

About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 196

Book Summary

In this silly story, a billy goat meets a troll on a bridge. Don't be fooled—this isn't a typical billy goats gruff story. Students will be excited to see how it differs from the traditional story and will laugh at the surprise ending. While enjoying the story, students can also work on using predictions and on determining problem and solution to better understand and remember what they read.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions to understand text
- Determine problem and solution
- Discriminate consonant *r*-blends
- Identify initial consonant *r*-blends
- Recognize and use capitalization
- Identify and use suffix *-ed*

Materials

Green text indicates resources available on the website

- Book—*Troll Bridge* (copy for each student)
- Chalkboard or dry erase board
- **Problem-and-solution, initial *r*-family blends, capitalization worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *into, the, then, you*
- **Content words:**
 Story critical: ***billy goat*** (n.), ***bridge*** (n.), ***pass*** (v.), ***snorted*** (v.), ***tossed*** (v.), ***troll*** (n.)
 Enrichment: *fixing* (v.), *grumpy* (adj.)

Before Reading

Build Background

- Have a volunteer recount the story of the three billy goats gruff. Write key words or phrases on the board and draw illustrations to represent that story.
- Ask students to think-pair-share about what they think will happen in this story about a billy goat and a troll: think about it, discuss the ideas in a pair, and share their thoughts with the class.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a story called *Troll Bridge*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Remind or explain to students that good readers make predictions, or guesses, about what will happen in a story. They make predictions using clues from the story and from what they already know. Emphasize that knowing how to make predictions is more important than whether the prediction is right, or confirmed.
- Model making predictions using the information on the cover.
Think-aloud: When I look at the title page, I see a big troll yelling at a billy goat. The goat looks angry. I know that in the story "The Three Billy Goats Gruff," the troll won't let the goats cross the bridge. Using these clues, I predict that the goat and troll will fight because the troll won't let the goat cross the bridge. I predict that the goat is going to win the argument. I will write my prediction on the board and will check to see if this prediction is correct as I read the story.
- Invite students to share any predictions they made, on the basis of the cover and title pages of the book. Write the word *predictions* on the board. Record student predictions on the board for later use.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Problem and solution**

- Explain to students that in most stories, a character is faced with a problem that needs to be solved. Write the words *Problem* and *Solution* as headings in a chart on the board and have students read the words with you. Explain that a *problem* is a difficulty that the character is facing and needs to solve, and the *solution* is how the character works through the problem.
- Model how to identify solutions to a problem.
Think-aloud: Just as in stories, we all have problems that we deal with every day. Let's think of a problem that some of you may have had. Imagine that I am a student and I ride the bus to school. One morning, I wake up too late, and I miss the bus. That's a problem! How can I solve it? Maybe I live close enough to school to walk. I could ask my mom or dad to drive me to school. I might have to call my parents at work and tell them that I missed the bus. These are all possible solutions to my problem.
- On the board, write the phrase *miss the bus* under the word *Problem*. Under the word *Solution*, write the three possible solutions discussed in the think-aloud.
- As a class, choose another common problem that students face and write it under the word *Problem*. Break up the class into groups and have them discuss possible solutions to the problem. Have each group share one solution. Write these on the board under *Solution*.
- Remind students to look for the problem in this story and keep reading to find the solution.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *A troll is an imagined creature that looks like an ugly giant. Point to the troll on this page.*

- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *bridge* on page 6 and say: *I am going to check the picture and think about what would make sense to figure out this word. The sentence says that the goat is going to cross something. The word starts with the /br/ sound. I know that to cross means to walk across something. The goat wants to go across the river, but river starts with the /r/ sound. The goat and the troll are standing on a bridge. Maybe the goat wants to cross the bridge. The word bridge starts with the /br/ sound. The sentence makes sense with this word. The word must be bridge.*

