

# The Three Bears

by Paul Galdone

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## Teacher's Guide

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## Synopsis

Three Bears live in the woods. The family is comprised of a Little Wee Bear, a Middle-Sized Bear, and a Great Big Bear. They each have a bowl for their porridge, a chair to sit in, and a bed to sleep in.

One day, the Bears make porridge for breakfast, but it is too hot to eat. They go for a walk while it cools. A little girl named Goldilocks enters the Bears' home. She tastes all three bowls of porridge. The

Great Big Bear's porridge is too hot, the Middle-Sized Bear's porridge is too cold, but the Little Wee Bear's porridge is just right so she eats all of it.

Then she tries all three chairs. The Great Big Bear's chair is too hard, the Middle-Sized Bear's chair is too soft, but the Little Wee Bear's chair is just right so she sits in it—but she breaks it!

Then she tries all three beds. The Great Big Bear's bed is too high at the head, the Middle-Sized Bear's bed is too high at the foot, but the Little Wee Bear's bed is just right so she falls asleep in it.

The Bears return to discover what has happened in their absence. They find Goldilocks in the Little Wee Bear's bed. She is so frightened that she jumps out the window and runs away.

## Timeline of Teddy Bears

**1902** President Theodore Roosevelt refuses to shoot a bear cub while he is hunting. The story becomes famous when Clifford Berryman's cartoon of the incident is published in *The Washington Post*. Richard Steiff sees bears in a circus. He draws a bear and sends it to his aunt Margarete Steiff, a German stuffed toy manufacturer.

**1903** Teddy bears are created when Morris and Rose Michtom design a toy stuffed bear and name it after Theodore Roosevelt.

While in Germany, an American toy manufacturer buys nearly 3,000 Steiff bears for shipment to the U.S. The public snaps them up.

**1905** Steiff's famous "Button in the Ear" trademark created.

**1906** Other toy manufacturers begin making teddy bears.

**1907** *Teddy Bear* book published. John Bratton composes a song called

"The Teddy Bear's Picnic."

The teddy bear craze spreads.

**1908** J.K. Farnell Company makes the first British Teddy Bear.

**1909** A teddy bear makes its first appearance in a British children's picture book.

**1912** Black teddy bears given as condolence gifts after the *Titanic* sinks.



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- 1919** Aviation pioneers Alcock and Brown take a teddy bear as their mascot on a non-stop trans-Atlantic flight.
- 1920** *Little Lost Bear*, a story about a teddy bear, appears in *The Daily Express*, a British newspaper.
- 1924** Walt Disney's *Alice and the Three Bears*, first color cartoon with a teddy bear theme.
- 1926** A.A. Milne publishes *Winnie the Pooh*.
- 1933** Jimmy Kennedy writes the lyrics to the "Teddy Bears' Picnic."
- 1944** U.S. Forestry Commission's fire prevention campaign creates Smokey the Bear as its mascot.
- 1953** Steiff celebrates the Golden Jubilee with a new style teddy bear, "Jackie Baby."
- 1958** First Paddington Bear story, *A Bear Called Paddington*.
- 1959** Walt Disney acquires the rights to *Winnie the Pooh*.
- 1969** Peter Bull publishes *Bear with Me*, which reawakens interest in teddy bears.
- 1969** Jim Ownby launches the charity "Good Bears of the World."
- 1975** Walt Disney's cartoon of *Winnie the Pooh*.
- 1985** The London auction house Christie's holds the first teddy bear-only auction.
- 1989** A 1926 Steiff teddy bear sells for £55,000 at auction.
- 1994** A 1904 Steiff bears sells for £110,000.
- 2002** 100th anniversary of the teddy bear.

### Author Sketch

Paul Galdone was born in Budapest, Austria-Hungary, in 1914 and immigrated to America in 1921, when he was seven years old. In the U.S., Galdone studied at the Art Student's League and the New York School for Industrial Design.

Galdone didn't immediately break into writing and illustrating books for young children, however. While he studied and honed his art skills, Galdone worked a variety of interesting jobs, including bus boy, electrician's helper, and fur dryer. Galdone served in the art department of the U.S. Army Corps of Engineers during World War II. His career in art began when he got a job in the

art department of the Doubleday publishing company, where he designed book jackets. The job lasted only four years, but the information he gleaned about book publishing lasted a lifetime.

