

BIRMINGHAM CHILDREN'S THEATRE

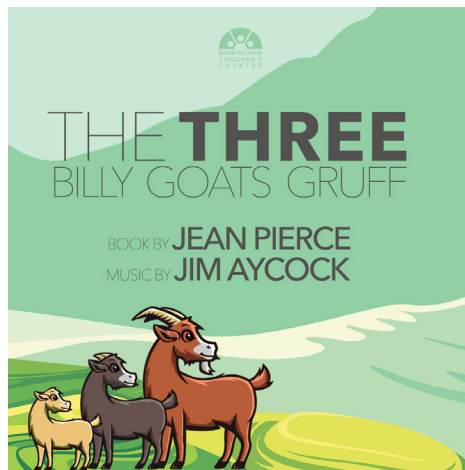
# STUDY GUIDE



## THE THREE BILLY GOATS GRUFF

BOOK BY **JEAN PIERCE**  
MUSIC BY **JIM AYCOCK**

This classroom guide for BCT's production of "The Three Billy Goats Gruff" is designed for Alabama students in Kindergarten through 2nd grade. The activities can be easily adapted for a wide range of age groups.



## THE THREE BILLY GOATS GRUFF

By Jean Pierce  
Music by Jim Aycock

Directed by Jessica Clark

September 13th - November 4th, 2023

In our Wee Folks Theatre  
Recommended for ages 4 - 8 years  
Approximate Time: 45 minutes

### SHOW THEMES

Addresses Bullying, Chasing your Dreams, Teamwork

### SHOW DESCRIPTION

Adventurous Grigsby, spirited Gloria, and book-loving Grace build a bridge to explore the great wide world. But a bullying Troll has other plans. The three goats must face their fears and combine their talents to out-smart the troll and chase their dreams.

### WHY THIS SHOW IS IMPORTANT FOR KIDS TODAY

Fairy tales do more than just captivate a child's imagination; they also teach important values and morals. Originally a short story, "The Three Billy Goats Gruff" follows three ambitious young goats as they learn to deal with their neighborhood bully: A Troll.

BCT has updated the story from the 1840 original with three goat siblings, each with aspirations beyond the bridge. In addition to addressing bullying, our musical adaptation encourages children to be courageous and clever when chasing their dreams!

### HOW TO USE THIS GUIDE

We invite you to use this guide to prepare for your trip to the theatre. On the following pages are activities that can be integrated into your current classroom curriculum before and after attending the performance at BCT to enrich the education experience for your students.

We would love to hear from you! Please have your students fill out the Post-Show response at the end of this packet and send it back to BCT! Classes who return their post-show responses will be entered into a drawing for free tickets to an upcoming performance.\*

Questions? Email at [education@bct123.org](mailto:education@bct123.org)

\*One winner per semester. Up to 30 free tickets for their class to attend an upcoming performance at BCT.

## THEATRE INFO



### ACCESS

- Ramp to Main Entrance of Theatre
- Wheelchair lift to access Wee Folks & PlaySpace
- Wheelchair accessible seating in Mainstage, Wee Folks & PlaySpace

### LOBBY

- Three single stall restrooms (Handicapable, with a changing station)
  - Lower & Upper Lobby have Men's and Women's restrooms, both have multiple stalls
  - Mothers Room for nursing needs
  - First Aid kits available
  - Two water fountains

*(One on the upper, lower and hallway of WeeFolks)*



### BOX OFFICE

- Kulture City bags if needed by any sensory sensitive students
- Masks for both students and adults
- Printouts of our CARES Commitment
- First Aid kits
- Extra clothes if accidents occur

### SENSORY ROOMS

- Two Sensory rooms.
    - One downstairs by our Wee Folks/ PlaySpace.
- (One in the back right corner of the Main Lobby)*



### EDUCATIONAL RESOURCES

- All of the above resources are available during any of our classes or workshops
- Resources include:
  - Classroom management tactics
  - Diverse learner tools and exercises
  - CASEL - Collaborative for Academic, Social & Emotional Learning
    - Framework guide
  - In Class tools and exercises
    - Examples of Social and Emotional Learning in Theatre Arts Standards

*For specific Educational needs email [education@bct123.org](mailto:education@bct123.org)*

### ADDITIONAL NEEDS

*(upon request)*

- Water
- Clothes
- Diapers and Wipes



**WWW.BCT123.ORG**

OR CALL US AT  
**205.458.8181**

Where does "The Three Billy Goats Gruff" fit into my curriculum?

