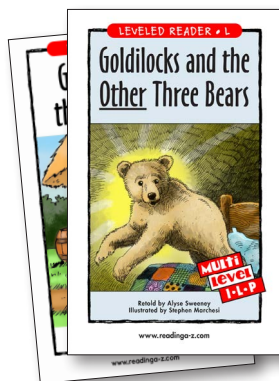


Lesson Plan

Goldilocks and the Other Three Bears



About the Book

Text Type: Fiction/Fairy Tale Page Count: 12 Word Count: 401

Book Summary

The classic fairy tale *Goldilocks and the Three Bears* is retold with rich description. The story invites readers to enjoy the adventures of a girl who happens upon a cottage in the forest and finds three bowls of porridge, three chairs, and three beds. What surprises await the family that lives in the cottage? *Goldilocks and the Other Three Bears* offers a unique opportunity of showing students how a change in the portrayal of the characters can give the story a different view.

Book and lesson also available at Levels I and P.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Retell to understand and remember story events
- Compare and contrast
- Identify vowel diphthongs *ou* and *ow*
- Recognize and create irregular verbs
- Identify and use homophones

Materials

Green text indicates resources are available on the website

- Books—*Goldilocks and the Three Bears*, *Goldilocks and the Other Three Bears* (copy for each student)
- Chalkboard or dry-erase board
- Sticky notes
- Compare and contrast, irregular verbs, homophones worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: *answered* (v.), *groaned* (v.), *knocked* (v.), *porridge* (n.), *returned* (v.), *whined* (v.)

Enrichment: *gobbled* (v.)

Before Reading

Build Background

- Discuss traditional fairy tales that students have read or heard of, such as *The Three Little Pigs* or *Little Red Riding Hood*. Ask students to name several common elements of fairy tales (good and evil characters; magic can happen; characteristics of the plot, setting, or characters occur in threes; wise people or other animals help to solve a problem, and so on).

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Retell**

- Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the story.
- Explain to students that when someone retells something, he or she explains the details of what happened in order. Point out that people retell stories as part of their daily lives, such as explaining what happened in school to a student who was absent. Ask students to share other examples of when people might give a retelling.
- Model retelling a familiar story in detail, such as *The Three Little Pigs*.
Think-aloud: *In The Three Little Pigs, three pigs each decide to build a house. The first pig decides to make his house out of straw. He gathers all of the materials and builds his house. The second pig decides to build his house out of sticks. He gathers all of the materials and builds his house. The third pig gathers the materials to build his house out of bricks. One day a big bad wolf comes to the house of the first little pig. He wants the little pig to let him inside and says, "I'll huff and I'll puff, and I'll blow your house down."*
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of this story.
- Have students place sticky notes on pages 4, 8, 10, and 12. Explain that as they read, they should stop on these pages to think about what has happened in the story. Encourage students to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Retell the classic version of *Goldilocks and the Three Bears*. Ask volunteers to help you retell the story.
- Explain that one way to compare two stories is to explore how they are alike and different. Create a Venn diagram on the board. Label the left-hand side *Goldilocks and the Three Bears* and the right-hand side *The Three Little Pigs*.
- Explain that information telling how these stories are similar is written where the circles overlap. Information that is only true of *Goldilocks and the Three Bears* is written in the left side of the left circle. Information that is only true of *The Three Little Pigs* is written in the right side of the right circle.
- **Think-aloud:** *The stories are similar because they both have animals as the main characters. I will write this information where the circles overlap. The stories are different because in Goldilocks and the Three Bears the main characters are bears and in The Three Little Pigs the characters are pigs. I will write this information on the Venn diagram.*
- Model where to write each response on the Venn diagram. Invite students to share other ways *Goldilocks and the Three Bears* and *The Three Little Pigs* are alike and different.

Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *groaned*, *porridge*, *whined*.
- Point out that these three words can be found in the text and that knowing what they mean will help students understand what is happening as they read the book. Give groups of students three pieces of blank paper and have them write one of the three vocabulary words on each page. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *groaned* in the dictionary. Point out to students that when locating a word in the dictionary, the root word must be used. Explain to students that the root word of *groaned* is *groan*. Invite a volunteer to read the definition for *groan*. Have them compare this definition with their prior knowledge of the word.
- Have students follow along on page 4 as you read the sentence in which the word *groaned* is found to confirm the meaning. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out what happens to Goldilocks and the three Bears. Remind them to stop reading at the end of each page with a sticky note to quickly retell in their mind the details of the events so far in the story. Have them think about the events that happened first, next, and last.

