

#1626

GOLDILOCKS AND THE THREE BEARS

BRITANNICA FILMS OF AMERICA, 1981

COLOR, SYNCAP

LEVEL: PRIMARY

TIME: 10 MINUTES

INSTRUCTIONAL GRAPHICS: 2



SYNOPSIS

This is an animated story of the classic fairytale.

1. To deepen children's desire to read.
2. To acquaint children with classic fairy and folktales.
3. To help students develop personal moral values through discussion of stories which raise moral questions.
4. To provide a common experience on which to build speech and language lessons.

INSTRUCTIONAL OBJECTIVES

1. Given a sequence of four pictures from the story, students will arrange them according to the order of events in the story.
2. Students will identify the story's characters by name.
3. Students will dramatize the story.
4. Students will explain why it is wrong to enter a house without being invited.

BEFORE SHOWING

1. Place three bowls on a table in front of the class. The bowls should be small, medium, and large in size.
 - a. Ask the students if they know a story which has three bowls in it.
 - b. Why are the bowls different sizes?
2. If the signed version of *Goldilocks and the Three Bears* is available, use it to read the story to the children. If not, read another version, giving a name sign to each character. After the story, ask students the following questions:
 - a. Did Goldilocks do the right thing when she entered the house without being asked to come in?
 - b. How do you think the bears felt when someone was in their home?



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- c. What are some things that could happen to you if you enter a home without being asked to come in?
3. Review the vocabulary list in this guide. Make sure students know the meaning for the words.
4. Show the media, asking the students to watch carefully to see if the book and the media are the same.

AFTER SHOWING

1. Ask students to tell how the book and the media differ. Permit students to discuss the media, dramatizing some of their answers.
 - a. How did you feel when Goldilocks went into the house?
 - b. Pretend you are Goldilocks. What will you do after the chair breaks?
 - c. If you were Goldilocks, would you go to sleep in the bear's bed?
 - d. Now pretend you are the baby bear. What will you do when you see your empty bowl? How will you act?
 - e. How would you feel when you saw the broken chair? How would your face look?
 - f. Would you be afraid to look upstairs?
 - g. What would you do when you saw Goldilocks?
 - h. How do you think Goldilocks felt when she opened her eyes and saw the three bears looking at her?
 - i. Why did Goldilocks run away?
 - j. The media didn't tell us what happened to Goldilocks. Let's think about what she did when she got home. What do you think she did?
 - k. Do you think you should go into someone's house if no one is at home? Why?



- a. How did the huge bear know that someone had been eating his porridge?
 - b. How did the middle-sized bear know that someone had been sitting in her chair?
 - c. How did the huge bear know that someone had been lying in his bed?
 - d. How did the little bear know that someone had been sleeping in his bed?
 - e. What did the little bear say when he saw Goldilocks in his bed?
 - f. How did Goldilocks get out of the bears' house?
 - g. Did the bears ever see Goldilocks again?
3. Using pictures of the bears and Goldilocks, label the pictures with the following names (see INSTRUCTIONAL GRAPHICS):

