

Storytelling to Young Learners

TEACHER'S CLASSROOM MATERIALS

Goldilocks & the Three Bears

How to Use This Pack

This pack brings together ready-to-use or adaptable classroom materials connected with the Storytelling presentation. The slide numbers are retained so that the materials can be cross-referenced with the PPT, Procedure and Speaker's Notes. Teachers may select, shorten or adapt the materials according to age, level, class size and available time.

Editorial principle: The original classroom ideas and archival materials have been preserved; language, instructions, numbering and presentation have been edited for clarity and classroom usability.

Slide 11 — Jigsaw Puzzle

Goldilocks & the Three Bears

Cut the puzzle into separate pieces. Give one set to each group and ask learners to reconstruct the picture-and-word puzzle.

Teacher's note: Keep each group's pieces in a separate envelope. For younger learners, use fewer pieces or allow them to see the completed puzzle briefly before starting.



Slide 12 — Pelmanism

Prepare matching word and picture cards. Place all cards face down. Learners turn over two cards at a time. If the word and picture match, they keep the pair; if not, they turn both cards face down again. The learner or team with the most pairs wins.

Teacher's note: The source material uses castle, coins, pot, beanstalk, giant, to chop and beans. Print on card, cut out the items and, if possible, laminate them for repeated use.

Jack & The Beanstalk

Pelmanism



Slide 13 — Whole Story

Goldilocks & the Three Bears

Teacher's note: This complete text is included for teachers who wish to use the same story version as the activity materials. It can also serve as the reference text when preparing adaptations.

This is the story of Goldilocks and the three bears. Look! Here are the three bears. Father Bear is big. Mother Bear is big. And Baby Bear is small. Here is their house. It is in a forest.

The three bears like porridge. Every morning, Mother Bear makes porridge. This morning the porridge is very hot.

"Let's go for a walk," says Father Bear. "We can eat the porridge later."

Here is Goldilocks. Goldilocks is not a good girl. She is a naughty girl. Goldilocks is walking in the forest. Look! She can smell the porridge. Goldilocks sees a house, and she climbs through the window.

Now Goldilocks is in the kitchen. She sees three bowls of porridge on the table: a very big bowl, a big bowl and a small bowl. First, Goldilocks tries the very big bowl. "Ouch! This porridge is too hot," she says. Next, she tries the big bowl. "This porridge is too cold," she says. Then she tries the small bowl. "Mmm! This porridge is nice," she says, and she eats all Baby Bear's porridge.

Next, Goldilocks goes into the living room. She sees three chairs. First, she sits on the very big chair. "I don't like this chair. It's too big," she says. Next, she sits on the big chair. There is a big cushion on the chair. "I don't like this chair. It's too big," she says. Then she sits on the small chair. "I like this chair," she says. But Baby Bear's chair is not very strong. It breaks. "Oh dear!" says Goldilocks.

Then Goldilocks goes into the bedroom. She sees three beds. First, she sits on the very big bed. "I don't like this bed. It's too hard," she says. Next, she sits on the big bed. "I don't like this bed. It's too soft," she says. Then she sits on the small bed. "I like this bed," she says. Look! Goldilocks is asleep now.

The three bears come home. They are very hungry. They go into the kitchen. Father Bear looks at his bowl. "There isn't much porridge in my bowl," he says. Mother Bear says the same. Baby Bear looks at his bowl. "There's no porridge in my bowl," he says.

Father Bear is very angry. Mother Bear is angry too, and Baby Bear is very upset. "Let's look in the living room," says Father Bear. The three bears go into the living room. Father Bear says, "There is porridge on my chair." Mother Bear says, "My cushion is on the floor." Baby Bear says, "It's broken."

"Let's look in the bedroom," says Father Bear. The three bears go into the bedroom. Father Bear says, "There is porridge on my bed." Mother Bear says, "It's untidy." Baby Bear says, "Mother, Father, look! There's a girl in my bed." Father Bear and Mother Bear come and look at the girl. They are very angry. Father Bear opens his mouth and growls.

Goldilocks wakes up and sees the three bears. She screams, jumps out of bed, runs out of the house and runs through the forest and far away. The three bears never see Goldilocks again, and Goldilocks is never naughty again.

