

HANDOUT 12:

Snapshot 3.2: Goldilocks and the Three Bears

Snapshot 3.2. *Goldilocks and the Three Bears* Integrated ELA and ELD in Transitional Kindergarten

Transitional kindergarteners listen to, enjoy, and discuss the book, *Goldilocks and the Three Bears*, several times over the course of a week. They chant along when there are repetitive phrases, ask and answer questions about the story, and talk about the illustrations. Their teacher, Mrs. Haddad, guides children's identification of key story details by using its narrative structure and recording the characters, settings, and events of the plot on a large chart. With support, children use 12" x 18" construction paper to construct individual books. Drawing or using cut paper, each child designs a cover page, a page with a home in the forest, a third page with three bowls, a fourth with three chairs, and a fifth page with three beds. Paper cutouts of Goldilocks and the bears are given to the children to use as props. The children move the props through the pages of their books as they read, using the cutouts as scaffolds as they retell the story to one another.

Mrs. Haddad thoughtfully selected the book for the retelling activity because there are objects, such as bowls, chairs, and beds that can serve as memory triggers for story events and structures and phrases used repeatedly throughout the story: "This porridge is too hot! This porridge is too cold! This porridge is just right." Before they use their books to retell the story, and while the other children are engaged in collaborative tasks at literacy stations, Mrs. Haddad spends extra time with her EL children who are at the Emerging level of English language proficiency. Using a book she has constructed, which is similar to the one the children each made, she collaboratively retells the story with the children. She also prompts the children to use transition terms, such as *then* and *next*, and draws their attention to past tense verbs (e.g., Baby Bear *said*). She intentionally models enthusiasm and intonation, and she invites the children to do the same. This way, she is helping to build the language and confidence EL children will need to participate in the retelling of the story with other children.

The children have multiple opportunities to retell the story using their books with different partners. Mrs. Haddad offers to video record those who wish to be recorded so that the story may be viewed on a class computer during independent choice time. Eventually, the books are taken home so that children may tell the story to their families.

Resource

Cauley, Lorinda B. 1981. *Goldilocks and the Three Bears*. New York: Putnam.

CA CCSS for ELA/Literacy: RL.K.1–3; W.K.3; SL.K.1–2; L.K.6

CA ELD Standards: ELD.PI.K.12a; ELD.PII.K.1, 2, 3b

Related California Preschool Learning Foundations (60 months):

Listening and Speaking 1.4 Use language to construct extended narratives that are real or fictional.

Reading 4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferences), retelling, reenacting, or creating artwork.

Source

Snapshot based on

Yopp, Hallie K., and Ruth H. Yopp. 2014. *Literature-Based Reading Activities: Engaging Students with Literary and Informational Text*. 6th ed. Boston: Pearson. Reprinted by permission of Pearson Education, Inc., New York, NY.