



SPEECH & LANGUAGE ACTIVITIES

Goldilocks and the Three Bears

Traditional Story

Goldilocks and the Three Bears is a magical story. Not magical in that it has fairies and a wands, but magical in that it provides so many fabulous opportunities for speech and language development.

After reading the story, ask your students yes/no and wh- questions to see if they understood the story, and to assess their ability to recall details. Practice re-telling the story with children filling in the blanks as it's told. Expand on vocabulary and concepts from the story within other parts of the children's day: During snack, discuss whether foods are hot/cold; During meeting time, discuss the sizes of chairs; While at dramatic play, pretend to cook porridge and serve it in bowls.

Examples of Yes/No Questions?

- * Are there 3 elephants in the story?
- * Do the bears live in a zoo?
- * Does mama bear cook some porridge?
- * Is the porridge too cold?
- * Do the bears go for a walk till the porridge gets cold?
- * Is the little girl's name Goldilocks?
- * Is Goldilocks thirsty?
- * Does Goldilocks eat all of baby bear's porridge?
- * Does Goldilocks break papa's chair?
- * Does Goldilocks fall asleep in baby bear's bed?
- * Is baby bear sad when he sees his empty bowl?
- * Does baby bear laugh when he sees his broken chair?
- * Does Goldilocks run out the house when she sees the three bears?

Examples of Wh- Questions?

- * What animals are in the story?
- * How many bears are in the story?
- * What are their three different sizes?
- * What does mama bear cook?
- * Why do the 3 bears go out for a walk?
- * Where do the bears go for a walk?
- * Who looks in the window and sees 3 bowls of porridge?
- * How does papa bear's porridge taste?
- * How does mama bear's porridge taste?
- * Why does Goldilocks eat baby bear's porridge?
- * Where does Goldilocks sit?
- * What happens when Goldilocks sits on baby bear's chair?
- * Where does Goldilocks sleep?
- * How does baby bear feel when he sees his empty bowl?
- * What does baby bear say when he sees his broken chair?



SPEECH & LANGUAGE ACTIVITIES

Fill in the Blank

- * Once upon a time there were 3 _____.
- * The 3 bears lived in a _____.
- * One day, mama bear made some _____.
- * The porridge was too _____.
- * So, the 3 bears went for a _____.
- * Goldilocks was walking in the woods. She looked in the window and saw _____.
- * Goldilocks was feeling so _____.
- * Papa bear's porridge was too _____.
- * Mama bear's porridge was too _____.
- * Baby bear's porridge was _____.
- * Papa bear's chair was too _____.
- * Mama bear's chair was too _____.
- * Goldilocks sat on baby bear's chair and it _____.
- * Papa bear's bed was too _____.
- * Mama bear's bed was too _____.
- * Baby bear's bed was _____.
- * Papa bear looked at his bowl of porridge and said, "_____."
- * Baby bear looked at his bowl of porridge and said, "_____."
- * Mama bear looked at her bed and said, "_____."
- * Goldilocks woke up and saw the 3 _____.
- * She felt so _____.
- * She jumped out of the bed and ran out the _____.

Absurd Sentences

- * Once upon a time, there were 3 giraffes.
- * Mama bear made some bagels.
- * The 3 bears went for a swim.
- * A little girl named Martha was walking in the woods.
- * Goldilocks was so thirsty.
- * Goldilocks ate all of papa bear's porridge.
- * Goldilocks broke mama bear's chair.
- * Goldilocks fell asleep on baby bear's chair.
- * Baby bear so happy to see Goldilocks sleeping in his bed.
- * Goldilocks woke up and thanked the 3 bears.



SPEECH & LANGUAGE ACTIVITIES

Vocabulary

- * Bear
- * Porridge
- * Small
- * Big
- * medium
- * Hot
- * Cold
- * Hard
- * Soft
- * High
- * Low
- * Happy
- * Sad
- * Hungry
- * Full
- * Broken
- * Fixed
- * Empty
- * Full

Naming

- * Name 3 animals that live in the woods.
- * Name 3 things you can eat for breakfast.
- * Name 3 furniture pieces
- * Name 3 feelings
- * Name 3 different sizes

Auditory Processing Game:

Someone is visiting the 3 bears.

Can you guess who it is? Pretend to make a knocking sound and say, "Knock knock." Encourage your child to say, "Who is it?" Proceed to describe the animal knocking at the door. For example, if you are describing a pig you can say, "I live at the farm. I have a curly tail. I am pink. I roll around in the mud." If your child has a difficult time guessing the animal, give more clues, "I say oink oink." If your child needs more cues, provide the first sound of the word. For example, "I am a p-----."



SPEECH & LANGUAGE ACTIVITIES

Following Simple to Complex Directions

Examples of simple size directions:

- * Put the little bear on a chair.
- * Put the medium bear on a bed.
- * Put the big bear next to a bowl.
- * Put the little bear on the big chair.
- * Put the medium bear on the medium chair.
- * Put the big bear on the little chair.
- * Put the little bear next to the little bowl.
- * Put the medium bear next to the big bowl.
- * Put the big bear next to the medium bowl.
- * Put Goldilocks on the big bed.
- * Put the little bear on the medium bed.
- * Put the medium bear on the little chair.

Directions can be simple or complex, depending on your child's level. You and your child can even take turns giving directions. Use the images below, or items you find in your home, classroom, or center. Stuffed animals, pretend dishwater, chairs, etc.





SPEECH & LANGUAGE ACTIVITIES

NAME 3 ANIMALS THAT LIVE IN THE WOODS

A large, empty rounded square box with a thick, textured green border, intended for writing the first animal name.A large, empty rounded square box with a thick, textured green border, intended for writing the second animal name.A large, empty rounded square box with a thick, textured green border, intended for writing the third animal name.



SPEECH & LANGUAGE ACTIVITIES

NAME 3 FOODS WE EAT FOR BREAKFAST

A large, empty rounded square box with a green, textured border, intended for writing the first food item.A large, empty rounded square box with a green, textured border, intended for writing the second food item.A large, empty rounded square box with a green, textured border, intended for writing the third food item.