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| **GOLDILOCKS AND THE THREE BEARS****BILINGUAL MOYENNE SECTION** |

**Objectives in the English language:**

-To encourage the children to listen carefully.

-To understand a story.

-To help the children understand how a story develops in a predictable manner.

-To introduce mathematical language for comparison.

-To introduce the traditional language of stories and nursery tales.

-To encourage the children to join in storytelling; to encourage them to express themselves in English.

-To learn vocabulary:

* Goldilocks, Father Bear, Mother Bear, Baby Bear.
* Nouns: bowl, chair, bed, woods/forest, house, three, bears
* Verbs: eat, sleep, sit
* Cultural vocabulary: porridge, ouch, yummy, and
* Syntax structures: once upon a time, and THAT is the end/and they lived happily ever after, what is it? who is it? where is it? it is…..

-To practice acquired vocabulary skills:

* Adjectives: big, small, (tiny) little, cold, hot, right, hard, soft

Workshops of 6-7 children are lead in English by the teacher and the content is reactivated during the circle time or during an appropriate time.

**Course 1**

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| **Skills** | To listen while an adult tells a story. |
| **Materials**  | Sound track: “Once upon a time”Story box (items from small-world play including three bears, a doll, different-sized bowls, chairs and beds, trees, a house and a story table)  |
| **Success criterion**  | Ability to be attentive.  |
| **Time** | 15 minutes |

 

**Plan:**

1. Discuss with the children how stories begin and end.

When they hear the words “Once upon a time,” they understand that a story is about to begin and they must listen carefully.

When they hear the words “and THAT is the end,” they understand that the story has ended.

When the children understand the use of these phrases, they will be encouraged to take turns telling a story using the discussed “beginning” and “ending” phrases.

1. Use a soundtrack to reinforce the “start of a story:”

 *It is story time. In my box, I have a story that I’m going to tell to you. It’s the story of “ “Goldilocks* (show the item) *and The Three Bears.”* (show the items)

Tell the story keeping the structure simple. Move the items on the story table to involve the children, keeping their interest. Encourage the children to use the items to illustrate points in the story.

1. Emphasize parts of the story that the children can join into such as:
	* “Father is a big bear;”
	* “The porridge in Mother Bear’s bowl is too cold;”
	* “Baby Bear’s tiny chair is just right;” and
	* “Father Bear’s big bed is too hard.”
2. Add phrases that describe the reactions of the Bears when they find their porridge bowls, chairs, and beds, including:
	* “Someone has been eating my porridge/ who drank my soup?”
	* “Someone has been sleeping in my bed/ who slept in my bed?” and
	* “Someone has been sitting in my chair/ who sat in my chair/who broke my chair?.”

Imitate the voices of the Bears.

1. Reinforce the ending phrase “and THAT is the end.”

The story will be told a second time using the story box to reinforce sentence structure.

**Course 2**

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| **Skills** | To learn vocabulary: oral comprehension: Father Bear, Mother Bear, Baby Bear, Goldilocks, “who is it?,” “It is…” |
| **Materials** | Items from the story box or flashcards of the characters |
| **Success criterion** | Ability to listen actively |
| **Time** | 30 minutes |

**Plan:**

Children **repeat** the words after the teacher, experimenting with their voices to become aware of intensity, tempo, pitch, and nuance. Ask children to copy you: imitate the voice of a bear, a mouse, or a robot, for example. Get your voice low-pitched or high-pitched. Repeat the words quickly, slowly, loudly, softly, sadly, angrily….

To improve **phonetic skills**, children separately articulate the syllables in each word by clapping their hands or moving their heads from right to left, for example, and count the syllables in the word.

To learn vocabulary, play different memory **games** to improve **oral comprehension**:

**Point to the card:** Three flashcards (or more) are displayed around the room/playground. The teacher asks the children to point to the flashcard that matches the word the teacher has just spoken.

**Listen and touch:** Two children are seated facing each other while three flashcards (or more) are placed in front of them. The teacher says a word. The first child to touch the correct flashcard wins one point.

**Listen and move:** Flashcards are displayed around the room/playground. The teacher gives commands to Child 1-“run to Father Bear,” then to child 2-“walk to Mother Bear,” to Child 3-“jump to Baby Bear,” to Child 4-“touch Goldilocks,” etc…

**Change places/seats:** The teacher gives each child a flashcard with a noun written on it. For example, one child is “Goldilocks”, one is “Father Bear”, one is “Mother Bear”,one is “Baby Bear”. The teacher gives commands “Father Bear and Baby Bear, change places!” and the two children who are “Father Bear” and “Baby Bear” swap places.

**Course 3:**

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| **Skills** | To be able to correctly express vocabulary: oral expressionFather Bear, Mother Bear, Baby Bear, Goldilocks, “It is…” |
| **Materials** | Items from the story box or flashcards of the characters |
| **Success criterion** | Ability to understand the rule of the game and ability to speak |
| **Time** | 30 minutes |

**Plan:**

If you have confident children in the class, get them to take over your role as a teacher playing again the same games as above. Then play different **games** to improve **oral expression**:

**Kim’s game or What’s missing?:** Three flashcards (or more) are displayed on the board/table. Pupils are given a short time to look at them. Then, the teacher tells the children to close their eyes. The teacher removes one (or more) flashcard from the board/table. He/she tells the children to open their eyes. The children must tell the teacher which flashcard(s) is (are) missing.

**Right (yes) or wrong (no):** The teacher shows a flashcard and says a word. If the word the teacher has spoken matches the word written on the flashcard, the children repeat the word. If not, the children cross their arms and win one point. If the children are wrong, the teacher wins the point.