Slide 14 — Noisy Story

Tell the story and ring a small bell or shaker at selected points instead of saying the missing word. Learners supply the word aloud.

Teacher's note: The words shown in brackets in the teacher's copy are the words to be omitted. Keep the rhythm lively and allow the class to call out the missing word together. A bell, shaker or other gentle sound cue can be used.

GOLDILOCKS & THE THREE BEARS

NOISY STORY

This is the story of and the three Look! Here are the three bears. Father Bear is Mother Bear is And Baby Bear is And here is their house. It is in a

The three bears like Every morning, makes porridge.

This morning the porridge is very

"Let's go for a walk," says Bear. "We can eat the porridge later."

Here is Goldilocks. Goldilocks is not a girl. She is a naughty

Goldilocks is walking in the Look! She can smell the porridge.

Goldilocks sees a And she climbs through the

Now, Goldilocks is in the She sees three bowls of porridge on the There is a very big There is a bowl. And there is a bowl.

First, Goldilocks tries the very big "Ouch! This porridge is too", she says.

Next, Goldilocks tries the big bowl. "This porridge is too", she says.

Then, Goldilocks tries the bowl. "Mmm! This porridge is", she says. And Goldilocks eats all Bear's porridge.

Next, Goldilocks goes into the room. She sees three First, Goldilocks sits on the very chair. "I don't like this chair. It's too big," she says.

Next, Goldilocks sits on the chair. There is a big on the chair. "I don't like this chair. It's too big," she says.

Then, Goldilocks sits on the small "I like this chair," she says.

But Baby Bear's chair is not very strong. It breaks. "Oh dear!" says Goldilocks.

Then, Goldilocks goes into the She sees three beds. First, Goldilocks sits on the very big bed. "I don't like this bed. It's too", she says.

Next, Goldilocks sits on the big bed. "I don't like this bed. It's too", she says.

Then, Goldilocks sits on the small "I like this bed," she says. Look! Goldilocks is asleep now.

The three bears come They are very They go into the kitchen.

Father Bear looks at his bowl of porridge. "There isn't much porridge in my bowl," he says.

Mother Bear looks at her bowl of porridge. "There isn't much in my bowl," she says.

Baby Bear looks at his bowl of porridge. "There's no porridge in my bowl," he says.

Father Bear is very Mother Bear is angry too. And Baby bear is very upset. "Let's look in the room," says Father Bear.

The three bears go into the living room.

"Look!" says Father Bear. "There is porridge on my"

"Look at my chair!" says Mother Bear. "My is on the floor."

"Look at my chair!" says Baby Bear. "It's"

Father Bear is very angry. Mother Bear is angry too. And Baby Bear is very "Let's look in the bedroom," says Father Bear.

The three bears go into the

"Look!" says Father Bear. "There is porridge on my " He is very angry.

"Look at my bed!" says Mother Bear. "It's " She is angry too.

"Mother, Father look! There's a in my bed," says Baby Bear. He is very upset.

Baby Bear: Wake up!

Father Bear and Mother Bear come and look at the girl. They are very

Father Bear opens his mouth and

Goldilocks wakes up. And she sees the three

Goldilocks She jumps out of the bed. She runs out of the

And she runs through the and far away.

The three bears never see Goldilocks again. And Goldilocks is never again.

Speaker's note: At each dotted blank, ring a small bell or shaker instead of saying the missing word. Students listen carefully and enthusiastically call out the word that completes the story. Begin with familiar, predictable vocabulary and keep the pace lively so that the activity remains playful and engaging.

Slide 16 — Forgotten Story

Retell the story but deliberately replace selected words with incorrect alternatives. Learners listen, identify each mistake and supply the correct word.

Teacher's note: The original material places two distractors before the correct word in brackets, e.g. "four ducks, two cats (three bears)". Read one incorrect version aloud; do not read the answer in brackets. The activity can be made easier or harder by choosing more or less obvious substitutions.

- "This is the story of Goldilocks and the **four ducks**." → three bears
- "Here are the three **cows**." → bears
- "Baby Bear is **thin**." → small
- "Their house is in a **garden**." → forest
- "The three bears like **ice cream**." → porridge
- "Goldilocks climbs through the **door**." → window
- "She sees three **apples** of porridge." → bowls
- "Baby Bear's chair **flies**." → breaks
- "Goldilocks goes into the **bathroom**." → bedroom
- "Goldilocks **swims**." → screams

Teacher's note: The full archival version contains many more substitutions and may be used as an extended teacher script.

