

Teacher Edition

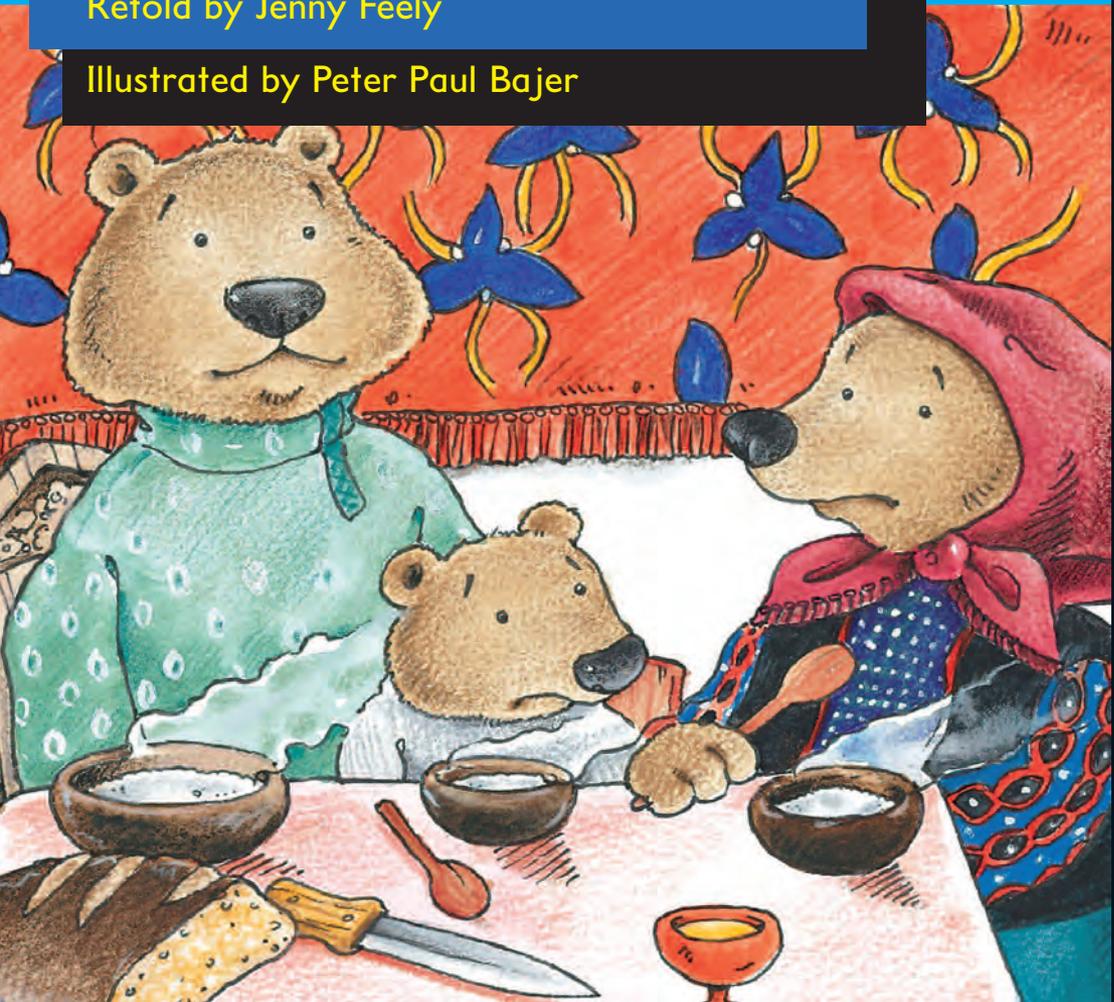
Goldilocks and the Three Bears

Retold by Jenny Feely

Illustrated by Peter Paul Bajer



alphakids



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How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

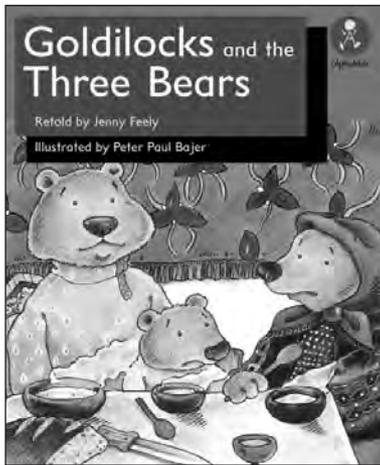
- An historic and rural Russian setting (Russian bears), with the characters dressed as peasants.
- The story features repetitive text and speech.

Vocabulary

asleep, bears, broken, chair, Goldilocks, jumped, once, porridge, someone, three, time, upon

Setting the context

Ask the children to tell you the story of Goldilocks and the three bears. It could be helpful to tell the story before the guided reading session. You could also discuss any differences between this and other versions of the story that the children may have heard.