Set the Purpose

- Have students predict what will happen to the goat and the troll using clues from the story. Remind them to look for solutions to the problem in the story as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*One*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model making, revising, and confirming predictions.
Think-aloud: *On page 5, I read that the troll threw the goat off the bridge. This confirms my earlier prediction that the goat and troll will fight over crossing the bridge. I am going to confirm this part of my prediction by circling it. My other prediction, though, was wrong—the goat didn't win. I am going to revise my prediction and say that the goat will cross the bridge by the end of the story.*
- Model revising a prediction by writing the revised prediction on the board.
- Refer to the student predictions recorded earlier. Have students point out the predictions that they can revise or confirm. Explain to students that readers revise a prediction by changing the prediction after they read new clues in the story. Have volunteers come to the board and change predictions that need revising. Invite students to share new predictions they created. Remind students that a reader confirms a prediction if the prediction actually happens in the story. Invite volunteers to come to the board to circle confirmed predictions.
- Remind students that in most stories, a character faces a problem that he or she must solve. Ask students to work with a partner and discuss the problem in this story. Randomly call on pairs and have them share what they think is the problem of the story.
- As a class, identify a sentence that describes the problem of this story. Write that sentence on the board under the word *Problem*.
- Introduce and explain the [problem-and-solution worksheet](#). Have students record the problem on their worksheet. Remind them to look for the solution to the problem as they read.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share predictions that they confirmed or revised, as well as any new predictions they made as they read. (Accept all answers that show students understand how to make predictions.)
- Ask students to think about possible solutions to the goat's problem. Invite volunteers to share a suggestion and write these ideas on the board under the word *Solution*. Have students record several solutions under the *Possible Solutions* heading on their problem-and-solution worksheet. Discuss the consequence of each solution and determine which might be the best one.
- Have students read the remainder of the book. Remind them to make new predictions and to revise or confirm old predictions as they read.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *When I read page 12, I learned that the goat never crosses the bridge after all! That's okay, because I remember that it is more important knowing how to make predictions using clues from the story than having my predictions confirmed. Also, I think that the goat will get to cross the bridge soon because now he is friends with the troll and he is going to help the troll fix the bridge. Making predictions helped me to better remember and enjoy this story.*
- Ask students to share new predictions they made as they finished reading the story. Add these predictions to the other recorded predictions. Discuss which predictions were confirmed by the end of the story. Invite students to come to the board and circle the confirmed predictions.
- Ask students to explain how making predictions helped them to remember and enjoy the story.

Reflect on the Comprehension Skill

- **Discussion:** Review the problem-and-solution worksheet and the possible solutions that students identified. Have students discuss with a partner the actual solution in the story.
- Ask students to share with their partner how the story would have ended differently if the goat had chosen a different solution. Invite volunteers to share their alternate ending with the class.
- **Independent practice:** Have students complete the problem-and-solution worksheet by recording the solution to the goat's problem. If the solution was one that students suggested, have them circle it on their worksheet.
- **Enduring understanding:** In this story, you learned about a goat that is trying to cross the bridge, but the troll does not let him pass. The goat keeps trying. Why is it important to keep trying, even when something seems hard? Is there ever a time to stop trying? Explain.

Build Skills

Phonological Awareness: Initial consonant r-blends


- Say the word *troll* aloud, emphasizing the initial /tr/ sound. Have students say the word aloud and then say the /tr/ sound.
- Say the word *toll* aloud, and have students say the word aloud. Have students discuss with a partner how the word *toll* sounds different from the word *troll*.
- Repeat this process with the words *grump* and the non-word *gump*.
- Explain to students that some words begin with an r-blend, which means that the first letter is joined with the /r/ sound. Point out that these words have a gentle rumble sound at the beginning of the word.
- Read page 10 aloud to students. Have them raise their hand when they hear a word that begins with an r-family blend. Ask a volunteer to share this word.
- **Check for understanding:** Say the following words, one at a time, and have students give the thumbs-up signal if the word begins with an r-blend: *cross, bridge, goat, help, great, toss*.

Phonics: Initial consonant r-blends

- Write the words *grumpy* and *growl* on the board and say them aloud with students.
- Have students say the /gr/ sound aloud. Then run your finger under the letters in the words as students say the whole words aloud. Ask students to identify which two letters combine to make the /gr/ sound (*g* and *r*).
- Repeat the process with the word *bridge* and the /br/ sound (*b* and *r*).