During his freelance art career, Galdone illustrated over three hundred books, many of which he wrote or retold. His work is celebrated for its lively style, quick humor, and action-filled pictures. In addition to being an illustrator and author, Galdone was a noted painter and sculptor.

Although Galdone died in 1986 of a heart attack, his books continue to delight children and adults alike.

### Critic's Corner

Galdone's charming picture books received impressive acclaim. *Anatole*, for instance, was the runner-up for the Caldecott Medal in 1957; *Anatole and the Cat* received the same honor the following year. Both books were written by Eve Titus. *The Little Red Hen*, *Winter Danger*, and *Flaming Arrows* were selected as American Library Association Notable books.

A *Book World* reviewer commented: "For bright joyous drawings, one only has to turn to Paul Galdone's work. His retellings of simple animal folk tales are always clear and concise. In *The Monkey and the Crocodile*, Galdone astounds the reader with the variety of colorful pictures in which just the two animals appear."

*The Three Bears* received similarly positive reviews. For instance, Diane Balodis, reviewing the picture book for *School Library Journal*, wrote: "Four- to-six-year-olds are sure to enjoy Paul Galdone's interpretation, and they should gain good visual concepts of size and of right to left from the delightful pictures and the use of various type sizes."

### Selected Other Works by Paul Galdone

- (With Eve Titus) *Basil of Baker Street* (1958)  
*Paddy the Penguin* (1959)  
*Old Woman and Her Pig* (1960)  
*The House that Jack Built* (1961)  
*The Three Wishes* (1961)  
(With Titus) *Anatole over Paris* (1961)  
(With Feenie Ziner) *Counting Carnival* (1962)

*The First Seven Days* (1962)  
*Hare and the Tortoise* (1962)  
*Mother Goose, Tom, Tom, the Piper's Son* (1964)  
*Shadrach, Meshach, and Abednego* (1965)  
*Little Tuppen* (1967)  
*Francois Rabelais, The Wise Fool* (1968)  
*Henny Penny* (1968)  
*The Horse, the Fox, and the Lion* (1968)  
*Life of Jack Sprat, His Wife, and Cat* (1969)  
*The Monkey and the Crocodile* (1969)  
*Androcles and the Lion* (1970)  
 (With Richard W. Armour) *All Sizes and Shapes of Monkeys and Apes* (1970)  
*Three Little Pigs* (1970)  
*History of Little Tom Tucker* (1970)  
*Obedient Jack* (1971)  
*The Town Mouse and the Country Mouse* (1971)  
*Aesop, Three Aesop Fox Fables* (1971)  
 (With Joanna Galdone) *Honeybee's Party* (1972)  
*The Three Bears* (1972)  
 Peter C. Asbjornsen, *The Three Billy Goats Gruff* (1973)  
 Joseph Jacobs, *Hereafterthis* (1973)  
*The Little Red Hen* (1973)  
*The Moving Adventures of Old Dame Trot and Her Comical Cat* (1973)  
 Grimm Brothers, *Little Red Riding Hood* (1974)  
 Grimm Brothers, *The Frog Prince* (1974)  
*The Gingerbread Boy* (1975)  
 (With J. Galdone) *Gertrude, the Goose Who Forgot* (1975)  
 Charles Perrault, *Puss in Boots* (1976)  
*The Magic Porridge Pot* (1976)  
*The Table, the Donkey, and the Stick* (1976)  
*Cinderella* (1978)  
 (With Titus) *Anatole and the Pied Piper* (1979)  
*King of the Cats* (1980)  
*The Amazing Pig* (1981)  
*Hansel and Gretel* (1981)  
*The Three Sillies* (1981)  
*The Monster and the Tailor* (1982)  
*What's in Fox's Sack?* (1982)  
*Jack and the Beanstalk* (1982)  
*The Elves and the Shoemaker* (1984)  
*The Teeny Tiny Woman* (1984)  
*Rumplestiltskin* (1985)  
*Cat Goes Fiddle-I-Fee* (1985)  
*Three Little Kittens* (1986)  
*Little Bo-Peep* (1986)  
*Over in the Meadow: An Old Nursery Counting Rhyme*, (1986)  
*The Owl and the Pussy-Cat* (1987)  
*The Complete Story of the Three Blind Mice* (1987)  
*Nursery Classics: A Galdone Treasury* (2001)

## Bibliography

*Book World*. November 9, 1969.  
*Contemporary Authors Online*. Gale, 2003.  
 Lee Bennett Hopkins, *Books Are by People: Interviews with 104 Authors and Illustrators of Books for Young Children*. Citation Press, 1969.  
*New York Times Book Review*. May 20, 1973; November 14, 1976.  
*Publishers Weekly*. December 5, 1986.  
*School Library Journal*. December, 1986  
*Times Literary Supplement*. November 22, 1971; July 14, 1972; June 15, 1973.