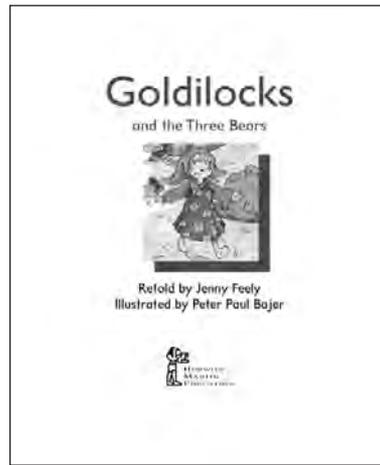


Front cover

All stories are set in a certain time and place. Have a look at the picture on the front cover. What kind of clothes are the bears wearing? Are they the type of clothes that would be worn by rich people? Are they the sort of clothes that are worn now? The bears are wearing the kind of clothes that peasants in the Russian countryside wore a long time ago.

Introducing the book

Who has heard the story of Goldilocks and the three bears? This story has been told many, many times over a long time. A very old story like this is called a traditional tale. Today we are going to read one version of Goldilocks and the Three Bears.



Title page

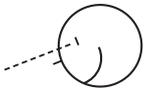
Point to the author's name.

This book has been retold by Jenny Feely. What does 'retold' mean? Why would a story like 'Goldilocks and the Three Bears' be retold?



Talkthrough

Papa Bear, Mama Bear and Baby Bear are sitting down to have their porridge. Are they eating their food? What do they do instead?



Observe and support

Do the children use a range of strategies to help them work out new words?

How did you know that word was 'porridge'? What things did you check on the page?

If a child is having difficulty, ask the following questions:

Read on and come back to that word. What kind of word are we looking for here? What letter does the word start with? What sound might this letter make? What would make sense here?

Does the picture help?

Once upon a time
there were three bears –
Papa Bear, Mama Bear
and Baby Bear.

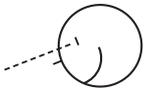
They loved to eat porridge.
One day their porridge was too hot.
They left it to cool
and went for a walk.





Talkthrough

This is Goldilocks. She is walking in the woods. What do you think she will do?



Observe and support

Can the children support their understanding of the text with direct evidence from the book?

Where was Goldilocks walking? Who lives in the house? What did Goldilocks do in the house? Why didn't she like Papa Bear's porridge? Why didn't she like Mama Bear's porridge? How about Baby Bear's porridge?

Goldilocks was walking
in the woods.
She saw the bears' house
and went inside.

She tried Papa Bear's porridge.
'This is too hot!' she said.

She tried Mama Bear's porridge.
'This is too cold!' she said.

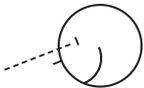
She tried Baby Bear's porridge.
'This is just right!' she said,
and she ate it all up.





Talkthrough

Goldilocks has broken a chair. Did Goldilocks try sitting on every chair? Whose chair did she break?



Observe and support

Do the children pay attention to punctuation to support expressive reading?

Where are the quotation marks? What do they tell us?

Where on the page are the exclamation marks? Why has the author used these? How will you read these sentences?

Look at the word 'CRASH!' Why is it written in capital letters?

Why does it have an exclamation mark? How will you read it?

Goldilocks sat on
Papa Bear's chair.
'This is too hard!' she said.

She sat on
Mama Bear's chair.
'This is too soft!' she said.

She sat on
Baby Bear's chair.
'This is just right!' she said.

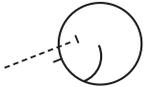
CRASH!





Talkthrough

Goldilocks is in the bedroom now. What does she do? What happens after she jumps on Baby Bear's bed?



Observe and support

Do the children check what they read with the phonic information on the page?

Point to a word such as 'jumped'.

How did you know what that word was? What did you check at the start of the word? What did you look for at the end of the word? What else did you check?

Goldilocks jumped on
Papa Bear's bed.
'This is too hard!' she said.

She jumped on
Mama Bear's bed.
'This is too soft!' she said.

She jumped on
Baby Bear's bed.
'This is just right!' she said.

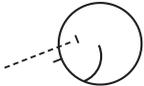
And she fell asleep.





Talkthrough

The three bears are back home now. What have they discovered? How do they feel about this? Do any of the bears have any porridge left? What might Baby Bear be saying?



Observe and support

Can the children identify apostrophes and explain what they are used for?

Can you show me an apostrophe? What two words have been shortened into one? How will you read the words with an apostrophe?

The three bears came home.

'Someone's been eating my porridge!'
said Papa Bear.

'Someone's been eating my porridge!'
said Mama Bear.

