

# The Lonely Troll

*Written by Shelley Jones*

*Illustrations by Meredith Thomas*

**Level 17**

## Getting ready for reading

Ask children if they know the story of the three Billy Goats Gruff. If they do, ask volunteers to briefly retell it. If children do not know the story then tell it to them.

## Talking through the book

You might say: *This book is about the troll and the three Billy Goats Gruff. But this story is told from the point of view of the troll.* Turn through the book ensuring that children will be familiar with the events dealt with on each page.

## Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### ***Being a meaning maker***

Encourage the children to support their answers with evidence from the book as they discuss these questions.

*Why did the troll think that no one wanted to be friends with him?*

*Why did the three billy goats not make friends with the troll straight away?*

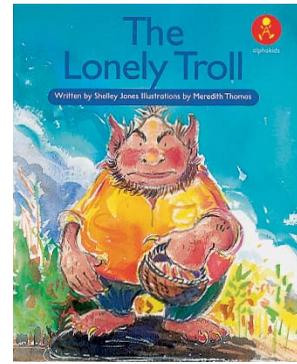
*Would the goats and the troll be likely to stay as friends?*

### ***Being a code breaker***

Children could explore analogy with the rimes in words such as:

goat– boat, coat, float, moat, stoat

smile – file, mile, Nile, pile, stile, tile, vile, while



## TEXT FEATURES

- **This text provides an alternative point of view to the traditional tale of the three Billy Goats Gruff. It focuses on the troll's attempts to make friends with the goats despite numerous misunderstandings.**
- **The text features direct speech.**
- **There are up to 14 lines of text on a page.**
- **Illustrations support and extend the story.**

### **Being a text user**

Discuss:

*This book starts with 'Once upon a time...'. What does this tell you about the type of book it will be?*

*What other things in the book tell you that it is like a folk tale?*

### **Being a text critic**

Discuss:

*The author has retold the story of the three Billy Goats Gruff from the point of view of the troll. Is it convincing? Are trolls in stories usually looking for friends?*

*Would the goats be safe from the troll now?*

*Would they all live happily ever after?*

## **Literacy learning centres – follow-up activities**

### **WRITING CENTRE 1**

Children could use this text as a model to innovate on other folk tales by telling the story from another point of view, for example: the lonely giant – *Jack and the Beanstalk*; the misunderstood queen – *Snow White*; the friendly wolf – *The Three Little Pigs*.

### **INTERACTIVE LITERACY CENTRE**

Have children work in cooperative groups to practise the book as a readers theatre. This could be performed for a younger group of children.

### **WRITING CENTRE 2**

Children could use the sequence circles on Blackline Master 8 to retell the story.

### **BOOK BROWSING CENTRE**

Children could read other books from Alphakids that innovate on folk tales: *Making Lunch* (level 5), *The Giant Gingerbread Man* (level 9), *Scare and Dare* (level 9), *Mr Wolf Tries Again* (level 9), *Revenge of the Three Little Pigs* (level 10). You could also provide books such as *The True Story of the Three Little Pigs* by A. Wolf; and *The Gruffalo* by Julia Donaldson.



### **Keeping track**

Observing children read familiar or easy texts provides information about their developing literacy skills.