

The Three Billy Goats Gruff Study Guide

Objectives

By following this study guide students will fully engage with the story of *The Three Billy Goats Gruff*. The show and study guide are best suited for children preschool aged and up. **This guide is great for teachers and parents alike.** Included are: discussion topics for before and after the show, audience behavior guidelines, a summary of the story, and an easy make your own puppet craft. All of these activities aim to satisfy Arizona Common Core Standards in English Language and The Arts in various ways.

Arizona Common Core Standards

Speaking and Listening, Writing Standards:

- 1.SL.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. *(Discussion Topics for After the Show)*
- 2.SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. *(Discussion Topics for After the Show)*
- K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. *(Discussion Topics for After the Show)*
- 1.SL.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. *(Discussion Topics for After the Show)*
- K.W.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. *(Make your own paper bag puppets and do a puppet show.)*

Arts Standards for Kindergarten through Grade 2:

- 1.1.PO 101. Demonstrate respect for others' opinions by respectfully listening while ideas are articulated. *(Discussion Topics for Before or After the Show).*
- 1.1.PO 102. Cooperate in the dramatic process. *(Make your own billy goat and troll puppets and do a puppet show.)*
- 1.3.PO 101. Describe and/or document the **setting/environment** of a story to be dramatized (e.g., through words, drawings, technical elements.) *(Make your own paper bag puppets and do a puppet show.)*
- 1.4.PO 102. Retell a story including its theme, setting, storyline, plot, and physical descriptions of the characters. *(Make your own paper bag puppets and do a puppet show.)*
- 3.2. PO 101. Demonstrate respectful **audience** behavior. *(Attending the puppet show.)*
- 3.2. PO 104. Justify the perception of a **performance** and critique its production elements. *(Discussion topics for after the show.)*

The Characters

Big Billy Goat

Middle Billy Goat

Little Billy Goat

The Troll

The Storyteller/Musician

The Story

The Great Arizona Puppet Theatre's version of this story is told by a narrator who acts as musician and storyteller and who interacts with the puppet characters and leads the story forward. First, the storyteller introduces the three billy goats. The storyteller and the Little Billy Goat sing several songs with the audience and then they begin to tell the story of the goats. One day the Three Billy Goats Gruff decide they must move to greener pastures because they have run out of grass in the meadow where they live. However, to get to the new pasture they must cross over a bridge. Under this bridge lives an ugly troll who is very hungry and would love to eat a billy goat for lunch. Each of the younger brothers get across the bridge by convincing the troll that their older, bigger brother is behind them and would make a much better meal. Until finally, Big Billy Goat Gruff arrives. The two begin to struggle until Big Billy Goat bucks the Troll off the bridge. The Troll falls down into the water below and turns into a rock, never to bother the Three Billy Goats Gruff again!

The Puppets

The Goats in *The Three Billy Goats Gruff* are rod puppets, while the Troll is a hand puppet. The goat puppets are carved from Styrofoam that makes up the body pieces. The bodies are covered with paper mache. Once this is dry and sanded the puppets are painted and/or covered with fake fur. Their clothes are custom made for their bodies and are similar in construction to doll clothes. Finally, their mouths are operated by a spring and string mechanism that is operated by the rod the puppeteer holds. The Troll has a paper mache head which is painted with fake fur used for the hair and rest of its body is fabric.

Discussion Topics for Before the Show

- Discuss with students whether or not they have heard the story of *The Three Billy Goats Gruff* before. What are some of the different endings they've heard? How might they end the story if they had their choice?
- Have students discuss other puppet shows they have gone to or seen on television and in the movies. What did the puppets look like? How did they move?
- Ask students to discuss theatre audience behavior. How must we act differently watching a play than when we are at home watching television or at the movie theatre? Why must our behavior be different when the show is "live"?

