

CORNERSTONE
Texas
POCKETS
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DVD Guide



PEARSON
Longman

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Pearson Education, 10 Bank Street, White Plains, NY 10606

ISBN-13: 978-0-13-246844-2

ISBN-10: 0-13-246844-1

Welcome to *Texas Cornerstone Pockets!*

We're very excited to present the *Texas Cornerstone Pockets* DVD to you. This video program contains two fairy tales presented through puppet shows. The fairy tales are "The Little Red Hen" and "Goldilocks and the Three Bears." Each fairy tale uses language patterns and vocabulary that the children are learning in the *Texas Cornerstone Pockets* program. Watching the videos is a stress-free, fun activity that takes the attention off of the children. The focus is shifted from conscious language learning to enjoyment of the stories.

We know that a child's success with English is linked to a strong visual-verbal connection. The more that children can match the language they are hearing to actions, the more that they will understand and remember. The *Texas Cornerstone Pockets* DVD creates an exciting visual-verbal connection in the classroom. Each fairy tale is told through an entertaining and colorful puppet show with expressive and funny characters. This will bring English learning alive and make it fun! The storylines have been adapted for the sensitivities of this particular age group, but the important events are true to the traditional stories.

Though the fairy tales present fun and amusing situations to model the target language, they also contain language that is not part of the key vocabulary. This language is natural to the situations presented in the video and is necessary for telling the action of the story. When this happens, the video provides visual support so that the children can easily understand the material and follow what is happening. If necessary, you can stop the video at certain points and explain what is happening. Watching the video will provide children with an important lesson: it is not necessary to understand each and every word in order to get a general understanding of what is happening. This lesson will serve them well as they hear and use English in their own lives.

Not only does the *Texas Cornerstone Pockets* DVD enhance children's English language learning, it also provides a wonderful opportunity for children to explore literature. The Tell-a-Stories in the Student Book are a simple introduction to the concept of a story's beginning, middle, and end. These video fairy tales go further as children are exposed to problem solving, plot development, and a range of characters. Children will understand another meaningful purpose for learning language.

Use of the DVD together with the other components of *Texas Cornerstone Pockets* will help excite the children and expose them to another medium of learning. You can play the video at different points in your classes. Before your class begins, you can use it to get the children's attention and calm them down. During class,

you can use it to add variety to your lesson and reinforce what the children are learning. You can also use it at the end of your class as a reward. Children will love talking about the video and will have a genuine interest in understanding and communicating in English. And we know that sparking children's interest is the key to educating them!

Format

The DVD Guide has a classroom lesson for each fairy tale. Each lesson starts with a summary and overview. The overview contains a list of key vocabulary, as well as a few important words that are used in the fairy tale and a listing of key language objectives. Each classroom lesson also provides suggested questions and activities for you to use with the fairy tale. These questions and activities relate to key themes in the Student Book. In many cases, these activities provide additional language practice and theme exploration. Scripts for the fairy tale introduction, the fairy tale, and discussion with a fairy tale character are also included. These scripts are particularly useful in helping with role-play. They are also a good reference if there is anything the children hear that they cannot understand.

Using Video in the ESL Classroom

Each section of the DVD Guide contains activities for you to use in the classroom. The activities should be used prior to watching the video, while watching the video, and after watching the video.

Before Watching The activities in this section prepare children to watch the video. Teachers have the opportunity to build on children's prior knowledge, introduce important new themes and words, and get children curious and excited about watching the fairy tale. This is a good time to have children make predictions about what they think the fairy tale will be about based on the title or the characters who appear. It's a good idea to become familiar with the video and script before you present it to the class. This way you will be better prepared to answer any questions children may have as they watch.

While Watching First, show the entire video so children can grasp the storyline. Play the video again and children will find details that help their overall understanding. Once children have watched the entire video twice, you can follow the instructions in the While Watching section for the fairy tale. You can show segments of the video, then pause it to ask comprehension questions and point out shapes, colors, and numbers. You can ask children to predict what will happen next. You may also want to play segments of the video without sound so children can concentrate on what they are seeing. There are many opportunities for building on what the children are learning in the other components of *Texas Cornerstone Pockets*.

