

## When Goldilocks went to the house of the bears

by Jackie Holderness & Annie Hughes

**Level 1** • Starter / Beginner +

**Age:** Primary (6–11)

**Language aim:** To sing a song about the Goldilocks story

**Time:** 20–30 minutes

**Student grouping:** Whole class

**Materials:** One copy of the worksheet per student; the audio (either downloaded in advance or played via onestopenglish); pictures of bowl, bears; pictures/realia of a *tiny, small and large bowl, bear, bed* etc.

**Language focus:** *One, two, three; went, counted; eyes, chair, bed, big, small, tiny, bowl, bear*

### Story summary

Goldilocks was a naughty little girl who went into the woods and walked into the house of the three bears while they were out. She tried their bowls of porridge. One was too hot, one was too cold and one was just right. She tried their chairs. One was too hard, one was too soft and one was just right. She tried their beds. One was too hard, one was too soft and one was just right and she fell asleep. The three bears came back and saw that their porridge had been eaten, their chairs had been sat in and their beds had been slept in. They found Goldilocks asleep and frightened her and she ran all the way home.

### Transcript

When Goldilocks went to the house of the bears,  
What did her blue eyes see?

A bowl that was big,  
A bowl that was small,  
A bowl that was tiny,  
And that's not all.  
She counted them: one, two, three.

When Goldilocks went to the house of the bears,  
What did her blue eyes see?

A chair that was big,  
A chair that was small,  
A chair that was tiny,  
And that's not all.  
She counted them: one, two, three.

When Goldilocks went to the house of the bears,  
What did her blue eyes see?

A bed that was big,  
A bed that was small,  
A bed that was tiny,  
And that's not all.  
She counted them: one, two, three.

When Goldilocks went to the house of the bears,  
What did her blue eyes see?

A bear that was big,  
A bear that was small,  
A bear that was tiny,  
And that's not all.  
She counted them: one, two, three.

### Procedure

#### Step 1

Hand out a worksheet to each child and explain that they will hear a song about Goldilocks. If the children do not know the story of Goldilocks, you should tell them briefly, using the pictures you prepared of the bear, bowl, etc and the story summary below.

#### Step 2

Play the song to the class and mime the actions – on *big*, hold your arms out wide to suggest something big; for *small*, hold your arms closer together; on *tiny*, hold them almost fully together.

#### Step 3

Play the song again and encourage the children to sing with you and do the actions.

#### Step 4

Play the song several times and let the children join in. As they sing, they should point to the bowl, chair or bed and mime the actions.

### Follow-up activity

Collect or make pictures of things that are the same but can be described as big, small and tiny, for example pictures of the same thing, spoons or clothes.

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When Goldilocks went to the house of the bears,

What did her blue eyes see?

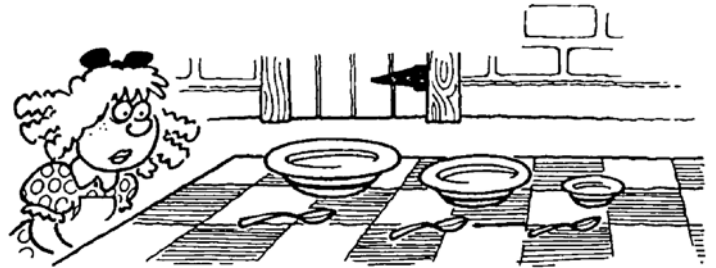
A bowl that was big,

A bowl that was small,

A bowl that was tiny,

And that's not all.

She counted them: one, two, three.



When Goldilocks went to the house of the bears,

What did her blue eyes see?

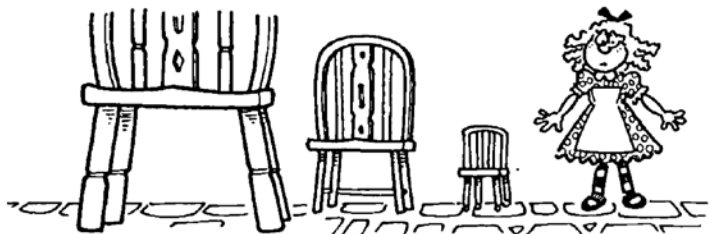
A chair that was big,

A chair that was small,

A chair that was tiny,

And that's not all.

She counted them: one, two, three.



When Goldilocks went to the house of the bears,

What did her blue eyes see?

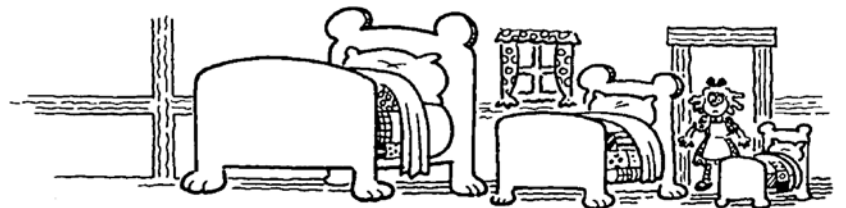
A bed that was big,

A bed that was small,

A bed that was tiny,

And that's not all.

She counted them: one, two, three.



When Goldilocks went to the house of the bears,

What did her blue eyes see?

A bear that was big,

A bear that was small,

A bear that was tiny,

And that's not all.

She counted them: one, two, three.