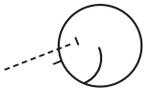
'Someone's been eating my porridge!'
said Baby Bear.
'It's all gone!'





Talkthrough

Baby Bear has found his broken chair. How would you be feeling if you were Baby Bear? What do you think the bears will do next?



Observe and support

Can the children use information from the text and the illustrations to understand the meaning of new vocabulary, such as ‘broken’?

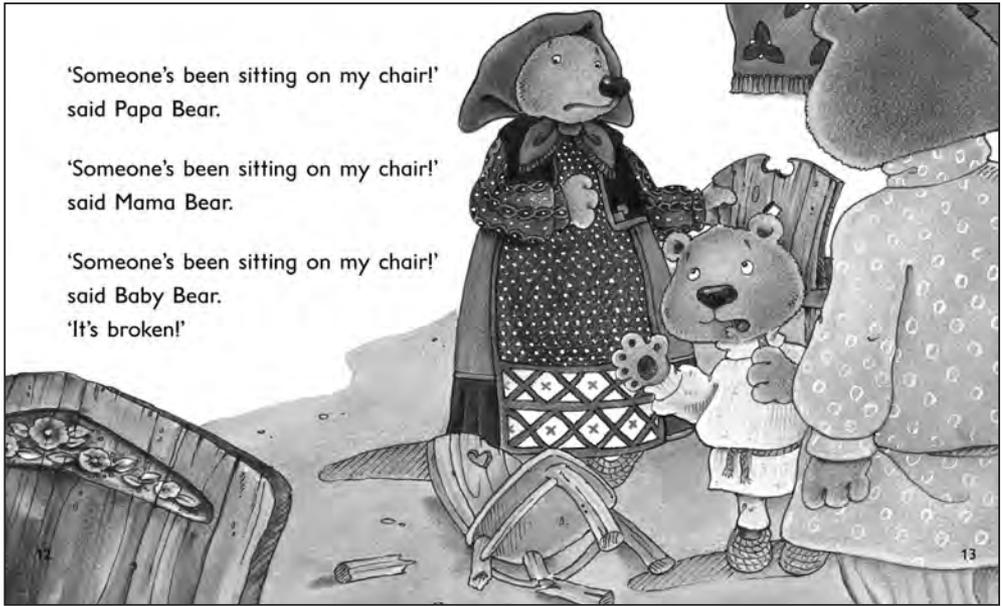
What does the word ‘broken’ mean? How do you know this?

What other words could you use instead of ‘broken’ that would keep the meaning the same?

'Someone's been sitting on my chair!'
said Papa Bear.

'Someone's been sitting on my chair!'
said Mama Bear.

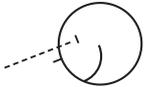
'Someone's been sitting on my chair!'
said Baby Bear.
'It's broken!'





Talkthrough

Who have the bears found? Whose bed is Goldilocks sleeping in? What will she do when she wakes up?



Observe and support

Can the children draw inferences from the text?

How did the bears feel when they found out that someone had been in their house?

Did Goldilocks do the wrong thing going into the bears' house?

Why or why not?

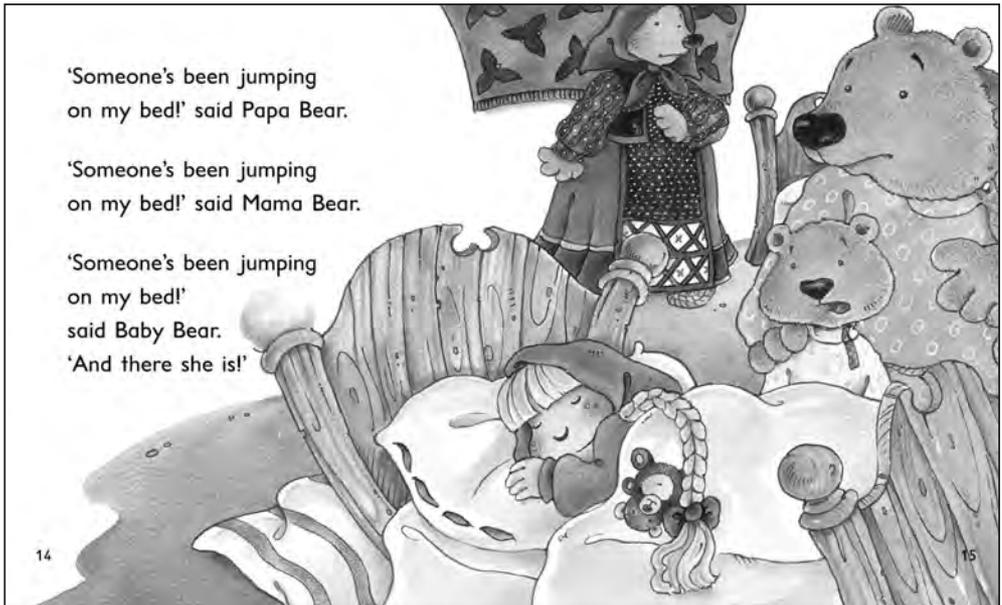
Would you go into someone else's house without being invited?