After Watching This section offers activities to extend children's understanding of the fairy tale by having them do activities that incorporate what they have seen and heard. Role-play is a wonderful way to revisit the stories and reinforce the language. Since children are "hiding behind" a character, they are less afraid of speaking English and making mistakes. Reproducible pictures of the main characters are provided in the *Teacher's Bonus Pocket*. Children can decorate the pictures and use string or a stick to make them into masks. It is helpful if the eyes are cut out so children can see one another as they talk. This is also a time to further engage children by asking for their personal responses to the stories and the characters. As children talk about the fairy tales and express opinions in unscripted English, they make the stories their own.

* * *

It is our sincere wish that you will find strong educational and entertainment value in this DVD. Good luck and happy teaching! Write to us. We'd love to hear from you. We can be reached at: Pearson Education, 10 Bank Street, 9th Floor, White Plains, NY 10606, USA

“The Little Red Hen”

Summary

Little Red Hen lives on a farm with Dog, Duck, and Cat. Little Red Hen does lots of work, but Dog, Duck, and Cat don't help her. Dog sleeps all day. Duck looks in a mirror all day. And Cat plays all day. One morning, Little Red Hen finds some corn. She wants to plant it. She asks Dog, Duck, and Cat to help her plant the corn, but they all say they are too busy. So Little Red Hen plants the corn by herself. A corn plant grows. Little Red Hen asks Dog, Duck, and Cat to help her pick the corn, but they all say they are too busy. So Little Red Hen picks the corn by herself. Then she takes it to the mill, brings back the corn flour, and makes corn bread by herself. The corn bread smells very good, and Dog, Duck, and Cat want to eat the corn bread. But Little Red Hen says they didn't help her do the work, and so they can't help her eat the corn bread. She eats the corn bread by herself. Dog, Duck, and Cat understand that they should have helped Little Red Hen. Now when Little Red Hen has some work to do, Dog, Duck, and Cat help her.

KEY VOCABULARY

- | | | |
|--------|----------|----------|
| ■ blue | ■ flower | ■ plant |
| ■ busy | ■ game | ■ red |
| ■ cat | ■ grass | ■ sun |
| ■ corn | ■ green | ■ table |
| ■ dog | ■ help | ■ tree |
| ■ door | ■ hen | ■ yellow |
| ■ duck | ■ little | |

KEY LANGUAGE OBJECTIVES

- Understand use of the present progressive tense
- Understand commands
- Understand greetings
- Identify animals
- Identify items outdoors
- Identify colors: red, yellow, blue, green

Before Watching

1. Materials: pictures of corn, flowers, hens, cats, dogs, ducks, trees, sun, and any other vocabulary words you want to practice.

Before class, be sure that you have several pictures of each object. During class, give each child a picture. If there are enough pictures, give each child several different ones. Keep one set of pictures for yourself. Stand in front of the class and hold up a picture of a flower and say, *Flower*. Have the children repeat the word. Then say, *Show me a flower*. Each child with a picture of a flower then holds it up. Continue for the other pictures.

2. Materials: an ear of corn, hard kernels of corn, flowerpot with dirt, mortar and pestle, corn meal or flour, corn bread.

Before class, place the kernels of corn and the corn meal or flour in separate bowls. Then place everything on a table. During class, have the children stand around the table. Show them the ear of corn and explain that in the video, they will meet a hen who plants some corn. Give each child a kernel of corn so they can see what it looks like. Then make a small hole in the dirt and show them how to plant the corn. Explain that a corn plant will grow from the kernel of corn. Tell them this will make more corn. Then take a few kernels of corn and place them in the mortar and pestle and grind them. Show the children what happens when you grind the corn. Tell them that a mill is where you go to grind corn. Next let the children feel the corn meal or flour that you have in the bowl. Tell them that you can make corn bread with it. Then give each child a small piece of corn bread to eat.

Display all the supplies on a table that you can refer to as you watch the video: point to the kernels of corn planted in soil when the hen plants the corn; point to the mortar and pestle when she goes to the mill; point to the corn meal and corn bread when she makes the corn bread.

