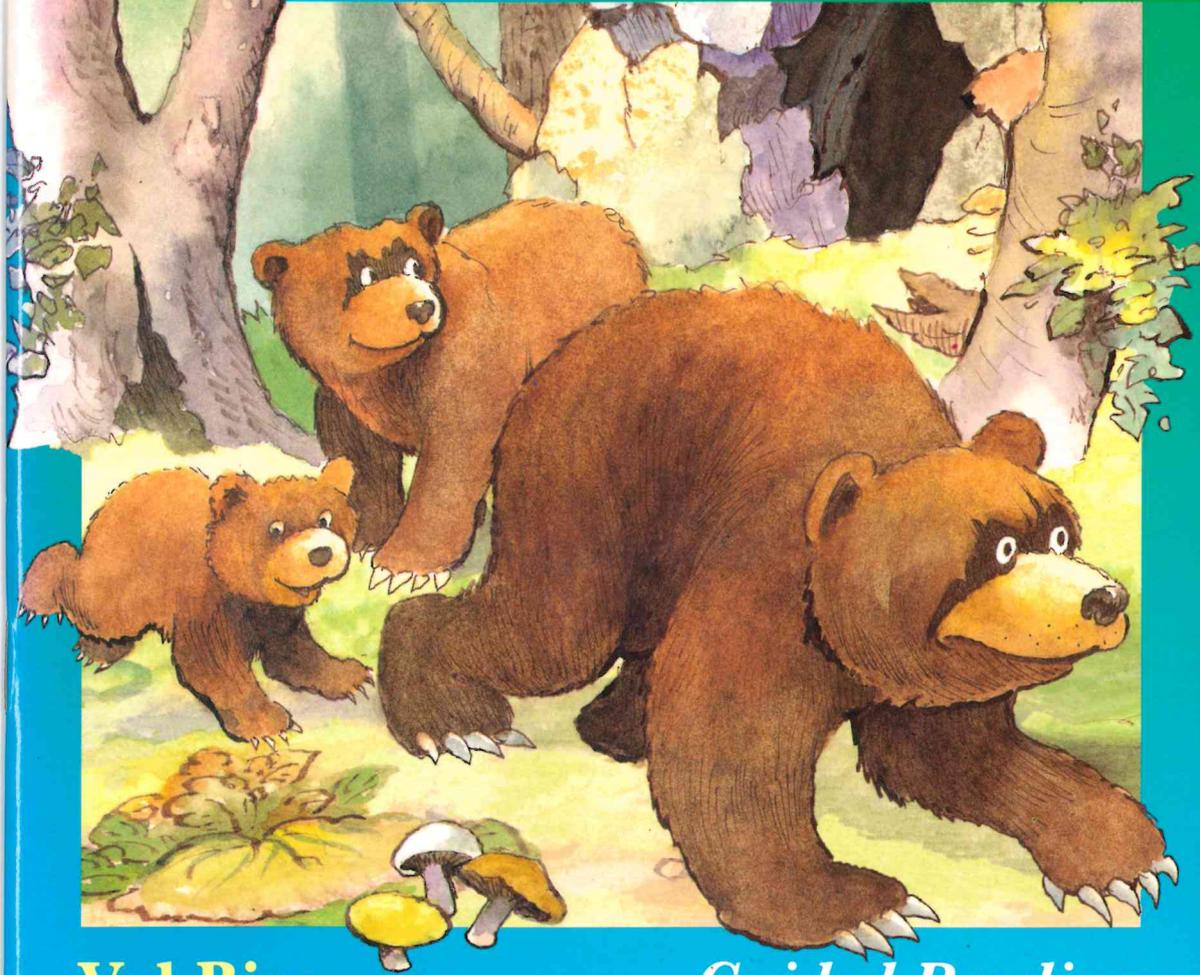


# *Goldilocks and the Three Bears*



**Val Biro**

*Guided Reading*

## Teaching Notes

This book is designed to be used for guided reading in Term 2 of Year I.

**NLS Range:** Fiction and poetry: traditional stories ... stories ... with familiar, predictable and patterned language from a range of cultures.

**NLS Teaching objectives** (see also activity suggestions)

**Word level**

1 to secure ... reading of initial, final and medial letter sounds in simple words

*but hot bed ran sat Mum*

2 to read ... words ending in ... *ll*, ... *ng*

*still all eating sitting sleeping*

3 to ... read ... words with initial consonant clusters ... and final consonant clusters

*trees play played stay still sleeping cried broken  
hard soft cold help went just*

6 to read on sight ... words from Appendix List 1

*the three in a was for too said go she came out to up and it all  
down then her went just my is after way home ran but again mum*

8 to ... learn spellings of words with *s* for plurals

*bears trees bits*

**Sentence level**

4 to recognise full stops and capital letters (all statements)

7 to use capital letters for the personal pronoun *I*, for names and for the start of a sentence (list below and all sentence starters)

