

BOOK:
**GOLDBLOCKS AND
THE THREE BEARS**

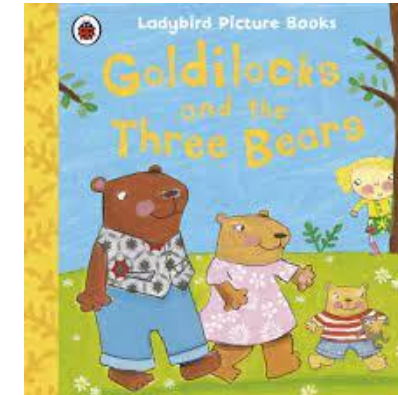
RETOLD BY:
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BAXTER**



BOOK - **GOLDBLOCKS AND THE THREE BEARS**

In this Three Reads lesson, you will be introduced to the book **Goldilocks and the Three Bears**. You will hear the story as a whole, lead comprehension, thinking & conversations.

The video will guide you through the story and the **Three Read** process. You will find further suggestions of how this skill can be used across the curriculum within this guide.



IMPORTANT INFORMATION

- Links to Early Level
- Requires iPads and Smart board to display recorded video

LEARNING GOAL

To **develop** an **understanding** of story elements and structure.



MODELLED EXAMPLE

Click the **Three Reads logo** to watch a recorded Read-Along of the story.

Remember, you can pause, rewind and replay this video anytime. This can be used as part of Parental Engagement.



RESOURCES YOU MAY FIND USEFUL

Click the images below to access the resource



**THREE READ
PROMPT**



RATIONALE



**ROADMAP OF
ALL BOOKS**

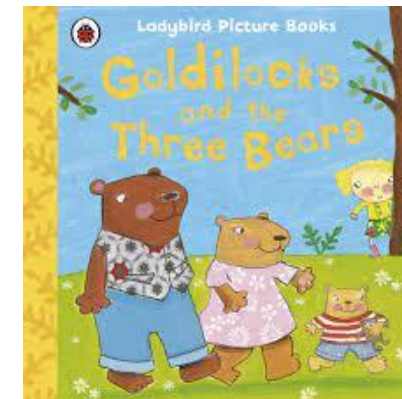


**QR CODE OF
ALL BOOKS**



THREE READ PROCESS

- 1 STEP 1 – Hear story as whole
- 2 STEP 2 – Comprehension, thinking & conversations
- 3 STEP 3 – Children retell the story



LEARNING INTENTION

We are learning to **develop** an **understanding** of story elements and structure.

SUCCESS CRITERIA

- **Listen** to the story
- **Recall** parts of the story
- **Share** my ideas, thoughts and feelings with others **verbally**



BLOOMS THINK ALOUDS

- **REMEMBERING** – I'm thinking Goldilocks is called Goldilocks because of her golden hair.
- **UNDERSTANDING** – I wonder what it means if someone feels peckish. I think it means feeling a bit hungry.
- **APPLYING** – I think the bears knew that something was wrong at their house because the door was lying open and they could smell someone was close by. Bears have a good sense of smell.



Lizzy
Listen



BLOOMS THINK ALOUDS

- **ANALYSING** - I wonder how Baby Bear felt when he realised his porridge had been eaten.
- **EVALUATING** - I wonder why Goldilocks ran away and didn't try to explain herself. I think she must have felt scared and maybe sorry for what she'd done.
- **CREATING** – I think we should invent a happy ending for the story – maybe Goldilocks and Baby Bear become friends with one another.



Lizzy
Listen

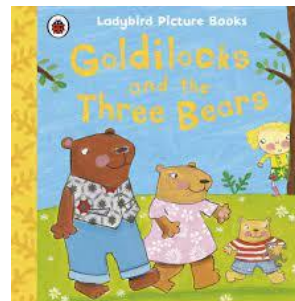


QUESTIONING ACTIVITY



LOOKING FOR A CHALLENGE?

