

Goldilocks and the Three Bears													
Level 1 – Introducing vocabulary													
Topic category	Things in our homes												
Nouns (object words) – basic level	<table border="0"> <tr> <td>bowl</td> <td>chair</td> <td>fork</td> <td>table</td> </tr> <tr> <td>spoon</td> <td>bed</td> <td>knife</td> <td>cup</td> </tr> <tr> <td>porridge</td> <td>plate</td> <td></td> <td></td> </tr> </table>	bowl	chair	fork	table	spoon	bed	knife	cup	porridge	plate		
bowl	chair	fork	table										
spoon	bed	knife	cup										
porridge	plate												
Notes	<p>Whilst 'porridge' is not a household item, it has been included in the list of basic object vocabulary as it is so central to the story.</p> <p>The first five words appear in the book. 'Fork', 'knife', 'plate', 'table' and 'cup' do not feature in the book and have been added to complete the set of ten object words as they are other well known household items.</p>												
Verbs (action words)	<table border="0"> <tr> <td>walking</td> <td>sitting</td> <td>running</td> </tr> <tr> <td>eating</td> <td>sleeping</td> <td></td> </tr> </table>	walking	sitting	running	eating	sleeping							
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Concepts	<table border="0"> <tr> <td>big</td> <td>little</td> </tr> </table>	big	little										
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Notes	<p>The three bears carry the description of 'father' who is 'big', 'mother' who is 'medium-sized' and 'baby' who is a 'tiny, little bear'. During the language activities which follow on from the story, it is important to focus on the pair of concepts 'big' and 'little'. Put less emphasis on 'tiny' as this may confuse a child who has not yet established the basic concept of 'little'. Also, omit the term 'medium-sized' in language activities as this concept is too difficult for children who have not yet grasped early concepts.</p>												
Parts of a whole vocabulary	<p>There are no further, harder vocabulary items as there is no 'parts of a whole' vocabulary appropriate to this topic and these activities.</p>												

Story: Goldilocks and the Three Bears

Topic: Things in our homes

Things in our homes

Five verbs
walking, sitting, running,
sleeping, eating

Ten nouns
bowl, spoon, porridge,
chair, bed, fork, knife,
plate, table, cup

Two concepts
big, little

Parts of a whole vocabulary
Do not apply in this case

Weekly plan for Level 1 – Introducing vocabulary		<i>Goldilocks</i>
Monday		
Focus	Understanding object words	
What you need	Objects, both real and toy, to match the 10 chosen object words.	
Activity 1	Read the story. As you read, encourage the children to have a turn at finding the object and matching it to the picture in the book. Make a point of saying the name of the household object a number of times – and if you know how, sign it too.	
Activity 2	Lay out the objects on the floor and ask each child in turn to find one. For example: 'Laura, find me a spoon'; 'Jacob, find me a table'.	
Notes	Remember, each day when you read the story you will be pointing out and emphasising all of the key vocabulary as it appears in the story and pictures. All of the vocabulary is therefore mentioned each day, but on certain days the activities and resources you use will particularly focus on one of the different word classes.	
Tuesday		
Focus	Naming object words	
What you need	Objects (as used on Monday). A 'feely bag' – an interesting bag, preferably with a drawstring top.	
Activity 1	Pass the 'feely bag' around the group. Each child has a turn to reach inside the bag, pull out a household object and try to name it.	
Activity 2	Read the story. Pause and leave a gap for children to name the household object as it appears in the story.	
Wednesday		
Focus	Understanding verbs (action words)	
What you need	A doll with blonde hair (to represent Goldilocks), a bed, chair, bowl and a spoon (to scale with the doll).	
Activity 1	Read the story. As you come across each of the chosen five verbs in the story, act them out and get the group to copy you. You may need to add to the language of the book. For example when Goldilocks tastes the porridge, it is important to stress that she is 'eating'. When she 'tries out the beds' you need to use and stress the word 'sleeping' to clarify the meaning.	
Activity 2	Place Goldilocks, the bed, chair, bowl and spoon in front of the children. Pass Goldilocks around the group. Say: 'Make Goldilocks eat', 'Make Goldilocks sleep/sit/run/ walk' and so on. Encourage each child to have a turn at making Goldilocks do the action you describe.	

Weekly plan for Level 1 (continued)		<i>Goldilocks</i>
Thursday		
Focus	Naming verbs (action words)	
What you need	Verb cards (photocopy page 88 twice). Bears for 'Hunt the Bear' game (photocopy page 91).	
Activity 1	Read the story. Leave gaps and prompt the children to tell you what Goldilocks is doing on each page.	
Activity 2	Use the verb cards that refer to Goldilocks performing an action: Goldilocks eating; Goldilocks sleeping; Goldilocks sitting; Goldilocks running; Goldilocks walking. Play 'Hunt the Bear' – put the verb cards face down, scattered across the floor. Hide a picture of a bear underneath some of the verb cards. Each child takes it in turns to turn a verb card over and say what Goldilocks is doing in the picture. If there is a bear hiding underneath, make Goldilocks 'run away'.	
Friday		
Focus	Understanding and naming concepts	
What you need	A big, a medium-sized and a little bear. Big, medium sized and little objects from the story (so as to match the bears).	
Activity 1	Read the story, putting emphasis on 'big' and 'little' items and use sign and tone of voice to emphasise the concepts of 'big' and 'little'. Do not focus on 'middle-size' – just read it and pass on.	
Activity 2	<p>Set up Mummy bear and all her medium-sized objects to the side of you, away from the children's main area of attention, but where it is still easy to show them. Put the big and little bear in front of you, together with their big and little objects, all arranged at random.</p> <p>Explain that the Mummy bear has all her things (show them the middle-sized bear with all her middle-sized objects) but Daddy bear and Baby bear have got in a muddle – all their things have got mixed up and they need the children to help sort them out. Each child has a turn to choose an object – they must say whether it is 'big' or 'little' (encourage them to work out the other related item to give a comparison/idea of scale).</p> <p>If a child is struggling or gets it wrong, give them a choice (giving the correct answer as the second choice) with lots of over emphasising the correct word and gesture. For example, if it is a little spoon, say: 'Do you think it's big or <u>little</u>?' (Make sure to use a 'little' voice and gesture). If the object is a big chair, say: 'Do you think it's little or <u>big</u>?' (Using a 'big' voice and gesture when you ask the question).</p>	
Parent/carer activity	Hunt the Bear (as on Thursday).	