While Watching

“The Little Red Hen” may be a bit long for some children to watch straight through. Consider watching the video in two or more sessions to ensure children’s attention remains focused on the story. Stop periodically to support children’s comprehension and provide a brief summary of what is happening in the story. For example: *Little Red Hen is busy. She’s planting corn. She wants help. Dog doesn’t help. He’s sleeping.* Use gestures and facial expressions to further clarify meaning.

Pause the video from time to time. Make sure the image stays on the screen. Have the children look at the image. Ask them questions and then call on individual students to go to the screen and point out the answers. Some examples of questions you can ask the children include:

1. Do you see the color green? Show me the color green.
2. Do you see a square? Point to a square.
3. Do you see a door? Point to the door.

Point to different objects on the screen and ask, *What is this?* or *Is this a flower?* Call on different children to answer.

After Watching

1. Stand at the front of the class and show the children one gesture to represent what each animal in the fairy tale does most of the time. For Duck, for example, pretend to admire yourself in the mirror. Once children are familiar with all the gestures, invite three volunteers to the front of the room. Whisper a character's name to each one. Pretend to be Little Red Hen and go from character to character saying, *Please help me*. Each volunteer should do the character's gesture and say, *No, I'm very busy*. Ask the class to identify who each volunteer is pretending to be. Repeat so other children have a chance to participate.

2. Materials: drawing paper, different color crayons or markers.

Give each child a sheet of drawing paper and crayons or markers. Have the children draw their favorite character from the video. Ask children to hold up their pictures and tell the class who they have drawn. Then invite volunteers to talk about the characters. *It's Duck. Duck looks in the mirror. Duck is busy. Duck is yellow.* When necessary, provide language to help children express themselves.

3. Play a scene from the video and pause in the middle. Ask questions to help children talk about the scene. *Who do you see? What is (she) doing? Is (she) asking for help or is (she) sleeping? Does Duck help?*

Script

Introduction

BOB: Oh, hello. My name is Bob Friendly.
This is a story about a very busy little red hen.
She's always busy.
She sweeps ...
and washes ...
and waters the plants.

The little red hen lives on a farm with a duck. The duck is ALWAYS looking in the mirror.

There's a dog on the farm, too. The dog is ALWAYS sleeping.

And there's a cat on the farm. The cat is ALWAYS playing.

Four animals.

A red hen, a duck, a dog, and a cat.

They live on a farm.

Let's watch and see what happens.

Story

NARRATOR: Once upon a time, there was a little red hen who lived on a farm with a dog, . . . a duck, . . . and a cat.

HEN: Hello! I'm Little Red Hen! And I'm busy. Lots of work! I'm sweeping now. Busy, busy, busy!

Phew! This is hard work.

DOG: Hey. I was sleeping. I'm tired.

* * *

HEN: I'm busy. I'm washing the door now. Busy, busy, busy.

Phew! This is hard work.

* * *

DUCK: Hello! I'm Duck! Look at me. I'm so handsome! I like to look in the mirror.

* * *

HEN: I'm still busy. I'm watering the flowers. Busy, busy, busy.

Oh! Look! A worm!

Look at the pretty red flowers, and yellow flowers, and *look* at the pretty blue flowers!

* * *

CAT: Hi! I'm Cat. I love to play. I'm playing with my ball.

* * *

HEN: Phew! I'm always busy! There is lots of work. Dog, Duck, and Cat live with me. But I do all the work!

* * *

HEN: Oh, look!

DOG: Hey! Hey! Hey! What's the matter?

HEN: Look, Dog! It's corn!

DOG: What?

HEN: Corn! Look! It's corn!

DOG: What?

HEN: Look! Oh, look, Dog! It's corn!

DOG: Little Red Hen . . . Little Red Hen!

HEN: Yes?

DOG: I want to sleep.

HEN: Yes. I know . . . but look. It's corn.

DOG: Little Red Hen . . .

HEN: Yes?

DOG: Please go away.

HEN: Help me Dog. Help me plant the corn.

DOG: No, Little Red Hen. I can't. I want to sleep.

HEN: Wake up! And look at the pretty flowers, the yellow sun, the green trees and grass.

DOG: No.

HEN: But . . .

DOG: I'm tired.

* * *

DUCK: Little Red Hen!

HEN: Hello Duck.