*I Daddy Bear Mummy Bear Baby Bear Goldilocks Mum*

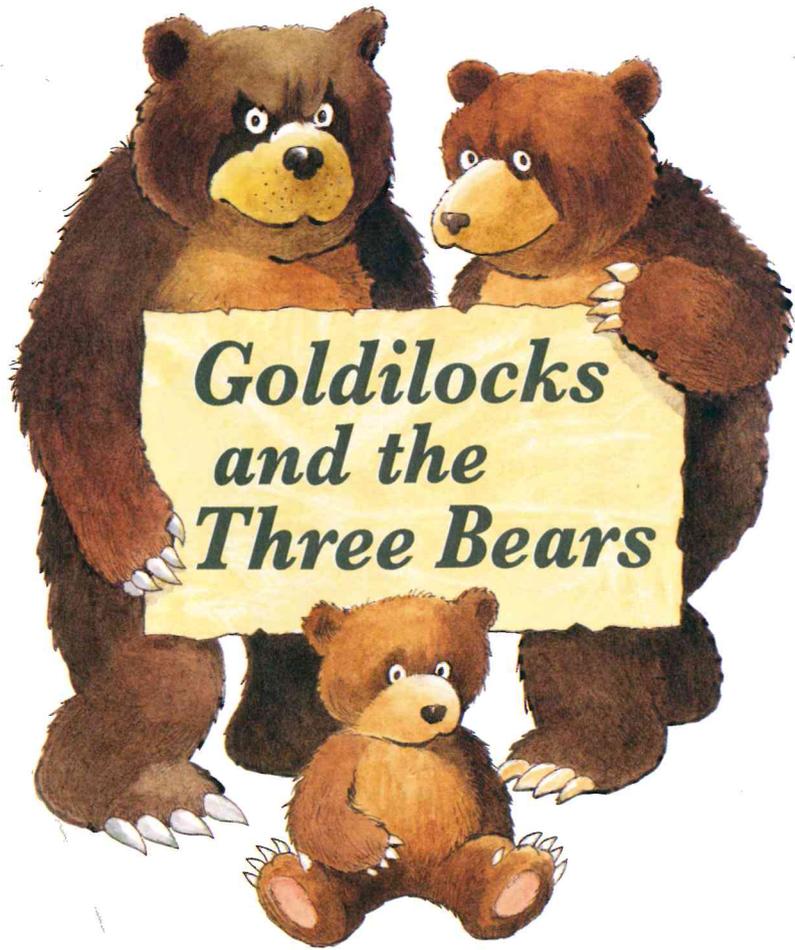
**Text level**

4 to retell stories, giving the main points in sequence

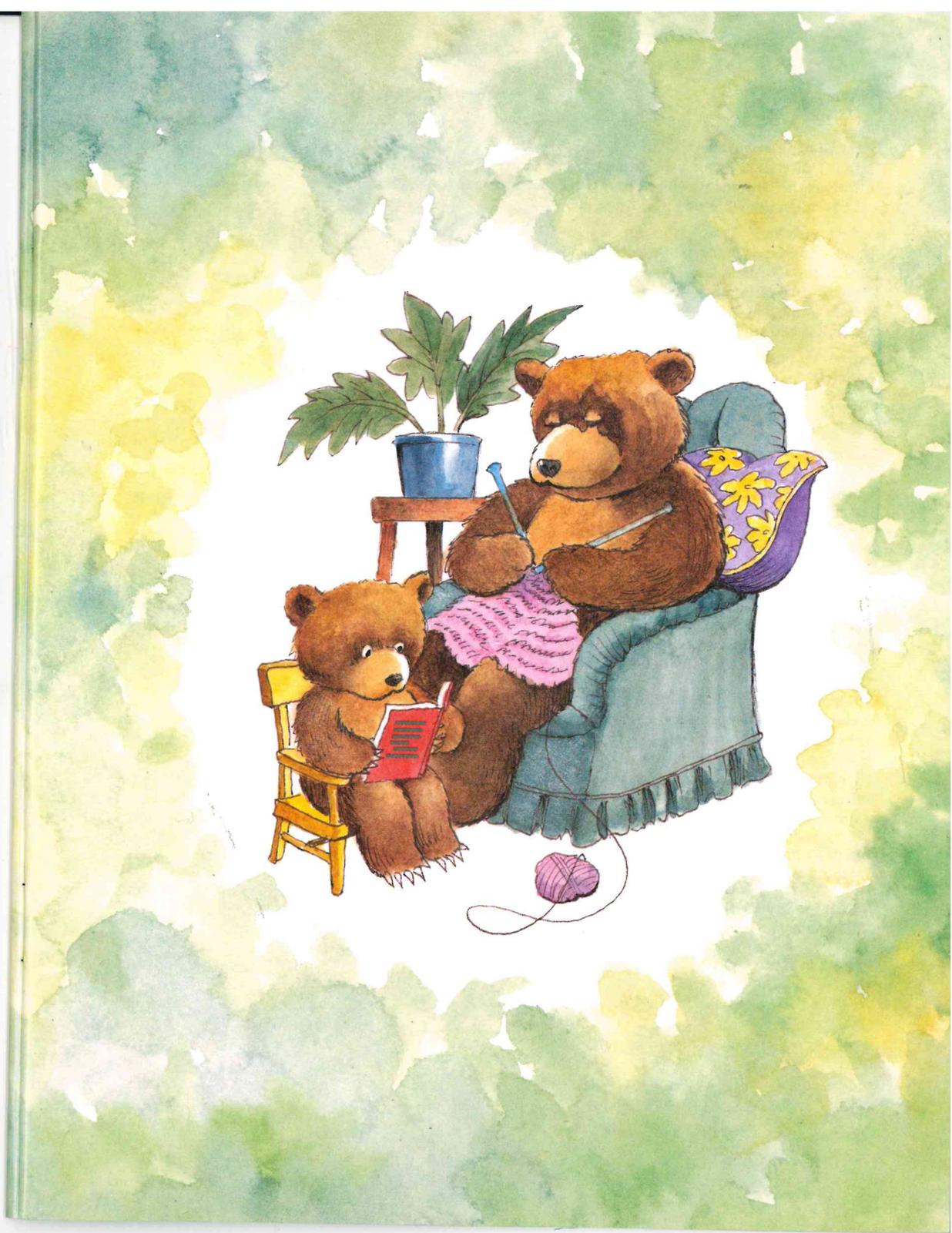
15 to build simple profiles of characters from stories read...

