

# Goldilocks and The Three Bears

Retold and Illustrated  
by James Marshall  
Classroom Favorites



Teacher's Guide by Pam Spinner

A Perma-Bound Production

## Synopsis

Once again, Goldilocks is up to her same tricks, only this time with a modern twist. She eats the porridge, breaks the chair and gets caught sleeping in baby bear's bed, all because she disobeyed her mother.

## Biographical Sketch

James Marshall is an author and illustrator of children's books. He was born October 10, 1942, in San Antonio, Texas. He attended New England Conservatory of Music and Trinity College. He never had the need or the desire to attend an art college. He is a self-taught artist.

James Marshall has written many wonderful children's books, including, *George and Martha*, *The Stupid's Step Out*, *The Piggy in the Puddle* and *Miss Nelson is Missing*. His most recent challenge has been to rewrite fairy tales and illustrate them in his own famous style. *Goldilocks and the Three Bears* is the result of this undertaking.

James Marshall currently lives in Mansfield Center, Connecticut.

## Objectives

1. To verbalize reasons to follow rules and obey parents
2. To identify possible consequences for not obeying/following rules
3. To write a short story
4. To recall details of the story

## Comprehension Questions

1. What did the neighbors think of Goldilocks? How do you know?
2. Who sent Goldilocks to the village?
3. What was Goldilocks told to buy?
4. Tell what promise Goldilocks made to her mother. Did she keep her promise?
5. Why did the bears leave their house? Where did they go?
6. Where did the bears live?
7. Who did Goldilocks think lived in the house? Why?
8. Tell the things Goldilocks did when she was in the bears' house.
9. What woke Goldilocks up?
10. How do you think she felt when she woke up? Why do you think so?

## Discussion Questions

1. What probably happened to Goldilocks when she got home? Why?
2. What words might describe the way Goldilocks acted? Why do you think so?
3. What kinds of things do you think Goldilocks might do at home to make the neighbors think she is not a very "good girl"?
4. Do you think Goldilocks has many friends? Why or why not?
5. How old do you think Goldilocks is? Why do you think so?
6. Do you think she is old enough to go the store by herself?
7. Did Goldilocks show her mom that she is responsible enough to go to the store by herself? Why or why not?
8. Discuss what kinds of things the students could do to show their parents that they are responsible. How does doing these things make them feel? How does it make their parents feel?
9. What might the consequences be for doing these good things?
10. Discuss things the students have done to obey and disobey their parents' rules. Compare/contrast consequences of these actions along with feelings these actions caused.
11. Discuss why parents make rules and the consequences of following or not following them.

## Activities

1. Reconstruct the story with the students so that Goldilocks does what her mom says. How will the story end now? Which ending is better?
2. Reconstruct the beginning of the story in other ways, for example:
  - A) Goldilocks's mother sends her to the store and makes her promise not to talk to strangers.
  - B) Goldilocks's mother sends her to the store and makes her promise to cross the street safely.
  - C) Goldilocks's mother makes her promise to clean her room before company comes over.

D) Goldilocks's mother makes her promise not to open the door to anyone while she is home alone.

E) Goldilocks's mother makes her promise to get her homework done before dinner.

Divide the class into groups. Have one group write or draw an ending for one of the given beginnings of the story telling what happens when Goldilocks keeps her promise and follows the rules. Have another group write or draw an ending telling what happens when Goldilocks does not keep her promise and disobeys. Then have the groups share their stories with the class. Discuss which have a "happy ending" and why.

3. Have the students write or draw their own stories, using themselves and their families as characters. Instruct them to write two endings for their story, one where they follow the

rules and one where they don't. Be sure they include the consequences of each ending in their stories. Let each student share their stories with the class. Let the class decide which was the good ending and which was the not-so-good ending and how they could tell. (Teacher can stress here that following rules usually has good consequences and breaking rules usually has bad consequences.)

4. Generate a list of "good feelings" (emotions) and "bad feelings" (emotions). Have the students tell of situations that can occur to make them feel these various emotions.
5. Generate a list of rules the students have to follow at home. Discuss why they think their parents have made these rules for them and what happens when they do and/or do not follow them.

### Answer Key

#### Vocabulary

1. hot cereal - porridge
2. not too big, not too small - medium
3. happy - satisfied
4. too hot - scalding
5. quickly eaten - gobbled
6. told - promised

#### Comprehension

Accept any answer that fits and can be explained by the student.

## VOCABULARY

Use these words to finish each sentence, and then circle the word in each completed sentence that means the same.

scalding      porridge      medium      promise      satisfied      gobbled

1. Mother Bear made some hot cereal for her family, but the \_\_\_\_\_ was too hot to eat.
2. Mama Bear's chair was not too big, and not too small, it was \_\_\_\_\_ sized.
3. After Goldilocks ate the porridge she was very full and happy, her stomach was \_\_\_\_\_.
4. After Mother Bear made the porridge, it was too hot to eat, as a matter of fact, it was \_\_\_\_\_!
5. When Goldilocks got to the bears' house she was so hungry, that she could have quickly eaten anything she found. When she saw the porridge, she \_\_\_\_\_ it up!
6. Before Goldilocks left home, she told her mother that she would do exactly what she said, but then she broke her \_\_\_\_\_.

## COMPREHENSION TEST

1. When Goldilocks entered the forest she probably felt \_\_\_\_\_.
2. When Papa Bear burned his tongue he probably felt \_\_\_\_\_.
3. While the bears were riding their bikes they might have felt \_\_\_\_\_.
4. When Goldilocks began to eat the porridge that was "just right" she probably felt \_\_\_\_\_.
5. When the chair broke, Goldilocks probably felt \_\_\_\_\_.
6. When the Bears came home and found their house a mess, they probably felt \_\_\_\_\_.
7. When Goldilocks woke up and found the Bears looking at her she probably felt \_\_\_\_\_.

angry      happy      scared      sad      frightened  
brave      glad      mad      bad      satisfied



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