

✓ Lesson 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 unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Predict events in “Goldilocks and the Three Bears” (RL.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “Goldilocks and the Three Bears” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Provide a story ending consistent with other given story events (RL.P.10)
- ✓ Identify and express physical sensations, mental states, and emotional feelings (SL.P.6)
- ✓ Assume the perspective of the three bears and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ With prompting and support, follow a simple illustrated recipe (RI.P.10)
- ✓ Use the sensory attributes *hot* and *cold* (L.P.5b)

Core Vocabulary

finally, adv. At last or at the very end

Example: After four tries, he finally got the ball in the basket.

Variation(s): none

forest, n. Place with many trees; often called woods

Example: The forest is home to animals like deer, raccoons, and bears.

Variation(s): forests

startled, v. Suddenly surprised

Example: I was startled when the door slammed behind me.

Variation(s): startle, startles, startling

tiny, adj. Very small or little

Example: Stars at night look like tiny, twinkling lights.

Variations(s): tinier, tiniest

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Essential Background Information or Terms	Image Card 3A-1	5
	W Making Predictions		
	W Purpose for Listening		
Presenting the Read-Aloud	W "Goldilocks and the Three Bears"		15
Discussing the Read-Aloud	W Comprehension Questions		5
Teacher-Led Learning Center	L Cooking Center	Activity Page 3A-1; instant oatmeal, hot water, raisins (optional), brown sugar (optional), bowls, spoons	During Center Time
Take-Home Material	T "Goldilocks and the Three Bears" and Dear Goldilocks	Activity Pages 3A-2, 3A-3	*

Introducing the Read Aloud

5 minutes

Whole
Group

Essential Background Information or Terms

Tell students you are going to read the story of "Goldilocks and the Three Bears." This story is about a curious little girl who goes for a walk in the woods and is surprised by what she finds. In the story, the little girl and the Three Bears eat porridge for breakfast.

Show Image Card 3A-1: Porridge

Tell students that porridge is like oatmeal; it is a hot cereal you eat for breakfast. Ask students if they have ever eaten porridge for breakfast. Tell students to look carefully at the picture of the porridge. Ask whether the porridge is hot or cold and how they know.

Whole
Group

Making Predictions

Tell students that the bears in the story live in a little cottage in the woods; explain that *cottage* is another word for small house.



◀ SHOW FLIP BOOK PAGE 3A-2: Goldilocks approaches cottage

Tell students that in the story, a little girl named Goldilocks enters the Three Bears' house while they are away. While Goldilocks is in the Bears' house, she begins to look around. Ask students what they think Goldilocks might find inside the Bears' house. Ask students to predict how the Bears might feel about a little girl coming into their house while they are away.

Whole
Group

Purpose for Listening

Tell students they are going to hear a story called “Goldilocks and the Three Bears.” Tell them to listen to learn what Goldilocks finds inside the Bears' cottage. Tell them to listen to find out whether or not their predictions are correct (e.g., if students said that Goldilocks would find toys, tell them to listen to find out whether or not Goldilocks finds the Bears' toys).

Goldilocks and the Three Bears



◀ SHOW FLIP BOOK PAGE 3A-1: Bears' porridge is too hot

Once upon a time, there were three bears who lived in a house in the **forest**. There was a great, big Papa Bear, a middle-sized Mama Bear, and a **tiny**, little Baby Bear. One morning, Papa Bear cooked some delicious porridge for the Bears' breakfast. When it was ready, Papa Bear poured his own porridge into a great, big bowl. Next, he poured Mama Bear's porridge into a middle-sized bowl. **Finally**, Papa Bear poured Baby Bear's porridge into a tiny, little bowl. He placed each bowl on the kitchen table. Then, while they waited for the hot porridge to cool, the Three Bears went for a walk in the woods. **1**

- 1** What might happen while the Bears are away?



◀ SHOW FLIP BOOK PAGE 3A-2: Goldilocks approaches cottage

That very same morning, a golden-haired girl named Goldilocks had also gone for a walk in the woods. However, Goldilocks lost her way, and came upon the Bears' cottage. **2**

- 2** or little house

- 3** or saw



◀ SHOW FLIP BOOK PAGE 3A-3: Goldilocks eats porridge

First she used the great, big spoon to taste the porridge in the great, big bowl.

"Too hot," said Goldilocks.

Next, Goldilocks used the middle-sized spoon to taste the porridge in the middle-sized bowl.

"Too cold," said Goldilocks.

Finally, using the tiny, little spoon, she tasted the porridge in the tiny, little bowl. **4**

- 4** Whose porridge was in the tiny, little bowl?

“Just right,” said Goldilocks as she gobbled it up.

