

# Freeze, Goldilocks!

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illustrated by Fraser Williamson



## Book Summary

This play gives a modern twist to the familiar Goldilocks story. The three bears and the police search the bears' house, looking for the intruder.

## Features of the Book

- Dialogue with stage directions, supported by illustrations that show costume and staging suggestions
- Based on the traditional story of *The Three Bears*
- Use of humor and a familiar, modern setting to liven up the old story
- Questions to progress the plot
- Specialized and colloquial language – *kid, tag, M.O.*
- Contractions – *I'd, don't, you're, I've, that's, doesn't, we'll, it's, she's, they've, we'd, isn't*
- Filler words and exclamations – *Er, Hmmm, Oops, Aargh!, Aha!*

## Purpose

*Freeze, Goldilocks!* can be used to introduce and reinforce the following skills:

- making connections between children's experiences and the text;
- identifying the features of a play;
- making comparisons between texts;
- describing a sequence of events;
- reading aloud with expression;
- extending vocabulary.

## The Guided Reading Lesson

- Making connections between children's experiences and the text
- Identifying the features of a play
- Making comparisons between texts

## Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Other examples of innovations on traditional stories
- Optional: a copy of the blackline master and a pencil for each child
- Optional: props for staging the play

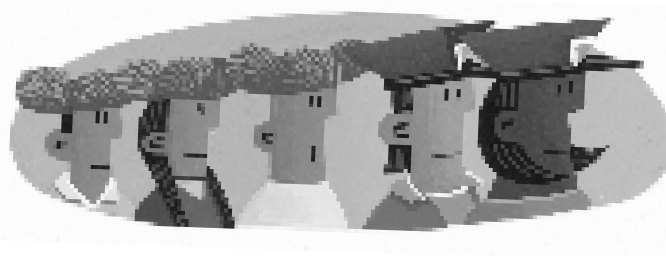
## Introducing the text

Ask children if they know the story of Goldilocks and the three bears. Write an outline of that story on the board together.

Look at the cover of the book together.

- *Who do you think these people are? What are they doing?*
- *What do you think "Freeze, Goldilocks!" means?*
- *Who might usually say something like that? Why?*
- *What do you know about plays and how to read them?*

Show them a page in the book and discuss the way the stage directions and dialogue are laid out.



## Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

### Day One

Read the list of characters on page 3 together. Discuss the illustration on pages 4 and 5.

- *How would we perform this play?*
- *How can we use the information on these pages to help us?*

Read the scene title and the stage directions on page 6 together. Ask the children to identify how print styles are changed for specific purposes. Chart these features and others as the children notice them during their reading. Ask the children to read the first scene silently, stopping at the end of page 13.

Refer to the outline made earlier of the traditional Goldilocks story.

- *How does this compare so far?*
- *What is different? What is the same?*

Chart similarities and differences using a Venn diagram.

Using what the children know already, ask them to predict the way the story might unfold from here. The children can now read to the end of scene 4 (page 26) independently.

### Day Two

Using the Venn diagram to compare the traditional Goldilocks story with *Freeze, Goldilocks!*, ask the children to add to the observations.

- *How did the traditional story end?*
- *We haven't finished reading this book yet – what else do you think will happen?*

When everyone has finished reading the book, review the comparison chart again, adding more observations.

Ask the children for their opinions about this play:

- *What did you think about the ending?*
- *Did you like this version of the story?*
- *Does it remind you of any other stories?*

## Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

### S Describing a sequence of events

Ask the children to retell *Freeze, Goldilocks!*

Discuss the chart that compares this story with the traditional Goldilocks story.

- *Is the sequence of events the same in each story?*

Ask the children to draw a T-chart (heading and two columns) to show the sequence of events in each story. They can use pictures as well as words.

### S Reading aloud with expression

Using the props and staging suggestions on pages 4 and 5, discuss ways that this play could be performed in class.

- *How does the author let us know how the characters speak?*
- *How do we say words like Er, Hmmm, Oops, Aargh, and Aha?*

Assist the group to assign roles and give them time and space to read through the script aloud.

### S Extending vocabulary

Look at page 11 and ask the children to reread the sergeant's speech.

- *Many of these words are used by the police. What do they all mean?*

List the words and phrases on the board and help the children to work out their meaning – tag, crime spree, breaking and entering, stealing food, vandalizing furniture.

Turn to pages 19 and 20. Ask the children to read these pages again and to look for and list other examples of specialized language in their reading.

**E** The children can complete the blackline master on page 84.