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| **Topic: Three Goats and Troll** |

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| Instructor:  Jiwon Kim(JK) | Level:  **beginner** | Students:  **20** | Length:  **35min** |

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| Target Vocabulary:  hit, run, scared, listen, troll, roar, bleat, |

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| Target Sentences:  Who is ~?  i.e. Who is on my bridge?  It is ~  i.e It is me. |

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| Materials:  Flashcards,  Masks(puppets) |

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| Aims/Objectives:  Students will be able to grasp the meaning of new words and expressions by   1. pre-teaching i.e. flashcard, gesture 2. the context in the storytelling 3. saying lines and acting in play   Students will able to draw some lessons such as   1. wits the small and big goats have 2. the courage of very big goat which runs at troll 3. the need to stand up for their right.   by the discussion and the skit after the storytelling. |

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| Assumptions:  Ss already know some vocabularies and expressions which will be used in the class. |

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| Anticipated Errors and Solutions:  Word order, forgetting words, wrong pronunciation, etc. will be corrected by repetition during activities and worksheet |

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| References:  http://www.dragonsaretooseldom.com/ |

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| **Lead-in** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | On their seats | Woof, woof    Woooof, woooof*(Ss makes some sick puffy sound)*  *It’s pig.*  We read it and make the sound.  No  *(The student makes sound)* Hiss, hiss, hiss  *.*  Hiss, hiss, hiss*(The student acts like the animal while making the sound)*  *(Other students)*Got it. It is a snake.  *(The student received the card and make sound)*Bleat, bleat, bleat.  Goat.  *(The student received the card and make sound)* Roar, roar, roar.  Lion  You are walking making sound with your feet.  Goat. | *Instruction: Introducing some sounds*  How are you today? I hope you guys are doing OK. Let’s make some noise today. Do you what sounds animals make? How about a dog?  Then how about a sick dog?  OK, this time I will make some sound, you guess which animal is making that sound.  Oink, oink, oink  OK, this time I will give one of you a card with animal and its sound on it. Read it yourself and just make that sound. Then everybody else guesses what the animal is.  <CCQ>  After you receive the card, what do you do?  Good, when you read it, do you read it aloud?  You only make the sound. Do not say the name of animal. Alright.  *(Teacher gives out a card to a student).* You guys ready. You can make the sound now.  Anybody can guess? *(If Ss cannot guess what it is, then ask the student to describe the animal with her body)*  OK, we have to give them some clue, *(to the student)* please act like the animal. Good.  Good job. Let’s play another. *(Give another student card with goat and its sound ’bleat’ on it)* OK, take this.  Can you guys guess?  You are right. OK. I am going to give you another. *(Give another student card with lion and its sound ‘roar’)*  Can you guess?  OK, you did a good job. Do you know what this is? Tip tap, tip tap, tip tap *(Walk while hitting the floor with feet to make sound)*  Do you know what kind of animal make this sound while walking?  Alright. Goat or lamb makes this kind of sound while walking. Thanks, guys. You did a good job. |

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| **Pre-activity** | | | |
| Materials:  Flashcards | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | On their seats | Goat, bridge, grass, river,  No.  He is big. He is dirty. He is ugly.  Under the bridge  They are scared of him  run | *Instruction: Introduce some vocabularies and expression that children should know during story telling with flashcards and the matching actions.*  Hi, guys. Today I am going to tell you a story, Three goats and Troll. Before I tell you the story, I will show these to you. *(show the students the flashcard one by one)* Do you know what this is?  *(Show the students a troll)* Do you know what this is?  It is a troll. What does he look like?  Where does he live? Nice home or under the bridge? Can you guess?  He is very big and ugly and lives under the bridge. And he loves goat meat. So, what do you think? Goats like troll or are scared of troll?  How about this?*(show students running motion)*  Good. Now I think you guys are ready for the story. |

