



# Billy Beg

3

## ☑ **Lesson Objectives**

---

### **Core Content Objectives**

---

Students will:

- ✓ Explain that fictional stories come from the author’s imagination
- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of “Billy Beg”
- ✓ Explain that people from different lands tell similar stories

### **Language Arts Objectives**

---

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Orally compare and contrast similar stories from different cultures, such as “Cinderella,” “The Girl with the Red Slippers,” and “Billy Beg” (RL.1.9)
- ✓ Prior to listening to “Billy Beg,” orally predict what will happen in the read-aloud based on a picture and previous stories and then compare the actual outcome to the prediction

## Core Vocabulary

**concerned, *adj.*** Worried

*Example:* Joanna was concerned that the school trip might be cancelled because of the rain.

*Variation(s):* none

**demanded, *v.*** Said or asked for in a very forceful way

*Example:* The principal demanded that all students sit down for the assembly.

*Variation(s):* demand, demands, demanding

**monstrous, *adj.*** Very frightful and/or large

*Example:* In her dream, Yasmin battled against a monstrous dragon.

*Variation(s):* none

**plot, *n.*** The events of a story

*Example:* The plot of a story is what happens in the beginning, middle, and end of a story.

*Variation(s):* none

<i>At a Glance</i>	Exercise	Materials	Minutes
<b><i>Introducing the Read-Aloud</i></b>	<b>Similar Stories from Different Lands</b>	chart paper, chalkboard, or whiteboard	10
	<b>What Have We Already Learned?</b>	world map or globe	
	<b>Where Are We?</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Billy Beg</b>		15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Monstrous</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Which Fairy Tale? Venn Diagram</b>	chart paper, chalkboard, or whiteboard	20



# Billy Beg

3A

## Introducing the Read-Aloud

10 minutes

### Similar Stories from Different Lands

Review with students that people around the world love listening to and telling stories. Remind students that some of the stories told around the world are quite similar to each other, even though the stories originated in different places around the world. Although the variations come from different countries, or lands, the characters have similar adventures and face similar conflicts, or problems.

Explain to students that Venn diagrams help us to organize the similarities and differences among the read-alouds. Draw a three-circle Venn diagram on chart paper, a chalkboard, or a whiteboard. Label the topmost circle “Cinderella,” label the circle on the left “The Girl with the Red Slippers,” and label the circle on the right “Billy Beg.” Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the words to them. As you review the similarities and differences between “Cinderella” and the “Girl with the Red Slippers,” write them down in the appropriate spaces on the Venn diagram. Tell students that you will finish the Venn diagram during the Extension.

### What Have We Already Learned?

Begin with a review of the read-aloud heard in the previous lesson by asking students the following questions:

- Who remembers the name, or title, of the story we listened to in the previous read-aloud? (The title of the story we listened to in the previous read-aloud was “The Girl with the Red Slippers.”)
- In which country, or land, did the story of “The Girl with the Red Slippers” originate? (The story of “The Girl with the Red

Slippers” originated in Egypt.) [Have students locate Egypt on a world map or globe.]

- Who are the characters in “The Girl with the Red Slippers”? (Rhodopis, the hippo, the servants, the master, and the pharaoh are all characters in the story.)
- What is the setting of this story? (This story takes place long, long ago near the master’s house, near the river, and the pharaoh’s palace.)
- How is Rhodopis treated in the story? (The other servants make Rhodopis do all of the work.) How is this similar to the way Cinderella was treated? (Both women were treated unfairly by those around them.)
- What happens at the end of “The Girl with the Red Slippers”? (A falcon steals Rhodopis’s slipper and brings it to the pharaoh. The Pharaoh searches the land for the owner of the red slipper. He marries Rhodopis when he realizes she is the owner of the red slipper.) How is this similar to the end of “Cinderella”? (The prince searches the land for the owner of the glass slipper, and marries Cinderella when the glass slipper fits her perfectly.)

Tell students to think about the **plot**, or what happened, in “Cinderella” and “The Girl with the Red Slippers.” Today students will hear a story that originated in another country, but has a plot with many similarities to the previous read-alouds.