During Reading

Student Reading

- **Guide the reading:** Cut out pages 3 through 5 from an extra copy of the book. Place the pages in a pocket chart or display on an interactive white board. Have students read to the end of page 5. If they finish before everyone else, have them go back and reread.
- Model retelling the events of the story using the illustrations as a guide.
Think-aloud: *I stopped after a few pages to retell in my mind what I had read so far. First, Goldilocks took a walk in the woods and found a cottage. Nobody was home and she was curious, so she went inside. Then she found three steaming bowls of porridge. Big Papa Bear's huge bowl was too hot, Mama Bear's medium-sized bowl was too cold, but Wee Baby Bear's small bowl was just right. She gobbled up all of Wee Baby Bear's porridge.*
- Remind students that a retelling includes detail and description about the events of a story, while a sequence of events lists only the most important events that someone would need to know to tell the story correctly.
- **Check for understanding:** Have students read to the end of page 8. Cut out pages 6 through 8 and place them in the pocket chart next to the pages from the beginning of the story. Ask students to use the illustrations as a guide to retell the details of pages 6 through 8 to a partner. Listen to students' retellings for correct order and description of the story events. Discuss the retelling of these pages as a class.
- Give a copy of *Goldilocks and the Three Bears* to each student. Model how to use illustrations in each story to compare and contrast the characters. Have students turn to page 5 in both texts and look at the illustrations.
Think Aloud: *When I look at these illustrations, I notice that Goldilocks from one story is eating her porridge very differently than the other Goldilocks. Goldilocks, the little girl, is sitting at the table eating the porridge with a spoon. Goldilocks, the bear, is standing on the table with her snout in the bowl making a mess!*
- Invite students to work with a partner to view the illustrations in both stories to compare and contrast the Goldilocks character in each book. Ask students to create a Venn diagram on a separate sheet of paper. Have them work with a partner to correctly fill in the diagram.

Lesson Plan *(continued)*

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- Have students read the remainder of the story. Remind them to continue stopping on pages with a sticky note to retell in their mind the details of the story.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Retell in detail the events of the story from pages 9 through 10, using the illustrations from the book.
Think-aloud: A sleepy Goldilocks wandered upstairs to find a bed to sleep in. Papa Bear's huge bed was too hard, and Mama Bear's medium-sized bed was too soft, but Baby Bear's small bed was just right. Later, the Bear family returned home to find that someone had been eating their porridge and sitting in their chairs. Baby Bear found that his small chair was broken.
- Have volunteers retell the events to the end of the book, using the illustrations from pages 11 and 12.
- **Independent practice:** Have students retell the story to a partner, starting at the beginning. Listen for whether they include the following: main characters, setting, correct events in order, and events in detail.
- Ask students how retelling the events of the story in their mind as they read helped them understand the story.

Reflect on the Comprehension Skill

- **Discussion:** Invite students to discuss the ways *Goldilocks and the Other Three Bears* is similar to the classic version of the story. Ask students how the stories are different. Invite students to consider the plot, setting, and characters as they compare and contrast the stories. Remind students to use illustrations to help them compare and contrast.
- **Independent practice:** Introduce, explain, and have students complete the [compare and contrast worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this book, you read about a curious bear who made herself at home in a cottage that was not hers. She ate someone else's food, broke their furniture, and was discovered sleeping in their bed. Now that you know this, why is it important not to take or use something that is not yours and to take responsibility for your actions?

Build Skills

Phonics: Vowel diphthongs *ou* and *ow*

- Ask students to turn to page 4 and locate the word *found* in the last sentence of the first paragraph. Write the word *found* on the board and point to the letters *ou*. Explain to students that the letters *o* and *u* together stand for the vowel sound they hear in the word *found*.
- Explain that the *ou* letter combination is one of the letter combinations that stands for this sound. The letter combination *ow* also makes the /ou/ sound. Explain to students that these two letter combinations are called *vowel diphthongs*.
- Write the word *down* on the board. Point out the letter combination that stands for the /ou/ sound and ask students to blend the letters *o* and *w* together to make the same vowel sound as in *found*. Explain that the /ou/ sound comes in the middle of *found* and *down*, but that it doesn't come in the middle of the word all the time (for example: *our*). Next, run your finger under the letters as you blend the three sounds in *down*: d/ow/n. Point out that even though there are four letters, there are three sounds blended together to form the word. Then have students blend the word aloud with you as you run your finger under the letters.

Lesson Plan *(continued)*

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- Explain to students that the vowel diphthongs *ou* and *ow* do not always stand for the /ou/ sound. Write the words *young* and *shout* on the board and say them aloud. Ask students which word contains the same vowel sound as in *found*. Make sure students can differentiate between the two vowel sounds. Give other examples if necessary.
- Have students turn to page 6 and locate any other words with the vowel diphthongs *ou* and *ow* that make the /ou/ sound (*mouth*, *Yow*).



Check for understanding: Have students work with a partner to locate and circle all words in the text which contain the vowel diphthongs *ou* and *ow* that make the /ou/ sound.

