

# The Early Years Count **Literacy** Connection



## Goldilocks and the Three Bears

Retold and illustrated by  
Jan Brett

*Preschool edition*

### Overview of Book

A happy bear family takes a walk while their breakfast cools only to discover someone has entered their home while they were out! What and who do the bears find? What has she been doing in their house? This beautifully illustrated version of the classic story is a gem.

Genre: Fairy tale/Picture book

### Vocabulary

Books are a rich source of words new to children. Here are some words from *Goldilocks and the Three Bears* to introduce in your classroom:

porridge	middle size
latch	cooling
peeped	crumpled

Each time you read the book, choose 2 or 3 words to highlight. Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children, "That's a word from our story!"

### Connecting with the HighScope Curriculum

*COR Advantage 1.5*

Social and Emotional  
Development  
Item D (*Emotions*)

Language, Literacy and  
Communication  
Item Q (*Book enjoyment  
and knowledge*)

Mathematics  
Item S (*Numbers and  
counting*)

Creative Arts  
Item AA (*Pretend play*)

### Reading Tips

This edition, with so much colorful detail, begs to be examined. The border drawings are a clue to what will happen next. Take time as you read to encourage the children to look at the pictures for additional story elements. Ask questions like, "Why are the bears playing? What does this tell you about the bear family?" Eventually and over several readings, the children will realize the value of the pictures and all the additional information they contain. Provide opportunity for discussion around Goldilocks entering the bear's home without an invitation.

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

### **Throughout the Routine**

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

Read the story at **Large Group Time**. Practice using props and encourage children to act out the story several times.

At **Small Group Time**, supply children's baskets with a variety of materials so they can sort objects and group in sets of three.

**Transition** by asking the children to act like a "huge," "middle size," or "wee" bear.

During **Outside Time**, invite the children to talk in "huge bear" voices.

### **Around the Room**

Highlight the book's content and build on the children's excitement in a variety of locations.

Encourage acting out the story with realistic props—bears, bowls, beds, chairs—in the **House Area**.

Place this book along with other versions of the story in the **Book Area** for the children to read and compare.

Make materials available in the **Art** and **Woodworking Areas** for children to experiment making chairs, bowls or beds.

### **Open-ended Questions**

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one "right" answer.

Here are some questions you might ask for *Goldilocks and the Three Bears*:

What would you do if you found the bear's house?

What do you think Goldilocks did after she left the bear's house?

What is your favorite part of the story? Why?

*For more information on how to use books and stories with children to enhance your curriculum, contact*  
***The Family Connection:***

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[www.famconn.org](http://www.famconn.org)

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### **@ Home**

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *Goldilocks and the Three Bears* with their child. Here's a sample message you can send:

As you read *Goldilocks and the Three Bears* with your child, take time on each page to talk about what is happening. There is so much going on in these colorful illustrations. You might say, "Look at all the bear things in this picture. I see a honey pot and butterflies. What do you see?" Linger on the pages to enjoy the details. Notice the hints in the drawings that give clues about what is coming next. Ask your child, "What's going to happen on the next page?" As the bears discover Goldilocks, ask questions about how and why she is in the bear's home. It's also a good opportunity to ask, "Was that a good idea?"