## KINDERGARTEN

**Story Elements:** The first literacy skill that students can practice during this unit is identifying story elements by focusing on characters, setting, and sequence with young children.

**Sequencing:** When students can identify the first, second, and third things to happen in a story, they are learning skills that can be used in both verbal and written language.

## GRADE 1

**Retelling by Craft and Verbal:** Crafts are helpful for developing communication skills of young children. Students can act out the story with the craft to demonstrate their understanding of the story, adding a verbal retelling when they can. Crafts also provide additional fine motor practices.

## GRADE 2

**Project and Problem Based Assessment:** At this age, students can use reading, math, and science skills to solve a "real-world" problem.

## PLAYWRIGHT: JEAN PIERCE



Birmingham native Jean Pierce, affectionately known as "Ms. Jean," was the resident playwright at Birmingham Children's Theatre and has been with the theatre for over 40 years as a Board Member, actor, director, and writer. She loves writing for children and has written many plays for BCT's Wee Folks Theatre, including favorites like "Goldilocks and the Three Bears," "Jack and the Beanstalk," "The City Mouse and the Country Mouse," and many, many more. Ms. Jean has a B.A. from Birmingham Southern College and did some graduate work at the University of Utah, but soon came back to Birmingham to work with local theatres. Ms. Jean has said, "The only thing I had any gift for or always wanted to do was to entertain. When I write I have a feel for the dialogue and once the characters are there I kind of know what they are going to say." She is a recipient of the Governor Arts Award at the Alabama Shakespeare Festival

## DIRECTOR: JESSICA CLARK



Jessica Clark is a second generation Birmingham Children's Theatre actor, teacher, and director. At BCT she has recently directed "Amelia Earhart" and "The True Story of the 3 Little Pigs." Jessica is a performer and voice over artist, a member of EMC, and a teaching artist. She has performed with theatres such as Utah Shakespeare Festival, NC Shakes, Stockyards Theatre Project, and the theatres of her hometown, including BCT, Virginia Samford Theatre, City Equity, and Red Mountain Theatre. As always, she has to give special thanks to her patient and supportive husband, Mike, and to her family zoo: Lyle and Butterball, the cats, and Izzy and Zoey, the basset hounds. And an extra special thanks to her mom, the first generation of her family's BCT artists.

## VOCAB SPECIFIC TO THE SHOW / WORDS TO KNOW

**Audience:** The assembled spectators or listeners at a public event, such as a play, movie, concert, or meeting.

**Balance:** A condition in which different elements are equal or in the correct proportions.

**Collect:** Bring or gather together (things, typically when scattered or widespread).

**Costume:** A set of clothes in a style typical of a particular country or historical period.

**Explore:** Travel in or through (an unfamiliar country or area) in order to learn about or familiarize oneself with it.

**Famous:** Known about by many people.

**Graze:** (of cattle, sheep, etc.) eat grass in a field.

**Impossible:** Not able to occur, exist, or be done.

**Misfortune:** Bad luck.

**Pasture:** Land covered with grass and other low plants suitable for grazing animals, especially cattle or sheep.

**River:** A large natural stream of water flowing in a channel to the sea, a lake, or another such stream.

**Snooze:** Have a short, light sleep, especially during the day.

**Troublesome:** Causing difficulty or annoyance.

**Troll:** (in folklore) an ugly creature depicted as either a giant or a dwarf.

**Whistle:** A clear, high-pitched sound made by forcing breath through a small hole between partly closed lips, or between one's teeth.