Slide 22 — Act Scenes

Divide the story into short scenes and assign one scene to each group. Give groups time to prepare, then ask them to act their scene for the class.

Teacher's note: The complete story text can be divided at natural scene changes: the bears at home; Goldilocks in the forest; the kitchen; the living room; the bedroom; the bears' return; the final encounter. Encourage meaning through action, gesture and expression rather than memorising every sentence.

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This is the story of Goldilocks and the three bears. Look! Here are the three bears. Father Bear is big. And Baby Bear is small. And here is their house. It is in a forest.

The three bears like porridge. Every morning, Mother Bear makes porridge.

This morning the porridge is very hot.

“Let’s go for a walk,” says Father Bear. “We can eat the porridge later.”

Here is Goldilocks. Goldilocks is not a good girl. She is a naughty girl.

Goldilocks is walking in the forest. Look! She can smell the porridge.

Goldilocks sees a house. And she climbs through the window.

Now, Goldilocks is in the kitchen. She sees three bowls of porridge on the table. There is a very big bowl. There is a big bowl. And there is a small bowl.

First, Goldilocks tries the very big bowl. “Ouch! This porridge is too hot,” she says.

Next, Goldilocks tries the big bowl. “This porridge is too cold,” she says.

Then, Goldilocks tries the small bowl. “Mmm! This porridge is nice,” she says. And Goldilocks eats all Baby Bear’s porridge.

Next, Goldilocks goes into the living room. She sees three chairs. First, Goldilocks sits on the very big chair. “I don’t like this chair. It’s too big,” she says.

Next, Goldilocks sits on the big chair. There is a big cushion on the chair. “I don’t like this chair. It’s too big,” she says.

Then, Goldilocks sits on the small chair. “I like this chair,” she says.

But Baby Bear’s chair is not very strong. It breaks. “Oh dear!” says Goldilocks.

Then, Goldilocks goes into the bedroom. She sees three beds. First, Goldilocks sits on the very big bed. “I don’t like this bed. It’s too hard,” she says.

Next, Goldilocks sits on the big bed. “I don’t like this bed. It’s too soft,” she says.

Then, Goldilocks sits on the small bed. “I like this bed,” she says. Look! Goldilocks is asleep now.

The three bears come home. They are very hungry. They go into the kitchen.

Father Bear looks at his bowl of porridge. “There isn’t much porridge in my bowl,” he says.

Mother Bear looks at her bowl of porridge. “There isn’t much porridge in my bowl,” she says.

Baby Bear looks at his bowl of porridge. “There’s no porridge in my bowl,” he says.

Father Bear is very angry. Mother Bear is angry too. And Baby bear is very upset. “ Let’s look in the living room,” says Father Bear.

The three bears go into the living room.

“Look!” says Father Bear. “There is porridge on my chair.”

“Look at my chair!” says Mother Bear. “My cushion is on the floor.”

“Look at my chair!” says Baby Bear. “It’s broken.”

Father Bear is very angry. Mother Bear is angry too. And Baby Bear is very upset. “ Let’s look in the bedroom,” says Father Bear.

The three bears go into the bedroom.

“Look!” says Father Bear. “There is porridge on my bed.” He is very angry.

“Look at my bed!” says Mother Bear. “It’s untidy.” She is angry too.

“Mother, Father look! There’s a girl in my bed,” says Baby Bear. He is very upset.

Father Bear and Mother Bear come and look at the girl. They are very angry. Father Bear opens his mouth and growls.

Goldilocks wakes up. And she sees the three bears.

Goldilocks screams. She jumps out of the bed. She runs out of the house. And she runs through the forest and far away.

The three bears never see Goldilocks again. And Goldilocks is never naughty again.

Slide 29 — Who Said This?

Read or display a line from the story. Learners identify the character who said it.