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| **Main Activity** | | | |
| Materials:  Puppets, | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 20min | On their seats | OK,  Three  Little, middle, big  Yes, they are hungry.  They want to eat the grass on the side of river.  Troll  He wants to eat the goat?  He wants to eat bigger goat.  Which goat is the bravest?  Do they have to cross the bridge?  *Students discuss and their answer might be as follows.*  *For first guest ion*   1. Bravest goat is small goat. He takes the risk first by crossing bridge. 2. Bravest goat is big goat. He knows that troll wants to eat him.   *For second question*   1. It is better not to cross the bridge. Little and middle goats might have been eaten by troll. 2. It is worth to take the risk for something. | *Instruction:*   1. *Read the three goats and troll to the students while doing puppet show.* 2. *Students will do the skit based on the story.*   *(Set up the puppet theater stage. On the desk, putting some empty box on the desk in front of you will be enough)*    OK, this time I will read a story to you. The title is Three Goats and the Troll.  There are three goats.  There is a little goat. *(Little goat puppet pop up)*  There is a middle goat. *(Middle goat pops up)*  There is a big goat.*(Big goat pops up)*  Three goats like grass. *(Grass pops up)*  The three goats like grass. *(Grass pops up)*  *(Shake all three puppets up and down)*  ‘I am hungry!’ says the little goat.  ‘I am hungry!’ says the middle goat.  ‘I am hungry!’ says the big goat.  *(Lean the three puppets toward bridge)*  The three goats see the other side of the river. They see green, green, green grass there.  ‘Look!’ says the little goat. ‘Look at the grass!’ The three goats see a bridge. But there’s a troll under the bridge. He’s a bad troll.  *(Troll pops up)*  ‘This is my bridge!’ says the troll.  The three goats see the troll.  ‘Look!’ says the big red goat.  *(Shake big goat)*  ‘There’s a troll! I am scared’  The three goats are very hungry. They want the grass. They want the grass, green grass.  *(Middle, big goats and troll go down, little goat alone)*  The little goat goes on to the bridge. ‘Tip! Tap!’ go his feet. The troll hears the little goat.  *(Troll pops up)*  ‘Who’s on my bridge?’ he roars.  ‘It’s me,’ bleats the little goat.  ‘I want to eat the grass.’  The troll is hungry.  *(up and down with troll)*  ‘Come here’ he roars.  ‘I want to eat you.’  *(Little goat trembling)*  ‘Please don’t eat me!’ says the little goat. ‘I am little. Wait for the next goat. He’s bigger than me.’  The troll listens. The troll thinks. ‘OK,’ says the troll. And little goat goes over the bridge. *(Little goat and troll go down)*  *(Middle goat pops up)*  Now, the middle goat goes on to the bridge. ‘Tip! Tap!’ go his feet. The troll hears the middle goat.  *(Troll pops up)*  ‘Who’s on my bridge?’ he roars.  ‘It’s me,’ bleats the middle goat.  ‘I want to eat the grass.’  The troll is hungry.  *(up and down with troll)*  ‘Come here’ he roars.  ‘I want to eat you.’  *(Middle goat trembling)*  ‘Please don’t eat me!’ says the middle goat. ‘Wait for the next goat. He’s bigger than me.’  The troll listens. The troll thinks. ‘OK,’ says the troll. And middle goat goes over the bridge. (*Middle goat and troll go down)*  *(Little goat and middle pop up eat grass)*The big goat sees his brothers eating grass on the other side of the river.  Now, big goat goes on to the bridge. ‘Tip! Tap!’ go his feet. The troll hears the big goat.  *(Troll pops up)*  ‘Who’s on my bridge?’ he roars.  ‘It’s me,’ bleats the big goat.  ‘I want to eat the grass.’  The troll is hungry.  *(up and down with troll)*  ‘Come here’ he roars.  ‘I want to eat you.’  *(Big goat trembling)*  ‘I am scared. But I have to fight’ says the big goat.  ‘OK. Here I come!’ says the big goat. He runs at the troll. *(Big goat runs at troll with his horns)*  ‘Tip! Tap! Tip! Tap!’ go his feet.  The big goat runs at the troll. He hits him. *(Troll goes up)*Up goes the troll. Up goes the troll. Up, up, up. ‘Help’ he says.  *(Troll goes down)* Down comes the troll. Down, down, down. ‘Help” he says.  *(Big goat goes over bridge)* And big goat goes over the bridge.  The bad troll goes away. He doesn’t come back. *(All three goats pop up)*  ‘Goodbye, troll’ the goats say.  *(All three goats eat grass)*  The three goats eat the grass. They eat the green, green, green grass. They’re happy.  OK, guys did you enjoy it?  Good, then I will ask some questions. How many goats are there?  Who are they?  Good. Are they hungry?  Why do they want to go over the bridge?  Who is under the bridge?  Why does the troll stop goats?  Then why did he let the little and middle goats go over bridge?  Good, I will divide you guys into 2 groups. Please discuss following points. I will give you 2 minutes   1. Who is the bravest goat among three? And give me the reason behind. 2. Troll is big and strong. What do think about goats’ crossing the bridge? Do they have to cross the bridge? Give me the reason behind.   <CCQ>  What’s the question?  Well, thanks for the discussion. I think the bravest goat is the little one. Sometimes we have to take a risk for something worth for. They are hungry so they might have died. Bigger ones become not to afraid to take risk. He makes example out of himself by using his wit and give some nerve to other goats to act. |

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| **Post Activity** | | | |
| Materials:  script | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | In front of class. | Yes.  Grass.  Cross the bridge  Troll  Little goat  Middle goat  Big goat  Runs at troll.  *(Students come to the front)* | *Instruction: Let student do a skit based on the storytelling and discussion.*  OK, now you know the story. Let’s do some skit. Who wants to be the little goat? Middle goat? Big goat? Who’s the troll? OK, good I will give you the script.*(Give the script to students)*  Please read this quickly.  <CCQ>  You goats? Are you hungry?  What do you goat want to eat?  To eat the grass what do you have to do?  Who is under the bridge?  OK, who goes first?  Then next?  Then next?  Good. What does the big goat do?  Right.  You do not have to follow exactly what’s written. You can use your own words. Please come to the front.  OK, you guys did a good job. |

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| **Wrap-Up** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | On their seats |  | *Instruction: Quick Q&A and let Ss let the student worksheet for vocabulary finish at home as homework.*  *Hand out the worksheets to Ss.*  Here is homework. It is simple homework. The words were already used in the class. Please draw a line to match the word on the right with the pictures on the right. Let’s do the first one together*. (Do the first one together)*  If you do not have any question, I will finish this class. Thank you all. |

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| **Extra-Activity** | | | |
| Materials:  Cards with adjectives  Cards with the name of Super heroes | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Each student in middle of class room one by one | Yes  Two.  No.  OK. | *Instruction: Put two decks of card with the adjectives and names of heroes. Let a student pick each and let him/her act on what cards say.*  Hello, we are going to do something fun today. *Put two decks of cards on your desk.*  I will put two decks of cards here. Pick out each from two decks. One card here has some adjective like “Drunken” and the other has “Superman”. So you act “drunken superman” like this. *Flying motion swaying from alcohol.* Each of you comes forward here pick cards and act as I did. Do you understand?  CCQ:  How many cards do pick?  Two from one deck?  Right. One from each desk.  Can you come out and pick cards one by one? We are going to do this clockwise.  *Time to finish.*  Thanks guys. You have been great. |