DUCK: Look at me.

HEN: I am looking at you, Duck.

DUCK: And?

HEN: And look at *this!* It's *corn*.

DUCK: Yes, yes, yes! But look at *me*.

HEN: I *am looking at you!*

DUCK: Good.

HEN: Duck!

DUCK: What? What?

HEN: Please help me. Help me plant this corn.

DUCK: Oh, no, Little Red Hen. I can't. I'm busy.

HEN: Busy?

DUCK: Yes. Busy.

HEN: Really?

DUCK: Yes. I'm looking in my mirror.

HEN: Looking in your mirror?

DUCK: Yes. Ask Cat to help you.

* * *

CAT: Oh, hi, Little Red Hen! What's that?

HEN: Hello, Cat. That's corn.

CAT: Wow. It's yellow.

HEN: Yes, it is. *It is* yellow!

CAT: Excuse me.

HEN: But, Cat . . . Cat! Stop!

CAT: What?

HEN: Please help me. Help me plant the corn.

CAT: Oh, Little Red Hen, I can't.

HEN: Why?

CAT: I'm playing a game.

HEN: You're playing a game?

CAT: Yes. I'm playing a game . . . with my ball.

* * *

HEN: Dog won't help me plant the corn. Duck won't help me plant the corn. Cat won't help me plant the corn. So I'll plant the corn by myself!

* * *

HEN: Oh, wow! Look! A corn plant. A corn plant! It's green! And it's tall! Oooo!

* * *

HEN: Dog! Dog! Dog!

DOG: Ouch! Ouch! Ouch!

HEN: Look over there!

DOG: What?

HEN: A corn plant! Help me pick the corn, please!

DOG: No, Little Red Hen. I'm sleeping.

* * *

HEN: Duck! Duck!

DUCK: What!? What's the matter, Little Red Hen?

HEN: Look over there!

DUCK: No. I'm busy. I'm looking in my mirror.

HEN: Over there. Look! It's a corn plant. Please, help me pick the corn!

DUCK: No. I'm busy.

HEN: But . . .

DUCK: No, Little Red Hen.

* * *

HEN: Cat! Cat! Cat!

CAT: Oh, hi, Little Red Hen.

HEN: Look over there.

CAT: Wow . . . a corn plant.

HEN: Yes. A corn plant. Please help me pick the corn.

CAT: Oh, Little Red Hen, I can't. I'm still playing.

HEN: Please help me.

CAT: I'm sorry, Little Red Hen. I'm busy.

* * *

NARRATOR: The Little Red Hen picked the corn. The Little Red Hen took the corn to the mill. And she brought the cornmeal back. Now she's going to make a delicious corn bread!

* * *

DOG: Little Red Hen! What smells so good?

DUCK: Yes. What smells so good, Little Red Hen?

CAT: Is it corn bread?

* * *

HEN: Oh, hello, Dog. Hello, Duck. And hello, Cat.

DOG: Well, what is it?

HEN: It's corn bread.

CAT: It smells so good!

DUCK: It's so beautiful!

DOG: Mmmm! Yes, it is. It's such a beautiful corn bread!

DUCK: Yes, it *is* beautiful and it smells good!

CAT: And it's big!

DUCK: Yes, it's *very* big!

HEN: Now, I'm going to eat the corn bread.

DUCK: Ummm, Little Red Hen. I can help you eat the corn bread.

CAT: And, dear Little Red Hen, I can also help you eat the corn bread.

DOG: Yeah, Little Red Hen! I can help you eat the corn bread, too! I'm hungry!

DUCK: Yes, I'm hungry, too.

HEN: No.

DOG, DUCK, CAT: No!?

HEN: No. This is *my* corn bread. Did you help me *plant* the corn?

DOG, DUCK, CAT: No.

HEN: Did you help me *pick* the corn?

DOG, DUCK, CAT: No.

HEN: Did you help me take the corn to the mill?

DOG, DUCK, CAT: Uh . . . um . . . no.

HEN: Did you help me bake the corn bread?

DOG, DUCK, CAT: Uh . . . um . . . well . . . no . . .

HEN: No. You *didn't* help.

DUCK: But . . . but . . .

