

Billy the Kid

Teacher's Preparation

Prepare as for p.115. Print out and display the Story Green Words (see online file '2.9 Billy the Kid', starting with tab a): *Billy Kid, troll, kid* (baby goat), *plum, pond, splash, trip, trap, yum*. Display the Red Words: *said, the, I, me, you, no*.

DAY 1

Day 1 timetable See guidance below for activities in bold . See pp.115–117 for other activities.	a. Daily Speed Sounds Lesson	g. Story Introduction
	b. Speed Sounds from the Storybook	h. First Read – Children
	c. Story Green Words	i. Read Aloud – Teacher
	d. Speedy Green Words (online file 2.9c)	j. Hold a Sentence – 1
	e. Red Word Cards	k. Handwriting
f. Partner Practice		

Story Introduction

It was a lovely summer's day and three goats – Mum, Dad and **Billy the Kid** – decided to go for a trot to the **pond** to pick some lovely juicy **plums**. 'Yum, yum,' they thought. **Trip trap** went their hooves on the path.

Unfortunately, they had picked a day when the big bad **troll** was sitting on the bridge and guarding the pond. He was one of the meanest and most loathsome trolls you are ever likely to meet.

Although he was the youngest, Billy the Kid crossed the bridge first. He pretended to be very brave and shouted out – though it came out a little bit squeaky – "Let me cross. I am so hungry – I want a big fat juicy plum."

But the big bad troll just turned his back and said, "No."

Next, Mum said to Dad, "Right, it's my turn now." She took a deep breath and went up to the troll. "Let me cross!" she said.

But the big bad troll just turned his back and said, "No."

Now it was Dad's turn. He stood as tall as he could and marched straight up to the troll. He used his fiercest voice and said, "Let me cross."

But the big bad troll just turned his back and said, "No."

This is when it all got pretty nasty... All I'll say is that it ended in one big **splash** in the water.

TTYP: Who do you think made the splash and why?

Read Aloud – Teacher

Follow as for p.117. **TTYP:** Did you expect Dad or the troll to fall in the water? Why?

GW

Hold a Sentence – 1

Let me get a fat red plum. See *Get Writing! Purple*, p.18.

DAY 2

Day 2 timetable See guidance below for activities in bold . See pp.117–118 for other activities.	a. Daily Speed Sounds Lesson	f. Second Read – Children
	b. Speedy Green Words (online file 2.9c)	g. Hold a Sentence – 2
	c. Red Word Cards	h. Build a Sentence – Orally
	d. Partner Practice	i. Handwriting
	e. Jump-in	

GW

Hold a Sentence – 2

I will put you into the pond.

Online

Build a Sentence – Orally

Tell children that tomorrow they will write a description of the troll. Explain that today you are going to help them build upon a simple sentence to describe what the troll looked like and what he said.

1. Display the picture of the troll on screen (file 2.9d). **MTYT:** *The troll sat on the bridge.*
2. **TTYP:** What did he look like? Draw out responses such as *green/warty/wrinkly/hairy/dirty/scary/grumpy*. **TOL** as you experiment with the words in the sentence, e.g. *The green troll sat on the bridge.*
3. Choose two words to build the sentence, e.g. *The green, wrinkly troll sat on the bridge.*
4. **TTYP:** What did he say as he sat on the bridge? Draw out responses such as "Get off my bridge"/"Leave me alone"/"Go away"/"Stop bothering me."
5. Choose one idea to build the sentence further, e.g. "Leave me alone," said the green, wrinkly troll who sat on the bridge.
6. Ask partners to decide on their own sentence and to practise saying it until they can remember it. Select a few partners to say their sentences to the group.

DAY 3

Day 3 timetable See guidance below for activities in bold . See pp.118–119 for other activities.	a. Daily Speed Sounds Lesson	e. Proofread
	b. Think About the Story (online file 2.9e)	f. Write About the Troll
	c. Third Read – Children	g. Linked Text
	d. Questions to Talk About	

Online

Think About the Story

- p.8** **TOL** about how the family of goats live on one side of the bridge and the big bad troll lives on the bridge.
- p.9** **TOL** about why the goats want to cross the bridge.
- p.10** **MTYT** (with feeling): "Let me **cross!**" "Let me get a fat red plum."
- pp.11, 12** **TOL** about why Dad is fierce when he speaks to the troll. **MTYT** (with feeling): "Let me **cross!**" "Let me get a fat red plum."
- p.12** **TOL** about how the troll ends up in the water; who makes the splash; who says "Help!"
- p.13** **TOL** about who is making the trip trap noise and who says "Yum, yum." Freeze Frame the expression on the goats' faces. **TTYP:** What are the goats thinking and why? For example, *That serves him right/ That will teach him not to be so selfish.*

Online GW

Write About the Troll

1. **TOL** about scary story characters, e.g. wolves, giants, ogres, beasts. **TTYP:** What other scary characters do you know?
2. Use online file 2.9 (tab g onwards) for this activity. Explain to children that they are going to describe the troll using lots of detail. Ask children to turn to p.19 of their *Get Writing!* Book. Show the picture of the troll (tab g).
3. **TTYP:** What is the troll's skin like? *Rough/scabby/hairy/wrinkly/green/dirty/smelly*. Choose two words to build the sentence, using **MTYT**, e.g. *The troll has green and wrinkly skin.*
4. Navigate to the next tab and demonstrate how you describe the troll's skin. Ask children to help you spell words using Fred Fingers for Green Words they can read.
5. Hide your writing. Ask partners to choose their own descriptive sentence and practise saying them aloud. Invite a couple of partners to share their sentences with the whole group. Ask children to describe the troll's skin in their *Get Writing!* Book, p.19. Encourage them to spell new words using their phonic knowledge. Accept phonically-plausible spellings.
6. Repeat Steps 3, 4 and 5 (ask each question, demonstrate how you write, then ask children to write) for the troll's eyes and feet.