Now Goldilocks looked around the room. She saw a great, big chair, a middle-sized chair, and a little, tiny chair.



◀ **SHOW FLIP BOOK PAGE 3A-4: Goldilocks sits in Mama and Papa Bears' chairs**

“I’m tired,” said Goldilocks.

So she sat down in the great, big chair. It was too hard. Next, Goldilocks sat down in the middle-sized chair. But it was too soft. Finally, she sat down in the little, tiny chair.



◀ **SHOW FLIP BOOK PAGE 3A-5: Goldilocks breaks Baby Bear's chair**

And just as she was thinking that the little, tiny chair was just right, *crash!*—the chair broke into pieces. Goldilocks fell to the floor!

- 5** or surprised
- 6** What do you think Goldilocks is going to do?

Goldilocks stood right up and was **startled**⁵ to see that the chair had broken into pieces. She was still tired, so she looked for another place to rest. She went upstairs and found three beds. There was a great, big bed, a middle-sized bed, and a little, tiny bed.⁶



◀ **SHOW FLIP BOOK PAGE 3A-6: Three Bears' beds**

First, Goldilocks tried to lie down on the big bed, but it was too smooth. Next, she tried the middle-sized bed, but it was too lumpy. Finally, she stretched out on the tiny bed. It was just right. Goldilocks fell fast asleep.



- 7** What was wrong with their porridge?

◀ **SHOW FLIP BOOK PAGE 3A-7: Three Bears puzzled**

As Goldilocks slept, the Three Bears returned from their walk. They sat down to eat and knew right away that something was wrong.⁷

Papa Bear looked at his great, big bowl. He cried out in a loud voice, “Someone has been eating my porridge!” Mama Bear looked at her middle-sized bowl. She said in her middle-sized voice, “Someone has been eating my porridge!”

Then Baby Bear looked at his little, tiny bowl. He squeaked in his little, tiny voice, “Someone has been eating my porridge—and *has eaten it all up!*”

Then the Three Bears looked around. Papa Bear looked at his great, big chair. He cried out in his great, big voice, “Someone has been sitting in my chair!” Mama Bear looked at her middle-sized chair. She said in her middle-sized voice, “Someone has been sitting in my chair!”

Then Baby Bear looked at the broken pieces of his little, tiny chair. He squeaked in his little, tiny voice, “Someone has been sitting in my chair—*and has broken it all to pieces!*”



◀ **SHOW FLIP BOOK PAGE 3A-8: Three Bears discover Goldilocks**

The Three Bears ran upstairs to the bedroom. Papa Bear looked at his great, big bed. He said in his great, big voice, “Someone has been sleeping in my bed!” Mama Bear looked at her middle-sized bed. She said in her middle-sized voice, “Someone has been sleeping in my bed!”

Then Baby Bear looked at his little, tiny bed. He squeaked in his little, tiny voice, “Someone has been sleeping in my bed—*and here she is!*”**8**

At that very moment, Goldilocks woke up. She saw the Three Bears standing over her. She was shocked and afraid!**9**

- 8** Who did they find?
- 9** She couldn't believe what she saw!



◀ **SHOW FLIP BOOK PAGE 3A-9: Goldilocks flees cottage**

So, she scrambled out of the tiny bed and ran down the stairs out of the cottage. The Three Bears never saw Goldilocks again.

The End

**Comprehension Questions**

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand the students' responses using richer and more complex language. Sample responses are given below. As you model responses for your students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* Who went into the Bears' cottage while the Bears were out for a walk?
 - **Goldilocks** went into the Bear's cottage when the Bears were out for a walk.
2. *Literal* Why did Goldilocks like Baby Bear's porridge/chair/bed the best?
 - Goldilocks liked Baby Bear's porridge/chair/bed the best because she thought **they were "just right."** She thought the porridge was the best because it was the **perfect temperature**. Goldilocks liked Baby's Bear's chair because it was the **most comfortable**. Goldilocks liked Baby Bear's bed because it was **neither too lumpy, nor too smooth**.
3. *Literal* How did Goldilocks feel when she woke up and saw three bears looking down at her?
 - Goldilocks felt **shocked and afraid**.
4. *Inferential* How do you think the Three Bears felt when they came home and there was a strange person eating their food, sitting in their chairs, and sleeping in their beds?
 - Answers will vary

Teacher-Led Learning Center



Cooking Center

Note: When offering food to students to taste, be sure to follow the procedures your school has in place for mealtimes and snack times (e.g., students wash hands, you wear gloves, students brush teeth, etc.). Remember that some students may be allergic to certain foods.