CAT: We're sorry, Little Red Hen.

HEN: No, I did all that by myself. So now I'm going to *eat* the corn bread by myself.

* * *

DOG: Little Red Hen! What are you doing?

HEN: I'm working. I'm sweeping the steps.

DOG: You're working! Wait! I want to help.

DUCK: Little Red Hen! Wait! Wait a second! I want to help, too.

CAT: Little Red Hen! Dog! Duck! What are you doing?

HEN: We're working.

CAT: Wait! Wait, Little Red Hen! I want to help!

NARRATOR: From that time on, Dog, Duck, and Cat always helped Little Red Hen do the work. And they all lived happily ever after. The end.

Discussion

BOB FRIENDLY: Hello again. It's me—Bob Friendly. Let's talk to the Duck. Hello, Duck.

DUCK: [looking in mirror, doesn't hear Bob]

BOB: A-hem. HELLO, Duck.

DUCK: Hello.

BOB: Duck, you are ALWAYS looking in the mirror. Why are you ALWAYS looking in the mirror?

DUCK: Well, I like looking in the mirror. I'm so handsome.

BOB: And what about your family? Are they handsome, too?

DUCK: [looking in mirror, doesn't hear Bob]

BOB: A-hem, Duck! What about your family?

DUCK: Oh, oh, oh, yes. My father is handsome. My mother is beautiful. My brother is handsome. And my sister, well, she is beautiful. My whole family....

BOB: Oh, okay. So can I ask you some more questions?

DUCK: [looking in mirror, doesn't hear Bob]

BOB: DUCK! Can I ask you some more questions?

DUCK: I'm very busy....

BOB: Busy?

DUCK: Yes, I'm busy looking in the mirror.

BOB: Well, maybe you can look in the mirror AND talk?

DUCK: ...Well, I can try.

BOB: Okay, in the story, did you help the little red hen plant the corn?

DUCK: No, I was too busy. I was looking in the mirror.

BOB: And did you help the little red hen pick the corn?

DUCK: No.

BOB: Did you help the little red hen take the corn to the mill?

DUCK: Well, um . . . no.

BOB: And did you help the little red hen bake the corn bread?

DUCK: No...but...I...

BOB: AHA! NO you didn't! So the little red hen did ALL the work. But you wanted the corn bread!

DUCK: Yes.

BOB: Um hm. So tell me, do you help the little red hen NOW?

DUCK: Oh yes, yes I do.

BOB: Is that it?

DUCK: Well, Little Red Hen had a party. I helped make food.

BOB: Really?

DUCK: Yes, I can cook pizza...cake...and sandwiches.

BOB: And do you ALWAYS look in the mirror?

DUCK: Well...I AM handsome. AND I like to look in the mirror. So I look in the mirror. BUT I help too! I want to help.

BOB: Well, that's it. Duck looks in the mirror, but he helps, too. Thanks for watching, and have a nice day.

DUCK: [looking in mirror, doesn't hear Bob]

BOB: A-hem. DUCK!

DUCK: Oh, yes. Good-bye.

BOB: Good-bye, everybody.

“Goldilocks and the Three Bears”

Summary

Papa Bear, Mama Bear, and Baby Bear live in a house in the forest. One morning, they have porridge for breakfast. They decide to go for a walk while the porridge cools. Goldilocks, a little girl, is lost in the forest. She finds the house of the three bears and she goes inside. She sees the porridge and tries it. Baby Bear's porridge is just right for her, so she eats it all. Then Goldilocks is tired. She sees the bears' three chairs. Baby Bear's chair is just right for her, so she sits in it. The chair breaks. She goes to the bedroom. She thinks Baby Bear's bed is just right for her. She gets in the bed and goes to sleep. The three bears finish their walk and come home. Inside their house, they discover that Baby Bear's porridge is gone. They also discover that Baby Bear's chair is broken. And then they find Goldilocks asleep in Baby Bear's bed. Baby Bear wakes Goldilocks up. Goldilocks sees the three bears and becomes very scared. Goldilocks says that she is sorry and then runs away. Baby Bear asks her to come back so that they can be friends. So Goldilocks comes back. They all eat breakfast, and the three bears help Goldilocks find her way home.