Discussion Topics for After the Show

- Have students discuss what they thought about the performance. Which parts of the show did they like? Were there any parts they did not like?
- Have students discuss what they think it would be like to be a puppeteer. Is it a job they would enjoy? What do they think are important things that a puppeteer can do?
- Have students draw pictures of the puppet show. Have them share their pictures with the class and describe the scene they have drawn and the characters in it.

Make Your Own Billy Goat and Troll Puppets

Objectives:

Students will make their own paper bag puppet versions of the puppets in *The Three Billy Goats Gruff*. Each student will make three billy goats and a troll. Students can then retell the story with their puppets, design their own scenery, and even create their own ending to the story.

Materials:

Brown paper lunch bags (4 per student)
Crayons or markers
Construction paper and/or heavy cardstock paper
Copies of the templates if using (3 per student)
Scissors
Glue
Wiggly eyes, yarn, fur, decorations (as desired)



Instructions:

There are two ways to do this craft: the first way is best for younger children and that is to make your three billy goats however you'd like without using any templates. The other way is to use the templates provided below. The troll puppet is made the same whether you decide to use the templates or not.

To Begin:

The start of this craft is the same for either version of the billy goat puppets and also gets you started with the troll puppet. First, hand out four paper bags per student (or hand out the bags one at a time as this craft may take awhile and can be split up into multiple sessions).

The “back” of the puppets will be the side of the paper bag that is completely flat and smooth. The other side of the paper bag has a flippy tab (which is the bottom of the bag when used as a lunch bag). This flippy tab on top will be the *head* of the puppet. The smooth space below the head will be the *body* of the puppet.

Place the bags in front of your students front side up, with the flippy tab furthest away from them. This way students know which sides are the front and back and which parts are the head and the body.

To Make the TROLL puppet and To Make the Billy Goats without using the template:

Once students get an idea of how they want to create their troll and/or billy goat puppets, allow them to color the puppets with crayons or markers. If you’d like, you can also have pieces of construction paper available to cut into different shapes and glue onto the puppets however they’d like. If you have extra decorative items such as wiggly eyes, yarn, fur, etc. make them available to students as you’d like. Students will enjoy the creative time and will love making their own puppets using their imagination.

Using the templates for The Three Billy Goats:

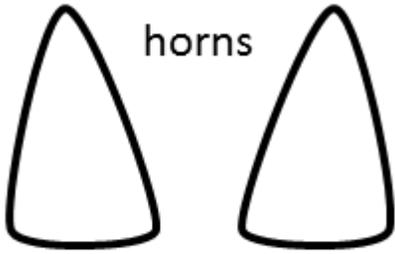
After students have their paper bags facing “head” side up, pass out the first page of templates below. These should be copied on heavy cardstock paper if possible. Students can color the various parts of their billy goats however they’d like and then cut out each piece. Once the pieces are cut out, walk students through gluing the pieces on in this order:

1. Glue the upper jaw onto the HEAD of the puppet. It should overlap the body a bit.
2. Glue the lower jaw onto the BODY so that part of it is underneath the flap that is the HEAD.
3. Glue the beard onto the BODY beneath the lower jaw. If possible, leave the bottom half of the beard unglued.
4. Glue the eyes and eyebrows onto the HEAD above the upper jaw. If you’d like, use big wiggly eyes instead of the template.
5. Glue the ears onto the sides of the HEAD close to the top.
6. Glue the horns onto the side of the HEAD beside the ears.
7. Glue the hair onto the top of the HEAD between the horns.
8. Glue the tongue underneath the flippy tab so you don’t see it when the mouth is closed.
9. Fold the tail in half and make sure that it’s colored on both sides. Use this fold to glue the tail onto the back of the puppet, giving it a 3D effect.

If all this went well and students want to go further, pass out the second page of the templates, also copied on heavy cardstock paper. Students can color these parts of the billy goats and cut them out as before. Then walk them through gluing these pieces on:

1. Glue the stomach onto the body.
2. Glue the arms into the FLAP on the either side of the bag. If the arms get glued on the front instead of inside this flap, that’s fine.
3. Glue the legs inside of the bag, underneath the top of the bag. If the legs get glued on the front or even the back, that’s fine.