## General Objectives

1. To read a classic fairy tale
2. To identify the characters
3. To identify the Bears' possessions
4. To trace the plot
5. To enjoy the suspense
6. To describe the story's sweet mood
7. To enjoy the story's gentle humor
8. To appreciate the beautiful artwork
9. To analyze how the art and text work together to tell the story
10. To compare yourself to the Bears and Goldilocks

## Specific Objectives

1. To learn the classic story of Goldilocks and the Three Bears
2. To distinguish the qualities that set each bear apart from the others
3. To discover that each bear has a bowl, a chair, and a bed
4. To compare and contrast each object to see how it is the same and different
5. To understand why the bears leave the porridge and go outside
6. To speculate why Goldilocks eats the porridge
7. To predict what Goldilocks will do next and what will happen when the bears return
8. To speculate why Goldilocks acts as she does
9. To understand the Bears' reaction to destruction of their property
10. To analyze why Goldilocks runs out of the Bears' house

## Literary Terms and Applications

For a better understanding of Paul Galdone's style, present the following terms and applications to the story book:

**Typography:** the font or type used in the creation of a book. As a book designer as well as a writer and illustrator, Galdone well understood the effect of font style and size. In *The Three Bears*, he carefully chose the font size to capture the voice of each bear. He uses a small font to mimic the Little Wee Bear's voice, a medium-sized font to mimic the Middle-Sized Bear's voice, and a larger font to capture the Great Big Bear's voice. This change in font size cues readers to the way the words should be read: a tiny and high-pitched voice for Little Wee Bear, an everyday voice for Middle-Sized Bear, and a loud, deep, and booming voice for the Great Big Bear.

**Suspense:** the feeling of tension or anticipation an author creates in a work. Authors create suspense by unexpected plot twists. This keeps readers interested in the story and makes them want to read on to find out what will happen. *The Three Bears* has a delicious sense of suspense created by the long build up. Readers know that Goldilocks will reenact the entire story, from the porridge to the chairs to the beds. And what will happen when the Bears return? This question compels readers on to the very last page.

**Humor:** parts of a story that are funny. Galdone creates humor in *The Three Bears* primarily through subtle touches in the visuals, all the more effective because they are subtle. For instance, the Great Big Bear wears reading glasses, the Middle-Sized Bear cowers in fear when he yawns, and the Little Wee Bear carries a stuffed teddy bear. It is also amusing that Goldilocks has a missing front tooth which gives her a slightly rakish and disheveled look.

## The Importance of Setting

The story of *Goldilocks and the Three Bears* can be set in any time or place, of course, but it makes the most sense to young readers when it takes place in the woods, because that is where bears live. In keeping with the tradition of fairy tales, Galdone set his version of this folkloric story in the woods in an indeterminate time. The backdrops are intentionally vague – white space or soft color washes—to keep the setting nebulous.

## Cross-Curricular Sources

### Books

Ariel, *Goldilocks and the Three Bears*  
Hans Christian Anderson, *Fairy Tales*  
Byron Barton, *The Three Bears Board Book*  
Jan Brett, *Goldilocks and the Three Bears*  
Edward Eager, *Half Magic*  
Antoine de Saint-Exupery, *The Little Prince*  
Brother Grimm, *Complete Brothers Grimm Fairy Tales*  
Scott Gustafson, *Classic Fairy Tales*  
Rob Heffernan, *Goldilocks and the Three Bears*  
Steven Kellogg, *Jack and the Beanstalk*  
James Marshall, *Goldilocks and the Three Bears*  
Adrienne Segur, *The Golden Book of Fairy Tales*  
Candice Ransom, *Little Red Riding Hood*  
Candice Ransom, *Goldilocks and the Three Bears*  
Michael Stadther, *A Treasure Trove: A Fairy Tale about Real Treasure for Parents and Children of all Ages*