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- a. Little bear.
 - b. Middle-sized bear.
 - c. Huge bear.
 - d. Goldilocks.
4. Using sequence pictures of the following, arrange them in order as they happened in the story (see INSTRUCTIONAL GRAPHICS):
 - a. Goldilocks entering the home.
 - b. Goldilocks eating the porridge.
 - c. Goldilocks breaking the chair.
 - d. Goldilocks in the bed with the bears watching her.
5. Make oatmeal together as a class (check for food allergies). Explain to the children that porridge is oatmeal. Let each child taste the porridge.
6. Bring clothing to be used to dress up as the three bears and Goldilocks. Include a blonde wig, if possible. An alternative is to make costumes in class from paper or fabrics.
7. Bring large boxes, tempera paints, markers, scissors, paper, and any other supplies needed to build props for a play. Make the house, table, chairs, and beds together with the children.
8. Write a script for the play on a large chart. Use these sentences:
 - a. "This is too hot!"
 - b. "This is too cold!"
 - c. "This is just right!"
 - d. "This is too hard!"
 - e. "This is too soft!"
 - f. "This is just right!"
 - g. "It broke!"
 - h. "This is too big!"
 - i. "This is just right!"
 - j. "Somebody has been eating my porridge!"
 - k. "Somebody has been eating my porridge and has eaten it all up!"
 - l. "Somebody has been sitting in my chair!"
 - m. "Somebody has been sitting in my chair and has broken it to bits!"
 - n. "Somebody has been sleeping in my bed!"
 - o. "Somebody has been lying in my bed and here she is!"
9. When costumes, props, and script are ready, practice the play, letting students change parts so all get to do each part. Then prepare the play to be presented to other classes.
10. Hand puppets might be made to represent the characters and a stage constructed from a large box in order to give a puppet show.
11. Provide drawing paper and crayons. Give each student a segment of the story to illustrate. Combine all drawings to make a large mural or sequence story. Caption the pictures with sentences about them. The mural might be placed in the hallway of the school.
12. Teach a unit covering other fairy tales, pointing out how each fairy tale has a moral. Help students to determine the morals portrayed in the fairy tales.



COMMUNICATION SKILLS

1. Review the vocabulary, working on the speech, signs, fingerspelling, and speechreading of each word.
2. Using the soundtrack of the media, listen for the voice of the huge bear. Describe how it sounds. Ask students to close their eyes and listen for the voice of the huge bear as the media is run. Do the same for the voices of the middle-sized and the little bear.
3. Write the following phrases on sentence strips and work on speech skills, concentrating on expression in the students' voices. Also work on the speechreading of these sentences:
 - a. "This is too hot!"
 - b. "This is too cold!"
 - c. "This is just right!"
 - d. "This is too hard!"
 - e. "This is too soft!"
 - f. "It broke!"
 - g. "This is too high!"
 - h. "Somebody has been eating my porridge!"
 - i. "Somebody has been eating my porridge and has eaten it all up!"
 - j. "Somebody has been sitting in my chair!"
 - k. "Somebody has been sitting in my chair and has broken it to bits!"
 - l. "Somebody has been sleeping in my bed!"
 - m. "Somebody has been sleeping in my bed and here she is!"
4. Using the sentences from #3, practice using a loud voice for the huge bear, a normal voice for the middle-sized bear, and a soft or a high voice for the little bear.
5. A lesson in consonant carryover may be done by using the sentences on strips that have the words "this is." Practice saying, "This is too hot," etc.



RELATED RESOURCES

Captioned Media Program

- a. [Alexander, Who Used to Be Rich Last Sunday #2350](#)
- b. [Emil and the Detectives #8259](#)
- c. [Good Night, Gorilla #10063](#)
- d. [Jack and the Beanstalk #1143](#)
- e. [Max's Chocolate Chicken #10072](#)
- f. [Peter Rabbit #2677](#)
- g. [Under the Lemon Moon #10037](#)
- h. [Who's in Rabbit's House? #10105](#)

INSTRUCTIONAL GRAPHICS

- INDIVIDUAL PICTURES
- SEQUENCE PICTURES

VOCABULARY

1. forest: many trees
2. huge: very large
3. porridge: hot cereal
4. middle-sized: not big and not little, but in the middle
5. cooling: becoming cooler
6. keyhole: the hole in the door where the key fits to open the door
7. handle: the part of the door that is turned to open the door
8. unlocked: not locked or fastened so that no one can come in
9. rough: not gentle
10. friendly: to like others and be nice to them
11. neither: not one way or another
12. covered: put something over an object
13. entered: came in
14. straightened: made neat and orderly
15. cushion: a pillow
16. squashed: flattened
17. sharp and shrill: a very high-pitched sound
18. awakened: woke up
19. tumbled: fell and rolled

SCRIPT

Once upon a time, there was a large forest. In the forest were three bears. They lived together in their own house. One of them was a little bear. The second one was a middle bear. The third was a huge bear.

