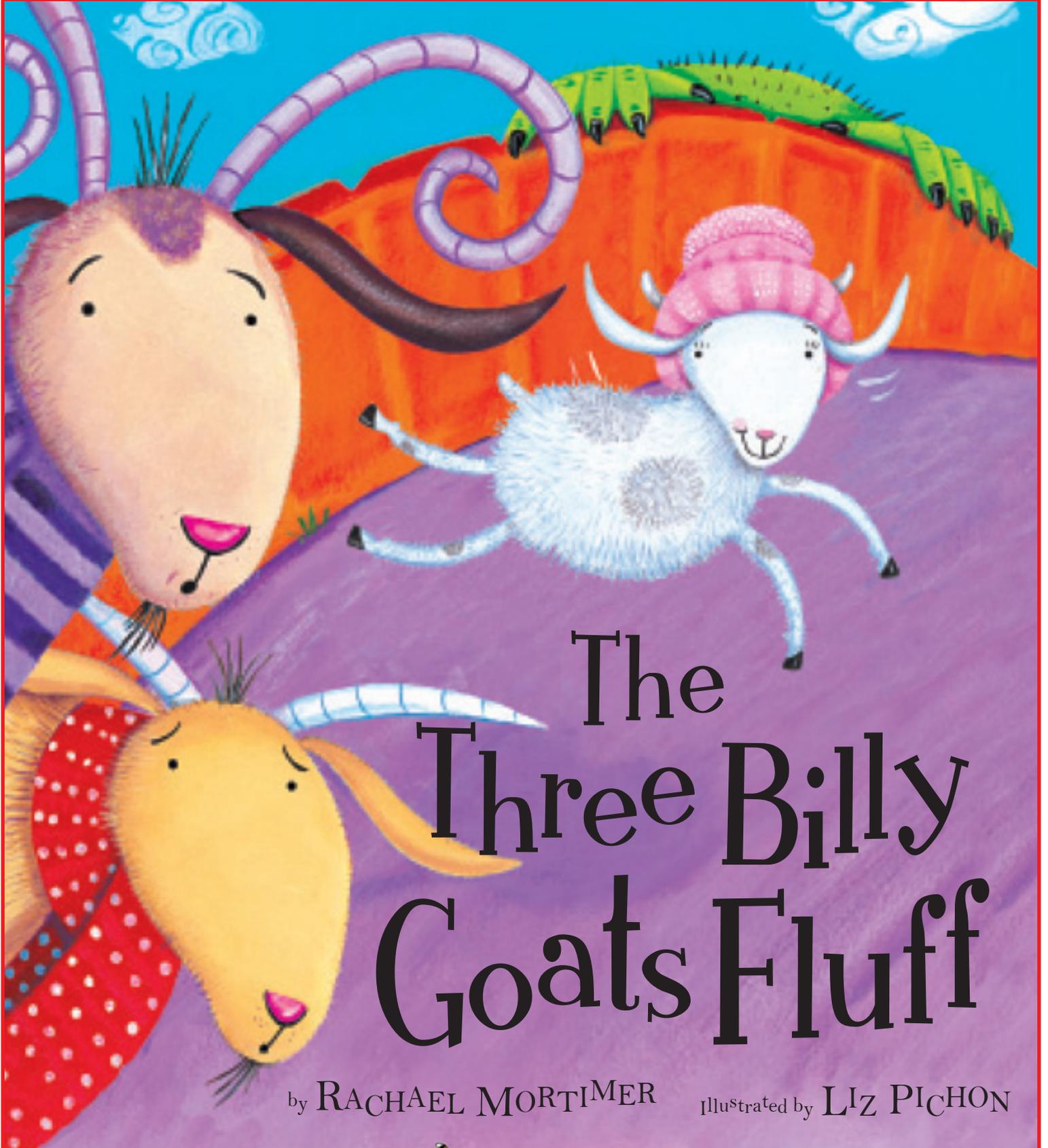


Teaching and Reading Guide



# The Three Billy Goats Fluff

by RACHAEL MORTIMER

illustrated by LIZ PICHON

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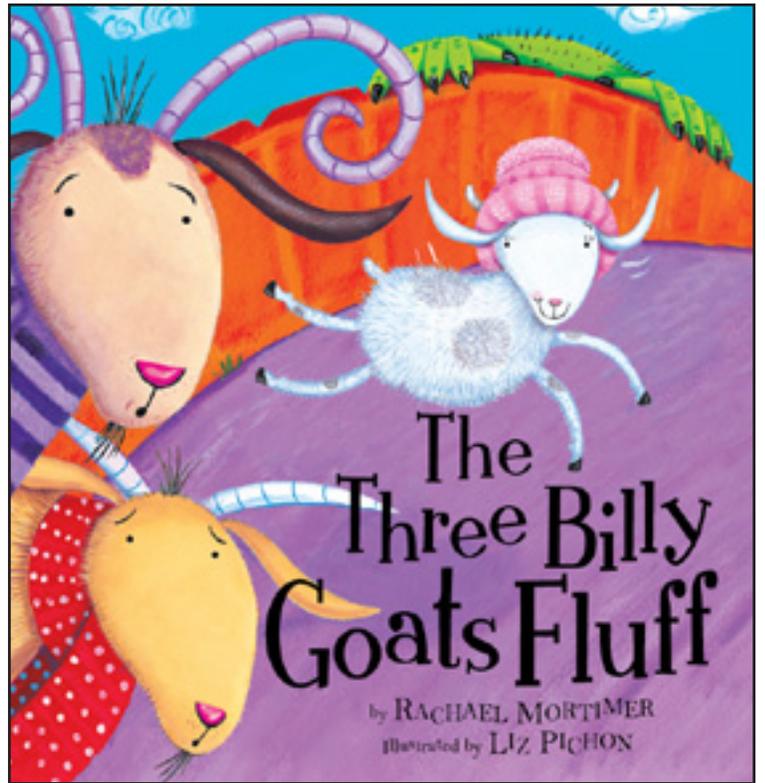


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# The Three Billy Goats Fluff

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## Synopsis:

How is Mr. Troll supposed to get any sleep? Twice a day, the three Billy Goats go trip-trapping over his bridge to get to the green grass on the other side. All that noise is making him mad! Mr. Troll has had enough. He tells the goats that he will eat them if they don't stop making so much noise. But Mother Goat has an idea! She knits the young goats booties. With the booties, they can trip-trap over the bridge without making a sound. And they all live happily ever after!

## Content Themes:

- **Problem Solving:** The goats have a problem. They want to get to the other side of the bridge, but the troll isn't happy about it. Ask: What did Mother Goat do to solve the problem? Encourage students to think of other ways they could have solved the problem.
