



#10062 GOLDILOCKS AND THE THREE BEARS

WESTON WOODS STUDIOS, 1993
Grade Level: K-3
8 mins.

DESCRIPTION

Goldilocks disobeys her mother's instructions and goes through the forest on her way to pick up muffins. She visits the home of the three bears while they are out, and a later confrontation with them really scares her. Animated version of James Marshall's Caldecott Honor Book that revisits a familiar fairy tale.

ACADEMIC STANDARDS

Subject Area: Language Arts–Reading

- Standard: Uses reading skills and strategies to understand and interpret a variety of literary texts
 - ♦ Benchmark: Uses reading skills and strategies to understand a variety of familiar literary passages and texts (e.g., fairy tales, folktales, fiction, nonfiction, legends, fables, myths, poems, nursery rhymes, picture books, predictable books) (See INSTRUCTIONAL GOALS 1 and 3.)

Subject Area: Health

- Standard: Knows how to maintain mental and emotional health
 - ♦ Benchmark: Understands how one responds to the behavior of others and how one's behavior may evoke responses in others (See INSTRUCTIONAL GOALS 2.)

INSTRUCTIONAL GOALS

1. To illustrate a humorous retelling of familiar fairy tale.
2. To explore the consequences of certain behaviors.
3. To promote the reading of children's literature.

VOCABULARY

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| 1. biggest | 8. little | 15. scalding |
| 2. brown bear | 9. low | 16. shortcut |
| 3. forest | 10. medium-sized | 17. snooze |
| 4. Goldilocks | 11. naughty | 18. too |
| 5. head of the bed | 12. neither | 19. tucked out |
| 6. high | 13. never | |
| 7. just right | 14. porridge | |

BEFORE SHOWING

1. Read the book *Goldilocks and the Three Bears* by James Marshall. Review the plot and compare the traditional story.
2. Discuss fantasy versus reality. Describe the things from the story that could be true.
3. Discuss rooms and furnishings in homes. What things are made to accommodate people of different sizes? What piece of furniture would you like to have designed for your size?

AFTER SHOWING

Discussion Items and Questions

1. Where was Goldilocks going?
2. Why did Goldilocks take the shortcut? What signs and warnings did she ignore?
3. What was wrong with the bears' porridge? Why did they go for a bike ride?
4. What did Goldilocks do first when she went in the bears' house? What was wrong with the biggest bowl of porridge? The medium-sized bowl of porridge?
5. Why did Goldilocks eat up the porridge in the little bowl?
6. What did Goldilocks find on the floor as she looked around the house? What did she think the brown fur was from? Did she know she it was the bears' house?
7. Describe the three chairs in the parlor. Explain what happened to the little chair.
8. Why did Goldilocks go upstairs?
9. Describe the three beds, and tell what Goldilocks did.
10. Why didn't Goldilocks hear the bears come home?
11. What did the bears discover at the breakfast table? In the parlor? Upstairs? How did the three bears feel?
12. What did Goldilocks do when she woke up? How did she feel?
13. What do you think Goldilocks told her mother about her adventures in the forest?

Applications and Activities

1. Read the traditional version of *Goldilocks and the Three Bears*. Compare and contrast the traditional version with James Marshall's version. Consider using a Venn diagram.
2. Dramatize this version of *Goldilocks and the Three Bears*. Make or provide props, including warning signs. Invite other classes and/or parents to the performance.
3. Cook porridge. (Porridge is boiled cereal, usually oatmeal.) Serve it with milk, maple syrup, or applesauce. Enjoy.
4. Discuss what bear's home might look like. Draw a picture of an imagined bear family home. Share descriptions of the homes. Consider:
 - a. Would a bear home be light or dark inside?
 - b. What kinds of furniture would make bears comfortable?
 - c. What would a "beartub" look like?
 - d. What would be in a bear family refrigerator?

C a p t i o n e d M e d i a P r o g r a m

5. Research and report on different kinds of bears and their actual homes. Include drawings or photos of bear homes.
6. Discuss the choice of words and the illustrations that make this version of the story especially funny. Use this opportunity to explain some of the idiomatic phrases used.
 - a. "Go for a spin."
 - b. "Don't mind if I do."
 - c. "Just right."
 - d. "Gobbled it all up."
 - e. "Great fun."
 - f. "Tuckered out."
 - g. "Sound asleep."
 - h. "Scarcely believe their eyes."
 - i. "Broken it to smithereens."
 - j. "Now see here."
7. Make books by rewriting the story of *Goldilocks and the Three Bears*. Pretend that Goldilocks followed her mother's advice and didn't take the shortcut. Consider:
 - a. What might have happened to Goldilocks on her way to the village?
 - b. What might have happened at the bakery?
 - c. What could have happened on the way home?
8. Read other familiar fairy tales. Discuss similarities in the fairy tales.
9. Read other retellings of *Goldilocks and the Three Bears*.
 - a. *Leola and the Honeybears: An African-American Retelling of Goldilocks and the Three Bears* by Melody Benson Rosales.
 - b. *Rolling Along With Goldilocks and the Three Bears* by Cindy Meyers.
 - c. *Goldilocks and the Three Bears: A Tale Moderne* by Steven Guarnaccia.
 - d. *Goldie and the Three Bears* by Diane Stanley.
10. Use different-sized boxes and art materials to construct houses. Design the houses according to who might live in it. Describe the sizes of the creatures that might live there.

SUMMARY

Goldilocks and the Three Bears is the witty retelling of the familiar tale. In this version, Goldilocks is warned not to take the shortcut through the forest while on a mission to buy muffins in the next village. However, she does exactly as she pleases and finds herself at the home of the three bears.

RELATED RESOURCES

- [Jack and the Beanstalk #1143](#)
- [Red Riding Hood #3073](#)
- [The Three Little Pigs #1818](#)

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **GOLDILOCKS AND THE THREE BEARS**

<http://www.first-school.ws/activities/fairytales/3bears.htm>

This Web page has a wide variety of activities and printable materials to support the teaching of the story. It also has links to other fairy tale information and an online version of the original story.

- **MYTHS, FOLKTALES, AND FAIRY TALES: ONLINE ACTIVITY TEACHER’S GUIDE**

<http://teacher.scholastic.com/writewit/mff/tguide/>

See a complete fairy tale teaching unit for grades K-3, 4-6, 7-9, or 9-12.

- **BEARS.ORG**

<http://www.bears.org>

Dedicated to the preservation of accurate bear beliefs, this site has information and pictures on bear species, bear myths, essays, and lists of books, movies, and Internet sites.