Each bear had a bowl for porridge. The little bear had a small bowl. The middle bear had a middle-sized bowl. The huge bear had a large bowl.

Each bear had a chair. A small chair was for the little bear. A middle-sized chair was for the middle bear. A large chair was for the huge bear.

Each bear had a bed. A small bed was for the little bear. A middle-sized bed was for the middle bear. A large bed was for the huge bear.

One day the bears made porridge for breakfast. They poured the porridge into their bowls. It was too hot to eat. So the bears went for a walk while the porridge was cooling.

While the bears were walking, a girl named Goldilocks came to the house. Goldilocks looked in the window. Then, she looked through the keyhole. She saw no one and turned the handle of the door. The door was unlocked.

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The bears were good. They didn't hurt anybody. They never thought anybody would hurt them.

Goldilocks opened the door and went in. She was happy when she saw the porridge. She should have been nice and waited for the bears. The bears might ask her to breakfast.

The bears were good. Sometimes they were rough because they were bears. But, the bears were very nice and friendly.

The porridge looked so delicious. Goldilocks helped herself. First, she tasted the porridge of the huge bear. That was too hot for her. Then, she tasted the porridge of the middle bear. That was too cold for her. Then, she tasted the porridge of the little bear. The porridge was neither too hot nor too cold. It was just right. She liked it so much that she ate it all up.

Then, Goldilocks sat down in the chair of the huge bear. That was too hard for her. Goldilocks sat down in the chair of the middle bear. That was too soft for her. Then, she sat down in the chair of the little bear. That chair was just right. So, she sat there till the chair broke. She fell down on the floor.

Then, Goldilocks went upstairs where the three bears slept. First, she lay down on the huge bear's bed. That was too high! She lay down on the middle bear's bed. That was too high! Then, she lay down on the little bear's bed. That bed was not too high. It was just right. She covered herself and was comfortable. She lay there till she fell asleep.

The three bears thought their porridge would be cool. They came home for breakfast. Goldilocks had left the huge bear's spoon in his porridge.

"Somebody has been eating my porridge!" said the huge bear in his great, rough voice. The middle bear saw the spoon in her porridge, too. "Somebody has been eating my porridge!" said the middle bear in her middle voice. The little bear looked at his porridge. The spoon was in his bowl, but the porridge was all gone. "Somebody has been eating my porridge and has eaten it all up!" said the little bear in his small voice.

The three bears knew someone had entered their house and eaten the little bear's breakfast. So, they began to look around. Now, Goldilocks had not straightened the cushion of the huge bear's chair. "Somebody has been sitting in my chair!" said the huge bear in his great, rough voice. Goldilocks had squashed the cushion of the middle bear's chair. "Somebody has been sitting in my chair!" said the middle bear. You know Goldilocks broke the third chair. "Somebody has been sitting in my chair and has broken it to bits!" said the little bear in his small voice.

The three bears thought they should look around more. So, they went upstairs into their bedrooms. Now, Goldilocks had pulled the huge bear's pillow out of its place. "Somebody has been sleeping in my bed!" said the huge bear in his great, rough voice. Goldilocks had moved the middle bear's pillow. "Somebody has been lying in my bed!" said the middle bear. The little bear looked at his bed. The pillows were in their places.

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And on the bed was Goldilocks. She should not be there. "Somebody has been lying in my bed, and here she is!" said the little bear in his small voice.

Goldilocks heard the huge bear say, "Somebody has been lying in my bed!" The middle bear said, "Somebody has been lying in my bed!" Goldilocks thought someone was talking in her dreams. Then she heard the little bear. "Somebody has been lying in my bed and here she is!" The voice was so sharp and so shrill. The voice awakened her.



Goldilocks sat up and saw the three bears. She tumbled out of the bed and ran to the window. Now, the window was open. The bears always opened the window when they got up in the morning. Out she jumped. She ran away fast. She did not look back. And what happened to her, I cannot tell. But the three bears never saw Goldilocks again.

INDIVIDUAL PICTURES



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SEQUENCE PICTURES



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