### How this show supports teachers and students through the Alabama Literacy Act:

"The Three Billy Goats Gruff" at BCT is an adaptation of a classic short story. Your class will have an opportunity to read the book before or after attending the play, and seeing the live retelling of a written story enhances reading comprehension. By participating in this production

## OTHER BOOKS AND ADDITIONAL RESOURCES

- **The Three Billy Goats Gruff** - Written and Illustrated by Paul Galdone (classic version)
- **The Three Billy Goats Gruff** - Written by Mac Barnett, Illustrated by Jon Klassen (new version)
- **Listen, My Bridge Is SO Cool!** - Written by Nancy Loewen, Illustrated by Luis Bernardini
- **Escape Goat** - Written by Ann Patchett, Illustrated by Robin Preiss Glasser
- **Chrysanthemum** - Written and Illustrated by Kevin Henkes
- **You, Me and Empathy** - Written by Jayneen Sanders, Illustrated by Sofia Cardoso
- **Goggles** - Written and Illustrated by Ezra Jack Keats

### Other Resources (with links):

Looking for more resources with Bullying Solutions for All Ages?

<https://www.kidpower.org/bullying/>

## READING/WRITING (ELA) ACTIVITY

### STORY COMPREHENSION & DISCUSSION

**After attending the play, or reading the story in class, ask your child/students:**

- What is the name of the story?
- Where did they live?
- How do you think the goats got their names?
- Who lived under the bridge?
- What happened when the goats tried to cross the bridge?

**Then ask your child/students:**

- If you were the troll, how would you feel about the goats using your bridge?
- If you were one of the goats, would you have tried to go to the other side knowing that a troll lived under the bridge?
- If you were one of the goats, how would you try to become friends with the troll?

Have your child/students act out their favorite parts of the story, or alternative stories based on their answers to the questions!

## STEM ACTIVITY

### BUILD A BRIDGE.

How many objects will your bridge hold?

What you need:

- 4-6 books (enough to make 2 stacks the same height)
- Notecards
- Objects to place on your bridge. We recommend starting with a few pennies, but larger/heavier objects will be needed.
- Scissors

Directions:

- Make 2 stacks of books with a gap of about 4 inches between them. Make sure the stacks are the same height.
- Lay one large note card over the gap between the books. About 1/2 inch of the card should be resting on a book at each end. How many pennies do you think you can pile on this flat bridge before it falls into the gap? Try it and see how close your guess was.
- Without adding anything to the notecard card, try to make your bridge stronger. How can you change a notecard to make it stiffer?
  - What happens if you fold it in half?
  - What happens if you make an arch?
  - What happens if you fold the card into pleats?
  - How can you combine two cards to make a stronger bridge?
- Keep making different bridges and testing to see how many pennies/objects they will hold. You may be surprised how much weight a paper bridge can hold!

Did you know? If you get down to the structural elements of a bridge, there are really only three kinds: beam spans, arch spans, and suspension spans.

For more information on this activity, visit

[https://annex.exploratorium.edu/science-explorer/card\\_bridge.html](https://annex.exploratorium.edu/science-explorer/card_bridge.html)

## KINETIC MOVEMENT ACTIVITY: BODY FREEZE FRAME

Also known as “10 Second Object”, this activity gets students to use their bodies to create freeze frames (like a real-life frozen image) that depict an object or a situation. Use this activity to talk about how we can communicate meaning through movement.

- 1 - Break students into small groups.
- 2 - Call out an object or scenario (such as the North Pole, peacock, at the beach, washing machine, etc.)
- 3 - Count down from ten to zero
- 4 - While you are counting down, students have to create the object, character, or situation using their bodies.
- 5 - When you reach zero, shout “Freeze!”
- 6 - Give each group a thumbs up or thumbs down depending on if they have represented the stimulus in a way that makes sense.
- 7 - Continue, keeping the pace up to ensure students are engaged and thinking on their feet!

