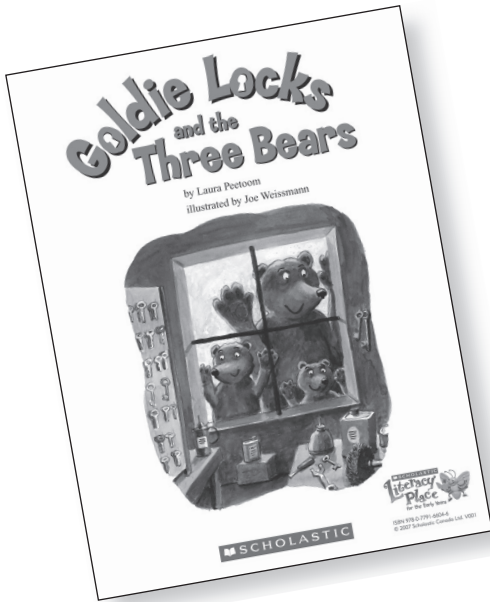


Goldie Locks and the Three Bears



Written by *Laura Peetoom*

Illustrated by *Joe Weissmann*

Text Type: Fiction: Narrative — Rhyming Play

Summary: This rhyming play is based on the traditional story “Goldilocks and the Three Bears.” In this play, Goldie Locks forgets to lock her door. She is visited by three hungry bears, who make a terrible mess in their search for food.

PDFs and Audio
 Available Online
www.lpey.ca
 Password: gb2g5y

See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

- ▶ cast of characters

Visual Literacy

- ▶ illustrations depicting characters
- ▶ boldfaced words indicating dialogue

Print Concepts

- ▶ script format
- ▶ arrangement of text on page

First Reading

Reading Strategies

Comprehension

- ▶ making connections: comparing, text to text
- ▶ sequencing: retelling

Working with Words

- ▶ attending to print (words, tracking across lines and reading specific parts only)
- ▶ language predictability: associating meaning with words

Assessment Opportunities

Note each student’s ability to:

- ▶ compare the events and characters in the fairy tale with the events and characters in the play
- ▶ retell the events of the story in sequence
- ▶ recognize and use text features to aid understanding

Oral Language Opportunities

- ▶ listening to others
- ▶ responding to questions
- ▶ retelling events in order

Teaching Tip: Prior to this lesson, read one or two versions of the traditional fairytale, “Goldilocks and the Three Bears.”



BEFORE READING

Text features

Activating and Building Prior Knowledge

Show students the cover of the book, and read the title and the names of the author and illustrator. Say, *This book is called Goldie Locks and the Three Bears. It was written by Laura Peetoom and illustrated by Joe Weissmann.*

Making connections: text to text

Ask, *Do you know the fairy tale “Goldilocks and the Three Bears”?* Ask for a show of hands. Ask, *Who is in this fairy tale? What happens to Goldilocks?* Talk about the sequence of events in this fairy tale. Tell them that the author decided to rewrite the fairy tale as a play.

Write the name *Goldilocks* on the board or chart paper and *Goldie Locks* beside it. Ask, *What do you notice that is the same? What is different?* Talk about a surname or last name. Show the first overhead and point out the title, author, and illustrator.

Predicting/making connections: comparing

Invite students to make predictions about what this play might be about. Ask, *What characters do you expect to be in a play based on the fairy tale “Goldilocks and the Three Bears”?* *What do you think they might do? How do you think the play might be different from the fairy tale?* Make a three-column chart on the board or on chart paper. Label the first column, “Character,” the second column, “What We Think,” and the third column, “What Happened In the Play.” With students’ help, write the name of each character from the fairy tale in the first column. Have students brainstorm what each one might do and write their ideas in the second column.

Sequencing: retelling

Setting a Purpose

Say, *Let’s read the play together to find out what the characters do.*

ESL Note: After reading the traditional tale, make sure to ask ESL students whether they know this story from their country, and if they were told this story in Farsi, Russian, etc. Ask them a number of yes/no questions, such as, *Were there also three bears in the Russian story? Did Goldilocks break the little bear’s chair?*



DURING READING

Making connections: comparing

Show the second overhead and introduce the characters. Tell students that a list of the characters in a play is always provided at the beginning of the play. Tell them that each of the pictures on that page shows a character in the play they are going to read. Ask, *What do you notice about this list of characters? Are they the same as the characters you expected to see? What is a locksmith? Talk about a locksmith's job and what a locksmith does. Ask, Was Goldilocks a locksmith in the fairy tale you know?*

Establish that Farmer Mo and Principal Polly Doodle aren't in the fairy tale. Point to the word *Narrator* and read it. Say, *The narrator has a special job—the narrator tells the parts of the story that are difficult for the actors to tell. The narrator tells the background of the story. That helps us know how and when the events in the story happen. As we read this play for the first time, we'll watch for Farmer Mo and Principal Polly Doodle to see what their parts are.* Model reading the narrator's dialogue on overhead 2/12. Invite students to read the narrator's part with you.

