

# SAMPLE LESSON PLAN K-3

## Goldilocks and the Three Bears

Standard: (English-Language Arts Content Standards for California Public Schools, Grade 2)

Reading Comprehension 2.6: Recognize cause-and-effect relationships in text.

Objective: (Behavior to be demonstrated) Listen for cause and effect relationships in the story.

Motivation: (Teacher attitude and enthusiasm, story background, and student interests and experiences) “What do you usually eat for breakfast in the morning? If your mom or dad fixes hot cereal or hot cocoa or some other hot food, what might be a cause or reason why you could not eat it right away? **(It is too hot.)** What would be the result if you tried to eat or drink it when it was too hot? **(It might burn the tongue.)** What would burning your tongue cause you to do before you took another bite or sip? **(You might blow on it, finish getting ready for school, watch a cartoon, etc. and come back in a few minutes.)** What might be the result if you don’t come back soon to eat your breakfast? **(It might be too cold; it might be time to leave for school; a brother or sister might eat it.)** Today we are going to hear the story of “Goldilocks and the Three Bears.” You will listen for the cause or reason the three bears decide to take a walk in the woods. Listen for the causes and effects as well.”

Readiness: (Explanation of skill and introduction of difficult vocabulary) “In listening for cause and effect relationships, listen to find out why something happens in the story and for the results or effects.”

Vocabulary to be Introduced:

Word

Context Sentence from Story and Meaning

- porridge      Sentence:      “Mother Bear cooked the porridge for breakfast.”  
Meaning:      hot cereal
- ladled      Sentence:      “She ladled it into their three bowls.”  
Meaning:      served with a large, deep spoon

Guided Listening: (Indirect and Direct Questions by thought units)

Indirect Question: (Purpose-setting statement) “Listen to learn the cause or reason why the three bears went for a walk in the woods and for other causes and effects.” **(Stop reading**

**after Goldilocks falls asleep in Baby Bear’s bed.)**

Direct Question: “What was the cause or reason why the three bears went for a walk in the woods?” **(The porridge was far too hot to eat.)**

“Why was Goldilocks far from home? **(She had wandered into the woods to pick flowers.)**

“What caused Goldilocks to eat all of Baby Bear’s porridge? **(She was hungry, and it tasted just right.)**

“What was the effect or result when Goldilocks sat in Baby Bear’s chair?” **(It broke into pieces, and down went Goldilocks onto the floor.)**

What resulted when Goldilocks lay down in Baby Bear’s bed? **(She fell asleep at once.)**

Indirect Question: (Purpose-setting statement) “Listen to the rest of the story to find out what caused Baby Bear to cry. Listen for other causes and effects, too” **(Read to the end of the story.)**

Direct Question: “What caused Baby Bear to cry?” **(He found his chair broken all to bits.)**

“What resulted when Goldilocks woke up? **(She saw the three bears, jumped out of bed, ran downstairs, out the door and away into the woods.)**

Additional Questions may be asked after the main comprehension objective.

“Why do you think Goldilocks ran away when she woke up?” **(She was afraid of the bears.)**

“What could you say about the kind of girl Goldilocks is, based on her actions in the story? How can you back up your ideas with examples?” **(She was inconsiderate, based on the fact that she entered the bears’ home without being invited and ate their food and made herself at home.)**

### Extension Activities

1. Make porridge and share with the class. (Quaker instant oatmeal)

#### **IMPORTANT NOTE TO TEACHERS AND AIDES:**

Always supervise your students and exercise extreme caution when preparing any foods or beverages. Keep children away from all risk-related situations.

2. Find pictures in magazines of bowls, chairs, and beds. Allow children to cut and paste these onto pages of a book and draw the characters around them. Children may share finished pictures in small groups, telling some of the cause-effect relationships they discovered in the story.
3. Allow children to bring in their favorite teddy bears. Allow children to share the reasons why the teddy is their favorite and any experiences they have had with their teddy bears.