

44.2 Blooming Blooms example – Goldilocks

Remembering	the recall of specific information <ul style="list-style-type: none"> • Who was Goldilocks? • Where did she live? With whom? • What did her mother tell her not to do?
Understanding	an understanding of what was read <ul style="list-style-type: none"> • This story was about (Topic) • The story tells us (Main idea) • Why didn't her mother want her to go to the forest? • What did Goldilocks look like? • What kind of girl was she?
Applying	the converting of abstract content to concrete situations <ul style="list-style-type: none"> • How were the bears like real people? • Why did Goldilocks go into the little house? • Write a sign that should be placed near the edge of the forest. • Draw a picture of what the bears' house looked like. • Draw a map showing Goldilocks's house, the path in the forest, the bears' house, etc. • Show through action how Goldilocks sat in the chairs, ate the porridge, etc.
Analysing	the comparison and contrast of the content: the breaking down of ideas in order to understand the whole thing better <ul style="list-style-type: none"> • How did each bear react to what Goldilocks did? • How would you react? • Compare Goldilocks to any friend. • When did Goldilocks leave her real world for fantasy? How do you know?
Evaluating	the judgement and evaluation of characters, actions, outcome, etc., for personal reflection and understanding <ul style="list-style-type: none"> • Why were the bears angry with Goldilocks? • Why was Goldilocks happy to go home? • What do you think she learned by going into that house? • Do you think she will listen to her mother's warnings in the future? Why? • Do parents have more experience and background than their children? • Would you have gone into the bears' house? Why or why not? • Do you think this really happened to Goldilocks? Why? • Why would a grown-up write this story for children to read? • Why has the story of Goldilocks been told to children for many, many years?
Creating	the organization of thoughts, ideas and information from the content <ul style="list-style-type: none"> • List the events of the story in sequence. • Point out the importance of time sequence words by asking: <ul style="list-style-type: none"> — What happened after Goldilocks ate the Baby Bear's porridge? — What happened before Goldilocks went into the forest? — What is the first thing she did when she went into the house? • Draw a cartoon or stories about bears. Do they all act like humans? • Do you know any other stories about little girls or boys who escaped from danger? • Make a puppet out of one of the characters. Using the puppet, act out his/her part in the story. • Make a model of the bears' house and the forest.

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