JOHN'S STORY TELLING

CROSSHALL INFANT SCHOOL







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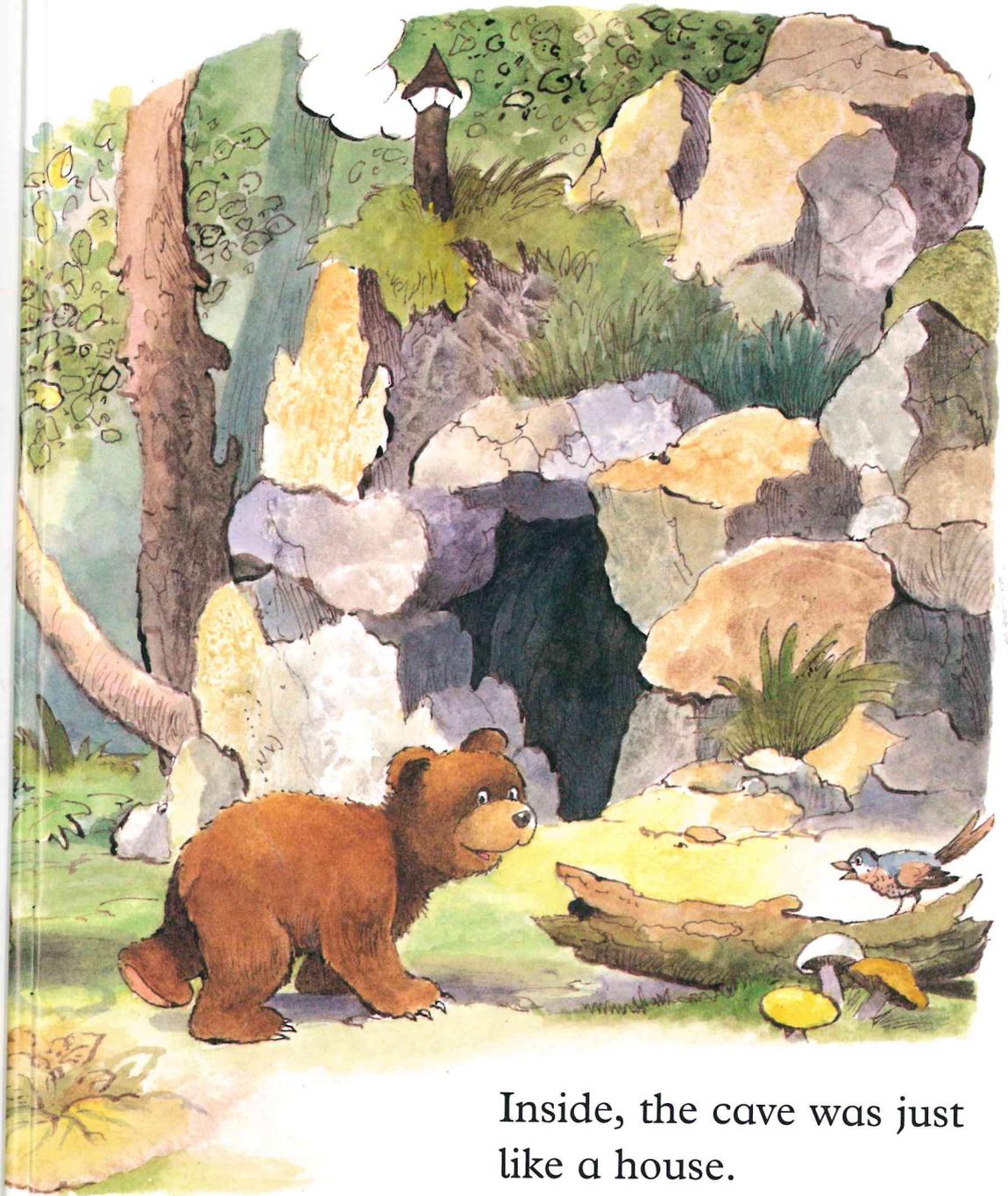
**Val Biro**



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The three bears lived in a  
cave in the wood.





Inside, the cave was just like a house.



“Time for porridge,” said Baby Bear.  
But the porridge was too hot.

