

Level
1

Goldilocks and the Three Bears

Summary of the story

Three bears decide to go for a walk because their breakfast is hot. While they are out, a bad girl, Goldilocks, walks into their house. She goes into the kitchen and tries the food that is in three bowls. The food in the first two bowls is not nice, but the third bowl she thinks is good. She tries their three chairs and likes the third one the best, but breaks it. Then she tries their three beds and falls asleep in the third one. The three bears come home and are angry about baby bear's breakfast, chair and bed. They roar at Goldilocks and she runs home.



Background to the story

Based on a traditional tale, *The Three Bears* first appeared in printed form in the English poet, Robert Southey's book *THE DOCTOR* published in 1837. In the same year that Southey's *Three Bears* appeared in print, the story was retold in verse by "G.N" (George Nicol) who fully acknowledged his debt to *The Doctor*. Southey was very pleased with this retelling having wished that the story would become more widely known. The first use of the name 'Goldilocks' seems to have been in *Old Nursery Stories and Rhymes* illustrated by John Hasall (c.1904). It is now universally attached to this traditional tale.

Topics and themes

Animals. In the story we have three bears. This story could be adapted to include other animals. See if the pupils can recreate the same story but with different animals. Which are the funniest animals to use?

Colours. Use the illustrations, for example, the colour of Goldilocks' shoes, dress, hair.

Family. Mummy, daddy and baby bear are a family.

Food. In the story the bears leave their breakfast to cool. This links into making a survey of what pupils have for breakfast and introducing the English words for breakfast food such as bacon, eggs, toast, jam, fruit juice etc.

My house. The topic links in with the introduction of language for rooms in the house and furniture such as chairs, beds etc. You could show the pupils pictures of the rooms or the furniture and then ask them to draw a room from their home and to draw the furniture that is in it. You could then tell them what the English word is to describe some of the things if they do not know them already.

Numbers. One, two, three in bears, bowls, chairs, beds.

Size. Big, medium and little, like the three bears, their bowls, beds and chairs.

Making use of the Reader

Collect together realia needed for breakfast in the form of dishes and cutlery and let the pupils label them. Ask the pupils to draw their crockery and cutlery at home, and label them, then bring these pictures into class. If possible you could display them all.

Find pictures of different types of chairs. You could start to introduce some adjectives e.g. soft, hard, big, little to describe them and get the pupils to describe some others for you. Gather the pictures into sets of hard chairs, soft chairs, big chairs and little chairs to illustrate the differences.

Extend the story with the help of the pupils decide what happens to Goldilocks when she runs away. Where does she go? Who does she see? What do they say?



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Using the accompanying video and audio cassette

Watching or listening for specific information/post-reading/whole class.

What does Goldilocks like and what does she not like?

Before watching or listening to the cassette (if the pupils have already read the book) copy the three things Goldilocks touches in the bears' home: the breakfast/bowls, chairs and beds.

During watching and listening – whole-class prediction.

Play the video or audio cassette story through in its entirety. The second time through, stop just before Goldilocks tries out the porridge, chair or bed and ask the pupils to tell you what happens next, then view or listen to see if they were right.

Simultaneous reading and listening in groups will help the pupils with pronunciation and intonation. They can for example, say ugh! with as much feeling as they like.

Record the pupils dramatizing the story on audio or video cassette.

Ask the pupils to get into groups of four and each one takes a character from the story: Goldilocks, the baby bear, the mother bear or the father bear. Play the audio cassette of the story and as the class listens each one dramatizes their part. You may need to model what to do for them first.