Grammar and Mechanics: **Irregular verbs**

- Have students turn to page 3. Write the following sentence on the board: *One day, she went for a walk in the woods.* Ask them to identify the verb in the sentence (*went*). Explain that this is a past-tense verb that describes something that happened in the past. Write the term *past tense* on the board.
- Write the term *present tense* on the board. Explain that present-tense verbs describe something that is happening in the present, or right now. Ask students to name the present-tense form of *went* (*go*). Write the examples under the appropriate headings on the board.
- Returning to page 3, read the following sentence aloud: *She came upon a house and knocked on the door.* Ask students to identify the verbs in the sentence (*came*, *knocked*). Point out that the verb *knocked* is changed to a past-tense verb by adding the suffix *-ed* to the root word *knock*. Discuss how this is an example of a *regular past-tense verb*. Point out that *came* is an *irregular verb* because its past tense form is made without adding *-d* or *-ed*. Ask students to name the present-tense form of *came* (*come*). Write these examples on the board under the *present tense* and *past tense* headings.
- Ask students to turn to page 6. Have volunteers name the irregular verbs (*saw*, *sat*, *said*). Have another volunteer name the present tense of these verbs (*see*, *sit*, *say*). Write the new examples on the board under the *present-tense* and *past-tense* headings.



Check for understanding: Have students turn to page 6 and circle the irregular verb (*broke*). Have them write the present tense of this verb in the right-hand column of the book (*break*). Discuss the answer aloud and write the example on the board under the *present-tense* and *past-tense* categories.

- **Independent practice:** Introduce, explain, and have students complete the **irregular verbs worksheet**. If time allows, discuss their answers aloud after students finish.

Word Work: **Homophones**

- Have students turn to page 6. Read the following sentence aloud: *"This chair is too big."* Have them point to the word *too*. Ask students to explain what the word means (more than enough, or very).
- Have students turn to page 12. Read the following sentence aloud: *Goldilocks never again went to the home of the three Bears.* Have them circle the word *to*. Ask students to explain what the word *to* means (at a certain place).
- Ask students to identify which words in the sentences sound the same but are spelled differently and have different meanings (*too*, *to*). Write these words on the board. Explain to students that words that sound the same but are spelled differently and have different meanings are called *homophones*. Ask a volunteer to name another homophone that sounds like *too* and *to*, but has a different meaning and spelling (*two*—the number after one).
- Repeat the process for *there* (page 11: *"And she's still there!"*) and *their* (page 10: *Next, the hungry Bears saw their chairs*). Ask students for an example of another homophone that sounds like these two words but has a different meaning and spelling (*they're*). Have students think of a sentence of their own that contains the word *they're*. Encourage volunteers to share their examples.

Lesson Plan *(continued)*

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Have students turn to page 3 and find and circle all of the words that have homophone pairs. Have them write the homophones in the right-hand margin of the book (*time/thyme, there/their/they're, for/four, in/inn, one/won, wood/would, no/know, so/sew*). Write these pairs on the board.

- **Check for understanding:** Write the homophones *here* and *hear* on the board. Have students use each word in a sentence on a separate piece of paper. Invite them to share their sentences aloud.
- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Invite students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss with someone at home how to retell the story in their mind as they read.

Extend the Reading

Fairy Tale Writing and Art Connection

Encourage students to write a story about a curious little boy who happens upon a deserted cave. Have writers decide which animal the cave belongs to, and tell them to choose three things that the boy discovers and uses as if they are his own. Instruct them to write in the same style as *Goldilocks and the Other Three Bears*, personalizing the animals with dialogue and feelings. Encourage students to illustrate their work. Have students read their final product aloud to their classmates. Bind their final copies together, titled *Our Book of Fairy Tales*, and add a copy of the book to the class library.

Social Studies Connection

Facilitate a class discussion about respecting other people's property. Ask students to think about why it is important to treat someone else's belongings better than they might even treat their own. Ask them if another person has ever broken or been disrespectful to something of theirs that they really liked, and how they felt about it. Have students write about their experience, being sure to include the emotions they felt as a part of the experience. Have students share their writing in small groups and ask others to offer positive ways to handle the situation should something similar happen in the future.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- accurately and consistently demonstrate retelling the story during discussion
- correctly compare and contrast two different books during discussion and on a worksheet
- consistently recognize and use vowel diphthongs *ou* and *ow* during discussion
- consistently identify and understand the formation of irregular verbs during discussion and on a worksheet
- accurately identify and understand the use of homophones during discussion and on a worksheet

Comprehension Checks

- Book Quiz—*Goldilocks and the Three Bears*
- Book Quiz—*Goldilocks and the Other Three Bears*
- Retelling Rubric