Goldilocks and the Beginning, Middle, and End

Kindergarten

by Linda MacDonald

July 22, 2015

Let your class act out! Students will reenact Goldilocks and the Three Bears while learning about narratives and story plots.

Learning Objectives

Students will be able to retell a narrative and identify the beginning, middle, and end of a story.

Materials and Preparation

• A copy of Goldilocks and the Three Bears or Goldilocks and the three Bears by Education.com
• Three small bowls
• Three chairs
• Three small mats or towels
• Drawing paper
• Crayons or colored pencils

Key Terms

• narrative

Introduction (5 minutes)

• Introduce students to the idea of narrative by defining it as a record of interconnected events, or a story.
• Ask your students to pay attention to what happens in the beginning, middle, and end of the story that they are about to hear.

EL

• Beginning: * Use familiar read alouds to further define a narrative.
• Have students turn and talk to a partner in their home language (L1) or English to define narrative in their own words.
• Intermediate: * Define the terms: beginning, middle, and end with the class.
• Have students turn and talk to share the beginning, middle, and ending of one of the familiar read alouds in your classroom.

Explicit Instruction/Teacher Modeling (10 minutes)

• Either read a copy of the traditional story of Goldilocks and the Three Bears dramatically or watch the interactive story by Education.com.
• Go back over the narrative when you are finished, pointing out the beginning, middle, and end of the narrative.

EL

• Beginning: * Provide students with their own copy of the read aloud.
• Read or watch the story in students home language (L1) if possible.
• Intermediate: * Prompt students to identify the beginning, middle, and end of the story by reviewing what happened in the story after you finish reading.
• Have students turn and talk to share one important thing that happened in the beginning, middle, and end of the story.

Get more lesson plans at https://www.education.com/lesson-plans/
end. Then share aloud as a group.

**Guided Practice/Interactive Modeling (20 minutes)**

- Using props, have selected students act out the story.
- Have the other students help to tell the narrative.
- If you have many aspiring actors in your class, feel free to repeat this section until everyone gets a chance to be a character!

**EL**

- **Beginning:** * Model how to act out a part of the story using prompts and narration.
- **Intermediate:** * Group the class into three sections and have each section practice acting out the beginning, middle, or end.
- Encourage some students to narrate while others act. Have students trade roles.

**Independent Working Time (10 minutes)**

- Give students drawing paper and crayons or colored pencils.
- Split the class into three groups. These groups will be assigned to draw the beginning, middle, or end of the story.

**EL**

- **Beginning:** * Pre-write beginning/middle/end on the board for students to utilize as they work.
- Invite students to verbally retell the beginning, middle, and end to you or another student in their home language (L1).
- Hand out individual copies of the book for support.
- **Intermediate:** * Have students trade their finished work with a partner and practice verbally explaining the beginning, middle, or end that they drew or wrote about.

**Differentiation**

- **Enrichment:** Students can label their picture or write a sentence describing their picture.
- **Support:** Students can work with a partner and collaborate on a picture.

**Technology Integration**

- You may want to take digital pictures of their creations and put together a slide show, which can be displayed on an interactive whiteboard. Label their creations with the terms "beginning," "middle," and "end."

**Assessment (10 minutes)**

- Observe students to see if they struggle to remember what happened in the story.
- Assess their picture to see if they drew the correct portion of the story.

**EL**

- **Beginning:**
  - When students verbally share the beginning, middle, or end of the story, take note if they are able to retell easily or need support.
- **Intermediate:** * Collect student work samples to assess if they were able to capture the appropriate part of the story sequence.
- As students turn and talk to a partner, check if they are able to accurately verbalize the story sequence.

Get more lesson plans at [https://www.education.com/lesson-plans/](https://www.education.com/lesson-plans/)
Review and Closing (10 minutes)

- Have the students display their drawings.
- Ask everyone with a beginning picture to stand up, followed by the middle pictures, and finally the end pictures.
- Have students walk around the classroom and look at each other's pictures.

EL

- **Beginning:** * When pictures are displayed, invite students to turn and talk to a partner to share what they see in the picture, using the sentence frame, "I see ____ in the beginning/middle/end."
- **Intermediate:** * Invite students to share aloud what they notice in their peers work, using the sentence starter, "I notice ____."