### DVDs and Videos

*Classic Fairy Tales*  
*Fairy Tales*  
*Faerie Tale Theater: Goldilocks and the Three Bears*  
*Fairy Tales and Fables*  
*Goldilocks and the Three Bears*  
*Grimm's Fairy Tales: Four Skillful Brothers*  
*My Favorite Fairy Tales, vol. 1-4*  
*Rapunzel: Happily Ever After*  
*Tom Thumb and Other Classic Fairy Tales*  
*Twelve Dancing Princesses: Happily Ever After*

### Audiotapes

*The Three Bears*

### Internet

Paul Galdone biographical information  
[www.houghtonmifflinbooks.com/](http://www.houghtonmifflinbooks.com/)

Author Information: Paul Galdone  
[www.iblist.com/author8129.htm](http://www.iblist.com/author8129.htm)

Paul Galdone Collection  
[www.lib.uconn.edu/DoddCenter/](http://www.lib.uconn.edu/DoddCenter/)

The Story of Goldilocks and the Three Bears  
[www.dltk-kids.com/rhymes/goldilocks\\_story.htm](http://www.dltk-kids.com/rhymes/goldilocks_story.htm)

Goldilocks and the Three Bears  
[www.first-school.ws/activities/fairytales/3bears.htm](http://www.first-school.ws/activities/fairytales/3bears.htm)

## Themes and Motifs

A study of the central issues and situations in Paul Galdone's *The Three Bears* should include these aspects:

### Themes

- bears
- porridge
- chairs
- beds
- interlopers
- size and scale
- forests
- families
- books and reading
- visual discrimination

### Motifs

- being part of a family
- having fun with your family
- eating porridge
- being surprised by unexpected events
- understanding size and scale
- destroying someone else's possessions
- appreciating beautiful artwork
- telling a story in pictures and words
- appreciating the story's gentle humor
- learning a classic story

## Meaning Study

Below are words, phrases, sentences, or thought units that have particular meaning in the storybook. Explain the meaning of each.

1. Once upon a time there were Three Bears who lived together in a house of their own in the woods.  
*(As with all traditional fairy tales, The Three Bears starts off with the classic words "once upon a time." This phrase serves as a signal to children that they will be reading a story that features fantastic elements such as animals that act like humans by talking and eating human food. You may wish to allow children to list other elements of fairy tales, such as things occurring in threes, wicked step-mothers, and fantastic transformations.)*
2. One of them was a Little Wee Bear.  
*(Galdone deliberately uses old-fashioned words such as "wee" for "little" to give his retelling the flavor of the ancient stories. Be sure that children understand this word and other archaic and unfamiliar terms.)*

3. The Little Wee Bear had a little wee bowl, the Middle-Sized Bear had a middle-sized bowl, and the Great Big Bear had a great big bowl.  
*(Since they were handed down from generation to generation through the oral tradition, fairy tales use repetition. This makes them easier to remember. Here, we see the repetition of the words "bear" and "bowl." Have children point out other examples of repetition in the story.)*
4. The Wee Little Bear had a wee little bed, the Middle-Sized Bear had a middle-sized bed, and the Great Big Bear had a great big bed.  
*(Much of the story's appeal draws from its use of size and scale. Everything is sized to match the scale of its owner. For instance, the smallest bear has the smallest bed; the largest bear has the largest bed. This especially appeals to children, for whom much of the world appears large and even frighteningly oversized.)*
5. One morning, the Three Bears made porridge for breakfast and poured it into their bowls. But it was too hot to eat. So they decided to go for a walk in the woods.  
*(This is the inciting incident in the story: the bears leave their home to allow time for their breakfast oatmeal to cool. When they are away, Goldilocks will be able to enter their home. This would be a good place to pause and have children make predictions about what will happen in the story. Not only will this teach the skill of predicting, but it will also heighten the story's suspense and spark children's interest even further.)*
6. So Goldilocks opened the door and went right in.  
*(The Bears are trusting creatures and don't lock their door because it would not occur to them that anyone would enter their home without being invited. Goldilocks' action is thrilling because it is so rude.)*
7. Goldilocks liked it so much that she ate it all up.  
*(After tasting all three bowls of porridge, Goldilocks consumes the Little Wee Bear's breakfast. Be sure children understand that she eats it simply because she likes it; there is no indication that she is hungry. She is an inconsiderate and bratty child, a stock character in children's literature for centuries.)*
8. So they came home for breakfast.  
*(By this time, the three bears figure that their breakfast is cool enough to eat so they head home. Invite children to predict what the bears will find when they get home... and how they will react to what they see.)*
9. "SOMEBODY HAS BEEN LYING IN MY BED—AND HERE SHE IS!" cried the Little Wee Bear in his little wee voice.