**Layer in Context:** “Body Freeze Frame” can be adapted as a drama activity linked to the story of “The Three Billy Goats Gruff” Simply create a list of characters, situations, or objects that are related to the story. Or better yet, let the students create the lists. Once you have mastered freeze frame begin to introduce movement across the classroom and even interactions with other characters!

## ART ACTIVITY

### MAKE YOUR OWN PUPPET SHOW!

What you need:

- Printed copies of the puppet for each student (found at the end of the packet)
- Crayons/Markers
- Craft/popsicle sticks
- Scissors & Tape

Directions:

- 1 - Have students color the puppets to their liking.
- 2 - Cut out each individual puppet (you can cut them out in large circles or follow the lines of the puppet, depending on student’s ability).
- 3 - Take a craft stick to the back of each character and on one side of the bridge so the stick extends below the puppets.
- 4 - Use your puppets to tell your own version of the Billy Goats trip-trapping across the bridge!

## POST-SHOW RESPONSE

Dear (who was your favorite character?) \_\_\_\_\_

I am (how old are you?) \_\_\_\_\_ and I am in the \_\_\_\_\_ grade at (what school do you attend?) \_\_\_\_\_.

I saw your performance of \_\_\_\_\_ on (what day?) \_\_\_\_\_.  
I thought the play was (how did the play make you feel and why?) \_\_\_\_\_ [at least three full lines] \_\_\_\_\_.

My favorite part of the play was \_\_\_\_\_.

I really liked (who was your favorite character?) \_\_\_\_\_ because (what made you like them?) \_\_\_\_\_.

The music sounded like (what did you hear?) \_\_\_\_\_.

Something else I loved about the play was \_\_\_\_\_.

I would really love to see a play about \_\_\_\_\_  
performed next year at Birmingham Children's Theatre.