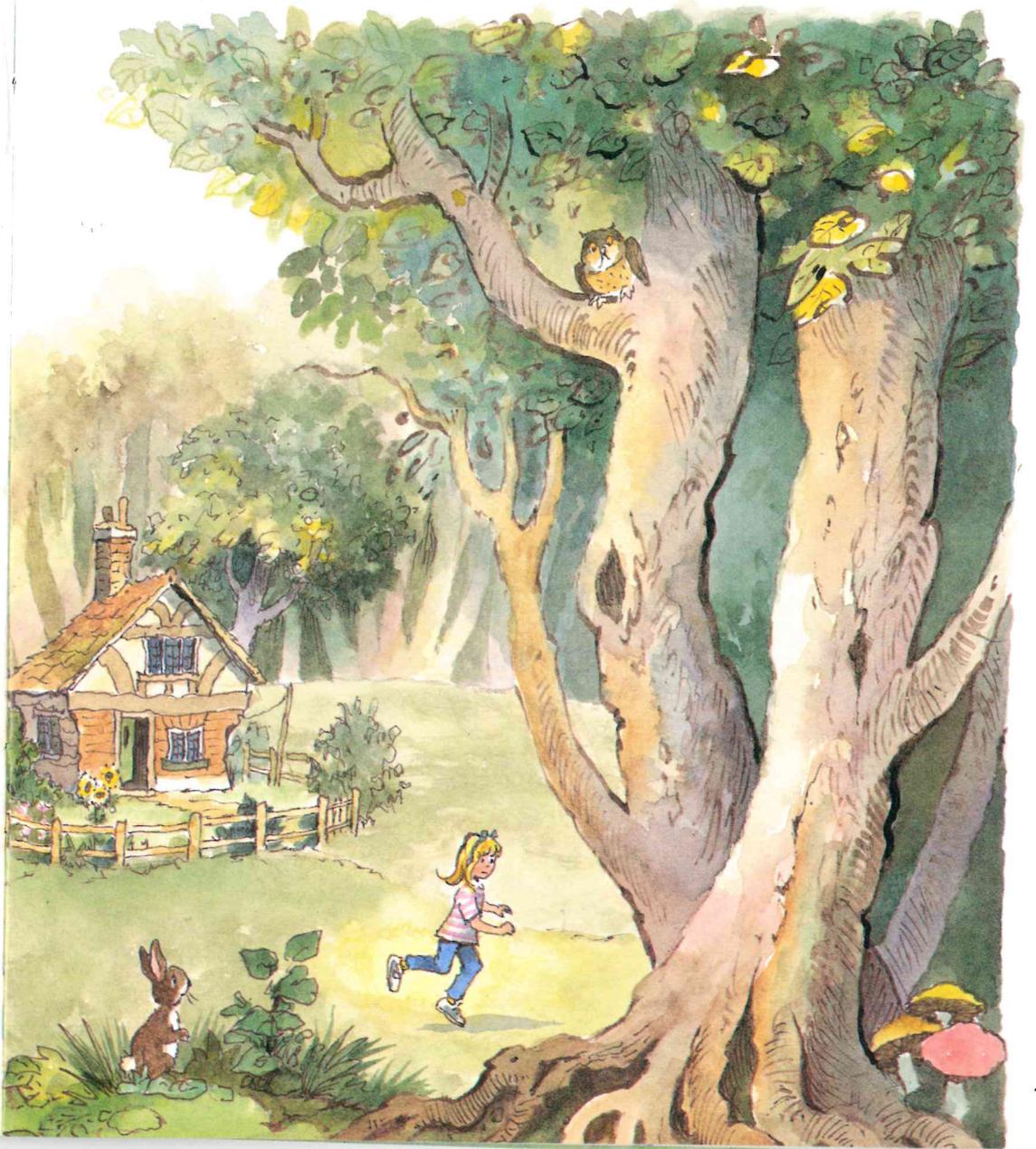


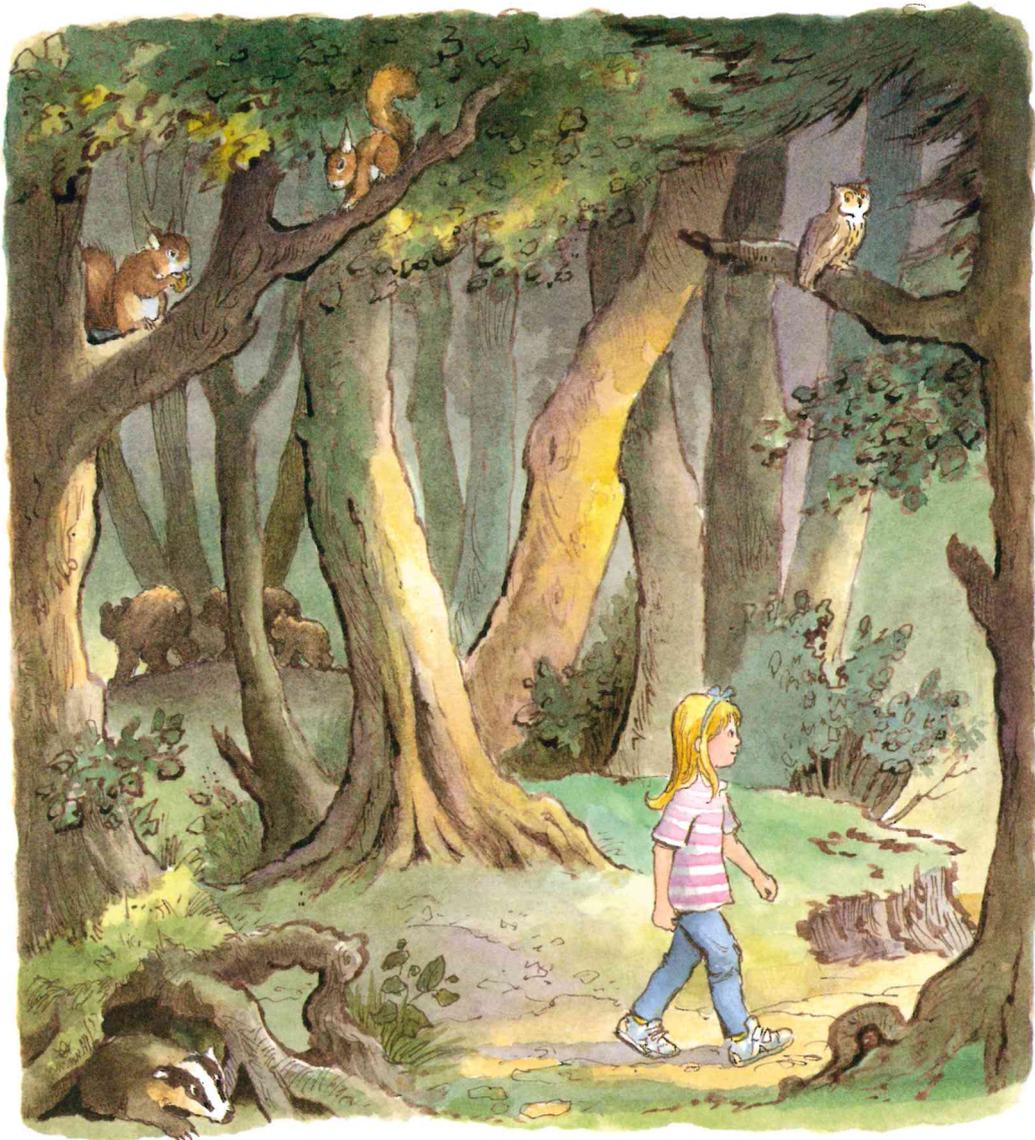
“Let’s go for a walk,”  
said Daddy Bear.

Goldilocks lived near the wood.  
She came out to play.  
“Stay in the garden,” said her Mum.