Students will have the opportunity to follow a recipe and make their own porridge. Give students **Activity Page 3A-1: Three Bears' Porridge**. Tell students they are going to follow a recipe, which is a set of directions that explains how to cook something. Using the Activity Page as visual support, point to each step as you read the recipe aloud to the students. Then, help students make porridge and prompt them to talk about the next steps in the recipe as you go. Refer them to the pictures if they forget what to do. You can also reread the instructions for the students. You may wish to allow students to add raisins and brown sugar to their porridge. As students enjoy their snack, ask them if their porridge is “too hot,” “too cold,” or “just right.”

Take-Home Material



“Goldilocks and the Three Bears” and Dear Goldilocks

Give students the following items to complete at home with an adult:

Activity Page 3A-2: Goldilocks and the Three Bears

Activity Page 3A-3: Dear Goldilocks

✓ Lesson Objectives

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Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to the illustrated Big Book story “Goldilocks and the Three Bears” (RL.P.5)
- ✓ Point to the title, title page, words, and where to start reading a book (RF.P.1a)
- ✓ With prompting and support, describe and show what the author and illustrator contributed to the creation of “Goldilocks and the Three Bears” (RL.P.6)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions “Goldilocks and the Three Bears” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ With prompting and support, ask and answer questions about the word *tiny* (RL.P.4)
- ✓ With prompting and support, use the word *tiny* acquired through conversations, reading and being read to, and responding to “Goldilocks and the Three Bears” (L.P.6)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner’s comments (SL.P.1b)
- ✓ Name and use the opposite size words *tiny* and *large* (L.P.5b)
- ✓ Pair pictures depicting the opposite size words *tiny* and *large* (L.P.5b)
- ✓ Classify by size (L.P.5a)

- ✓ With prompting and support, sequence illustrations of three events in “Goldilocks and the Three Bears” (RL.P.2)
- ✓ Show understanding of the temporal words and phrases *once upon a time, first, next, then, finally, and the end*, and use them in context (L.P.5c)
- ✓ With prompting and support, dictate as a group a retelling of “Goldilocks and the Three Bears” (RL.P.10)
- ✓ With prompting and support, retell and then dramatize “Goldilocks and the Three Bears,” including characters, a beginning, and an ending (RL.P.2, RL.P.3, W.P.11)
- ✓ With prompting and support, provide or join in repeating the refrain in “Goldilocks and the Three Bears” (RL.P.10)

At a Glance

At a Glance	Exercise		Materials	Minutes
Review “Goldilocks and the Three Bears”	 Introducing the Big Book	Classic Tales Big Book	5	
	 Presenting the Big Book			
Word Work: Tiny	 Defining <i>Tiny</i>	Large and small classroom objects	10	
	 Deepening Understanding			
 Complete remainder of lesson later in the day				
Extension Activity	 Let’s Tell a Story	Activity Page 3B-1; scissors; glue; blank paper; chart paper	20	
Teacher-Led Learning Center	 Dramatic Play Center	Bowls, chairs, beds in three sizes	During Center Time	
Take-Home Material	 Biggest to Smallest; Goldilocks Visits	Activity Pages 3B-2, 3B-3, 3B-4, 3B-5	*	

Advance Preparation

- If needed, cut Activity Page 3B-1 for students. If students are ready, students will cut the page themselves.
- Prior to the lesson, collect materials for the three bears’ house to be used in the dramatic play center. For example, set three different size bowls on a table to represent the kitchen, put three different size chairs in a corner to represent the living room, and set up three different size boxes or towels to be used as “beds.”



Introducing the Big Book

- Show students the title page for “Goldilocks and the Three Bears” on page 19 of the *Classic Tales* Big Book.
- Tell children that the title page is like the cover because it has words and pictures that tell what the story is going to be about.
- Tell students that you are going to read “Goldilocks and the Three Bears.”
- Point to the words on the title page and ask children what they think the words say.
- Show children the picture on the title page.
- Ask children what they think the story is going to be about.
- Point to and read the name of the author of the story.
- Tell children the author is the person who wrote the story.
- Point to and read the name of the illustrator of the story.
- Tell children the illustrator is the person who drew the pictures.
- Tell students to listen carefully to the words the author wrote because they are going to have a chance to retell the story of “Goldilocks and the Three Bears” in their small groups.



Presenting the Big Book

Page 21

- **FIRST READ** ► ... *into a big bowl.*
THEN DISCUSS ► *Who remembers another word for porridge?*
 - *Oatmeal* is another word for *porridge*.

Page 22

- **FIRST READ** ► ... *Bears’ cozy cottage.*
THEN DISCUSS ► *Were the Bears home?*
 - The Bears were not home.

Page 24

- **FIRST READ** ► ... *in the big chair.*
THEN DISCUSS ► **Whose chair was it?**
 - The big chair was Papa Bear's chair.

