

Day 1: Goldilocks and the Three Bears	Story Elements
	Grade Level: Kindergarten
Overview	Day 1 of 3
Students will learn about what characters are in a story. They will then listen to the story <i>Goldilocks and the Three Bears</i> . Once they have listened to the story, they will work in groups to determine who the characters were in the story. Students will then explore other versions of the story and compare the characters.	Common Core Standards <u>CCSS.ELA-LITERACY.RL.K.9</u> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <u>CCSS.ELA-LITERACY.RL.K.3</u> With prompting and support, identify characters, settings, and major events in a story.
Rationale & Big Question	
Learning to identify story elements is important for students because it helps them with their comprehension of the story. By being able to identify the characters, setting, and events, it allows students to have a framework for retell and understanding of what they read. Instead of confusing them and teaching all elements at once, I am starting with the characters as this will be one of the easier elements for them to discover. Big Question: Why is it important to remember who is in the story you are reading?	
Learning Objectives	
With prompting and support, students will be able to: <ul style="list-style-type: none"> Identify the characters in the story Compare the characters in one version to the characters in another version of the story. 	
The Lesson	
Hook Time: 3 min	Materials <ul style="list-style-type: none"> <i>Goldilocks and the Three Bears</i> book. Chart paper Marker iPads Dry Erase Boards and Markers Pencil Exit Slip YouTube for the following books: <ul style="list-style-type: none"> <i>Goatlocks and the Three Bears</i> https://www.youtube.com/watch?v=nUA4DAFp0K4 <i>Goldie and the Three Hares</i> https://www.youtube.com/watch?v=srxaQDHV1C
Ask students: <ul style="list-style-type: none"> To raise their hand if they have ever seen the movie <i>Trolls</i> (this movie was played at family movie night that most of the students attended therefore they should be familiar with). “What is the name of some of the people/trolls in the movie?” Have students share the names of some of the characters from the movie. Explain to them that those are the characters in the movie and just like movies, books have characters. “Characters are the people, animals or things acting out a story. Today we will be exploring the characters in a book many of you may be familiar with.” 	
Central Learning Task Time: 20 min.	
<ul style="list-style-type: none"> Students will look at the cover as I share with them the title and author. At this time, students will think about what will happen in the story and share it with their partner. Teacher will read aloud <i>Goldilocks and the Three Bears</i> stopping throughout to make predictions and check for understanding. Teacher will review what characters are by asking students to define. Teacher will ask students to identify a character from the story. They will then write that character name on the board. 	

<ul style="list-style-type: none"> • Students will then think-pair-share to determine the rest of the characters in the book. Add the rest of the character names to the board. • Students will go back to their table groups and listen to <i>Goldie and the Three Hares</i> on their iPad. While listening to the story they will list the characters. 	
Closure	Time: 10 min.
<ul style="list-style-type: none"> • Have students share who the characters were in <i>Goldie and the Three Hares</i>. Use a venn diagram to compare the characters in the <i>Goldie and the Three Hares</i> to <i>Goldilocks and the Three Bears</i>. • Have students listen to <i>Goatlocks and the Three Bears</i> and then complete their exit slips. 	
Assessment	
<ul style="list-style-type: none"> • Students will be observed throughout the lesson to check for understanding. • Teacher will walk around the room during small group time to monitor progress and student thinking. • Students will complete an exit slip where they will name the characters in <i>Goatlocks and the Three Bears</i>. 	

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Rationale & Big Question	
Learning to identify story elements is important for students because it helps them with their comprehension of the story. By being able to identify the characters, setting, and events, it allows students to have a framework for retell and understanding of what they read. Instead of confusing them and teaching all elements at once, I am starting with the characters as this will be one of the easier elements for them to discover.	
Big Question: Why is it important to remember who is in the story you are reading?	
Learning Objectives	Materials <ul style="list-style-type: none"> • <i>Goldilocks and the Three Bears</i> book. • Chart paper • Marker • iPads • Dry Erase Boards and Markers • Pencil • Exit Slip • iTranslate app • Goldie and The Three Hares translated Video • Goatilocks and the Three Bears translated video. • Character definition poster • Goldilocks character images • Goldi character images • YouTube for the following books: <ul style="list-style-type: none"> • <i>Goatilocks and the Three Bears</i> https://www.youtube.com/watch?v=nUA4DAFp0K4 • Goldie and the Three Hares
With prompting and support, students will be able to:	
<ul style="list-style-type: none"> • Identify the characters in the story • Compare the characters in one version to the characters in another version of the story. 	
The Lesson	
Hook Time: 3 min	
Ask students: <ul style="list-style-type: none"> • To raise their hand if they have ever seen the movie <i>Trolls</i> (this movie was played at family movie night that most of the students attended therefore they should be familiar with). • “What is the name of some of the people/trolls in the movie?” Have students share the names of some of the characters from the movie. • Explain to them that those are the characters in the movie and just like movies, books have characters. Teach students the word “character” in all spoken languages in classroom using translation app iTranslate on Ipad. • “Characters are the people, animals or things acting out a story. Provide a visual definition of character (poster with images of what a character may be). Today we will be exploring the characters in a book many of you may be familiar with.” 	
Central Learning Task Time: 20 min.	
<ul style="list-style-type: none"> • Students will look at the cover as I share with them the title and author. At this time, students will think about what will happen in the story and share it with their partner. • Teacher will read aloud <i>Goldilocks and the Three Bears</i> stopping throughout to make predictions and check for understanding. • Teacher will review what characters are by asking students to define. 	

<ul style="list-style-type: none"> • Teacher will ask students to identify a character from the story. They will then write that character name on the board with character image next to each name. • Students will then think-pair-share to determine the rest of the characters in the book. Add the rest of the character names to the board with character image next to each name. • Students will go back to their table groups and listen to <i>Goldie and the Three Hares</i> on their iPad. Student will listen to pre-recorded story in their native language while other students are listening to English version. After everyone in their group is finished listening to the story they will draw and list the characters from the book. 	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=srxaQDHyV1c
Closure	Time: 10 min.
<ul style="list-style-type: none"> • Have students share who the characters were in <i>Goldie and the Three Hares</i>. Use a venn diagram to compare the characters in the <i>Goldie and the Three Hares</i> to <i>Goldilocks and the Three Bears</i>. Use images of each character. • Have students listen to <i>Goatlocks and the Three Bears</i> and then complete their exit slips. ELL student will listen to the story on the iPad in their native language. 	
Assessment	
<ul style="list-style-type: none"> • Students will be observed throughout the lesson to check for understanding. • Teacher will walk around the room during small group time to monitor progress and student thinking. • Students will complete an exit slip where they will draw the characters in <i>Goatlocks and the Three Bears</i>. 	