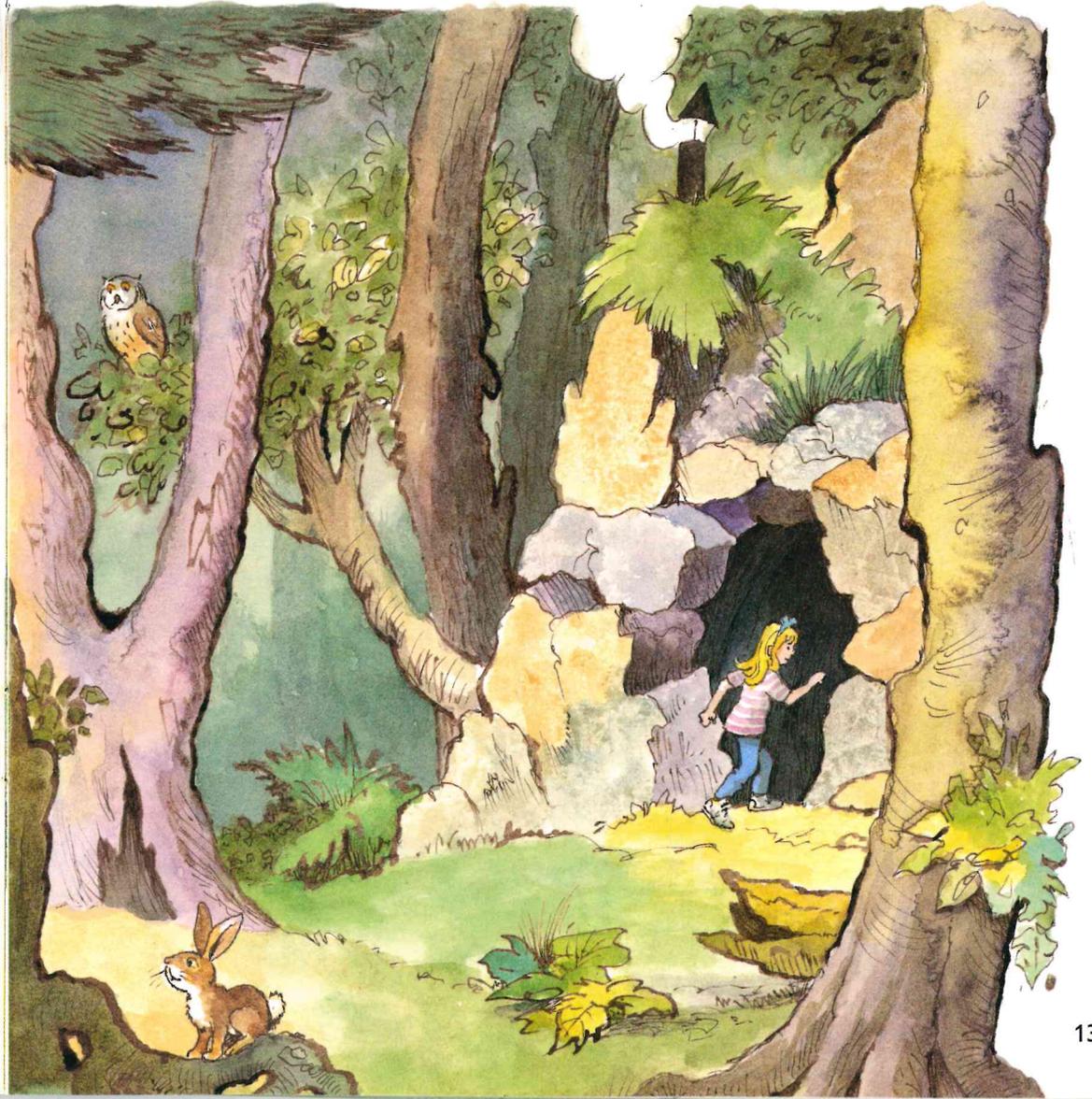
But Goldilocks went into the wood.





Goldilocks went through the trees.

She went up to the cave, and  
she went in.



“Mmm, porridge,” she said.



Daddy Bear's porridge was too hot.  
Mummy Bear's porridge was too cold.  
But Baby Bear's porridge was just right.  
Goldilocks ate it all up.

Goldilocks was tired.

Daddy Bear's chair was too hard.

Mummy Bear's chair was too soft.

But Baby Bear's chair was just right.



Goldilocks sat down.

**Crack!**



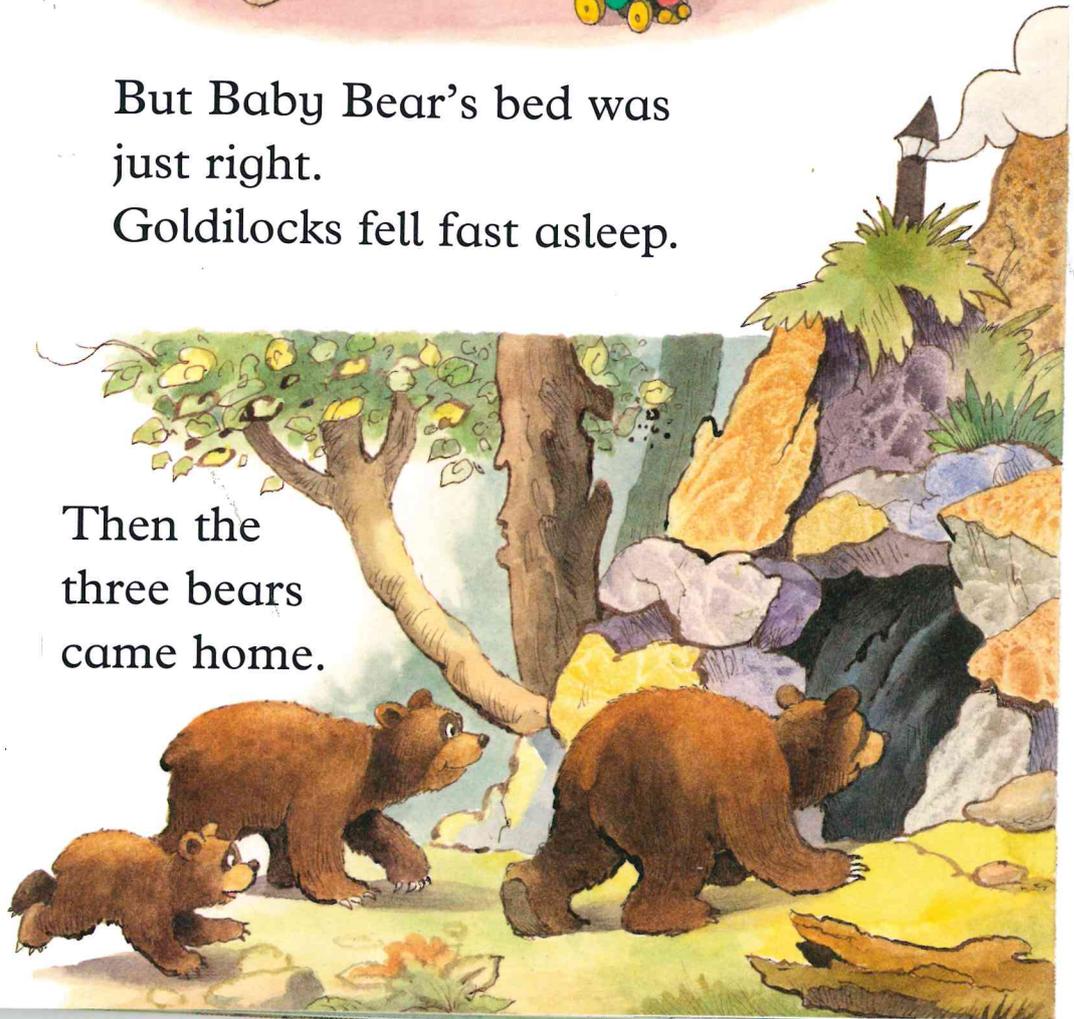
Goldilocks was still tired.