Page 26

- **FIRST READ** ► ... *fell fast asleep.*
THEN DISCUSS ► **Do you remember what happens next?**

Page 27

- **FIRST READ** ► ... *all to pieces!*
THEN DISCUSS ► **What else did the Bears find when they came back from their walk in the woods?**
 - The Bears found that someone had been eating their porridge (point to bowls of porridge on table).

Page 28

- **FIRST READ** ► ... *saw the Bears.*
THEN DISCUSS ► **Or surprised.**
- Talk about which parts of this story could really happen (e.g., bears could live in the woods, etc.) and which are pretend (e.g., bears do not talk, bears do not live in houses with furniture, etc.).

Word Work: Tiny

10 minutes

Whole
Group

Defining *Tiny*

1. In the read-aloud you heard, "There was a great, big Papa Bear, a middle-sized Mama Bear, and a *tiny*, little Baby Bear."
2. Say the word *tiny* with me.
3. *Tiny* means something or someone that is very, very small.
4. In our story, Baby Bear's things were very tiny because he is a very, very small bear. Baby Bear's porridge was in a tiny, little bowl; he sat in a tiny, little chair; he slept in a tiny, little bed.
5. Ants, pennies, raisins, earrings, and paperclips are all tiny. Elephants, buildings, cars and trees are not tiny; they are large or great.

6. I see many tiny things in our classroom. I see a tiny car, a tiny eraser on this pencil, etc. Who sees something in our classroom that is tiny? Who can share with the class? I want everyone to think about something that is tiny. Now, I want each of you to turn to the friend sitting beside you (pair students) and say, “I see a tiny _____.” Then, I want your friend to share with you. Who else would like a chance to share something they see is tiny?
7. What’s the word we’ve been talking about that means very, very small?



Deepening Understanding

Is It or Isn't It?

Collect objects from around the classroom that are either very *tiny* or very large. As you hold up or point to objects, have students indicate whether the objects are tiny or large by pairing a gesture with a word. If the object is tiny, have students hold their thumb and index fingers about a centimeter apart and say the word *tiny* in a very small voice. Then, ask the students, “Is this very large?” and have them reply, “No, it isn’t very large. It’s very tiny.” If the object is large, have students stretch their arms all the way apart and say the word *large* in a very big voice. Then, ask the students, “Is this very tiny?” and have them reply, “No, it isn’t very tiny. It’s very large.”



Complete Remainder of Lesson Later in the Day



Let's Tell a Story

Note: *If students are not ready to use scissors to cut out squares, cut the Activity Page images for students prior to beginning the activity.*

Students will sequence pictures from “Goldilocks and the Three Bears” and then dictate the events of the story. Give students **Activity Page 3B-1: Let's Tell a Story**. Help students cut out the images depicting events from the story. Then, have students arrange the pictures from left to right in the order in which they occurred.

Prompt students to think and talk about what happened first, what happened next, and what finally happened in the story, using words such as *once upon a time*, *first*, *next*, *then*, *finally*, and *the end*. Students can then paste the images on a piece of paper in the order in which they occurred in the story.

After students have sequenced the images, use chart paper to write down the story of Goldilocks. Prompt students to look at one picture at a time and to tell you what is happening in the picture. Expand students’ verbalizations into complete sentences and, on the chart paper, write down one sentence that corresponds to each image. Use the words *first*, *next*, and *finally* as you record the story. Once you are finished, read the story back to the students, pointing to each word as you read.

Optional: *You may want to provide a placemat or piece of construction paper for each student to use as s/he lays out the images from left to right. You can provide additional support by placing a large green dot at the far left of the mat to signal the starting point and a red dot at the end of the mat to signal the stopping point. You might also draw three boxes the same size as the images where students can place the pictures.*

Teacher-Led Learning Center



Dramatic Play Center

Students will have the opportunity to act out the story of Goldilocks in the dramatic play center. Choose three students to be Mama, Papa, and Baby Bear and one student to be Goldilocks. Explain that you will read the story of Goldilocks from the *Classic Tales Big Book* and students are

to act out their parts. Alternatively, you could tell the story of Goldilocks from memory. Have students practice their speaking parts (i.e., the repeated refrains) from the story. As you tell the story, pause to allow children to chime in and say the repeated refrains themselves. “The Three Bears” will surely be excited when they return home to find Goldilocks asleep in their bed!

Take-Home Material



Biggest to Smallest; Goldilocks Visits

Give students the following items to complete at home with an adult:

Activity Pages 3B-2, 3B-3: Biggest to Smallest

Activity Pages 3B-4, 3B-5: Goldilocks Visits