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*(This is the climax of the story: the bears discover Goldilocks sleeping in the Little Wee Bear's bed. Point out the picture, showing that Goldilocks is awake, as her one open eye shows. We know how the Bears feel; invite children to suggest how Goldilocks must feel to awaken to the sight of three bears looming over her.)*

10. And she ran away as fast as she could, never looking behind her. As for the Three Bears, they never saw her again.

*(And so the story is neatly resolved. This solid and reasonable conclusion gives the story a very satisfying conclusion.)*

## Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers by referring to passages in the storybook.

### Questions 1-5 (Literal Level)

1. What do the bears plan to eat for breakfast?  
*(They plan to eat porridge, which is oatmeal.)*
2. Why do the bears go for a walk?  
*(To give their porridge a chance to cool.)*
3. What three things does each bear own?  
*(They each have a bowl, chair, and bed.)*
4. What does Goldilocks do to the Wee Little Bear's chair?  
*(She breaks it.)*
5. What happens to Goldilocks at the end of the story?  
*(She runs away.)*

### Questions 6-8 (Interpretative Level)

6. How are the things the bears own like the bears themselves?  
*(Each thing is the size of the bear who owns it. For example, the Wee Little Bear has a small bowl, a small chair, and a small bed.)*
7. Why do you think Goldilocks entered the Bears' home?  
*(Perhaps she was merely curious; perhaps she does not respect other people's things.)*
8. "The Three Bears" is a very old story. Why do you

think it is still told and retold today?

*(The story is fun to read. It has interesting characters and a story that is filled with suspense.)*

### Questions 9 - 10 (Critical Level)

9. What did you like the most about the pictures?  
*(Possible answers: The humorous details, such as Goldilocks' missing tooth and the Great Big Bear's reading glasses.)*
10. What parts of the story surprised you the most?  
*(Possible answers: Children are likely to be surprised that Goldilocks would be so brazen; they might also be surprised that the bears did not harm or punish her in any way for eating their food and breaking the chair.)*

### Questions 11-12 (Creative Level)

11. Draw another picture for this book. Write one of the sentences from the book under your picture.
12. Give a new name to each bear.

## Across the Curriculum

### Language Arts

1. Imagine that you are Goldilocks. Tell your side of the story. Write three sentences or more.
2. The Little Wee Bear has a toy teddy bear. Write three sentences or more about a toy you like a lot.
3. Goldilocks runs away. But pretend that she stayed. Write a story about what happened to Goldilocks and the bears.
4. Tell this same story with a different animal. It can be three dogs or three foxes, for example.
5. Write as the Wee Little Bear. Tell what Goldilocks did. Tell how you feel about what she did.

### Art/Music

1. Draw a picture of your bed. Label each part of it.
2. Tell how Goldilocks got her name. Then give her a different name. Draw a picture that shows how the new name fits the way she looks.
3. Draw a bunch of flowers for Goldilocks to carry.
4. Work with some friends to make a mural. Show all the major events in the book.

5. Make up a song about bears. Sing your song for a friend.
6. Make up a song about Goldilocks' adventures. Sing it for some friends.

## History/Social Studies

1. Find out more about bears. What do they eat? How big do they grow? Make a poster about bears.
2. On a map, show three states or parks where bears live. Name each place.
3. Make a map showing the path that the Bears take when they go for a walk.
4. Find another book about *The Three Bears*. Read it. Tell how it is the same and different from this book.

## Speech/Drama

1. Growl like a bear! Make other animal noises. Have your friends guess the animals.
2. Imagine that you are Goldilocks' parent. Talk to her about what she did at the Bears' house. Decide if she needs to be punished for her actions.
3. Act out this story with some friends.
4. Talk in a little wee voice. Talk in a middle-size voice. Talk in a great big voice. Say the same thing each time.
5. Make a puppet from a sock, craft stick, or other materials. Then put on this book as a play.