Line	Answer
Let’s go for a walk. We can eat the porridge later.	Father Bear
Ouch! This porridge is too hot.	Goldilocks
This porridge is too cold.	Goldilocks
Mmm! This porridge is nice.	Goldilocks
Oh dear!	Goldilocks
There’s no porridge in my bowl.	Baby Bear
Let’s look in the living room.	Father Bear
My cushion is on the floor.	Mother Bear
It’s broken.	Baby Bear
There’s a girl in my bed.	Baby Bear
Wake up!	Baby Bear

Slide 31 — Sentence Order Game

Cut the sentences into strips, mix them and ask pairs or groups to reconstruct the story sequence.

1. Let's go for a walk. We can eat the porridge later.
2. Goldilocks sees a house and climbs through the window.
3. Goldilocks is in the kitchen and sees three bowls of porridge.
4. She tries the very big bowl; it is too hot.
5. She tries the small bowl and eats Baby Bear's porridge.
6. Goldilocks goes into the living room.
7. She sits on the small chair; later it breaks.
8. Goldilocks goes into the bedroom.
9. She tries the beds and finally falls asleep in the small bed.
10. The three bears come home and go into the kitchen.
11. They discover what has happened in the living room.
12. They go into the bedroom and find Goldilocks.
13. Goldilocks wakes up, screams and runs away through the forest.

Teacher's note: For classroom use, print and cut the sentences into strips. The teacher keeps an ordered master copy.

Slide 33 — Word Game

Use a mixed list of words and phrases. Learners identify which items occur in the story and which do not.

Teacher's note: The archival list consists almost entirely of words and phrases that do occur in the story. To make the remembered version of the activity work as a discrimination game, add distractors that do not occur in the story.

Suggested mixed set: porridge, castle, forest, giant, cushion, magic, growl, queen, asleep, river, too cold, school, living room, banana, run out, dragon, naughty girl, bicycle, three bowls, sandwich.

Teacher's note: Ask learners to cross out the words that do not belong to Goldilocks & the Three Bears, or circle the words they remember from the story.

Slide 35 — Guided Fantasy / Imagery

Original file title: Suggestopedia

Teacher's note: Ask learners to close their eyes if they feel comfortable doing so. Read slowly, leaving pauses. No real food is required; the experience is imagined.

Imagine a bowl of porridge — a bowl of delicious porridge, the kind you really like. Pick it up and look at it closely. Notice how warm and fresh it is. Smell it. Notice how your mouth begins to water. In a moment, you are going to eat the porridge. Say to yourself, “I’m going to eat this porridge.”

Hold an imaginary spoonful of porridge close to your nose and mouth for a moment. Wait. Think about how delicious it will taste. Now slowly taste the porridge. Notice the taste on your tongue and in your mouth. Say to yourself, “I’m eating some porridge. I’m really enjoying this porridge.”

Take another imaginary spoonful. Taste it. Enjoy it. Notice the taste in your mouth and imagine the warm porridge in your stomach.

Notice how you feel. Say to yourself, “I’ve eaten some porridge.” What words describe how you feel now?

Take a deep breath and gently bring your attention back to the room. When you are ready, open your eyes.

Slide 36 — Musical Chairs — Adapted

Place chairs in a line or circle, with one fewer chair than the number of players. Learners move around the chairs while the teacher calls out words belonging to a target category. When the teacher says an item that does not belong to that category, learners sit down immediately. The learner left standing leaves that round; remove one chair and continue.

Teacher's note: Use this as a vocabulary-discrimination activity rather than simply a speed game. Establish safe movement rules, leave enough space around the chairs and do not allow pushing.

- big — very big — small (all belong)
- forest — porridge — handsome (handsome = odd one out)
- girl — naughty — daughter (daughter = odd one out)
- window — bowl — queen (queen = odd one out)
- bed — hard — king (king = odd one out)
- untidy — mirror — wake up (mirror = odd one out)
- scream — run out — magic (magic = odd one out)
- cushion — asleep — kind (kind = odd one out)

Source acknowledgement: The original activity note credits Emily Sung (Taiwan).

Slide 37 — Yes/No Contest

The teacher asks rapid questions about the story. The challenge is that learners must answer correctly without using the words “yes” or “no”. A learner who says either forbidden word loses the round.

Teacher's note: This was used as a lively contest with both younger and older learners. Accept alternative answers such as “It is,” “She does,” “Three,” “That’s right,” or a short factual answer. Mix genuine Yes/No questions with information questions so learners must listen carefully.