Love,

\_\_\_\_\_

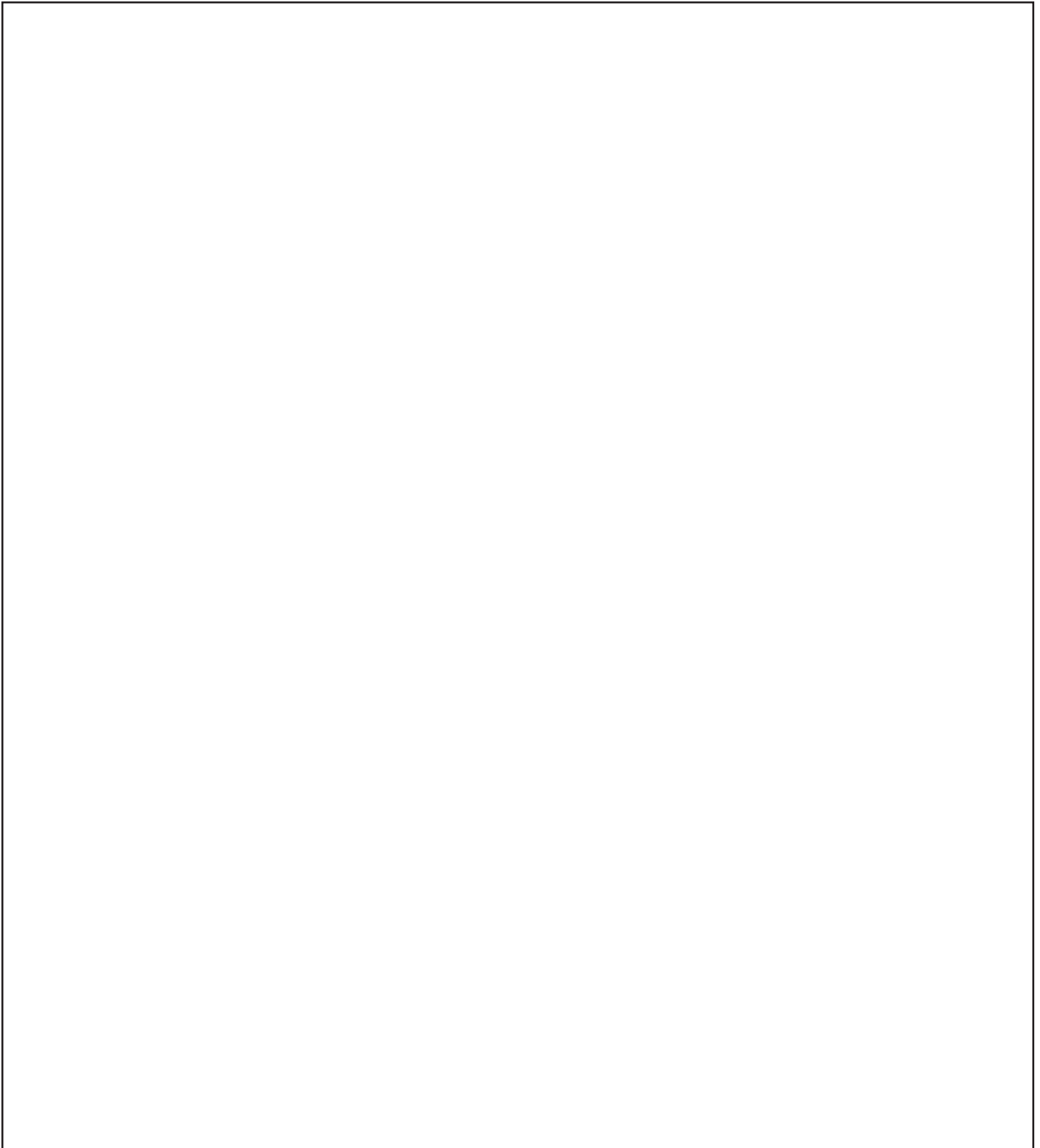
Please send us your responses! You can email [education@bct123.org](mailto:education@bct123.org) or mail them to:

Birmingham Children's Theatre  
P.O. Box 1362 | Birmingham, Alabama 35222



## ART/DRAWING SPACE

Draw your favorite character or moment from the show!



## CORE STANDARDS

Attending a theatrical production and completing the accompanying activities will satisfy the Core Standards listed below:

ELA K.2.1: Identify the beginning, middle, and end of a story.

ELA K.2.2: Identify the beginning and the end of a story.

ELA K.2.3: Identify the beginning of a story.

ELA K.2.6: Mimic songs, poems, and stories with repeated rhyme.

ELA K.3.2: Recall the major events in the story.

ELA K.3.3: Recall the setting of a story.

ELA K.3.4: Recall the characters in a story.

ELA K.5.4: Engage in dramatic play with nursery rhymes, poems, and short stories.

ELA K.9.1: Listen to a story being read and/or class discussions of the story and answer related questions correctly.

ELA K.9.3: Demonstrate interest in stories or class discussion by making appropriate facial expressions.

ELA K.9.4: Look attentively at face of speaker and/or book during story time.

ELA K.9.5: Turn head and body towards person who is speaking

ELA 1.32.1: Recount or describe details about what they heard.

ELA 1.34.3: Describe actions.

ELA 1.34.4: Describe objects.

ELA 1.34.5: Describe people.

ELA 1.34.6: Identify and sort people, objects, and actions

ELA 1.35.1: Articulate feelings.

ELA 1.35.2: Dictate details

ELA 2.3.1: Describe characters, settings, and major events in a story, using key details.

ELA 2.3.2: Identify characters, settings, and major events in a story.

ELA 2.3.3: Draw a picture or written response to a read-aloud that identifies the who or what of the story.

ELA 2.7.1: Identify the plot of a text.

ELA 2.7.2: Sequence the events in a story

ELA 2.8.1: Compare and contrast the adventures and experiences of characters in stories

ELA 2.32.1: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

