

GOLDILOCKS AND THE THREE BEARS

Retold and illustrated by JAN BRETT

COMPREHENSION FOCUS

Retelling
Beginning-Middle-End (B-M-E)

STANDARD CORRELATION

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.



SEL CONNECTION
Empathy

PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 11, 17, 25, and 30.

Create the anchor chart template as shown; it will be completed during the lesson.

B beginning	M middle	E end

STEP 1

EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

As we read the book today, we will use the B-M-E strategy. We will stop reading after the beginning, middle, and end of the story and think about what happened during each of those parts. Stopping and thinking about what happens at each part helps us to remember the parts of a story in sequence.

STEP 2

INTRODUCE THE NEW BOOK

Goldilocks and the Three Bears is a fairy tale that has been retold for many years. Goldilocks is a curious young girl who comes upon a house where three bears live. While the bears are out for a walk, Goldilocks goes into the bears' house and gives their porridge a try. Let's read to find out what happens when Goldilocks is inside the bears' house.

STEP 3

READ AND DEMONSTRATE HOW TO USE THE STRATEGY

As I read aloud, I will stop reading at the places where I have sticky notes. They mark the beginning, middle, and end of the story. When I stop reading, we will think about what has happened in the story during that part. Then we will recount that part of the story.

Read pages 4-11. We just read the beginning of the story. Let's think about what happened. We met the characters in the story: the three bears and Goldilocks. The bears go for a walk while their breakfast porridge cools down. Goldilocks smells the porridge and is very hungry, so she decides to climb through the window of the bears' house. I'm thinking this could become the problem of the story. Add the key words (three bears, walk, Goldilocks, goes inside house) under the Beginning column on the anchor chart. Let's read on to find out what happens in the middle of the story.

Read pages 12-17. The middle part is where we find the story's main events. Let's stop here and recount what has happened so far. Goldilocks does three things while she is in the bears' house. Turn and talk with your partner and recount the three things she does. Try to recount them in order. Listen to the partner pairs, and then share what you heard as you add key words to the Middle column on the anchor chart (porridge, chairs, beds). Let's read on through the rest of the middle part of the story.

Read pages 18-25. We just read the remainder of the middle part of the story. Turn to your partner and recount what happened. Listen to the partner pairs, and then share what you heard as you add key words to the Middle column on the anchor chart (bears come home, find Goldilocks). I wonder how this story will end.

Let's pause here and think about how the bears must be feeling. Did Goldilocks's actions affect the bears? Before we act, we must think of how our actions affect others. How do you think the bears are feeling knowing someone has been in their home?

Read pages 26-30. This is the end of the story. Goldilocks wakes up and runs out of the house. Add key words to the End column on the anchor chart (Goldilocks wakes up, runs out).

The key details from the B-M-E chart help us remember what happened in each part of the story.

B beginning	M middle	E end
three bears	porridge	Goldilocks wakes up
walk	chairs	runs out
Goldilocks	beds	
goes inside house	bears come home	
	find Goldilocks	



STEP 4

INDEPENDENT PRACTICE

Download the activity sheet from pioneervalleybooks.com/st. Have students draw a picture of what happens in the beginning, middle, and end of the story. Display the pictures on the wall.

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STEP 1

REVIEW THE BOOK

With a partner, use the anchor chart from Day 1 to recount the story.

STEP 2

PROMPT

Hand out the journals. Write the following prompt on chart paper as you read it aloud: *Write what happened at the beginning, middle, and end of Goldilocks and the Three Bears.* Read it again, asking students to read it with you.

STEP 3

PLAN

Think of a sentence to write that tells about the beginning of the story. Use the anchor chart and the drawings from Day 1 to help recount the story. Continue writing a sentence for the middle and one for the ending as well. When you are done, you should have three sentences that summarize the entire story.

STEP 4

WRITE

While students are writing, circulate the room and confer with individuals. Have students use their personal word wall as a spelling reference. Assist students with their plan by referencing the anchor chart and Day 1 drawings, orally rehearsing their next sentence, or addressing their individual writing target.

Have students share their writing with a partner.

STEP 5

EXTEND AND CONNECT THE LEARNING

After students read a fictional story during small-group reading instruction or after reading a story in a learning station, have students practice using the B-M-E strategy to recount the story.

Write what happened at the beginning, middle, and end of Goldilocks and the Three Bears.