- **Compassion:** The troll was angry that the goats made so much noise. But Mother Goat understood why he was angry. She showed compassion when she made booties for the goats and knitted a blanket for him. Ask: What is compassion? Discuss opportunities for students to show compassion. Is there a student or teacher in their school who could use some kindness?
- **Fairy Tales:** This book is based on the classic fairy tale *The Three Billy Goats Gruff*. Ask: How many students have heard the story before? What is your favorite fairy tale? Why? Can you think of other examples of picture books that are based on classic fairy tales?

## Activities:

- Bridge Crossing
- "I'm a Troll" Poem
- Size Comparison



# Activity 1 – Bridge Crossing

## Objective:

By acting out part of the story, students will understand how Mother Goat's solution helped Mr. Troll.

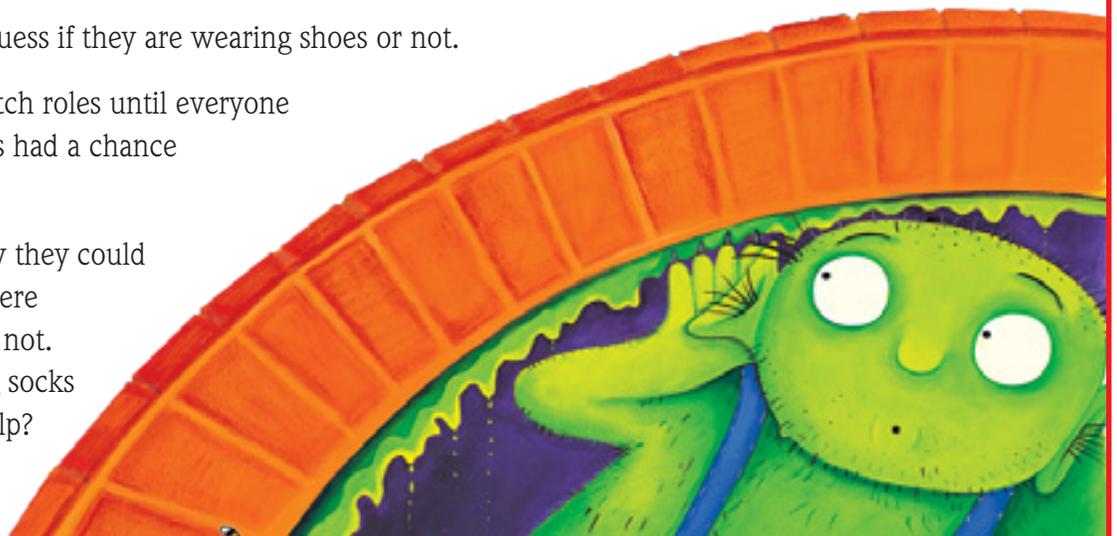
## Materials:

