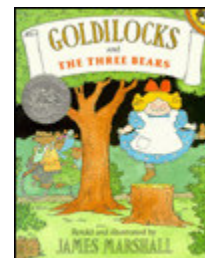


Goldilocks and the Three Bears

retold by James Marshall



- **Things to get ready:**

1. Gather the following supplies to make character puppets: paper bags, construction paper, glue, crayons, and yarn, etc.)
2. Snack idea: Make small cups of “porridge.” (instant oatmeal)

- **Getting the children ready to listen:**

1. This story gives the opportunity to review safety rules and making good choices, while having the fun of seeing a character get into trouble when she *doesn't* do those things.
2. Conduct a brief discussion with the children about what to do if they get lost. You might give them an example of the grocery store, the mall, or a park. Talk about what to do.
3. Read the poem below.
4. Connect to the story...*“Now we’re going to read a story about a little girl who **didn’t** follow the rules and make good choices and it got her into trouble. Let’s find out...”*

If You Get Lost *by Judy Hall*
If you get lost someplace in town,
Don’t talk to a stranger. (shake head)
Look for a police officer
To keep you out of danger.

Tell her what your name is
And where your house is too. (nod head)
She will help you get back home,
Or bring your mom to you.

- **Read-Aloud Guide**

BEFORE you read the book:

1. Show the cover of the book. Ask if anyone recognizes the story. What is the title? Point out the author and illustrator.
2. Ask the children if they can tell all the names of the characters in the illustration. (*Papa Bear, Mama Bear, Baby Bear, Goldilocks*)
3. Point to the Caldecott award circle. Tell them this version of “Goldilocks” won an award.
4. Show the title page. Ask what they think is happening here. (*Goldilocks is snooping around in the Bears’ house.*)

DURING reading:

1. Throughout the book, use your voice to sound like each character, and to exaggerate when it helps the meaning. On page one, sound “sweet,” (*“What a sweet child”*) or “gossipy,” (*That’s what **you** think*).
2. After the page where Papa Bear says that the porridge is scalding, ask the children if they know what porridge is. If you have planned a “porridge” snack, you might tell them you will be having some.
3. Some new words you may want to talk about as you read the story are: *naughty, scalding, snooze, smithereens*.
4. Encourage children to join in some of the parts. Such as, “This porridge is too hot.” “Someone has been eating my porridge.” Encourage them to sound like the characters.

AFTER reading:

1. Ask the children what Goldilocks’ mother had made her promise as she went off to buy muffins. (*not to take the shortcut through the forest because of bears*) Show the illustration again and point out the sign “Short Cut” and the danger signs Goldy ignored.
2. Discuss what choices Goldy made and whether they were good or bad and why.

- **Extension Activity**

1. Show children how a paper bag can be used to make a puppet with a moveable mouth. Give them materials to make the character of their choice. They could make ears out of construction paper for the bears. Baby bear could have a hat like in the book. Goldilocks could have yarn for her hair and a bow.
2. Now retell the story of Goldilocks and the Three Bears. The students can participate in the story by using their puppets. They can also participate by joining in on some of the parts.
3. Encourage them to take their puppets home and tell their family about the story.

- **A Related Nursery Rhyme**

My mother said That I never should Play with the pixies In the wood; The wood was dark, The grass was green, Up comes Sally With a tambourine;	I went to the river, I couldn't get across, I paid ten shillings For an old blind horse, I jumped on his back And off in a crack, Sally tell my mother That I'm coming right back.
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- **Related Books**

Three Little Kittens

by Paul Galdone

Three Little Javelinas

by Susan Lowell

Goldilocks And The Three Hares

by Heidi Petach

Somebody and the Three Blairs

by Marilyn Tolhurst

Three Billy Goats Gruff

by Paul Galdone

Are You There Bear?

by Ron Maris