KEY VOCABULARY

- | | | |
|----------|----------|------------|
| ■ bear | ■ hard | ■ porridge |
| ■ big | ■ house | ■ smell |
| ■ chair | ■ little | ■ soft |
| ■ friend | ■ love | ■ three |
| ■ girl | ■ play | ■ walk |

KEY LANGUAGE OBJECTIVES

- Understand use of the present progressive tense
- Understand commands
- Identify items in a house
- Identify outdoor items
- Identify inside and outside
- Identify family members
- Identify colors: blue, yellow, red, brown
- Count to three
- Identify sizes: little, big
- Understand adjectives: soft, hard
- Understand sequence of events

Before Watching

1. Materials: a soft banana (peeled, on a plate), a spoon, a pillow, a rock, a building block, drawing paper, crayons.

Display the materials at the front of the class. Hold the banana on the plate and mash it with the spoon to show how soft it is. Say, *This is soft*. Hold up the pillow and push down on it to show how soft it is. Say, *This is soft*. Hold the rock and gently bang it on the table to show how hard it is. Say, *This is hard*. Repeat with the block. You may pass the items around the room to allow children to feel them. Ask children to draw something that is hard or something that is soft. Then hold up the banana again and say, *Show me soft*. Prompt children with drawings of soft objects to hold them up. Invite volunteers to name their drawings (or you say the names and have them repeat after you) and tell whether it's hard or soft. *It's a (teddy bear). It's soft*. Repeat for hard objects. *It's a (book). It's hard*.

2. Materials: a coffee cup, a soda can, pictures of hot and cold things.

Display a coffee cup and a can of soda (they can both be empty). Pretend to sip from the coffee cup and say, *It's hot!* Use facial expressions and gestures, such as fanning your mouth with your hand, to clarify meaning. Pretend to sip the soda and say, *It's cold!* Again, use facial expressions and gestures, such as hugging yourself and shivering, to clarify meaning. Then hold up a picture of something hot, such as the sun, and ask, *Is it hot or cold?* Gesture as you model the response, *It's hot*. Repeat with the other pictures and invite children to answer and gesture on their own.

While Watching

Stop periodically to support children's comprehension and provide a brief summary of what is happening in the story. For example: *It's breakfast. The porridge is hot. The bear family goes for a walk*. Use gestures and facial expression to further clarify meaning.

Pause the video from time to time. Make sure the image stays on the screen. Have the children look at the image. Ask them questions and then call on individual students to go to the screen and point out the answers. Some examples of questions you can ask the children include:

1. Do you see the color brown? Show me the color brown.
2. How many chairs do you see? Count the chairs.
3. Where are the bowls? Show me the bowls.

Also point to different objects on the screen. Ask, *What is this?* or *Is this a table?* Call on different children to answer.

After Watching

1. Divide the class into small groups. Show a picture of Papa Bear and say, *Tell me about Papa Bear. What does he say?* Guide children in working with their groups to list things Papa Bear says in the story. *My porridge is too hot. Little Bear, be nice.* (Their answers don't have to be the exact lines from the video, as long as they have the main idea.) They can also describe what he looks like. *He's big and brown.* Ask each group to share their answers with the class. Repeat for the other characters.
2. On the board, draw three groups of the same three pictures: a bowl of porridge, a chair, and a bed. Pretend to eat with a spoon while you say, *I'm eating.* Then point to a picture of the porridge and repeat the line, *I'm eating.* Continue for *sitting* in the chair and *sleeping* in the bed. Divide the class into three groups. Have them stand in line in their groups facing the board. Each group should be in front of a cluster of three pictures. Using the same gestures as you did above, pretend to eat, sit, or sleep. The first child in line for each group should race to the picture that matches your gesture. Each player who is correct names the activity (eating, sitting, or sleeping) and earns a point for his or her team. Continue until everyone has had a chance.

Script

Introduction

BOB: Oh, hello, my name is Bob Friendly.

This is a story about a bear family: a papa bear, a mama bear, and a baby bear.

They live in a house in the forest.

There's also a little girl named Goldilocks.

She likes to walk in the forest.

But one day she gets lost.

The Bear family . . . Goldilocks. Hmm.