- 1 sturdy table
- 2 stable chairs
- A few pairs of socks

**Time:** 30 minutes (or more if students enjoy the activity!)

## Directions:

1. Place one chair at each end of the table with the back of the chairs up close to the side edge of the table. You have now created a bridge.
2. Select one student to be the troll.
3. The troll sits under the table.
4. Students take turns walking over the bridge by climbing first on one of the chairs, then across the table, and then down the other chair.
5. Students decide if they want to walk across with their shoes on or in stockinged feet without telling the troll their choice.
6. The troll has to guess if they are wearing shoes or not.
7. Students can switch roles until everyone who wants to has had a chance to be the troll.
8. Ask students how they could tell if the goats were wearing shoes or not. Why did wearing socks without shoes help?



# Activity 2 – “I’m a Troll” Poem

## Objective:

This version of *The Three Billy Goats Gruff* features some very humorous poems by the Troll. Each poem begins with, “I’m a troll . . .” In this activity, the class will create their own rhymes.

## Materials:

- Blackboard, whiteboard, or large easel pad

**Time:** 60 minutes or more

## Directions:

1. Read the following three poems to your class.

*I’m a Troll with a very sore head.  
Stop trip-trapping over my bed!  
When I’m tired and feeling blue,  
there’s nothing quite like little goat stew!*

*I’m a Troll in a very bad mood.  
Waking me up is terribly rude!  
Middle-sized goat makes a lovely roast.  
Or tasty pâté upon my toast!*

*I’m a Troll who’s really cross.  
It’s time to show you I’m the boss!  
When I’m tired, I need to eat  
goat and fries! My favorite treat!*

2. Starting with the first two lines of the first poem, write the rhyming words **head** and **bed** on the board. Encourage students to think of other words that rhyme with those words.



continued on the next page



# Activity 2 – “I’m a Troll” Poem

## Directions continued:

3. Do the same for each pair of rhyming words in the poems.
4. Now it is time to make up your own “I’m a Troll” rhymes.
5. On the board, write “I’m a Troll who’s very sad.”
6. Ask students to create sentences about the troll that end in a word rhyming with **sad**.
7. Keep a list of the sentences on the board.
8. When they have run out of **sad** rhymes, try a different “I’m a Troll” sentence. You can make suggestions or ask students to come up with the beginning sentence themselves.

## Extension Activities:

- Combine all of the rhyming sentences to create one poem. Pass out paper and drawing materials and encourage students to illustrate their poem.
- Depending on the writing level of the students in your class, you can extend this activity to creating personal “I’m a Troll” rhymes.



# Activity 3 – Size Comparison

## Objective:

Students will determine if objects are small, medium, or large to understand the concept of relative size.

## Materials:

- Objects of various sizes.  
For example, blocks, buttons, leaves, and plastic animals.
- Masking tape
- Large area on floor



**Time:** 30 – 60 minutes

## Directions:

1. After reading *The Three Billy Goats Fluff* with the class, discuss how the goats in the book are three different sizes: Little, Middle-sized, and Big. Ask if they can think of other things that are little, middle-sized or medium, and big.
2. Using masking tape, make three squares on the floor—one small, one medium, and one large.
3. Gather a bunch of objects of various sizes. Invite students to come up one at a time and select an object and place it in the square where they think it belongs.
4. Let students know that it is up to them to decide where the object should go. This will bring up the subject of relative size. For example, the nickel is bigger than the penny, but smaller than the quarter. If the penny is in the smallest square, where should the dime go? The largest coin is smaller than the smallest block. Where should the small block go?
5. Stress that there are no right or wrong answers, but students should offer an explanation as to why they put the objects where they did.

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# Activity 3 – Size Comparison

## Extension Activities:

- There are many good children's books available that reinforce the concept of relative size. Try reading any or all of these books to your class:
  - *A Fish Out of Water* by Helen Palmer
  - *Goldilocks and the Three Bears*
  - *Is It Larger? Is It Smaller?* by Tana Hoban
  - *Titch* by Pat Hutchins