Daddy Bear's bed was too hard.  
Mummy Bear's bed was too soft.





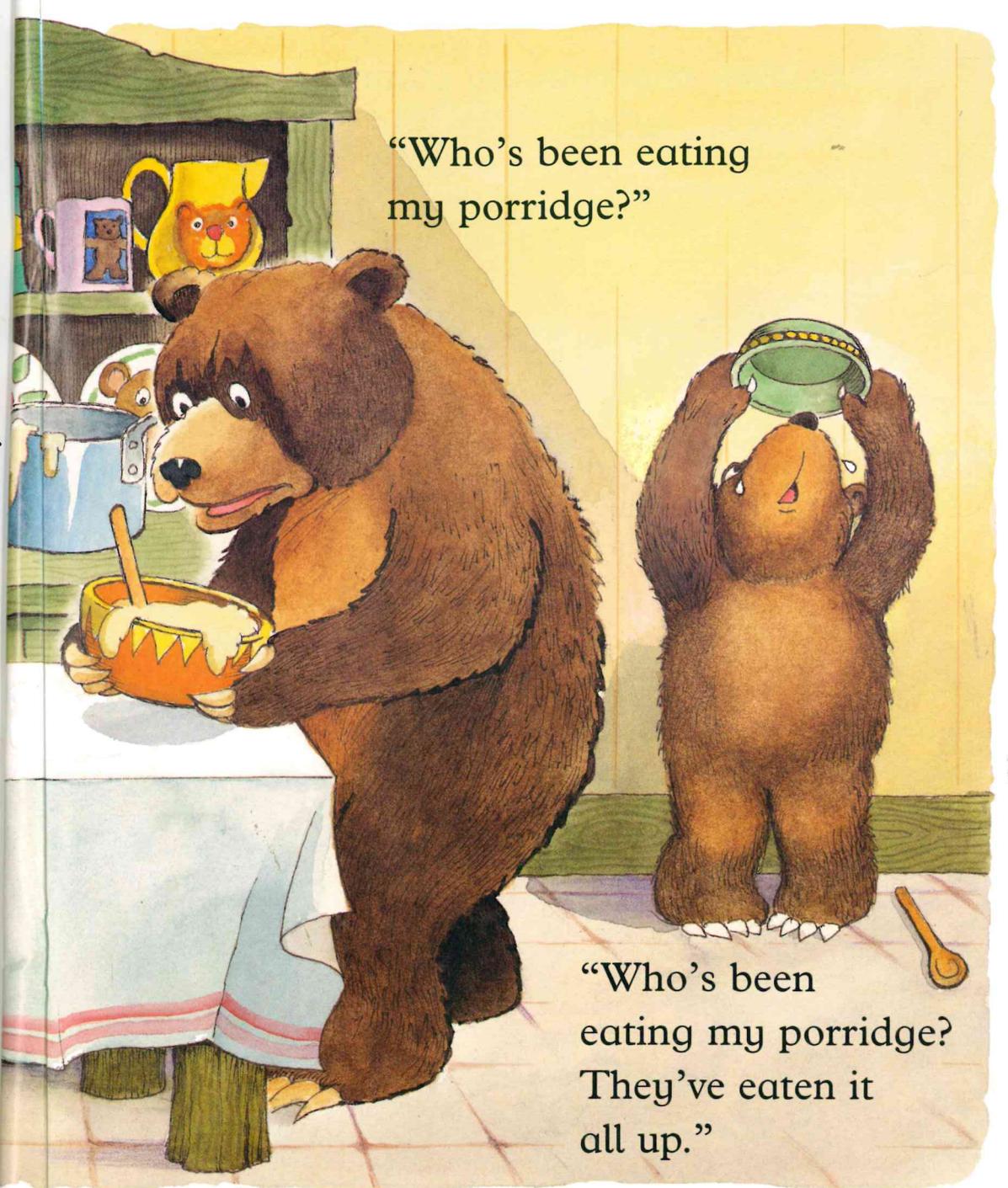
But Baby Bear's bed was  
just right.  
Goldilocks fell fast asleep.



Then the  
three bears  
came home.

“Who’s been eating  
my porridge?”





“Who’s been eating  
my porridge?”

“Who’s been  
eating my porridge?  
They’ve eaten it  
all up.”

“Who’s been sitting in my chair?”



“Who’s been sitting  
in my chair?”