Visual literacy

Point out how the words each character says are in boldfaced type, so it is easy to tell when each character is speaking. The words are spoken only by that character.

Read the script, with appropriate expression, changing your voice for each character. Invite students to follow along with the script and join in. Read the script in its entirety to maintain the suspense in this play.

Tracking print

Track pages by sentences or phrases using a pointer, emphasizing each character part as you come to it.

Word solving and building

Clarify any words that puzzle students. Explore the meaning of challenging vocabulary (e.g., *shelves, perfume, tangled*). Emphasize the rhyming words that give the text rhythm.



AFTER READING

Sequencing: retelling

Say, *Well, this was a funny play about the fairy tale, wasn't it? What happened? Why didn't Goldie return home when she remembered that she left her door unlocked? Where were the three bears? Why did they wake up? Why didn't Goldie return home when she finished at Farmer Mo's?* Give students an opportunity to discuss the various events of the play and to explain how one event led to another.

Making connections: comparing

Ask, *How is the play different from the fairy tale? It had some different characters in it. What other things were different?*

Second Reading

Reading Strategies

Comprehension

- ▶ self-monitoring
- ▶ synthesizing

Working with Words

- ▶ attending to print (words, tracking across lines and reading specific parts only)
- ▶ attending to rhyming words

Assessment Opportunities

Note each student's ability to:

- ▶ repeat a character's lines on cue
- ▶ find answers to questions about characters and events
- ▶ synthesize: find main ideas in the play
- ▶ use rhyme to recognize unfamiliar words

Oral Language Opportunities

- ▶ listening to others
- ▶ responding to questions



BEFORE READING

**Sequencing: retelling/
making connections:
text to self**

Activating and Building Prior Knowledge

Complete the chart you began in the last reading by having students tell what happened in the play as you complete the third column. Ask, *Did the characters do what you thought they might do, or did the author have some different ideas?*

Self-monitoring/analyzing

Setting a Purpose

Say, *There were a lot of things happening in this play. Let's read it again together to make sure all of our questions about the characters and what they did were answered.*



DURING READING

**Tracking print/
building confidence**

Read the book with students, tracking print. This time, have a group of students read the part of the narrator. Divide the class into seven groups. Each group will read and take on a particular role in the book.

Language predictability

As you read the story with students, pause to focus on phrases students may not be familiar with. At the start of page 5, ask, *What does "This must be our lucky day!" mean?* At the start of page 9, ask, *What does the "Feast to end all feasts!" mean?* Clarify any misunderstandings as necessary.



AFTER READING

Synthesizing

Recall with students their discussion of events in the play at the end of the last reading. As a class, write each major event on the board. Leave space between each event so you can connect them with arrows. Ask, *What was the first thing that happened? What was it that started all the other events happening?*

Word solving and building

Locate the rhyming words on several pages and discuss how the first word can help students work out the second one. For example, turn to page 9 and say, *What word that starts with “sw” rhymes with treat? If you know the word treat, you can work out the word that rhymes with it (sweet).*

ESL Note: Display the rhyming word cards on a pocket chart. Read two consecutive lines of the story that rhyme, but leave out one of the rhyming words. Students go up to the chart and hand you the missing word along with the word it goes with.

Third Reading

Reading Strategies

Comprehension

- ▶ evaluating
- ▶ inferring

Working with Words

- ▶ identifying compound words

Assessment Opportunities

Note each student’s ability to:

- ▶ make evaluations
- ▶ make inferences
- ▶ use known words and or/chunks to solve compound words

Oral Language Opportunities

- ▶ discussing with a group
- ▶ choral reading



BEFORE READING

Analyzing/making connections: text to self

Activating and Building Prior Knowledge

Have students look at the play again and review the events in the story. Recount a personal experience of being locked out (e.g., car, classroom, house) and talk about how you felt. Then invite students to share their experiences and explain their feelings and how their problem was solved.