1. How many bears live in the house?
2. Do the three bears like porridge?
3. Does Mother Bear make porridge every morning?
4. Is there a cottage in the forest?
5. Is Baby Bear big?
6. Is the porridge very cold?
7. Is Goldilocks a good girl?
8. Does she see a house?
9. Does she climb through the window?
10. How many bowls of porridge are there on the table?
11. Does she eat all Baby Bear’s porridge?
12. Does she go into the bathroom?
13. Does she go into the living room?
14. How many chairs are there in the living room?
15. Does she like the big chair?
16. Does she like the small chair?
17. Is Baby Bear’s chair strong?
18. Are there four beds in the bedroom?
19. Does she like the small bed?
20. Are the three bears hungry?
21. Is Father Bear angry?
22. Do they go into the living room?
23. Does Goldilocks scream?
24. Does Goldilocks run through the forest?
25. Do they see Goldilocks again?
26. Is Goldilocks naughty again?

Slide 40 — Running Dictation / Wall Dictation

Prepare copies of a short story extract and place them on the wall away from each group. One learner is the writer/secretary. A runner reads and remembers part of the text, returns to the group and dictates it. The writer records the message. Learners repeat the process until the text is complete.

Teacher's note: Rotate roles so that more than one learner practises reading, remembering, speaking, listening and writing. Do not allow runners to carry the text or shout from the wall.

1. Here is Goldilocks. Goldilocks is not a good girl. She is a naughty girl.
2. Goldilocks is walking in the forest. Look! She can smell the porridge.
3. Goldilocks sees a house, and she climbs through the window.
4. Now Goldilocks is in the kitchen. She sees three bowls of porridge on the table.
5. There is a very big bowl, a big bowl and a small bowl.
6. First, Goldilocks tries the very big bowl. "Ouch! This porridge is too hot," she says.
7. Next, Goldilocks tries the big bowl. "This porridge is too cold," she says.
8. Next, Goldilocks goes into the living room. She sees three chairs.
9. First, Goldilocks sits on the very big chair. "I don't like this chair. It's too big," she says.
10. But Baby Bear's chair is not very strong. It breaks. "Oh dear!" says Goldilocks.

Slide 44 — Banko Quiz

Use the questions as a team quiz. Before hearing a question, a team may choose to call "Banko" to take a risk for a higher score. Adapt the scoring system to the age and confidence of the class.

Who says, "Let's go for a walk. We can eat the porridge later." Answer: Father Bear

Who says, "I don't like this bed. It's too hard." Answer: Goldilocks

Who says, "Mother, Father, look! There's a girl in my bed." Answer: Baby Bear

Correct order: Goldilocks sees a house / goes into the living room / wakes up and sees the bears. Answer: house → living room → wakes up

True or False: Goldilocks sleeps in Baby Bear's bed. Answer: True

True or False: Goldilocks is a good girl. Answer: False

Teacher's note: The original archival quiz contains eight items and several question types. The teacher can add or replace questions to match the story version used in class.

Slide 46 — Question Summary

Reconstruct the story orally through questions. Ask the questions in sequence and use learners' answers to build a class summary.

- How many bears live in the house?
- Do the three bears like porridge?
- Does Mother Bear make porridge every morning?
- Is there a cottage in the forest?
- Is Baby Bear big?
- Is the porridge very cold?
- Is Goldilocks a good girl?
- Does she see a house?
- Does she climb through the window?
- How many bowls of porridge are there on the table?
- Does she eat all Baby Bear's porridge?
- Does she go into the bathroom?
- Does she go into the living room?
- How many chairs are there in the living room?
- Does she like the big chair?
- Does she like the small chair?
- Is Baby Bear's chair strong?
- Are there four beds in the bedroom?
- Does she like the small bed?
- Are the three bears hungry?
- Is Father Bear angry?
- Do they go into the living room?
- Does Goldilocks scream?
- Does Goldilocks run through the forest?
- Do they see Goldilocks again?
- Is Goldilocks naughty again?

Teacher's note: Do not insist on full-sentence answers every time. The aim is to help learners retrieve the sequence and key language of the story.

Use a short quiz at the end of the storytelling cycle to assess students' understanding of the story and key vocabulary. Different task types such as reading comprehension, True/False, opposites and scrambled words can be included.

vocabulary. Different task types such as reading comprehension, True/False, opposites and scrambled words can be included.

