

Three Billy Goats Gruff



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Bring this traditional story to life with these fun activities

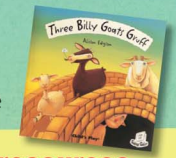
Troll role-play area

Read and enjoy together the story of the *Three Billy Goats Gruff*. Some traditional stories can be quite scary for young children. Therefore, we need to tell the stories in a warm and safe environment, supporting the children with our presence and reassurance, until we reach the happy ending. Scary monsters hiding under things may be especially worrying for small children, as this can translate into concerns about 'unknowns' under the bed at bedtime.

Create a 'Billy Goats Gruff area', with a big, lovable troll that the children have made themselves to help reassure them (see activity 1). Place the troll near a safe bridge made from low equipment or beanbags, with a soft landing on to a 'stream' of fabric or carpet. The children will enjoy daring themselves into teasing their friendly troll, and putting themselves in control.

Encourage them to play the part of the troll themselves, sitting under the bridge. Being chased and perhaps 'caught' by a troll who is just another child will provide a frisson of excitement, without real fears (see activity 2).

The exciting refrains from the story will unite the children as they chant them during their play in the area (see activity 3).



Suggested resources
Three Billy Goats Gruff (Flip Up Fairy Tales series, Child's Play www.childs-play.com); troll; large beanbags; blue fabric for a stream; large mats.



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1 A lovable troll Make a cuddly troll

Creative Development
■ **Developing Imagination and Imaginative Play**

Development matters: pretend that one object represents another, especially when objects have characteristics in common (16-26 months); begin to make believe by pretending (22-36 months).
Early learning goal: use their imagination in art and design, music, dance, imaginative and role-play and stories.

What you need
Group size: small groups.
Clean tights and socks; old T-shirts; pieces of felt; stuffing; needle and cotton (adult use); string.

What to do
Let the children handle the different materials and invite them to think of ideas on how to make a troll.

Ask questions to encourage their ideas such as 'What shape should the troll be?', 'Does he need a head or should he be egg-shaped like Humpty Dumpty?', 'How shall we make his arms?' and so on.

Make the troll's body, and a head if agreed, using the T-shirts. Show the children how to stuff the troll, using the tights for the arms and legs, and then stitch or tie the parts together. Make a funny face with a long nose using a sock, and add a smiley felt mouth and big eyes.

Support
Let the children push the stuffing into the socks.

Extension
Invite the children to design another troll on a sheet of paper.

Birth to 36 months
Encourage the children to cuddle the troll and mime feeding it.

Cross-curricular links
CLL – use talk to organise, sequence and clarify thinking, ideas, feelings and events.
KUW – build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary.

2 Catch me if you can! Play a game of chase

Physical Development
■ **Movement and Space**

Development matters: move spontaneously within available space (22-36 months); negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (30-50 months).
Early learning goal: show awareness of space, of themselves and of others.

What you need
Group size: up to ten children.
Large mats; colour band; drum; large space.

What to do
Place the mats in a large space. Invite a child to pretend to be the troll and wear a colour band for identification. Explain to the children that the mats are safe islands in a river, where the troll cannot touch them.

3 Trip, trap, trip, trap Chant refrains together

Communication, Language and Literacy
■ **Language for Communication**

Development matters: join in with repeated refrains and anticipate key events and phrases in rhymes and stories (30-50 months); use vocabulary and forms of speech that are increasingly influenced by their experience of books (40-60+ months).

Early learning goal: enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.

What you need
Group size: small groups
Troll role-play area; *Three Billy Goats Gruff*.

What you do
Sit in the troll role-play area and read the story of the *Three Billy Goats Gruff*. Place the troll (see activity 1) near the bridge.
Invite three children to role play the goats, and encourage all the children to join in with the refrain, 'Trip, trap, trip, trap, trip, trap, trip, trap, went his hooves on the bridge'. Then, ask all the children to jump up and join in with the refrain, 'Who's that trip-trapping on my bridge?'.

Encourage the children to run around the area, avoiding the mats until the drum sounds. The sound of the drum means that the troll is coming to chase them, and they must then run to the safety of one of the mats, before the troll can touch them.

The first child to be touched by the troll swaps roles and becomes the next troll and the game continues.

Support
Suggest that the children stay close to the mats as they play.

Extension
Divide the group into goats and trolls.
Birth to 36 months
Encourage the children to play peek-a-boo with the troll.

Cross-curricular links
PSED – respond to significant experiences, showing a range of feelings when appropriate.
CLL – interact with others, negotiating plans and activities and taking turns in conversation.

Support
Invite a child to lift up the troll at the appropriate places in the story.

Extension
Place 'prompt' cards in the role-play area with the refrains written on them for the children to read.

Birth to 36 months
Softly beat a drum to the refrains in the story with the children.


Cross-curricular links
PD – move with confidence, imagination and in safety.
CD – recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.

Home links

- Ask parents to make up simple refrains to sing with their children, for example 'Make, make, make the beds, make the beds, make the beds'.

Further idea

- Give the children a copy of the 'Over the bridges' photocopiable sheet (back of A2 'Goldilocks and the Three Bears' poster). Invite them to use a pencil to follow the pathway over each of the bridges.



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