Answers to the activities

In the back of the Reader

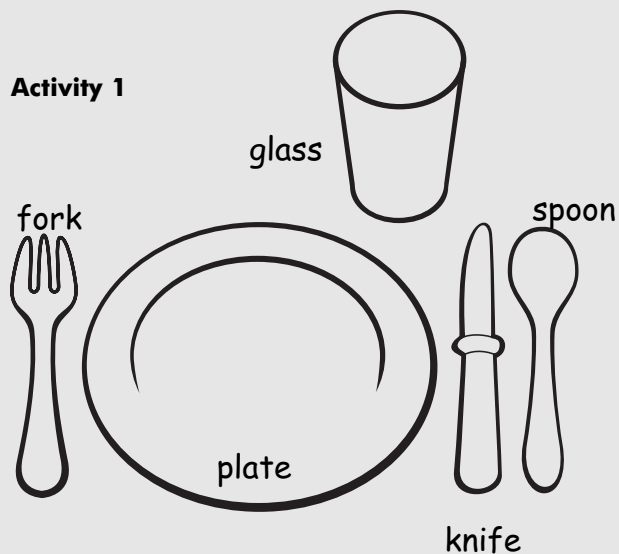
1. Three bears, three chairs and three beds.
2. The pictures in order left to right order are:
chair, bed, Goldilocks, breakfast, bear

In the factsheet

1. spoon glass knife plate fork
3. girl
hot
walk
bed
chair
likes
good
kitchen
breakfast
bears

The word in the middle is Goldilocks.

Activity 1



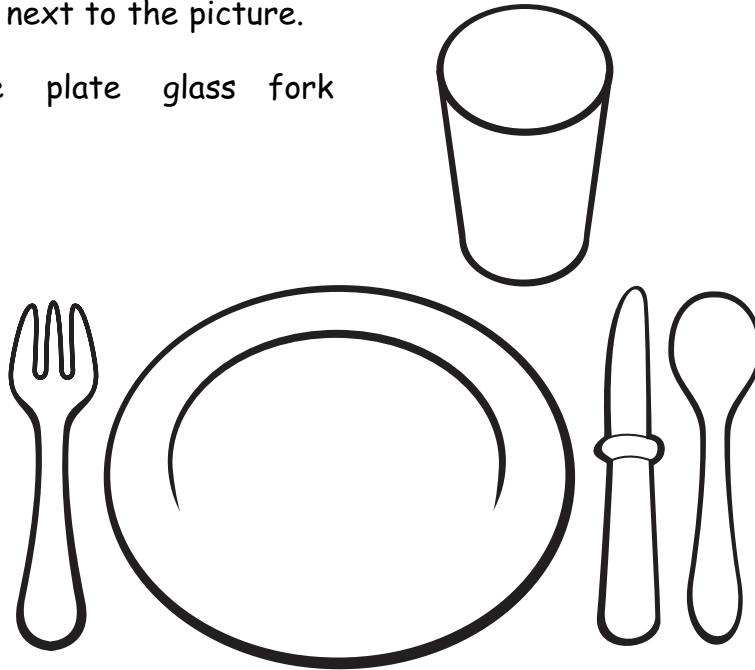
Goldilocks and the Three Bears

Name.....

Activity 1

Put the word next to the picture.

spoon knife plate glass fork



Activity 2

Write the words and finish the sentences.

Goldilocks is a g _ _ _ .

The breakfast is too h _ _ .

The bears go for a w _ _ _ .

Goldilocks sleeps in the b _ _ .

She breaks the c _ _ _ _ .

She l _ _ _ _ the third chair.

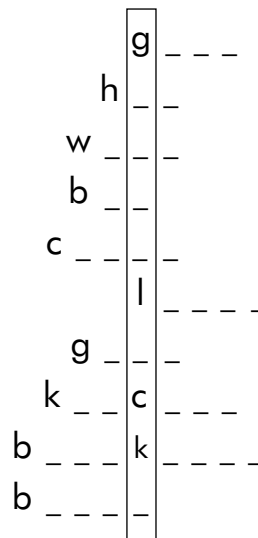
The third breakfast is g _ _ _ .

She walks into the k _ _ _ _ _ .

The b _ _ _ _ _ was hot.

The b _ _ _ _ come back.

What is the middle word?



Goldilocks and the Three Bears

Name.....

Activity 3

Colour in the picture.
Read the numbers.

- 1= red
- 2= yellow
- 3= white
- 4= green
- 5= brown
- 6= black



Activity 4

Look at page 14 of the book. Goldilocks runs away. What does she do now? Draw a picture.