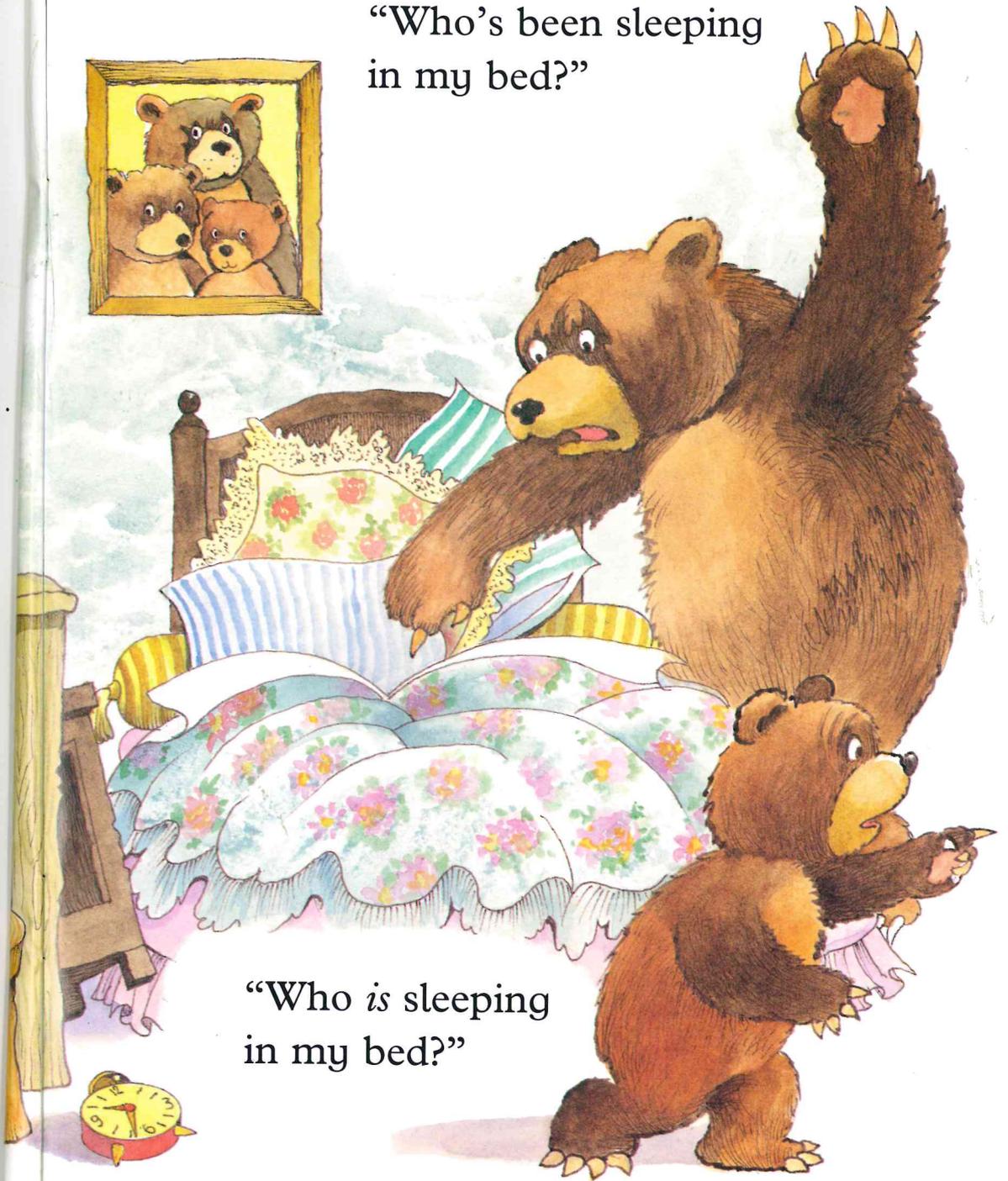


“Who’s been  
sitting in my  
chair? They’ve  
broken it into  
bits.”

“Who’s been sleeping  
in my bed?”

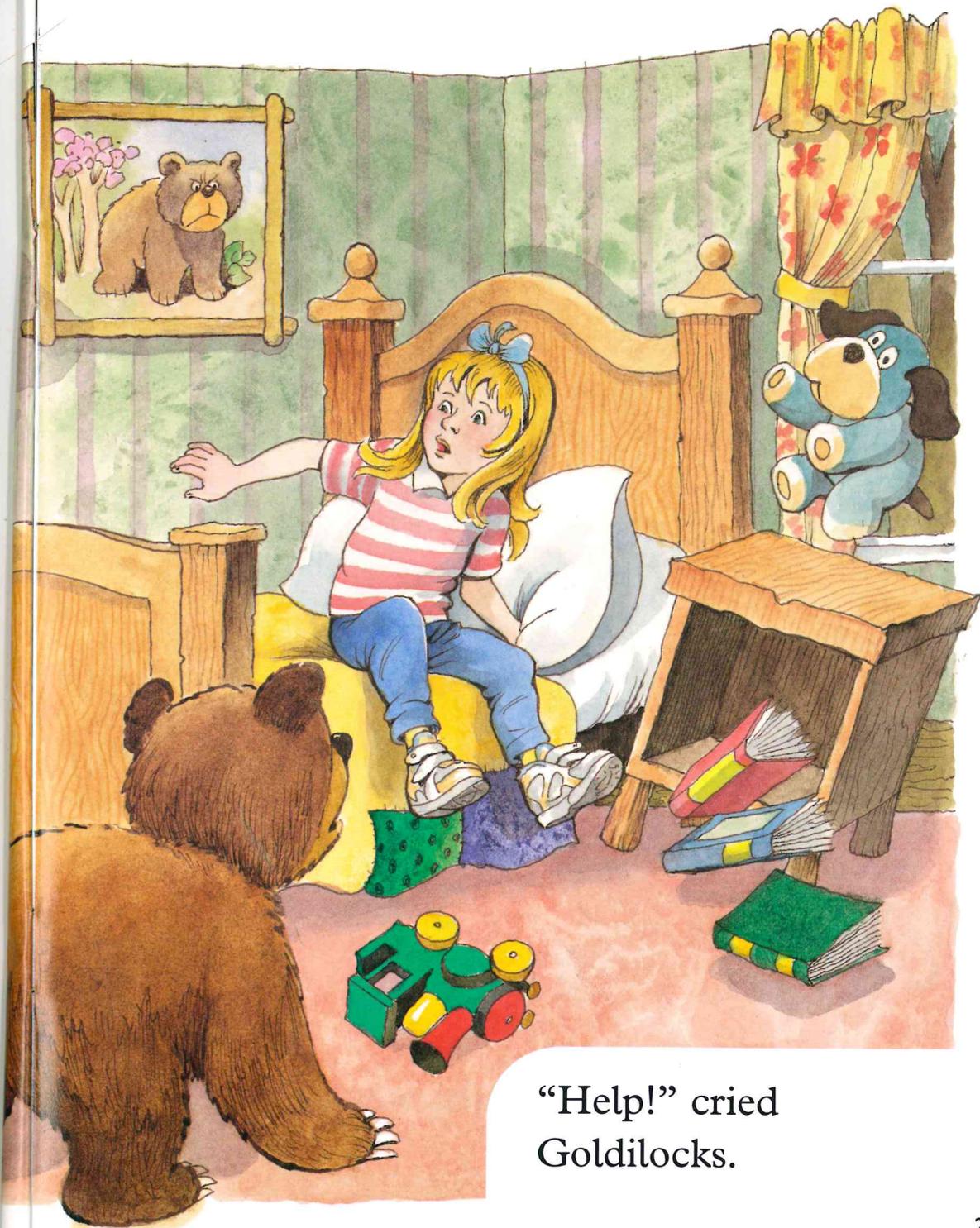


“Who’s been sleeping  
in my bed?”



