

Cambridge Primary English 0058 · Stage 1

C3-B3

The Three Silly Billies

Plays — playscripts of traditional tales · A 30-minute lesson with a 15-minute short version.

Learning intention

For learners

I am learning to turn a story event into a short playscript and perform it clearly.

Success criteria

- I can choose an event with a clear problem and response.
- I can name each speaker and add stage directions.
- I can keep the event order accurate.
- I can use voice and movement to show a character.

Learning objectives

3Wc.04

Turn a story into a simple playscript.

3SLp.04

Use voice, gesture and movement to play a character.

Key vocabulary

playscript	a written version of a play	dialogue	words spoken by characters
stage direction	an instruction for movement or action	troll	the bridge keeper in the story
toll	money paid to use a road or bridge		

30-minute lesson

1

Connect to the story problem

3 min**3SLp.04**

Read-along: Show the cover and title before starting the audio.

Teacher: Introduce the central question: How can dialogue and stage directions make the bridge scene clear without a narrator explaining everything?

Learners: Share an initial idea and listen for evidence that might confirm or change it.

2

Listen for the whole story

7 min**3Wc.04**

Read-along: Listen with the text highlighted through the complete read-along.

Teacher: Pause only at natural section boundaries and keep the full event sequence visible.

Learners: Track the characters, setting and main events.

3

Map the evidence

6 min**3Wc.04**

Read-along: Replay the sections that establish the problem and its outcome.

Teacher: Build an evidence chain from the verified events: Three goats reach a wooden bridge where a Troll demands a dollar. They cannot pay and set up a paddling pool while other familiar tale characters join them. The Troll loses his temper and tells them to let him have it. The pool is emptied over the Troll and everyone crosses.

Learners: Select accurate events and place them in a useful order.

4

Explore the learning objective

5 min

3Wc.04

Read-along: Pause and replay the strongest evidence for the shared question.

Teacher: Prompt learners to answer: How can dialogue and stage directions make the bridge scene clear without a narrator explaining everything?

Learners: Respond using this requirement: Write and perform an accurate bridge scene with named speakers, dialogue and at least two stage directions.

5

Make the learner activity

6 min

3Wc.04

Read-along: Learners reread independently or follow the audio while checking their evidence.

Teacher: Support completion of The bridge scene as a play without supplying the response.

Learners: Complete the activity, then rehearse the response with a partner.

6

Reflect and check

3 min

3SLp.04

Read-along: Return to the final relevant section of the read-along.

Teacher: Use the assessment check and invite one revision based on the text.

Learners: Share evidence, listen to another response and refine one idea.

Reading routes

Shared question

How can dialogue and stage directions make the bridge scene clear without a narrator explaining everything?

Evidence required

Write and perform an accurate bridge scene with named speakers, dialogue and at least two stage directions.

Solo

Read independently, mark the strongest evidence and prepare the shared response.

Supported

Read along with the audio, pause at agreed evidence points and use the response frame.

Listening

Listen with the text highlighted, choose evidence from the teacher's displayed options and give the response orally.

Assessment check

Check that the playscript preserves the problem and outcome, labels speakers and uses performance choices that distinguish the goats from the Troll.

15-minute short version

1**Connect****2 min****3SLp.04**

Read-along: Show the cover and state the shared question.

Teacher: Activate one relevant idea.

Learners: Share one initial response.

2**Listen and locate****5 min****3Wc.04**

Read-along: Listen with highlighting and pause at the problem and outcome.

Teacher: Direct attention to two accurate story details.

Learners: Identify the details that matter most.

3**Answer with evidence****5 min****3Wc.04**

Read-along: Replay the evidence section once.

Teacher: How can dialogue and stage directions make the bridge scene clear without a narrator explaining everything?

Learners: Write and perform an accurate bridge scene with named speakers, dialogue and at least two stage directions.

4

Check

3 min

3Wc.04

Read-along: Return to the outcome.

Teacher: Check that the playscript preserves the problem and outcome, labels speakers and uses performance choices that distinguish the goats from the Troll.

Learners: Share the response and improve it after feedback.

Learner activity

The bridge scene as a play

Use the read-along to complete each task with accurate story evidence.

1. Choose the bridge problem or pool ending.

2. List the characters in the scene.

3. Write four or more lines of dialogue.

4. Add two stage directions and rehearse the scene.
