

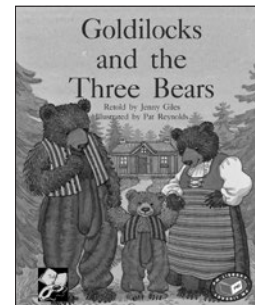
Goldilocks and the Three Bears

PM Level 17

Turquoise

Text Type Narrative

Running Words 1017



Preparing for Guided Reading

Orientation to the text

- Read a selection of PM Story Books about the bear family, e.g. *Father Bear goes fishing*, *Blackberries*, *Baby Bear Goes Fishing*, *Honey for Baby Bear*, *Baby Bear's present*, *Mushrooms for Dinner*, *House Hunting* and *Father Bear's Surprise*. Discuss how the bear family lived together and the different experiences they shared as a family.

Prior knowledge

- Explain that *Goldilocks and the Three Bears* is a traditional tale. Discuss the themes from other familiar traditional tales. Ask students who have read or heard this story, and ask those students to provide a synopsis.

Building the Balanced Reader

Vocabulary

Key vocabulary

high, while, wonder

Content Words

cools, porridge, sized, upstairs

Decoding

- Apply knowledge of prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; attending to print details.

Focusing on the story – guided reading

- Look at pp. 2–6. Identify the members of this bear family in *Goldilocks and the Three Bears*. Talk about their possessions in relation to the size of each family member.
- Ask students if they think Goldilocks has done the right thing by going into the bears' house and eating the porridge. Why? Why not?
- Look at the ladder in the picture on p. 11. Ask students to predict where the ladder might lead to and what they think might happen next. Confirm students' predictions.

- Ask students to predict what might happen after Goldilocks falls asleep in Baby Bear's bed.
- Read pp. 14–18 with students ensuring the pages are read in a way that builds the tension of the story. Take particular note of the words in **bold** type and the use of exclamation marks and ellipses.
- Direct the children to Mother Bear's stance on p. 20 and ask how the Bear family would be feeling.
- Discuss repetitive sections of the text and explain the purpose of this feature in traditional tales.
- Select students to participate in the play. Revise the use of coloured panels to indicate the spoken sections for each character. Allow students to present the play for other class members or another class.

Comprehension

- Why did the three bears go for a walk in the forest? (*Literal*)
- Why do you think Goldilocks went inside the house? (*Inferential*)
- When Goldilocks woke up, why did she run out of the house? (*Inferential*)

Follow-up activities

- Write the recipe for porridge onto a large chart. Discuss the ingredients and method. Show students how to make porridge, explaining each step clearly. Ask students to write out the recipe themselves and to decorate it appropriately. Display the decorated recipes in an interesting way.
- Discuss why breakfast is an important meal. Ask students what they eat for breakfast. Display the food pyramid and talk about food that would make a healthy breakfast. Students could find pictures of healthy food from magazines and glue them onto paper plates to suggest a 'healthy breakfast'. Some students may like to write menus to go with them.

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Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

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Success Criteria

- I can use the illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, rereading and reading on to gain a deeper understanding of the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up