

GOLDILOCKS AND THE THREE DINOSAURS

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As Retold by Mo Willems

Grades: PreK-3; Ages: 4-8

Themes: humor, fairytales, dinosaurs

Runtime: 11 minutes

COMMON CORE CONNECTIONS:

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SUMMARY

In a hilarious take on Goldilocks and the Three Bears, three dinosaurs set a trap for an unsuspecting little girl, who blithely walks right into it. While Papa Bear, Mama Bear, and a random dinosaur from Norway hide in the woods, Goldilocks stumbles upon their humongous house and is lured in by the smell of chocolate pudding. After properly gorging herself, she is about to fall asleep when she hears some strange noises. Will Goldilocks become the dinosaurs' next chocolate-filled-little-girl bonbon? With humor and wit, Mo Willems is back with another story that will keep kids (and their gown-ups) laughing.

OBJECTIVES

- Students will develop their vocabulary.
- Students will engage in a text-dependent discussion.
- Students will compare and contrast two versions of the Goldilocks story.

BEFORE VIEWING ACTIVITIES

Elicit students' background knowledge on dinosaurs. Guiding questions:

- When did dinosaurs live?
- What did dinosaurs eat?
- What happened to the dinosaurs?

Tell students that they will be watching a make-believe movie about some dinosaurs that lure a little girl into a trap. Encourage them to watch and listen for the ways that the dinosaurs in the movie are different from, and similar to, how dinosaurs were in real life.

Read, or review, the story *Goldilocks and the Three Bears*. Plot the story elements with students on a graphic organizer:

Story Title
Characters
Setting
Problem
Summary
Lesson

Revisit the organizer after viewing the movie to compare and contrast the stories.

Common Core Connection Activities - CCRA.R.4:

Preview some vocabulary words from the movie.

Varying **Succulent** **Unsuspecting**
Gigantic **Trio**

Use the following method to introduce and reinforce the words:

- Step 1: Write and say the word. Have students repeat orally.
- Step 2: Tell a short story or give a brief description of the meaning of the word.
- Step 3: Give students the opportunity to talk to each other to explain the meaning of the word in their own words.
- Step 4: Model drawing a picture that shows the meaning of the word.
- Step 5: Have students write the word and draw their own picture that helps them remember the meaning of the word. Students who are proficient writers can also write a definition in their own words.

After previewing the vocabulary, encourage students to watch and listen for the words in the movie and nonfiction book. Give them the opportunity to add to or modify their drawings and/or definitions after viewing the movie.

AFTER VIEWING ACTIVITIES

Common Core Connection Activities - CCRA.R.1, CCRA.R.2, CCRA.R.9, CCRA.SL.1, CCRA.SL.2:

Complete the story elements graphic organizer for *Goldilocks and the Three Dinosaurs*. After students have completed the organizer, compare and contrast the two stories using a Venn diagram. Guiding questions:

- Which characters are the same? Which are different?
- How do the dinosaurs act differently from the bears? How are they similar?
- Which plot elements are the same? Which are different?
- What is the main difference between the dinosaurs and the bears? How are the dinosaurs' motivations different from the bears?

- How is Goldilocks different in each story?
- How is the lesson of the story different?

Encourage students to actively listen to each other and build on each other's answers. The following discussion frames may be helpful:

- *I agree/disagree with _____ because...*
- *I'd like to elaborate on _____'s comment...*
- *I understand what _____ is saying, however...*
- *_____ 's comment supports the idea that...*

Common Core Connection Activities - CCRA.R.7, CCRA.R.9, CCRA.W.9:

Guide students through a research project about dinosaurs. Provide nonfiction books on various reading levels and direct students to websites that are designed for kids to navigate. Guiding questions for the research:

- What kinds of habitats did dinosaurs live in?
- What did dinosaurs eat?
- What was the size range of dinosaurs?
- What may have happened to dinosaurs?

Teach students to gather their notes in a graphic organizer or on index cards that they can organize into piles. Culminate their research with one of the following performance tasks:

- Students will write a "Dinosaurs Quick Facts" book that includes information from the different texts and media that they studied.
- Students will write an essay that answers the following question: *Using information from more than one source, explain how dinosaurs lived and what may have caused them to go extinct.*
- Students will create an annotated timeline including illustrations and 1-3 sentence descriptions of the different epochs of the dinosaurs.

Build an interactive dinosaur habitat with the students. Before building, make a plan with the students. Guiding questions:

- What do dinosaurs need to survive?
- What do you think the Earth looked like when dinosaurs lived on it?
- How can we make a model of a part of the earth that dinosaurs may have lived on?

Help students to create a habitat, following their plan. Cover the bottom of a large box or tray with dirt. Add in plant material or objects to represent plants and water or a picture of water. Add miniature dinosaur figures to the habitat. Be sure to include both meat and plant-eating dinosaurs. Allow students to explore and manipulate the habitat.

MORE ALTERNATIVE FAIRYTALES FROM WESTON WOODS:

- **Lon Po Po: A Red Riding Hood Story from China** written and illustrated by Ed Young
- **The True Story of the Three Little Pigs** written by Jon Scieszka, illustrated by Lane Smith

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