- Remind students that *r*-blend words are words that begin with a consonant followed by the letter *Rr*. Those words have a rumble sound in the beginning. Circle the *r*-blend in each of the three words on the board.
- List the *r*-blends on the board and practice saying them with students: *br, cr, dr, fr, gr, pr, tr*. Invite students to name words for each *r*-blend. Write these words on the board under each blend.
- **Check for understanding:** Write the following words that begin with an *r*-family blend on the board: *bring, troll, friend, problem, and cross*. Say each word, one at a time, and have volunteers come to the board and circle the *r*-blend. Have students say the sound of each blend aloud.
- **Independent practice:** Introduce, explain, and have students complete the [consonant r-blends worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Capitalization

- Write the following sentence on the board: *The goat's name is Joseph*. Read the sentence aloud with students. Circle the capital letters in the sentence.
- Review or explain that every sentence begins with a capital letter. Point out that the names of places or people also need to begin with a capital letter. Finally, explain that the word *I* always uses a capital letter, no matter where it is in a sentence.
- Write the following sentences on the board: *the food i like best is chocolate. we live in the united states of america. taya and max are my friends*. Have students point to the words that need capitals. Randomly call on students and ask them to share which word they pointed to and why. Invite volunteers to come to the board and correct any capitalization errors in the sentences.
-  **Check for understanding:** Have students locate and circle all of the capital letters in the book. Have them discuss with a partner why those words are capitalized—whether they are a name, the beginning of a sentence, or the word *I*.
- **Independent practice:** Introduce, explain, and have students complete the [capitalization worksheet](#). If time allows, discuss their responses.

Word Work: Identify and use the suffix *-ed*

- Have students stand beside their desks and hop up and down. Write the word *jump* on the board. Read the word aloud and then have students read the word with you.
- Remind students that the word *jump* is a *verb*, or an action word. Explain that verbs tell us both what action is happening and when the action happens. The word *jump* expresses the action of jumping, and it also tells us that the jumping is happening right now. If we want to show that the jumping happened in the past, we use the word *jumped*.
- Write the word *jumped* on the board. Circle the *ed* at the end of the word. Explain to students that many verbs add the letters *ed* at the end of the verb to show that the action happened in the past. The letters *ed* are a special ending, or a *suffix*, of a word.
- Write several verbs on the board that can easily be performed in the class, such as *look, walk, and skip*. Have students act out each word and say what the word would be if the action happened in the past. Write the words, including the *ed* suffix, on the board.
- **Check for understanding:** Write the following verbs on the board: *need, ask, start, rain, and wait*. Have students say to a partner what the word would be if the action happened in the past. Invite volunteers to come to the board and add the *ed* suffix to the end of each word.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the problem and solution of the book with someone at home.

Extend the Reading

Fantasy Writing and Art Connection

Have students choose from a collection of familiar fairy tales, such as “Goldilocks and the Three Bears” or “Red Riding Hood.” Place all students who chose the same tale in a group, and ask each group to use the characters from that story to create a new story. Each student can write and illustrate one page of the story. Alternately, each student can be assigned a job, such as writer, illustrator, notetaker, and so on, and thus complete their story. Have groups staple the pages of their story together and keep these new fairy tales in the class library.

Visit WritingA-Z.com for a lesson and leveled materials on narrative writing.

Math Connection

Guide students in taking a survey: how many students like the goat best, how many like the troll best, how many like both, and how many like neither. Record the information on the board. Lead the class in creating a bar graph using the gathered information.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently make, revise and confirm predictions to understand text
- accurately determine problem and solution during discussion and on a worksheet
- consistently discriminate initial *r*-family blends during discussion
- correctly identify and write initial *r*-family blends during discussion and on a worksheet
- accurately use capitalization during discussion and on a worksheet
- appropriately use the suffix *-ed* during discussion

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**