## Mathematics/Science

1. The Bears go for a walk while their porridge cools. Go for a walk with some friends. Make sure your family knows where you are.
2. The Bears eat porridge. List some good foods that kids should eat.
3. The trees in the book have leaves on them. Tell about the four seasons. Make a poster to show what the trees look like in each season.
4. Show on a clock how much time goes by in this book.
5. Learn how to make porridge. Measure the water.

Measure the oatmeal. Measure the milk you add!

6. Write down what time you go to bed each night. Write down what time you get up. Do this for one week. How many hours do you sleep each night?
7. Goldilocks has lost some teeth. Count the number of teeth you have. Count the number of baby teeth you have lost.

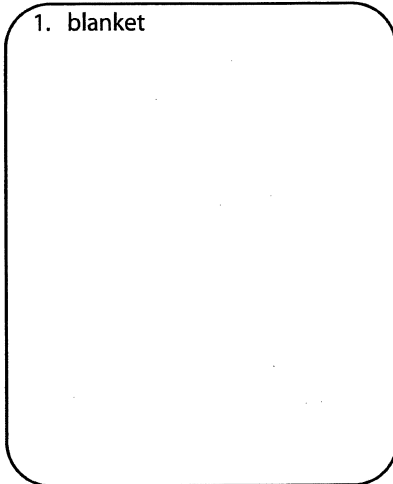
## Alternate Assessment

1. Have your parent make some porridge for breakfast. Tell why it tastes good.
2. Draw one more page for this book. Show the Bears talking about what happened to them.
3. The Little Wee Bear is sad that Goldilocks ate his food and broke his chair. Show how you would make the Little Wee Bear feel better.

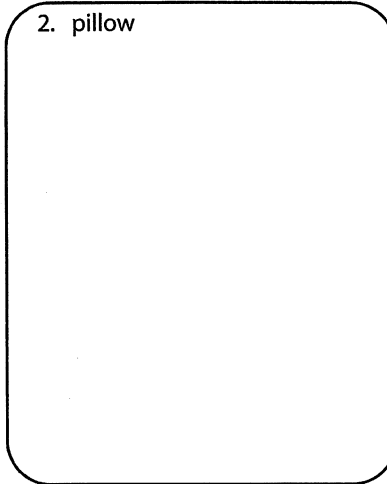
## Vocabulary

Draw a picture that shows what each word means.