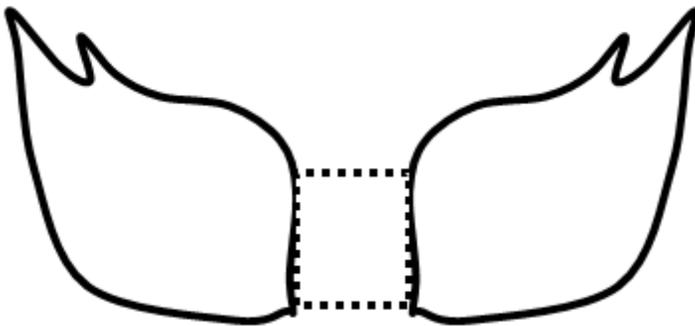
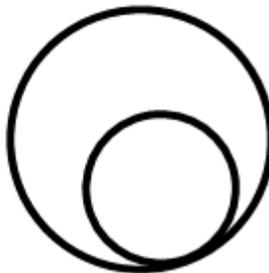
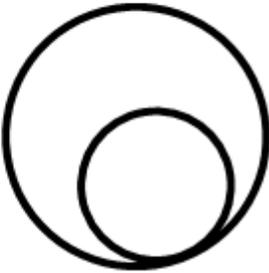
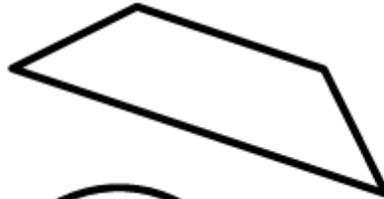
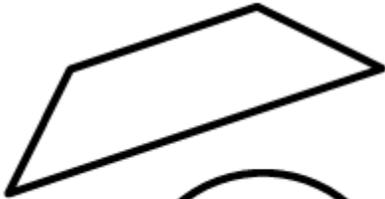
Now your puppets are finished! Students can now perform their own version of *The Three Billy Goats Gruff*. Divide students into groups and have them each do their own version of the story, or have each group do one scene. Students can even make scenery from materials found at home or in the classroom. Have students explain their setting before the show by talking to their “audience” about it or writing a brief description. Also, have students write a short script or a scene by scene guide of what happens in their version of the puppet show. After showing their show to their classmates, have students talk about what they liked about each show and their reactions to the story and what happened.



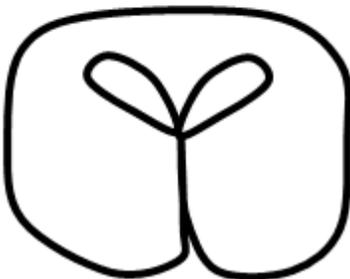
horns



ears



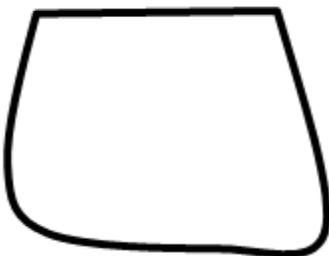
Tail (fold and glue so it sticks out from back three dimensionally)



Upper jaw (overlaps lower jaw when mouth is closed)