5. What happened when the bears found Goldilocks in Baby Bear's bed?



1. Describe Father Bear, Mother Bear and Baby Bear.

2. What did Mother Bear make for breakfast?

3. What did Mother Bear, Father Bear and Baby Bear do before eating breakfast?

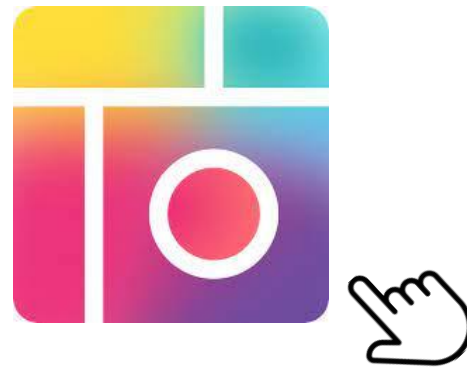
4. What happened when Goldilocks sat down on Baby Bear's chair?




SUGGESTED DIGITAL ACTIVITIES

ART

Use a template of a bear and decorate it to make it look like Mother Bear, Father Bear or Baby Bear. Can anyone guess who it is?

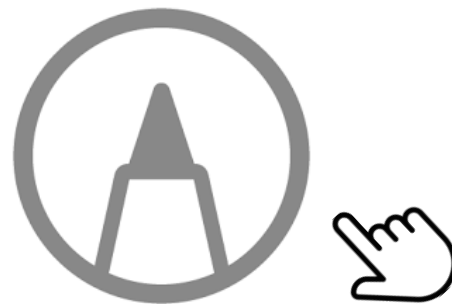



PLAY CHALLENGE QUESTION?

Can you describe each of the bears? Can you remember what is said about their size and their voices? 

MATHS

Take a photo of the template provided and **circle** the things that were just right for Goldilocks. Discuss the terms big, middle-sized and tiny.



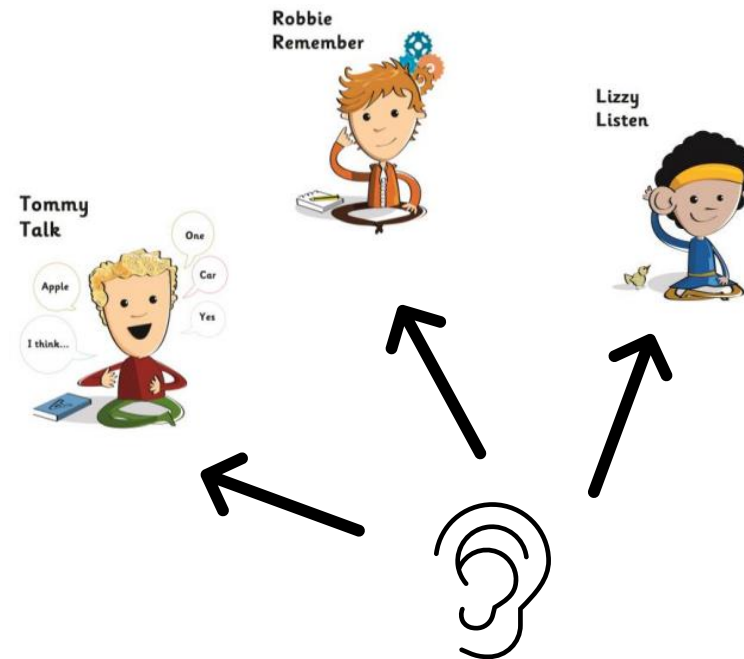
Can you find something big in the nursery? 
Can you find something middle-sized?
Can you find something tiny?



SUMMARISING ACTIVITY

KEY QUESTIONS TO CONSIDER?

1. What is the title of the book?
2. Who are the characters in the story?
3. What is the big problem in this story?
4. Where is the setting for this story?



THE LISTENING LOT



CURRICULAR LINKS

To help me **understand** stories and other texts, I **ask** questions and **link** what I am learning with what I already **know**.

LIT 0-07a / LIT 0-16a / ENG 0-17a

I can **explore** digital technologies and **use** what I learn to **solve** problems and **share** ideas and thoughts.

TCH 1-01a



LINK TO PATHWAYS

Digital Literacy
Creating Content

