

A-Book-A-Week: Classroom Instruction

Goldilocks and the Three Bears

Activity Card #1	Literacy Development Category: Lots of Links: Retelling Goldilocks and The Three Bears
Suggested Activity Order <i>One very easy way to help children improve their comprehension of stories is through retellings. And of the various types of retelling activities, one that is universally enjoyed is an enactment of the story.</i> <ol style="list-style-type: none">1. Using the book as a support, retell the story of Goldilocks and the Three Bears.2. Explain to children that we can retell a story in another way.3. Introduce the flannel board pieces, then place these on a table in front of the flannel board.4. Retell the story as a class first, filling in where your children have difficulty. As a character or object is mentioned, place the appropriate cutout on the flannel board.5. Allow 1 or 2 children to retell the story, with other children helping when necessary.6. Place the cutouts and the flannel board at a "Retelling Station" in your classroom so children have additional opportunities to retell the story.	Materials Needed: <ul style="list-style-type: none">□ <u>Goldilocks and the Three Bears</u> book□ Flannel board pieces for retelling (found in the pages at the end of this document). Add a strip of sandpaper to the back of the cutouts so they will stick to the flannel board.



Some of the ideas in this week's lessons have been adapted from Judy Nyberg's (1995) Charts for Children. This book is available from [Amazon.com](https://www.amazon.com) for \$10.36. It's a great resource for filling the classroom with meaningful, child-generated print!

Some of you may also want a coloring page. Jan Brett has one at her [website](#).

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Activity Card #2	Literacy Development Category: Artist's Craft & Acts of Writing Write a New Ending
Suggested Activity Order <i>Perhaps even more than other retellers of Goldilocks, James Marshall takes a very clear moral stand -- Goldilocks, in comparison with the very proper Bear family, is not a nice girl. Many children find the ending to Goldilocks and the Three Bears unsatisfying. We can take advantage of their feelings to write a new ending.</i> <ol style="list-style-type: none">1. Remind children how Mama Bear corrected Baby Bear when he said he was dying from his hot porridge. She was trying to teach him good manners.2. Ask children how the story of Goldilocks ended. The use of this term may be new to many children so you may need to rephrase, asking what was the last thing that happened in the story.3. Guide children in discussing what happened when Goldilocks awoke. If Goldilocks had had good manners, what do they think she should have done instead?4. After discussing alternative endings, remind the children that authors can decide how they want a book to be written. Indicate that we will be writing a new ending together.5. Write children's new ending on chart paper, rereading sentences as you add new ones.6. Post the chart in the classroom Writing Center so children can see themselves as authors. Encourage children to create illustrations for their new ending.	Materials Needed: <ul style="list-style-type: none"><input type="checkbox"/> <u>Goldilocks and the Three Bears</u> book<input type="checkbox"/> Chart paper<input type="checkbox"/> Marker

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Activity Card #3	Literacy Development Category: Language Development
Suggested Activity Order <i>Many young children are working on developing their concept of relative size. <u>Goldilocks and the Three Bears</u> makes repeated use of the terms <u>biggest</u>, <u>medium-sized</u>, and <u>little</u>.</i> <ol style="list-style-type: none">1. Re-read the sections of the book where Goldilocks tastes porridge from the three sizes of bowls, sits in the three sizes of chairs, and tries out the three sizes of beds.2. Ask children to whom did the biggest bowl, chair and bed belong. Then, ask to whom the medium-sized bowl, chair, and bed belong. Finally, ask to whom the little bowl, chair and bed belong.3. Write these three terms on the blackboard: biggest, medium-sized, and little You can tape the cutouts for the Papa Bear, the Mama Bear and the Baby Bear next to these words.4. Send children on a Biggest, Medium-sized and Little hunt around the classroom. They must find some items (like blocks) that come in three sizes.5. Call the children back together. Arrange them in groups of three to present their items. Encourage them to use the appropriate relative terms -- "I am holding the biggest block." "I am holding the medium-sized block." "I am holding the little block."	Materials Needed: <ul style="list-style-type: none"><input type="checkbox"/> <u>Goldilocks and the Three Bears</u> book<input type="checkbox"/> Chart paper<input type="checkbox"/> Marker

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Activity Card #4	Literacy Development Category: Lots of Links: Cooking and Writing
Suggested Activity Order <p>Every child wants to eat porridge after listening to <i>Goldilocks and the Three Bears</i>. Judy Nyberg suggests cooking the porridge or another hot cereal, and letting children vote on their favorite toppings.</p> <ol style="list-style-type: none">1. Ask children why the three bears went to take a walk, then ask how many of them have eaten porridge.2. Show the box for the hot cereal you are making, and indicate where the directions for cooking can be found.3. Read the directions aloud, then have the children help you in following the steps.4. After the cereal is cooked, allow children to select the topping of their choice for their cereal. Nyberg suggests butter, brown sugar, berries, and jams.5. Let children vote for their favorite topping by writing their names in the column that shows their favorite topping at the top. You can use the pictures I've provided to help children know "read" the titles of the columns.	Materials Needed: <ul style="list-style-type: none"><input type="checkbox"/> Chart for voting. Make as many columns as you have toppings.<input type="checkbox"/> Cereal<input type="checkbox"/> Toppings<input type="checkbox"/> Bowls<input type="checkbox"/> Spoons





