

Ask:

- What made the story especially funny?

Discuss choice of words and type of illustrations. Have children rewrite the story of *GOLDILOCKS AND THE THREE BEARS*. This time, have children pretend that Goldilocks followed her mother's advice and didn't take the shortcut through the woods. Ask:

- What might have happened to Goldilocks on her way to the village?
- What might have happened at the bakery?
- What could have happened on the way home?

Have children dictate their stories and print them in construction paper booklets. When finished, have children use markers, crayons or pencil to design the book jackets for their own versions of *GOLDILOCKS AND THE THREE BEARS*.

Other videos and films about fairy tales available from Weston Woods include:

- THE FISHERMAN AND HIS WIFE by Wanda Gág
RED RIDING HOOD by James Marshall
THE THREE LITTLE PIGS by Erik Blegvad
THE THREE LITTLE PIGS by James Marshall
THE THREE BILLY GOATS GRUFF written by P.C. Asbjornsen & J.E. Moe & illus. by Marcia Brown
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From the book *Goldilocks and the Three Bears* © 1988
retold & illus. by James Marshall (Dial)

Video/Film Curriculum Guide - 342

for

GOLDILOCKS AND THE THREE BEARS

Theme: Fairy Tales

Grade Level: K-2

Running Time: 8 min. (approx) animated

SUMMARY

GOLDILOCKS AND THE THREE BEARS is the familiar tale retold with added wit and humor. 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, because she is one of those “naughty little girls” who does exactly as she pleases, she finds herself at the home of those three roving bears, out enjoying a bicycle trip while their porridge is cooling.

OBJECTIVES

- Children will enjoy a familiar fairy tale with a twist.
- Children will explore the consequences of certain behavior.
- Children will experience humor in storytelling.

BEFORE VIEWING ACTIVITIES

Share the book *Goldilocks and the Three Bears* with children. Then ask:

- What do you think Goldilocks told her mother about her adventures in the forest?
- If the bear family had neighbors, who do you think they might be?

Supply boxes of different sizes and art materials that children can use to construct houses. As children work with the materials, encourage them to think about who might be living in the houses and to design the houses accordingly.

Later, display children’s creations. Compare the sizes and have children describe the heights and sizes of the animals, people or creatures that might live in the houses.

Later, talk with the children about the rooms and furnishings in their own home that are made to accommodate people of different sizes. Ask: If you could have a piece of furniture designed especially for you, what would it be?

Remind children of the porridge that was cooling in the bears’ home when Goldilocks discovered the house. Then have children cook some porridge in the classroom. Be sure to involve children in as much of the preparation as possible.

Porridge is boiled cereal, usually oatmeal. You might try instant oatmeal or you might make it from scratch. It can be served with milk or maple syrup - or even applesauce!

AFTER VIEWING ACTIVITIES

Have children dramatize this version of **GOLDILOCKS AND THE THREE BEARS**. Work with children to make signs to use as props including “don’t take the shortcut” and warnings such as “danger!” “very risky!” “not a good idea!” “turn back” and “go the other way”. Also provide bowls, chairs and floor pillows to represent beds that children can use during their dramatic play. Have children invite other classes to their performance. (To set the mood, you might want to have three children dressed as bears act as ushers to escort guests to their seats!)

Talk with children about what they think a bear’s home might look like. Ask:

- Would it be light or dark?
- What kinds of furniture would make bears comfortable?
- What would a “beartub” look like?
- What would be in a bear family refrigerator?

Have children draw pictures of their imagined bear family homesteads. Later, encourage children to describe their creations to their classmates. Then discuss what a real bear’s home would be like in a cave.