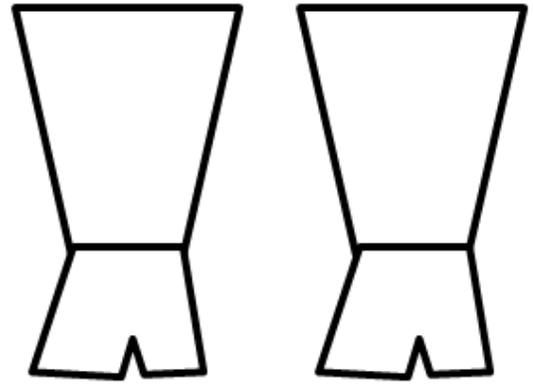
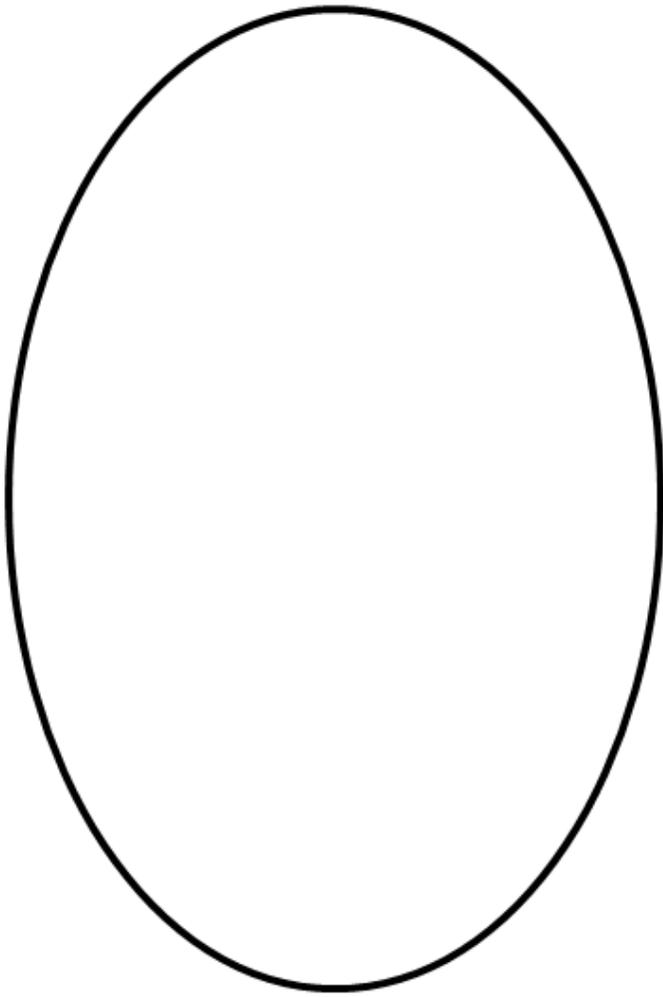
Tongue (under flap so it does not show when mouth is closed)



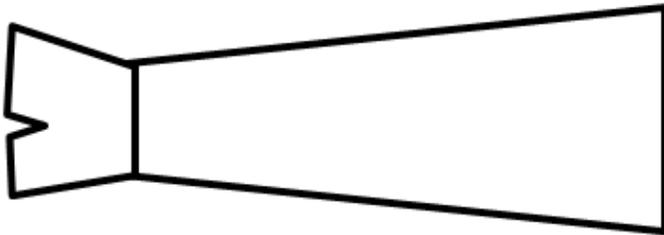
Lower jaw (glue under the flap so most of it shows)



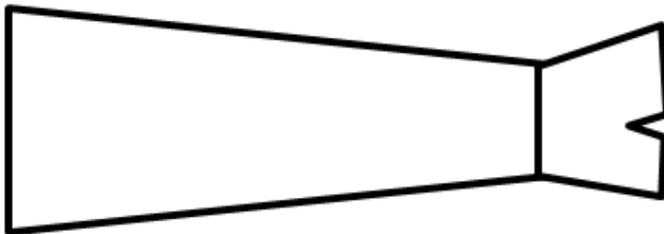
Beard (under lower jaw)



Legs (out the bottom)



Arms (out the sides)



References:

Arizona Department of Education Core Curriculum Standards:

<http://www.azed.gov/standards-practices>

DLTK's Crafts for Kids (Paper bag templates and instructions):

<http://www.dltk-kids.com/animals/mbaggoat.htm>

Great Arizona Puppet Theater:

<http://azpuppets.org>

Please send any thoughts or appreciation letters to the Great Arizona Puppet Theater at:

302 W Latham St
Phoenix, AZ 85003
info@azpuppets.org

We love hearing from you and your students!