Teacher's note: The quiz provides a simple record of individual achievement and can be used together with other evidence such as dictation results, class participation and homework in the Student Progress Report.

Name :

Number:

Class :

Grade 4 QUIZ

GOLDILOCKS & THE THREE BEARS

A. Read the passage and answer the questions. (20 pts)

Here are the three bears. Father Bear is very big. Mother Bear is big. And Baby Bear is small. And here is their house. It is in a forest.

1. How many bears are there? _____.
2. Is Father Bear very big? _____.
3. Is Baby Bear big? _____.
4. Where is their house? _____.

B. Where is Goldilocks? (15 points)

1. She is in the
2. She is on the.....
3. She is on the.....



C. Put (T) or (F) in to the blanks.(20 pts)

1. (...) Goldilocks breaks Baby Bear's chair.
2. (...) Goldilocks sleeps in Mother Bear's bed.
3. (...) Goldilocks is a good girl.
4. (...) Baby Bear is big.

D. Match the words with the opposites.(20p)

- | | |
|------------|----------------|
| 1. hard | (...) a. slow |
| 2. big | (...) b. cold |
| 3. hot | (...) c. good |
| 4. naughty | (...) d. small |
| 5. fast | (...) e. soft |

E. Build up a word with the letters.(25pts)

1. g-d-e-r-p-r-o-l _____
2. o-l-w-b _____
3. h-o-i-u-n-s-c _____
4. s-t-p-e-u _____
5. w-r-g-o-l _____

Slide 52 — Student Progress Report

Use a simple record sheet to monitor progress across the storytelling cycle. The archival example from the 2000–2001 academic year recorded quiz results, three dictations, four weeks of classroom participation, homework, positive/negative behaviour and teacher comments.

Teacher's note: For any public or shared version, remove student names, numbers and other identifying information. The original archival report should be kept as historical evidence; the blank template below is the reusable classroom version.

2000/2001 Academic Year GOLDILOCKS & THREE BEARS

Grade 4D — English / Reading STUDENT PROGRESS REPORT

		<i>Student</i>	<i>Quiz</i>	<i>Dictations</i>				<i>Class Participation</i>				<i>Homework</i>		<i>Positive and negative Behaviour</i>		<i>Teacher Comment</i>
			<i>1.</i>	<i>1.</i>	<i>2.</i>	<i>3.</i>		<i>Wk1</i>	<i>Wk1</i>	<i>Wk1</i>	<i>Wk1</i>	<i>+</i>	<i>-</i>	<i>+</i>	<i>-</i>	
1	543		80	70	50	45		3	4	3	4	4		9	1	Needs to work harder.
2	544		95	95	70	60		5	5	4	5	5		10		Needs to make a little more effort.
3	545		65	50	50	45		3	3	3	3	2	1	6		Needs to work harder.
4	546		100	100	100	75		5	5	5	5	1	2	14		Needs to work harder.
5	547		75	70	70			4	4	3	4	1	2	6		Needs to make a little more effort.
6	548		95	95	90	85		5	5	5	5	4		6		Keep up the good work.
7	549		90	90	95	65		5	5	5	5	4		6		Keep up the good work.
8	550		85	80	70	50		3	4	3	4	3		9		Needs to work harder.
9	551		45	30	35	40		2	3	2	2		3	6		Needs to work harder.
10	552		40	40	70	55		2	3	3	3	2	1	5		Needs to work harder.
11	553		90	90	100	40		5	5	5	5	1	2	10		Keep up the good work.
12	556		100	100	100	100		5	5	5	5	3		45		Keep up the good work.
13	557		75	55	60	45		3	4	4	4	2	2	6		Needs to work harder.
14	559		65	65	25	45		3	3	3	3	2	1	6		Needs to work harder.
15	560		95	85	60	70		5	4	5	5	2	1	10		Keep up the good work.
16			15	5	0	0		2	2	2	2		3	6		I would like to meet with the

ARCHIVE / EDITORIAL NOTE

These materials were developed and used in classroom practice and later preserved in the teacher's digital archive. This working edition reorganises and language-edits the materials while retaining their original pedagogical purpose.

Editorial and language support: This archival material has been reorganised and language-edited with the assistance of an AI-based editorial tool (ChatGPT).