### Where Are We?

---

Tell students that the story in today’s read-aloud originated in a country called Ireland many, many years ago. Help students locate the country of Ireland, which is part of the continent of Europe, on a world map or globe. You may wish to label each featured country on the map so that students can better keep track of and recall all of the different lands they learn about in this domain.

### Purpose for Listening

---

Ask students to listen carefully to this story about an Irish teenager to hear the similarities in this story to “Cinderella” and “The Girl with the Red Slippers.”



## Billy Beg

← Show image 3A-1: Billy and the bull

Once upon a time there was an Irish prince whose name was Billy Beg. Though born the son of a king, Billy didn't live the usual life of a prince. Billy worked in the fields herding cattle every day from sunup until sundown.<sup>1</sup> Billy spent so much time with the cattle that his best friend was the oldest bull in the herd, one with a speckled hide and a white face.<sup>2</sup> Billy was very fond of the bull, and the bull was just as fond of him.

One day, the old bull was sent to the market in town to be sold.<sup>3</sup>

When Billy heard this, he was very sad. But the bull said, "Don't worry, Billy my boy! You will be all right without me. In the grove behind the barn, there are three gifts for you: a magic tablecloth, a stick, and a belt made from the hide of my grandfather. If you unfold the tablecloth you will never be hungry. If you wave the stick three times around your head, you will have the strength of a thousand men. And if you wrap the belt around your waist, no enemy will be able to defeat you."

With that, the bull left bravely for the market.

← Show image 3A-2: Billy upset at the bull leaving

At first, Billy Beg was too upset to do anything without his friend. He cried for three days and three nights. Then Billy remembered what the bull had said.

When the sun rose the next morning, he went to the grove behind the barn and pulled out the tablecloth from beneath a tree. When he unfolded it, he found it was covered with delicious food and drink. Billy ate and drank until his stomach was full.

Next, he grabbed the stick and the belt the bull had left for him. Then he set off to make his way in the world.<sup>4</sup>

- 1 Billy worked very hard all day long.
- 2 Here, the word *face* means the front part of the head that has the eyes, nose, and mouth on it. The word *face* also has other meanings. The word *face* can also mean the front or outer surface of something.
- 3 [Prompt students to make a face that shows how Billy might feel to see his best friend leave.]



- 4 Billy set off to find a new job and a new place to live.



← **Show image 3A-3: Billy at the door of the gentleman’s house**

He walked on until he came to a fine old house. He knocked and an old gentleman came to the door.

“Excuse me,” said Billy. “I was wondering if you have any work.”

“As a matter of fact,” said the old gentleman, “I do need someone to watch over my cows, pigs, donkeys, and goats, but . . .”

“I am the best shepherd that you will ever see,” Billy interrupted.

“Well,” said the old gentleman. “That may be, but a giant has moved into the forest next to my pasture. That beast has scared off the last three boys I hired.”

“I am not afraid of him,” said Billy. “If you will have me, I will take the job.”

So the old gentleman hired Billy to watch his cows, pigs, donkeys, and goats. The next day, Billy led the animals out to pasture and sat down on a rock. Later that day, a horrible one-eyed giant suddenly appeared from the rocks.



← **Show image 3A-4: Billy and the giant**

“Oh!” said the giant, licking his lips. “Here is a tasty little treat. You are too big for one bite, but not big enough for two! What should I do with a tiny morsel<sup>5</sup> like you?”

Billy fastened on his belt and grabbed his stick. He swung the stick above his head three times to give himself the strength of a thousand men. It was a terrible fight, but finally Billy swung the stick and—thwack!—sent the **monstrous** giant flying off the cliff and into the sea.<sup>6</sup>

When the old gentleman heard that Billy had driven away the giant, he patted him on the back and told him, “You’re a fine boy! I’ll double your wages.”

5 or small bite to eat

6 Billy defeated the frightfully large giant.

So Billy became a herdsman. He kept watch over the old gentleman's animals and served him well. Then one day the old gentleman came out of the house and yelled to his coachman, "Get the carriage! Saddle up the horses! I am going to town!"



← **Show image 3A-5: Billy talking with the old man**

"What is the occasion?" said Billy.

"Haven't you heard?" the old gentleman asked.

Billy shook his head.

"A terrible dragon is in the village," explained the old gentleman. "The dragon has **demanded** the king's own daughter, the princess, as his prisoner.<sup>7</sup> Unless the king's champion fighter can defeat the dragon, the poor girl is as good as gone!"