Bears and a little girl. Can they be friends?

Let's watch and see what happens.

Story

NARRATOR: Once upon a time, there were three bears who lived in a house in the forest . . . a papa bear . . . a mama bear . . . and a baby bear.

PAPA BEAR: Let's eat!

ALL THREE BEARS: Ouuuuuuch!

PAPA BEAR: This porridge is hot! It's too hot.

MAMA BEAR: Yes, it is.

BABY BEAR: Let's go play then. Let's go play.

MAMA BEAR: That's a good idea. Let's go for a walk in the forest.

BABY BEAR: Yippee!

* * *

NARRATOR: On that same day, in that same forest, a little girl named Goldilocks was lost. She was very small and the forest was very large. Goldilocks was scared. Finally, after walking for a long time, she saw a house.

GOLDILOCKS: Hello! Hello! Is anyone home? Hmmmmm . . . Hello! I don't think anyone is home.

Mmmmmm! I smell porridge. Yummy! I love porridge. Hmmmm. Ouch! This porridge is *too hot*! Brrrr. This porridge is *too cold*. Yum. This porridge is not too hot, and it's not too cold. It's just right. Oh, my! I'm so tired.

Wow! This is a very big chair. Ow. And it's too hard. Wow! This chair is too soft. Aaaahhhhhh. This chair is just right. It's not too hard, and it's not too soft. Ooooh! Ouch! Oh, no! I broke the little chair.

* * *

GOLDILOCKS: I'm so sleepy. Those beds make me want to take a nap. Ow! This bed is too hard. Oh! And this bed is too soft. Aaaahhhh. Oh, yes. *This bed is just right*. Now for a nice nap.

* * *

PAPA BEAR: Ummm! I'm *really* hungry now!

MAMA BEAR: Yes! I am, too!

BABY BEAR: Okay. Let's have breakfast!

PAPA BEAR: Mmmmm. It smells good! . . . Hey! Someone has been eating my porridge!

MAMA BEAR: And look! Someone has been eating *my* porridge, too!

BABY BEAR: Oh, no!

MAMA BEAR: What's the matter, Baby Bear?

BABY BEAR: Someone has been eating *my* porridge . . . and they ate it all up!

PAPA BEAR: Hmmm . . . this is strange. My chair was *there* before...and now it's *here*!

MAMA BEAR: Well, that *is* strange. And look at *my* chair! It's in a different place, too.

BABY BEAR: Oh, no!!

MAMA BEAR: What's the matter, Baby Bear?

BABY BEAR: Look at *my* chair! It's *broken*!

MAMA BEAR: Oh, no!

PAPA BEAR: This *is* strange. Very strange. But . . . but...

MAMA BEAR: But *what*?

PAPA BEAR: Do you think someone is *here*? Let's look around!

* * *

PAPA BEAR: Look! Someone's been in *my bed*!

MAMA BEAR: And look! Someone's been in *my* bed, too.

BABY BEAR: Oh, no!!!

MAMA BEAR: What's the matter, Baby Bear?

BABY BEAR: Someone's been in *my* bed, too, and she's *still there*! Look! A little girl!

MAMA BEAR: Oh, my!

PAPA BEAR: What? Who *is* this?

BABY BEAR: I don't know. Look! She's sleeping in *my bed*!

MAMA BEAR: Let's wake her up, Papa.

PAPA BEAR: Umm . . . yeah . . . well . . . umm. *You* wake her up.

MAMA BEAR: Me?

PAPA BEAR: Yes.

MAMA BEAR: Well . . . I . . .

BABY BEAR: Hey! Little girl! Wake up!

GOLDILOCKS: Eeeeeek!

BABY BEAR: You're in *my bed*!

GOLDILOCKS: I'm sorry. I ate some porridge and got sleepy.

BABY BEAR: You ate *all* my porridge! And you broke my *chair*!

GOLDILOCKS: I'm *really* sorry . . .

MAMA BEAR: Little Bear, be nice. She's sorry.

GOLDILOCKS: Ummmm . . . ummmm. Hello. You have a nice house.

BABY BEAR: But my chair! What about my chair!

PAPA BEAR: Baby Bear!

