

ELD LESSON PLAN
Goldilocks and the Three Bears

This lesson can be used with any version of the story.

Lesson 1

Introduce Vocabulary Part 1:

Family members: mama/mom/mommy/mother, papa/dad/daddy, father, sister, brother, baby

Word work/phonics:

Words that begin with "m". Use mama, mom, mommy, mother as examples. Have students brainstorm other words that begin with /m/.

Access Background Knowledge:

What do we know about families? Pull out pictures of moms, dads, sisters, brothers etc. as students share.

Set Purpose for Reading book:

Who is in the bear family? Who is not?

Read book:

Discuss who is in the bear family as you read.

Conclude with Purpose:

Count the number of bears in the family. Have students tell their partners and then you what they know about each bear. Lead your students into discussing size of bears at some point so you can assess their language and conceptual knowledge.

Supplies:

Vocabulary on strips

Family pictures (preferably of teacher's extended family)

Pictures or objects that begin with M

Lesson 2

Review Vocabulary

Access background knowledge/Language practice:

"How many brothers do you have?" "I have ____brothers."

"How many students do you have?" "I have ____sisters."

Word work/phonics:

words that begin with /b/

Use bear, baby, brother as examples. Have students brainstorm other words that begin with /b/.

Set Purpose for reading:

Hunt for words that begin with /b/.

Conclude with Purpose for reading:

Sticker dot words from your brainstorm that begin with /b/ and are in the book.

Add any others from the book. Count the number of b-words in the book.

Supplies:

Family pictures

Pictures or objects that begin with /b/

Lesson 3

Review family vocabulary

Introduce size vocabulary: small, medium, large.

Have small, medium, large realia to use as examples.

Vocabulary Extension/enrichment activities- Use snowman worksheet and poem to teach small/medium/large. Students can cut out the 3 ball sizes so each student has a small, medium and large "ball" (circle).

As you say the poem have students place the correct size ball on cue.

Making Mr Snowman

Small ball,

Medium ball,

Large ball,

Done!

Making Mr. Snowman is really lots of fun!

Access Background Knowledge:

Brainstorm things around the classroom (and anywhere else you can think of) that are small, medium and large. If students need the scaffolding, have 3 laundry baskets and pass out realia. Have students sort the objects one at a time into the bins using the prompt "The _____ is _____." Use realia that they know.

Set purpose for reading book:

We will be looking and listening for things that are small, medium and large.

Read book:

Have little cards with small, medium and large circles on them with s, m and l inside each circle. While reading, have students identify which objects on each page are s, m and l.

Conclude with Purpose:

Pass out a picture of things s, m and l and have students do a sort on a poster. (This moves the previous manipulative activity to pictorial representation.) The pictures can be from the book or other. When they put their picture on the word sort they say the prompt "The ____ is _____."

Supplies:

Small, medium and large realia
Snowman worksheet
Student scissors for cutting "snowballs"
Vocabulary word cards

Lesson 4 (culminating activity)

Have students retell the story of Goldilocks and the Three Bears using puppets and available realia.

Using 5 or 6 photocopied pictures from the book, as a class sequence the pictures in chronological order.

Have students return to their tables and work on a mini-version of the whole-class sequencing activity. Students will color and cut out scenes, then glue them down in chronological order.

Have students complete the prompt at the bottom of the page: "Everything for Papa Bear is _____. Everything for Mama Bear is _____. Everything for Baby Bear is _____."

Supplies:

Puppets
Photocopied pictures from book
Mini-picture worksheets to cut and paste
Glue, scissors, crayons