

<b>Title</b>	<i>Goldilocks and the Three Bears</i> by Jan Brett
<b>Theme</b>	Categorizing
<b>Subject</b>	Language Arts
<b>Grade Range</b>	K-2
<b>Duration</b>	30 minutes
<b>Standards and Goals</b>	<p><b>Florida State Standards</b></p> <p>The student uses the reading process effectively. (LA.A.1.1)</p> <p>The student constructs meaning from a wide range of texts. (LA.A.2.1)</p> <p>The student uses listening strategies effectively. (LA.C.1.1)</p>
<b>Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Listen to the story for main idea and detail</li> <li>• Categorize items from the story to the correct character</li> <li>• Categorize a personal item (bear) into a graph</li> </ul>
<b>Materials and Preparation</b>	<p><i>Goldilocks and the Three Bears</i> by Jan Brett (Note: for students who learn through listening, have audio versions of the book available. This title is available from RFB&amp;D. Playback device will also be needed.)</p> <ul style="list-style-type: none"> <li>• Three Bears cut-outs</li> <li>• Crayons</li> <li>• Glue sticks</li> <li>• Large paper for activity (three pieces of construction paper would work as well)</li> </ul>
<b>Introduction</b>	<ol style="list-style-type: none"> <li>1. Have students bring in one teddy bear from home prior to lesson.</li> <li>2. Read the title of the book on the cover, pointing to each word as you say it. Have children repeat the title as you point to each word.</li> <li>3. Explain that Goldilocks is the name of a little girl. Point to the picture of Goldilocks sleeping on the cover. Ask: Have you heard the story of Goldilocks? Do you know what she did one day?</li> </ol>
<b>Instruction</b>	<ol style="list-style-type: none"> <li>1. Read the story to the students.</li> <li>2. After reading, ask: Do you think Goldilocks should have gone into the bears' house? Why? Why not?</li> <li>3. Ask the following questions to check the learner's understanding of the story: <ul style="list-style-type: none"> <li>• What is the name of this book? (<i>Goldilocks and the Three Bears</i>)</li> <li>• Who is this story all about? (It's about a girl named Goldilocks and three bears.)</li> <li>• What is the first thing that happens in the story? (The bears go out for a walk because their porridge is too hot to eat.)</li> <li>• What happens next? (Goldilocks comes into the bears' house.)</li> <li>• What does Goldilocks do first in the house? (She tastes everyone's porridge and eats the little bear's porridge all up.)</li> <li>• What happens to the bears' chairs? (Goldilocks sits in all the chairs and breaks the little bear's chair.)</li> <li>• Where does Goldilocks go next? (She goes upstairs and falls asleep in</li> </ul> </li> </ol>

	<p>the little bear's bed.)</p> <ul style="list-style-type: none"> <li>• What happens when the bears come home? (They discover that someone has been eating their porridge, sitting in their chairs, and lying in their beds.)</li> <li>• What happens at the end of the book? (The little bear wakes up Goldilocks, and she runs away.)</li> </ul>
Practice	<ol style="list-style-type: none"> <li>1. Allow children to color the pictures of the three bears and cut them out with student scissors.</li> <li>2. The students should then paste the bears onto a large piece of paper.</li> <li>3. Paste Papa Bear to the left side of the paper, Mama Bear in the middle and Baby Bear on the right side of the paper.</li> <li>4. Students should then listen to the story again and draw under each bear the items as they are described. For example, a hot bowl of porridge under Papa Bear with lots of steam, a cold bowl of porridge under Mama Bear with no steam and a bowl of porridge under Baby Bear with a little steam indicating that it is just right. The students should continue with their drawings as the story is read aloud. Teacher should model the process for all students to see.</li> <li>5. Teacher may pause the story after each segment to allow students a few moments to draw.</li> </ol>
Wrap-up	<ol style="list-style-type: none"> <li>1. Allow students to share what items they chose to draw as they were listening to the story.</li> <li>2. Hang the pictures on a bulletin board or area for students to observe.</li> <li>3. The pictures can also help students “retell” the story of Goldilocks and the three bears.</li> </ol>
<b>Assessment</b>	<p>Assessment is based on oral answering of comprehension questions, categorizing the items from the story to the correct bear and categorizing the bears from home on the class graph chart.</p>