GOLDILOCKS: Umm . . . umm . . . umm . . .

PAPA BEAR: Be nice!

BABY BEAR: But it was *my* porridge, *my* chair, and *my bed*!

MAMA BEAR: Be nice!

PAPA BEAR: It's okay, little girl.

GOLDILOCKS: I'm soooooorrrry. Eeeeeeeek!

BABY BEAR: That little girl was scared. Wait! Wait! Come back, little girl! Come back! I forgive you. I forgive you! I forgive you, little girl.

GOLDILOCKS: I'm really sorry.

BABY BEAR: It's okay. Let's be friends.

GOLDILOCKS: Okay. I'm Goldilocks.

MAMA BEAR: I'm Mama Bear, this is Papa Bear, and that's Baby Bear. Now let's all have some porridge! Are you hungry, Goldilocks?

GOLDILOCKS: Uh-huh.

MAMA BEAR: Come with me. Walk right this way. I know . . .

NARRATOR: After breakfast, the three bears helped Goldilocks find her way home. The end.

Discussion

BOB FRIENDLY: Hello! Remember me? I'm Bob Friendly. Let's talk to Baby Bear. Hello, Baby Bear.

BABY BEAR: Hello.

BOB: So Baby Bear, where do you live?

BABY BEAR: I live in the forest, with my mother and father.

BOB: I see. I want to talk about a little girl. Her name is Goldilocks.

BABY BEAR: Oh yes. Goldilocks.

BOB: Do you remember the day you met?

BABY BEAR: Oh yes. Well, we have porridge for breakfast every day. But the porridge was too hot.

BOB: I see. The porridge was too hot. What did you do?

BABY BEAR: We went for a walk.

BOB: Um-hm, um-hm. When you came back, what did you see?

BABY BEAR: Someone ate our porridge!

BOB: Then what did you see?

BABY BEAR: Someone moved my chair.

BOB: Go on.

BABY BEAR: It was broken.

BOB: Tsk tsk tsk. What happened next?

BABY BEAR: We went to the bedroom.

BOB: And what did you see?

BABY BEAR: We found Goldilocks. She was sleeping in my bed!

BOB: Goldilocks!

BABY BEAR: Yes, Goldilocks.

BOB: So...so were you mad?

BABY BEAR: Yes, a little. But Goldilocks was sorry.

BOB: Did you FORGIVE Goldilocks?

BABY BEAR: Yes. My mother said "Be nice."

BOB: That IS nice. And now you're friends.

BABY BEAR: Oh yes. Goldilocks is my friend.

BOB: She eats your porridge, breaks your chair, and sleeps in your bed. And you're friends?

BABY BEAR: Well, yes. I'm nice and she's nice.

BOB: Um-hm. And what do you like to do with your FRIEND Goldilocks?

BABY BEAR: We like the forest. We sometimes go camping.

BOB: Camping?

BABY BEAR: Oh yes. It's fun. We make a campfire and sleep in a tent and

BOB: You and Goldilocks go camping?

BABY BEAR: Yes. She's scared of the dark, so she has a flashlight. Like this one. But we have fun.

BOB: What about your mother and father? Do they like Goldilocks?

BABY BEAR: Yes. We go out to restaurants. My mother, my father, me and Goldilocks.

BOB: Restaurants? Do they serve porridge?

BABY BEAR: Ha ha ha, no! We eat vegetables, pizza, ice cream...yum. Mm . . . ice cream . . .

BOB: So first, Goldilocks eats your porridge.

BABY BEAR: Yes.

BOB: Then, she breaks your chair.

BABY BEAR: Yes.

BOB: Last, she sleeps in your bed.

BABY BEAR: Yes.

BOB: But you're nice. You forgive her. You're friends.

BABY BEAR: Yes.

BOB: You go camping. You go to restaurants. You're friends.

BABY BEAR: Yes.

BOB: Well that's it. A nice bear and a little girl. They're friends. I hope you enjoyed the story and meeting Baby Bear. Say good-bye, Baby Bear.

BABY BEAR: Oh Good-bye!!

BOB: Good-bye, everyone.



PEARSON
Longman

ISBN-13: 978-0-13-246844-2

ISBN-10: 0-13-246844-1

