



Lesson Extensions and Activities for *Goldilocks and the Three Bears*

Age Range: 2 - 5 years

Reading Is Fundamental

Google Voyager Folktales Unit

Book Description

When Goldilocks finds a cottage in the forest, she makes herself at home, helping herself to the porridge, chairs and beds inside. Little does she know that she's just stepped into the home of three hungry bears!

Folktale Background

The story of Goldilocks and the three bears has been retold time and time again. It's often used as a bedtime story, and it serves as a great introduction to "self concern/preservation and transgressive social rule breaking" for young readers. (Source: teachingchildrenphilosophy.org)

Vocabulary

Porridge – a dish of oatmeal, or another cereal, that's boiled in milk or water.

Keyhole – the hole where one puts a key.

Latch – a metal bar that is used for keeping a door closed.

Gruff – rough.

Search – to look for something.

Shrill – high-pitched, piercing noise.

Tumble – to fall suddenly.

Prior to Reading

- Ask students to raise their hands if they've heard of Goldilocks before. Call on a student who raises his or her hand to tell the class where the Goldilocks story is set. The answer that you're looking for is "in the woods" or "in a forest."
- Have students call out names of famous or local forests. Choose one to look up in Google Earth. Have students call out words that they would use to describe the forest in order to help them picture where the story will be set.
- Walk students through the Google Voyager Story to panel 4: <https://g.co/earth/folktales>. Students will learn about the country where the story is set. Add additional notes to the Venn diagram as you walk through the experience.

While Reading

- Stop reading on the page that says, “One day, after they had made their porridge for breakfast, and poured it into their porridge bowls, they walked out into the woods while the porridge was cooling.” Ask students to guess what will happen next.
- Stop reading on the page that says, “The door opened before her, and in she went.” Ask students to guess what will happen next.
- After the description of the porridge, the chairs, and the beds, ask students to guess which porridge, chair, and bed Goldilocks will like the best.
- Stop reading on the page that says, “So she covered herself up comfortably and fell fast asleep.” Ask students to guess what will happen next.
- Stop reading on the page that says, “But then he cried, ‘Somebody has been lying in my bed — and here she is!’ Ask the students to guess what will happen next.

Post-Reading Activities

- Lead a discussion about the tale. Ask students such questions as:
 - Why do you think Goldilocks tried the bears’ porridge, chairs, and beds?
 - Do you think it’s good or bad that Goldilocks tried the bears’ porridge, chairs, and beds?
 - How was this version of the Goldilocks story different from other versions that you’ve heard? How was it similar?
 - If you were the bears, how would you feel when you saw that someone had tried your porridge, sat in your chair, and slept in your bed?
- Have students complete the Criss Cross, Memory Matching, and Word Search puzzles about *Goldilocks and the Three Bears* on RIF’s Literacy Central (www.rif.org/Voyager-Stories-Folktales).

Lesson Extensions and Activities

Here are some ways to further explore the story:

Primary Standard for all activities: RL.K.10 (Actively engage in group reading activities with purpose and understanding.)

- **Math** – Have students use paper representations of the items mentioned in the book (e.g., porridge, bowls, chairs, beds, etc.) to solve word problems. Have students form pairs, and provide each pair with a printed copy of the word problems and enough paper representations of the items to solve each problem. Have students work together to solve the word problems.
 - Example word problem: Suppose there are ten bears and they each have five chairs. After trying them all out, Goldilocks breaks three of chairs. How many chairs are not broken?

Objective: Students will be able to use representations to solve addition and subtraction problems.

Standards: CCSS.MATH.CONTENT.K.OA.A.2 (Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.)

Materials:

- Printouts with word problems related to *Goldilocks and the Three Bears*
 - Paper cutouts of items mentioned in *Goldilocks and the Three Bears*
 - Pencils
- **Arts** – Have students create their own visual representations of scenes from the *Goldilocks and the Three Bears* story. Assign each student a part of the story and then allow them to use whatever art supplies they'd like to illustrate it. Once they're all done, display the art in sequential format so that it tells the story of Goldilocks and the three bears.

Objective: Students will be inspired by a story to create their own art.

Standards: National Core Arts Standards, Anchor Standard #6 (Convey meaning through presentation of artistic work.)

Materials:

- Markers
 - Colored pencils
 - Construction paper
 - Pencils
 - Magazines with food images
 - Scissors
- **Science** – Use this [Science Matters Blog activity](#) to help students determine if the largest vessel would realistically be the hottest. Fill three jars with hot water and take their temperatures at regular intervals to determine which one is the hottest and which one is the coolest.

Objective: Students will test how size affects temperature.

Standards: NSES Science in Science as Inquiry Standards K-4 (Abilities necessary to do scientific inquiry.); NSES Science in Physical Science Standards K-4 (Light, heat, electricity, and magnetism).

Materials:

- 3 jars (one large, one medium, and one small)
 - Thermometer
 - Hot water
- **Social Skills and Writing** – Provide students with this writing prompt: “The little bear is quite angry when he finds Goldilocks in his bed. If you were talking to the little bear, what would you say to make him feel less angry?” Have each student read his or her account to the class.

Objective: Students will practice creative writing and empathy.

Standards: SL.K.6 (Speak audibly and express thoughts, feelings and ideas clearly.)

Materials:

- Journals
 - Pens
- **Author Study/Compare and Contrast** – Have students compare other versions of the Goldilocks story. Have them work in pairs and present the similarities and differences between different versions of the classic fairy tale.

Objective: Students will compare variations of the Goldilocks tale.

Standards: RL.K.9 (With prompting and support, compare and contrast the adventures or characters in familiar stories.)

Material List:

- Copies of other versions of the Goldilocks tale
- Venn Diagrams printed on paper
- Pencils