"Oh," said Billy, **concerned**.<sup>8</sup> "That poor princess!"

The old gentleman got into his carriage and sped off to the city.

Lots of other people came on horseback, in carriages, and wheelbarrows.

Billy decided that he would go and fight the terrible dragon, if he had to.<sup>9</sup>

← **Show image 3A-6: Billy riding to slay the dragon**

Billy dressed himself in an old suit of armor that belonged to his master, and then buckled his special belt securely around his middle. When he was dressed, Billy slipped on his boots, grabbed his magic stick, went to the stable where he mounted the brown mare, and rode bravely into town.

Thousands of people had come to see the king's champion face the dragon. Billy saw the champion in the center of the crowd, pacing up and down, back and forth, dragging his heavy sword behind him. Next, he caught a glimpse of the princess, gathered with her maidens at the front of the crowd. She was certainly beautiful, but looking just a little bit nervous.

Just then there was a fearsome roar. The dragon rose up out of the sea. He had fiery eyes, with smoke billowing out of his nostrils and giant flames pouring out of his mouth.

7 The dragon said it forcefully.

8 or worried

9 [Pause here and ask the following questions to check student comprehension.]

1. What characters have you met so far?

2. What gifts does Billy receive from the bull?

3. How does Billy use these gifts to defeat the giant?

4. What does Billy decide to do when he hears about the terrible dragon?



The king's champion turned white with fear. He dropped his sword and ran away.

When the princess saw that the champion had fled, she began wringing her hands, and crying.<sup>10</sup> "Oh, please," she called out. "Won't someone save me?"

At first, no one made a sound. Then Billy Beg stepped out of the crowd. He wore his borrowed suit of armor. The helmet and visor were just big enough to completely cover his face, so nobody knew who he was, not even the old gentleman.

"I will fight the dragon!" Billy said.

← **Show image 3A-7: Billy flattening the dragon**

The princess and all the people stared with wide eyes.

The dragon charged at Billy, shooting fire from his mouth. Billy dodged the flames. Then he swung his stick three times round his head. It was a terrible fight, but in the end Billy Beg defeated the dragon.

There was great shouting and applause. The princess ran up to thank the mysterious knight, but Billy Beg mounted his horse to ride away. The princess reached out to stop him, but as his horse galloped away, she could only grab hold of one of his boots, which slipped right off his foot.<sup>11</sup>

Billy Beg rode back to the old gentleman's farm. He took off the suit of armor, put the mare back in the stable, and tossed his other boot into the haystack in the barn.

When his master came back the next day, he told Billy everything that had happened.

"Isn't that amazing?" said the old gentleman.

"I should say so," said Billy.

The next day, the king ordered his men to find the brave knight who had saved his daughter's life. The king's men went from house to house, trying to find the man whose foot fit the boot the princess was left holding. It took several weeks for them to make their way out to the old gentleman's farm.

10 [Demonstrate wringing your hands for students. Have students repeat the motion after you.]



11 [Have students briefly discuss the following question with their partners] What parts of the other stories does this remind you of?



← **Show image 3A-8: Billy and the boot**

The king's men had all the servants try on the boot. The coachman stuffed his big foot into the boot scrunching up his toes to make it fit, and the cook put on his heaviest wool socks to try to fill the boot. No one thought much of Billy Beg. But when he slipped his foot into the boot, they all saw that it fit him as well as his own skin.

“What’s this?” asked one of the men. “Is this your boot?”

“It is,” said Billy. “I have the other one just like it out in the barn.”



← **Show image 3A-9: Billy and the princess**

Then the men knew that Billy was the one who had slayed the dragon.<sup>12</sup> They put a velvet suit on him and hung a gold chain round his neck. Then they took him to the village, where he married the princess and became the prince of that place.

12 Billy was identified as the person who had saved the princess because the boot fit him perfectly.

## **Discussing the Read-Aloud**

**15** minutes

### **Comprehension Questions**

**10** minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* What happens to Billy's friend, the bull with the white face? (The bull with the white face was sent to the market in town.)
2. *Literal* What gifts does Billy receive from the bull? (Billy receives a magic tablecloth, a powerful stick, and a protective belt from the bull.)
3. *Inferential* How does Billy defeat the one-eyed giant? (Billy defeats the one-eyed giant by using the stick that gives him the strength of one thousand men.)

