

Year 3 Unit: 1 Lesson 1			
Main Focus	Prior Knowledge	Key Vocabulary	Curriculum Objectives
Make predictions about a story	Read some traditional tales; Use pictures to infer what might happen next; Be able to work in pairs; Have some experience in making predictions	gobbled; belonged; gasped; growled; stomped; howled; squeaked	<p>R3.3A Answer simple questions about a character, event or piece of information about which they have read.</p> <p>R3.4A Use context to infer the meaning of unfamiliar words</p> <p>R3.4C Use knowledge of other books or films to predict what might happen at the end of a short story or other text.</p>
Teaching Summary			
<p>Ask the students if they know the fairy tale of <i>Goldilocks and the Three Bears</i>. <i>Have they ever read the tale or had it read to them?</i></p> <p>Let them tell you the tale, or what they think is the tale.</p> <p>Show them the cover/title page of <i>Goldilocks and the BIG Mess</i>.</p> <p>Encourage students to make predictions about the story. Ask: <i>What do you think might happen in this version of the story?</i></p> <p>Discuss any unfamiliar vocabulary as you read. Encourage the students to use the pictures and context to infer the meaning of unfamiliar words.</p> <p>Read pages 2–3. <i>What do they think will happen next?</i></p> <p>Read pages 4–5. <i>What do they think will happen next?</i> Check they understand the meaning of ‘gobbled’.</p> <p>Read pages 6–7. <i>What do they think will happen next?</i></p> <p>Read pages 8–9. <i>What do they think will happen next?</i></p> <p>Read pages 10–13. <i>What do they think will happen next?</i> Check they understand the meaning of ‘belonged’, ‘gasped’, ‘growled’, ‘stomped’, ‘howled’ and ‘squeaked’. Can they repeat the lines using the right tone of voice to show ‘gasped’, ‘howled’ and ‘squeaked’?</p> <p>Read up to page 16. Were the students’ predictions correct? How does this version differ from the traditional tale? (<i>Goldilocks doesn’t cause such a big mess in the traditional version. The bears also don’t laugh at the end and Goldilocks runs away.</i>)</p> <p>Introduce and complete the main activity.</p>			
Main Activity			
<p>Core</p> <p>The students Babble Gabble the story. In pairs, they retell the story in their own words as quickly and with as much detail as possible. The first person speaks for a minute, then their partner continues.</p> <p>Support</p> <p>Students work in pairs/small groups with support as necessary to retell the events of the book.</p>			

Extend

Students work in pairs to retell the event and read the text to one another.

Plenary

Come back together as a group and talk about the students' favourite parts of the story. Encourage them to explain why.

Additional Activity

N/A

Resources**Physical Resources**

- *Goldilocks and the BIG Mess*

Digital Resources

- [Goldilocks and the BIG Mess](#) (optional)