**Peek-a-boo:** this game consists of unveiling the flashcard very slowly. The children watch and guess the word.

**Hopscotch:** The children throw a pebble in a square in the hopscotch grid. They must jump into each square except the one with the pebble in it. As they jump into a square, they must say the word on the flashcard in that square.

**Memory or Pairs:** Children play this game in pairs or groups of three. The other five children count the points they score (one pair is one point). The teacher shuffles together two sets of flashcards of the Christmas items, for example, and spread them out face down on a table. Child 1 turns over one card and says the name of the item shown on the flashcard, then turns over a second flashcard and says the name of the item on the flashcard. If the flashcards are the same, child 1 “wins” the two flashcards. If they are not the same, child 1 turns them back over, face down, in the same positions on the table. Child 2 then has a turn.The goal is to remember where the same flashcards are placed to win the pair.

**Chinese Whispers:** The children form two lines. A message (sentence, saying, tongue-twister) is whispered into the ear of the first child of each line. The first child in each line then whispers the message into the ear of the next child in his/her line. This continues until the last child in each line hears the message. The last child then says out loud, writes, or draws what she/he has heard. The winner is the team that says the most correct message first.

**The “Bérêt” or Go get it:** Two teams of five or more children face each other at opposite sides of the classroom/playground. A “bérêt” (or any object) is placed between the two teams. Each child on a team has a name of a different fruit (or whatever) but each child on each team has the same fruit name as each child on the other team. The teacher then says the name of one fruit. When the children hear the name of the fruit, they run to the middle and pick up the object (“bérêt”) and bring it back to their team before the child  from  the opposing team can do so. Each time a player succeeds in doing that, he/she scores one point for his/her team. The team with the most points wins.

**Riddles:** “He is big/small/little, who is it?” (Father Bear, Mother Bear, Baby Bear), “She has got golden hair, who is she?” (Goldilocks), “I can sit on it/sleep in it/eat with it, what is it?” (a chair, a bed, a bowl)

Show a flashcard, for example, a big chair and ask “whose chair is it?”; the children answer: “Father Bear”.

Display flashcards of objects: Show me what is hot/cold.

Display a real cup of hot water and a frozen bottle of water or ice: “Touch it: is it cold or hot?”, then “drink it: is it cold or hot?”

Workshop: Skill: Classer des objets en fonction de perceptions sensorielles. Comprendre une consigne complexe en anglais

 Instruction : *Color in blue the objects that are cold. Color in red the objects that are hot.*

Prolongement:” what’s the name of your father/mother?”, “is your bed/chair big/small/little, “what color is your bed?”

**Course 4**

The adjectives have already been learned with other books. The acquired vocabulary is reactivated.

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| **Skills** | Reinforce the importance of context to develop language skills. Adjectives: big, small, tiny little, hot, cold, hard, soft, rightNouns: bowl, chair, bedVerbs: eat, sleep, sitTo listen actively to be able to obey instructionsInstructions: “eat the big/hot/cold porridge bowl, sleep in the small/soft/hard bed, sit in the tiny little/hard/soft chair…” |
| **Materials and preparation** | Goldilocks’ wig, masks of the Three BearsA table with three different-sized bowlsThree different-sized chairs and beds (mattress or mat) |
| **Success criterion** | Ability to listen actively and to act |
| **Time** | 30 minutes |

**Plan:**

Create a display that clearly shows the parts of the story. The teacher mimes the verb actions (eat the hot porridge bowl, sleep in the small bed, sit in the hard chair…).

**Listen and act**: Roles are given to each child and masks are given. The teacher gives instructions: “Father Bear, eat the big/hot/cold porridge bowl; Mother Bear, sleep in the small/soft/hard bed; Baby Bear, sit in the tiny little/hard/soft chair....”

Understanding is easy and fun when we use the correct materials.

While the children may understand the instructions, they may not be able to verbally respond in correct sentences. To check their understanding and responses, the teacher draws the scene on a sheet of paper and gives the children the instructions.

**Course 5**

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| **Skills** | Practice acquired vocabulary by speaking in short sentences stressing subject/verb agreement.Use role-playing to reinforce these skills: Goldilocks is in the woods/forest; Goldilocks is a little girl; Father Bear is a big bear; “Look, it is a small bowl;” Ouch, the bed is hard;”Yummy, the porridge is just right.” |
| **Materials** | Goldilocks’ wig, masks of the Three BearsA table with three different-sized bowlsThree different-sized chairs and beds (mattress or mat) |
| **Success criterion** | The ability to speak English in correct sentences in front of others |
| **Time** | 30 minutes |

**Plan:**

Create a display that shows the parts of the story.

Help the children make sentences while using the materials. Encourage the children’s efforts to communicate.

Examples of role-play:

1. Child 1: “Good morning. What’s your name?”

Child 2: “Hello. My name is Goldilocks. I am a little girl. What’s your name?”

Child 3: “My name is Father Bear. I am big. What’s your name?”

Child 4: “My name is Mother Bear. I am small. What’s your name?”

Child 5: My name is Baby Bear. I am tiny little.

1. Child 1: “What is it?”

Child 2: “It is a big bowl.”

1. Child 1: “Sit in the big chair”

Child 2 obeys the command.

**Course 6**

The children act out the tale while listening to the story being told aloud. By leaving gaps in the story, the children are able to fill in important phrases used by each character.

Read the story book.

**Course 7**

Create a display that clearly shows the parts of the story which relate to size, such as the bears, the bowls of porridge, the chairs and the beds. Help the children to use vocabulary such as “bigger than” or “smaller than”.

**Course 8**

It may be possible to make some porridge for the children to taste (check for food allergies).