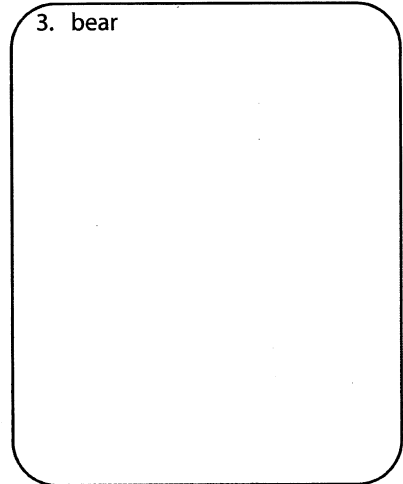
1. blanket



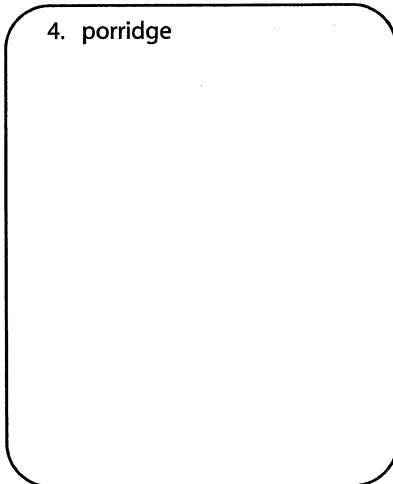
2. pillow



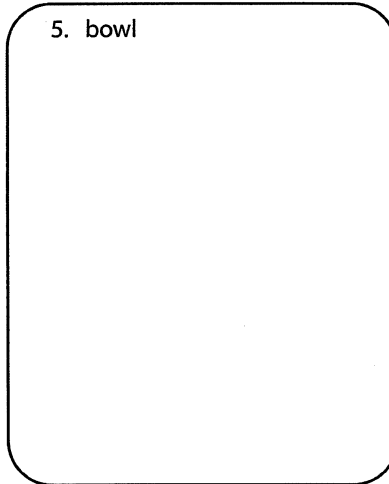
3. bear



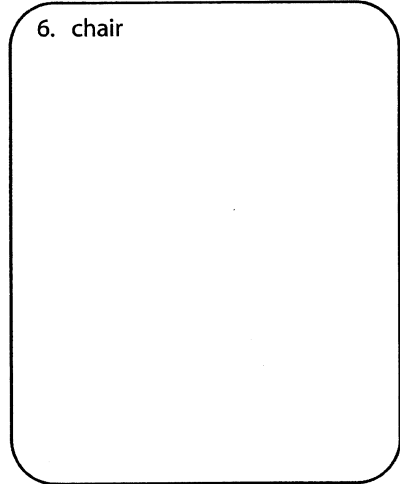
4. porridge



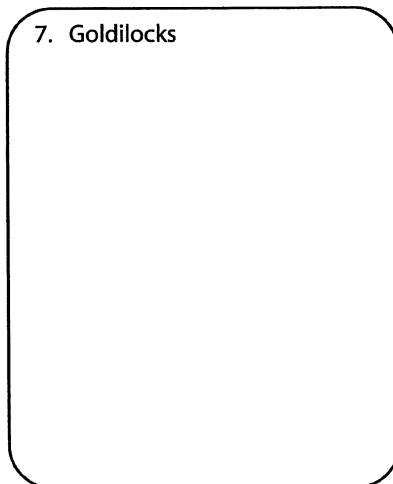
5. bowl



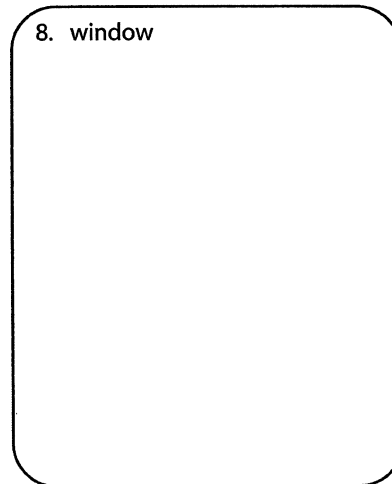
6. chair



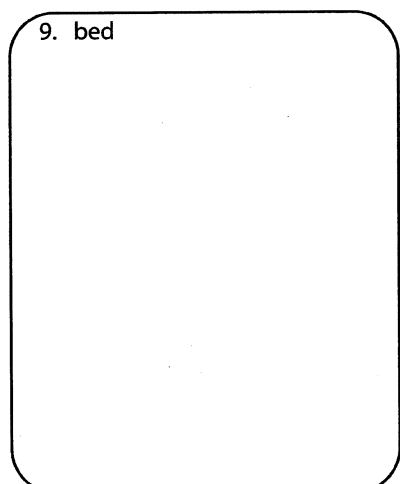
7. Goldilocks



8. window



9. bed





## Comprehension Test A

### Part I: Order (20 points)

Put the events in order. Write the numbers on the lines.

- \_\_\_\_\_ Goldilocks falls asleep in Little Wee Bear's bed.
- \_\_\_\_\_ The Three Bears go for a walk.
- \_\_\_\_\_ The Three Bears make porridge for breakfast.
- \_\_\_\_\_ Goldilocks breaks Little Wee Bear's chair.
- \_\_\_\_\_ Goldilocks enters their house.

### Part II: Matching (20 points)

Match the letter to the description. Write the letter in the correct space.

- |                            |                                     |
|----------------------------|-------------------------------------|
| _____ 1. Little Wee Bear   | A. the bear with the loud voice     |
| _____ 2. Middle-Sized Bear | B. the man who wrote the book       |
| _____ 3. Great Big Bear    | C. the little girl with yellow hair |
| _____ 4. Goldilocks        | D. the bear with the soft chair     |
| _____ 5. Paul Galdone      | E. the smallest bear                |

### Part III: True/False (20 points)

Mark these sentences T if they are true or F if they are false.

