***Book Title: Goldilocks and the Three Bears***

Vocabulary Words: promise, village, naughty, porridge, coarse

Sight Words: three, one, who, was, said, she, of

**Preparation:**

* Become familiar with the book by reading it.
* Review the story questions.
* Review the Vocabulary Word Cards.

**Introduction of Book**:

* Show/Identify Cover of the book.
* Tell children that you will reading about a girl named Goldilocks and three bears who live in a house in the forest.
* Identify title/author of book.
* Show/ Identify Back of the Book.

**Reading Aloud:**

* Tell children that you will reading about a girl named Goldilocks and three bears who live in a house in the forest.
* Introduce Vocabulary Word Cards
* While reading, ask the following questions:
  + What did Goldilocks mom want her to buy? (muffins)
  + What did Goldilocks’ mom make her promise not to do? (take the shortcut)
  + What did Goldilocks see in the forest? (the bears’ house)
  + Who lives in the house?
  + What was the first thing Goldilocks did in the house?
  + What happened to the bears’ chairs?
  + Where does Goldilocks go next?
  + What happens when the bears come home? (they saw someone ate their porridge, sat in their chairs, slept in their beds)
  + How did the bears get Goldilocks to leave their house?

**After Reading**:

* Ask the following questions:
  + Is this story real or make believe? (make believe because bears can’t talk)
  + If you were Goldilocks, would you have gone into the bears’ house and eaten their porridge, sat in their chairs, and slept in their beds? (open-ended)

List some activities that volunteer can do after reading the book using manipulative materials.

* Print Copies of the Story Picture Cards for each student: <http://www.scholastic.com/content/collateral_resources/pdf00premium/60/0439500060_e016.pdf>
  + Have students retell the story using the picture cards
  + Sort the story picture cards into small, medium, large groups