

# The Early Years Count **Literacy** Connection



## **Goldilocks and The Three Bears**

Retold and illustrated by  
James Marshall

*Preschool edition*

### **Overview of Book**

Goldilocks and the bears are especially dramatic in this version of the classic story. With many hilarious comments and actions by all characters, this version sets itself apart from the more familiar re-telling.

Genre: Picture book/Folktale

### **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:

tuckered	porridge
snooze	coarse
smithereens	scalding

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**

Read this version with the dramatic tone it is begging for. Have voices for each character and emphasize the italics when part of dialogue. Throughout, ask questions like, "Is it ok for her to be doing this?" Have the children look carefully at the pictures and make note of familiar items in the house as well as in Baby Bear's room. Ask, "If he was your friend, what would you like to do together?" Have a discussion about what Goldilocks might have told her Mother when she got home.

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.

Supply children's baskets at **Small Group Time** with materials so they can sort objects and group in sets of 3.

**Transition** by asking the children to act like the "biggest", "middle size" or "little" bear.

### **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 and dress up items in the **House Area**.

Place other versions of the story in the **Book Area** to read and compare.

Add materials to 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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### **@ 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:

This version of the story really shows how naughty Goldilocks is. As you and your child read (and laugh) together, talk about all the things Goldilocks does that are not how we are to behave. For example, ask, "Is it ok that she went inside without being invited?" Follow up with, "If she really was curious to meet the Bears and see their house, what could she have done instead?" This book can be enjoyed many times and evoke many different kinds of conversations with your child.