4. *Literal* What does the dragon want? (The dragon wants to take the princess as his prisoner.) What does Billy use to defeat the dragon? (Billy uses the powerful stick to defeat the dragon.)
5. *Inferential* How does the princess figure out who saved her? (The princess has all of the men in the land try on the boot. The boot fits Billy perfectly, and so the princess knows that Billy was the person who saved her from the dragon.) In what other story or stories does this happen? (In “Cinderella” and “The Girl with the Red Slippers,” characters are identified by trying on shoes that fit them perfectly.)
6. *Inferential* At the end of the “Cinderella” tale, Cinderella becomes a princess, as does Rhodopis at the end of “The Girl with the Red Slippers.” Is the ending in this story similar to or different from those endings? (The ending in “Billy Beg” is similar to the endings of the other stories because Billy marries a princess.)
7. *Inferential* How would you describe Billy? (Billy is brave, courageous, and kind because he helps and cares for others.)
8. *Evaluative* Could this story really happen, or is it fiction? (This story is fiction because it could not really happen.) How do you know? (This story is fiction because one-eyed giants and dragons do not actually exist.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* At the end of “Cinderella,” “The Girl with the Red Slippers,” and “Billy Beg,” the main characters become royalty. What do you think happens to them after that? (Answers may vary.)
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Monstrous

5 minutes

1. In the read-aloud you heard, “It was a terrible fight, but finally Billy swung the stick and—thwack!—sent the *monstrous* giant flying off the cliff and into the sea.”
2. Say the word *monstrous* with me.
3. *Monstrous* means shockingly large or frightful.
4. Hunter did not want to wash the monstrous pile of dishes in the sink.
5. Have you ever seen anything monstrous? Try to use the word *monstrous* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I saw a monstrous . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will read several sentences. If what I say is monstrous, say, “\_\_\_\_\_ is monstrous.” If you think what I say is not monstrous, say, “\_\_\_\_\_ is not monstrous.”

1. a baby chick (A baby chick is not monstrous.)
2. a tornado (A tornado is monstrous.)
3. a great white shark (A great white shark is monstrous.)
4. six book reports for homework (Six book reports for homework is monstrous.)
5. one math worksheet (One math worksheet is not monstrous.)



**Complete Remainder of the Lesson Later in the Day**



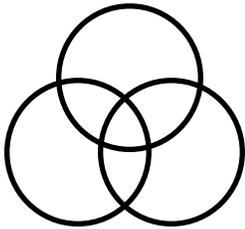
# Billy Beg

3<sub>B</sub>

## Extensions

20 minutes

### Which Fairy Tale? Venn Diagram



**Note:** Save the Venn diagram for use in future lessons.

Tell students you will complete the three-circle Venn diagram you started earlier in the lesson. Have students compare “Billy Beg,” “The Girl with the Red Slippers,” and “Cinderella.” Tell students that there are some similarities in these stories, but there are also some differences in these stories. Explain to students that first they will review what happened in each of these stories.

Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the words to them.

Ask students how “Billy Beg” and “The Girl with the Red Slippers” are the same. (Both Billy and Rhodopis are treated poorly by other people and must work hard to make a living. Both characters also are identified by the size of their feet.) Write their responses where the two circles intersect. Ask students how these two stories are different. (A falcon brings Rhodopis’s slipper to the pharaoh, while Billy defeats the dragon and leaves his boot behind with the princess.) Record that information in the appropriate area on the Venn diagram. Repeat this process for “Cinderella” and “Billy Beg” and then again for “Cinderella” and “The Girl with the Red Slippers,” asking questions such as: Are the settings in these two stories similar? How are the characters in these two stories similar? How are the characters different?

Then, ask how all three of the fairy tales are the same. (None of the main characters’ mothers are present; the main characters become royalty at the end of the story because they are considerate; all of the characters are treated poorly by those around them; etc.)

✈ Above and Beyond: Instructional Master 3B-1 has been included if you have students who are ready to create the Venn diagram on their own, using the sound-spelling correspondences taught thus far.