“Who *is* sleeping  
in my bed?”





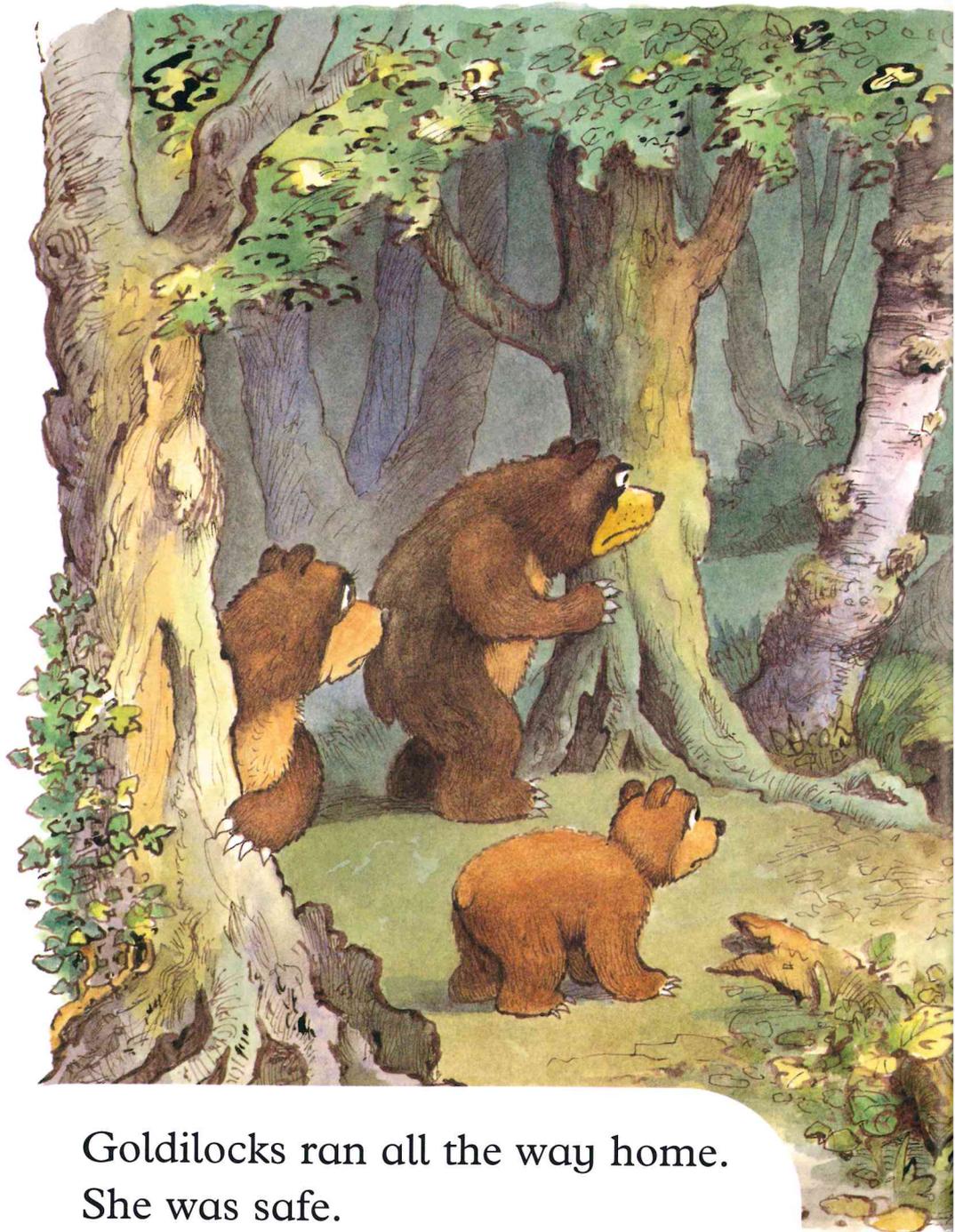
“Help!” cried  
Goldilocks.



She ran into the wood.



The three bears ran after her.



Goldilocks ran all the way home.  
She was safe.



But she never played in the  
wood again.







## Teaching Notes cont.

### Guided reading

#### *Before reading*

- Look at the text and illustrations on the front and back covers. If the children have not shared this story before, ask them what they think it might be about.

#### *During reading*

- Invite the children to read aloud at their own pace. Stop at the end of page 13, and ask how they think Goldilocks was feeling at this point in the story. Tell the children to carry on reading to the end of page 17, and then ask the question again. The children should then read to the end of the book.

#### *After reading*

- Ask the children how they managed to read unfamiliar words. Did they look at the pictures, blend the phonemes, read on and back?
- In pairs, let the children role play Goldilocks and Baby Bear. 'Baby Bear' asks questions such as: *Why did you break my chair? Why were you in my house?* and 'Goldilocks' answers.
- Ask the children to re-tell the story in their own words as they leaf through the book, using the story language (e.g. *too hot, too cold, too hard, too soft, just right*).

### Guided writing

- Ask the children to build a simple profile of one of the main characters. This could be in words or phrases, or in pictures. For example, they could draw a close-up of Baby Bear in tears when he discovers that his porridge has all gone.



## *Goldilocks and the Three Bears*

Find out what happens when Goldilocks goes to play in the big wood, and discovers the cave where the Three Bears live.

An entertaining retelling of the classic traditional tale, suitable for use in guided reading with children at Oxford Reading Tree Stages 4 to 6.



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