Inferring

Setting a Purpose

Say, *Let's read this play again. This time we're reading to see what further information we can find out about what the characters do and how they feel.*



DURING READING

Tracking print/ building confidence

Read the play with students. Take less of a role this time. You might ask one student to point to each group when its turn to read comes up. You might ask one student to track print. Have groups change roles so they have an opportunity to be different characters and thus become more comfortable with their reading of the play. Encourage each group to read with appropriate expression and voice for their character.

Analyzing

Ask, *Why did Farmer Mo call Goldie? How do you know? What happened that made him feel this way?*

ESL Note: Choose two students—a strong student and an ESL student—to read the same part at the same time. Have the stronger student point to each word being read to help focus the ESL student's attention.



AFTER READING

Inferring

Review through questioning how the characters feel at different times in the play. Ask, *How does Farmer Mo feel when he calls Goldie? How does Polly Doodle feel when she calls Goldie? How does Goldie feel when she opens her door and finds the mess in her home? Did the bears enjoy Goldie's house? How do you know?* Have students give proof from the play to support their answers. Discuss how the bears' feelings changed as they spent time in Goldie's house.

Read together the *All* section on the last page. Ask, *What do the last three lines mean?* Have students share their responses.

Evaluating

Ask, *What do you think? Did you enjoy this version of Goldilocks and the Three Bears? Did the author do a good job? Why do you think so? Did the illustrations help you understand the story and see what was happening? Which was your favourite part of the play? Why did you like that best?*

Word solving and building

Point out the word *locksmith* in the character list. Ask, *What kind of word is locksmith? Can you find a word that you recognize in this word? Can you read the other part?* Encourage students to blend the parts together to read *locksmith*. With students' help, locate other compound words in the text.



FURTHER READINGS

Many texts benefit from being reread with students. The readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print Concepts, Script Handling, and Text Features

Text features/print concepts

Review the title, names of the author and illustrator, back cover text, and cast of characters.

Tracking print

Continue to track print, offering any necessary support, such as guiding the pointer with a student who needs assistance.

Add concepts that offer learning opportunities for the range of students in the classroom, e.g., *Where do we start reading? Who speaks next?*

Analyzing

Focusing on Comprehension

Say, *We learned a lot about Goldie Locks and the three bears.* Write each of the four characters' names on the chart paper, leaving space for some information to be written below. Ask, *What is Goldie Locks' job?* (She is a locksmith.) *Where does she live?* (She lives in her own home.) *Where are the three bears living?* (in the forest). Do the same for the other characters.

Visual literacy

After several experiences with this text in Shared Reading, students could perform the script as a Reader's Theatre. Give students opportunities to rehearse in small groups and then perform for their peers. Students may wish to use or make simple props.

Word solving and building

Working with Words

Prepare four to six pairs of rhyming words from the story, such as: *keys – please, plough – now, do – glue, late – eight, dry – lie, fun – one, cheers – ears, pie – eye, there – bear, gear – here, jar – are, and hope – soap.* Print each word on a card. Read the words and have students play a matching game, looking for pairs of rhyming words. Word cards can be placed at a word study centre and other rhyming words can be added as they are encountered.

Word solving and building

Make cards for each word found in compound words (e.g., *bath, room*). Students can build the words and use the book to check.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Invite students to pretend they are one of the three bears and are writing a letter of apology to Goldie Locks for entering her home without permission. Encourage students to come up with suggestions as to why the events in the play happened.

Have students select a familiar tale and create an innovative text by changing one or two facts (characters and/or events).

Independent Reading

Make the printed copies of *Goldie Locks and the Three Bears* and the online audio available for students. Invite students to use these materials to read the play independently.

Gather a selection of short plays/and or of rhyming stories for individual or partner reading.

Teaching Tip: The online audio for this book includes a fluent reading/song of this poem, plus music without vocals so kids can do their own rap.



Home Links

Encourage students to take home library books that feature poems. Recommend that parents or family members read these aloud to students to show them the rhythm of language in poetry.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

See also the specific Building Words lessons (“Locksmith” and “Meanwhile”) under Word Solving and Building in the *Working with Words Guide*.

Read Aloud

Read aloud other books that relate to the theme of this script in some way. You may choose to read a text such as *Eight O’Cluck* by Jill Creighton, *The True Story of the Three Little Pigs* by Jon Scieszka, or *The Frog Prince Continued* by Jon Scieszka. Discuss how each text connects to the script, *Goldie Locks and the Three Bears*.