- \_\_\_\_\_ 1. The Bears go out to find honey.
- \_\_\_\_\_ 2. Goldilocks eats the Little Wee Bear's breakfast.
- \_\_\_\_\_ 3. Great Big Bear's chair is too hard.
- \_\_\_\_\_ 4. Middle-Sized Bear's chair is too soft.
- \_\_\_\_\_ 5. Goldilocks moves in with the bears.

### Part IV: Essay (40 points)

Choose one. Answer in complete sentences.

1. Tell what happened with Goldilocks and the three beds. Write three sentences or more.
2. Explain how the Bears start their day. List three things they do.
3. Pick a picture you liked. Tell about it. Write three sentences or more.
4. Tell what the Bears do and say when they get home. Write three sentences or more.

## Comprehension Test B

### Part I: Story Events (20 points)

Circle the two events that are not part of the story.

1. The Bears make breakfast.
2. Their food is too hot to eat so they go for a walk.
3. They meet their friends, the Lion family.
4. Goldilocks goes into the Bears' home.
5. She sits in all three chairs.
6. Goldilocks breaks Little Wee Bear's chair.
7. Goldilocks makes a sandwich to eat.

### Part II: Fill in the Blank (20 points)

Circle the word to complete each sentence.

1. Three Bears live in the (**city, woods**).
2. They eat (**porridge, eggs**) for breakfast.
3. The Great Big Bear's food is too (**cold, hot**) for Goldilocks.
4. (**The Wee Little Bear's bed, The Great Big Bear's bed**) is too high at the head for Goldilocks.
5. At the end of the book, Goldilocks (**runs away, moves in**).

### Part III: True/False (20 points)

Mark the following statements T if they are true or F if they are false.

- \_\_\_\_\_ 1. The Little Wee Bear's food is just right.
- \_\_\_\_\_ 2. Goldilocks eats all of it.
- \_\_\_\_\_ 3. The Great Big Bear's chair is too soft.
- \_\_\_\_\_ 4. The Bears find Goldilocks in the Little Wee Bear's bed.
- \_\_\_\_\_ 5. Goldilocks' cat is sleeping next to her.

### Part IV: Essay (40 points)

Choose one. Answer in complete sentences.

1. Tell what three things each bear owns. Write three sentences or more.
2. Tell what happened with the three bowls of food. Write three sentences or more.
3. Which bear did you like the best? Why? Write three sentences or more.
4. Would you like to be friends with Goldilocks? Why or why not? Write three sentences or more.

## Answer Key

### VOCABULARY

1. The picture should show a blanket.
2. The picture should show a pillow.
3. The picture should show a bear.
4. The picture should show a bowl or box of oatmeal.
5. The picture should show a bowl.
6. The picture should show a chair.
7. The picture should show a girl with blond hair.
8. The picture should show a window.
9. The picture should show a bed.

### COMPREHENSION TEST A

#### Part I: Order (20 points)

- \_\_5\_\_ Goldilocks falls asleep in Little Wee Bear's bed.  
\_\_2\_\_ The Three Bears go for a walk.  
\_\_1\_\_ The Three Bears make porridge for breakfast.  
\_\_4\_\_ Goldilocks breaks Little Wee Bear's chair.  
\_\_3\_\_ Goldilocks enters their house.

#### Part II: Matching (20 points)

1. E
2. D
3. A
4. C
5. B

#### Part III: True/False (20 points)

1. F
2. T
3. T
4. T
5. F

#### Part IV: Essay (40 Points)

Answers will vary.

### COMPREHENSION TEST B

#### Part I: Story Events (20 points)

3. They meet their friends, the Lion family.
7. Goldilocks makes a sandwich to eat.

#### Part II: Fill in the Blank (20 points)

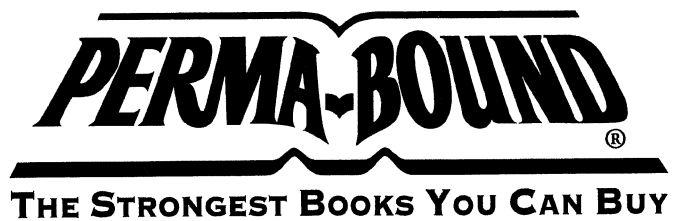
1. city
2. porridge
3. hot
4. The Great Big Bear's bed
5. runs away

#### Part III: True/False (20 points)

1. T
2. T
3. F
4. T
5. F

#### Part IV: Essay (40 Points)

Answers will vary.



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