



## GOLDILOCKS AND THE THREE BEARS

**Learning Objectives:** The students will...

1. Demonstrate an understanding of the purpose of rules/laws.
2. Identify how rules provide order, security, and safety at home.
3. Explain the role of authority figures at home.
4. Apply critical thinking skills by obtaining and organizing information acquired from conversations and visual and print sources.

**TEKS:** K.7A&B, K.8A&B, K.13A&B, K.14C, 1.1B, 1.10A, 1.11A, 1.16A, 1.17C, 2.13A&B, 2.16E

**Materials Needed:** *Goldilocks and the Three Bears* by James Marshall, copy of the Decision Time sign for each student.

**Vocabulary:** authority figure, choice, decision, porridge, rules

**Teaching Strategy:**

1. Begin the lesson by showing the class the cover of the book *Goldilocks and the Three Bears* by James Marshall and discuss the illustrations on the cover. Have students share their prior knowledge of the story of Goldilocks and the Three Bears. (If students aren't familiar with the story, have them predict what they think the story is about and what will happen based on the cover of the book.)
2. Read the story to the class.
3. After the story has been presented, point out that Goldilocks' authority figure at home is her mother. Discuss the following questions:
  - a. Why did Goldilocks' mother tell Goldilocks not to take the shortcut through the forest? (Thought there were bears in the forest)
  - b. Why would Goldilocks' mother be worried about bears?
  - c. Why do parents establish rules for their children to follow? (To protect their children and keep them safe)
  - d. What would happen if parents did not have any rules for their children to follow?
  - e. Why do you think Goldilocks disobeyed her mother? What was Goldilocks' decision?
  - f. What other choices did Goldilocks make that were not good decisions? (Record student's responses on the board or on chart paper. Actions should include entering the bears' house without permission, eating the porridge, looking around the bears' house, breaking the chair, sleeping in baby bear's bed, running away, etc.)
4. Give each student a Decision Time sign. Explain that *Goldilocks and the Three Bears* (or the animated version of the story) is going to be read (or shown) to them again. Instruct students to raise their Decision Time signs every time Goldilocks does not make a good decision.
5. Each time students raise their signs, lead a brief discussion concerning the incorrect decision made by Goldilocks. Then have students share what they think would have been a better choice or decision for Goldilocks to make.
6. Kindergarten Strategy
  - a. Students will brainstorm a list of appropriate consequences/punishments for Goldilocks' disobedience to her mother and/or inappropriate actions at the home of the three bears.

7. First Grade Strategy
  - a. Students will pretend that they are Goldilocks and compose a short letter of apology to the three bears. The letter should include the date, salutation, and closing.
8. Second Grade Strategy
  - a. Students will write a persuasive paragraph to convince Goldilocks to keep her promises and obey her mother's rules.

**Extension for the Gifted/Talented:**

Students will extend the story of *Goldilocks and the Three Bears*. Eliminating the last page of the story, as written by James Marshall, students will tell what happens when the three bears do see Goldilocks again!

# Decision Time

