



TITLE: GOLDILOCKS AND THE THREE BEARS
LEVEL: C



INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book is about Goldilocks and the three bears."
- "Turn to pages 2 and 3. Look! Baby Bear said, 'The porridge is too hot.' Mama Bear said, 'We can go for a walk.' Turn the page and let's see what happens. Here is Goldilocks. Goldilocks is going to try things in the house."
- "Now turn to page 10. Mama Bear said, 'Oh, no!' You say that."
- "Turn to page 12. Now Goldilocks says, 'Oh, no!' and she runs home."
- "Turn back to the beginning of the book to read about Goldilocks and the three bears."

READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level C Prompting Guide for a list of desired reading behaviors and suggested actions to take.

DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- What happened when Goldilocks tried things in the house?
- Ask students what other versions of the story they may have heard.


FOLLOW-UP TEACHING

Based on your observations of students' reading, select one or two teaching points that will be most helpful to all students. You might:

- Have students locate the word *ran*. Make the words *can* and *ran* with magnetic letters. Show the students how you can break the first letter off *ran*, and change it to a *c* to make the word *can*.
- Practice reading together to make it sound like talking.




You Will Need:

-  **Picture cards** (*bag, bat, bed, bell, can, cat, mom, mop, rug, run*)
- **Pocket chart**

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson, students will change the last sound in a word to make a new word.

Steps:

The  icon indicates that some of the resources needed to complete these steps are available for download at pioneervalleybooks.com/pawprints-resources.

1. Explain to students that you are going to play a listening game.
2. Say, "When you say a word, you can hear the last sound." Say, *bit*. Say the last sound by itself (*t*). Say, "Now I'm going to change the last letter." Say, *bit* and *bin*.
3. Ask, "What did I change?"
4. Repeat with *bat* and *bag*.
5. Place one of the pictures on the pocket chart.
6. Ask students to say the word and change the ending sound.
7. Repeat with each picture card.

SUPPORTING ENGLISH LANGUAGE LEARNERS

Consider what additional challenges the lesson might present for English language learners.

- Make sure that students are familiar with the story of *Goldilocks and the Three Bears*.
- You may want to practice several language structures, such as, "Look at the bowls."

For the Lesson Extension Activity for this book, go to pioneervalleybooks.com/pawprints.