Why or why not?

'Someone's been jumping
on my bed!' said Papa Bear.

'Someone's been jumping
on my bed!' said Mama Bear.

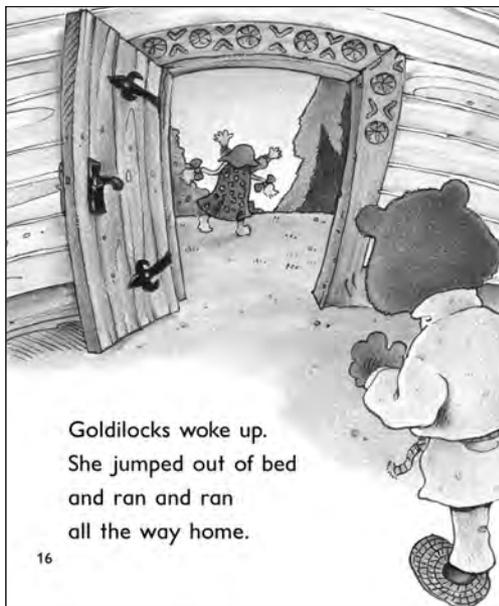
'Someone's been jumping
on my bed!'
said Baby Bear.
'And there she is!'





Talkthrough

What does Goldilocks do when she wakes up? Why do you think she does this?



After reading

Being a meaning maker

Encourage the children to support their responses with evidence from the book as they discuss these comprehension questions.

Whose porridge did Goldilocks eat?

Why didn't Goldilocks eat Mama Bear's porridge?

How might Baby Bear feel about Goldilocks? Why?

What kind of person do you think Goldilocks is?

What would happen if someone did what Goldilocks did in your house?

Being a code breaker

Explore the following language features:

- High-frequency words: a, and, for, in, it, my, of, on, said, saw, she, they, to, up, was, went, were.
- Contractions and how they are formed; for example, someone's, it's.

Being a text user

Refer to the text when discussing these questions:

Did you like this version of the story? Why or why not?

How is this story the same as other versions?

How is it different?

Being a text critic

The illustrator of this book has drawn the characters as Russian peasants. How does this add to or change the story? Are little girls ever like Goldilocks?

Responding to text

 Ask the children to work in cooperative groups to practise and perform a readers' theatre of the story.

 Provide the children with large sheets of paper, felt tip markers and pens and pencils. Encourage them to make a poster of their favourite part of the story. Their posters could include pop-up features.

 Ask the children to go through the book and list all the words that contain double letters. They could use other familiar texts to add to their lists.

Writing

Discuss the setting of this version of *Goldilocks and the Three Bears*. Encourage the children to write their own version of the story, using a different setting, such as another country, the present or the future.

Assessment

Can the children:

- identify the type of text (traditional tale) and explain what this means?
- predict what will come next in the story based on the repetitive structure of the book?



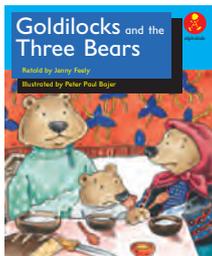
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Traditional tales

Curriculum link: English

Text type: Narrative

Reading level: 9

Word count: 275

High-frequency words: a, and, for, in, it, my, of, on, said, saw, she, they, to, up, was, went, were

Vocabulary: asleep, bears, broken, chair, Goldilocks, jumped, once, porridge, someone, three, time, upon

Possible literacy focus

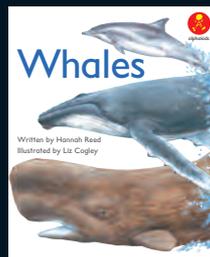
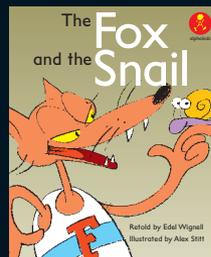
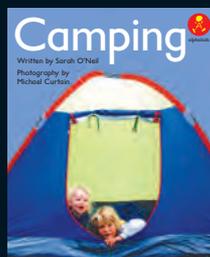
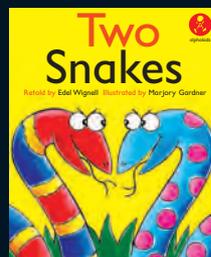
Exploring language associated with traditional tales; for example, 'Once upon a time'.

Recognising predictable language features in a text.

Summary

This text is a retelling of the traditional tale of *Goldilocks and the Three Bears*.

Other books at this level



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