

Goldilocks Trashes Cottage!

KS2 Goldilocks - Lesson 1

Evidence-Based Learning

Using simple stories to develop advanced learning skills

An extensive review of educational research has identified the 8 key **Evidence-Based Learning (EBL)** skills

Five of these EBL skills are developed in this lesson through the story of *Goldilocks*

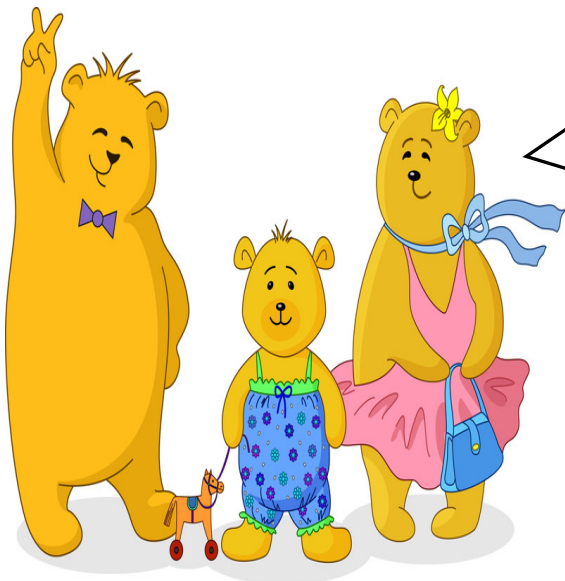
Collaboration

Thinking Skills

Self-Regulation

Peer Assessment

Independent Learning



One minute the porridge is on the table to cool...
...the next minute all hell breaks loose!

Simple stories are one of the easiest way to deliver EBL skills

Activities in this lesson include:

looking at the characters, settings and problems in early traditional stories whilst focusing on the character of Goldilocks in particular. Also included is a creative writing task and answering higher and lower order questions.

Our EBL resources will develop all eight key thinking and learning skills

Our EBL resources will develop the eight key thinking and learning skills identified by extensive educational research as necessary for developing the highest levels of thinking and learning.

The ideal vehicle with which to develop these eight key skills are simple stories because once pupils know a story well, it is possible for them to think about and manipulate that story in increasingly complex ways.



Our EBL resources will also develop teaching skills

This lesson also contains
an overview of EBL
plus
a five-minute evidence-based
teacher CPD activity

What is Evidence-Based Teaching and Learning?

Evidence-based learning and teaching is a way to conceptualise how to take decisions to improve learning and teaching based on concrete evidence. (1)

Evidence-based teaching and learning is based on the principle that teachers should use research to make informed decisions with regards to learning. (2)

*(1) Evidence-based approaches to learning and teaching 2020
European University Association – eua.eu*

*(2) Top Tips For Implementing Evidence-Based Teaching Practices 2020
blog.insidegovernment.co.uk*

Our EBL resources are based on a wide ranging review of educational research papers from the last 50 years.

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Five-Minute CPD for Teachers: **Self-Regulation**



A different emoticon is used for each of the eight EBL skills to reinforce for pupils which skill they are currently learning.

The proven route to success in the classroom

for pupils



for teachers



Teaching Unit

Stories have these **three** main features:

1	The Setting
the setting is where the story takes place	



2	The Characters
the characters are who is in the story	



3	The Plot
the plot is what happens in the story	

The **first** traditional stories...



were set in a wood,
a forest or a cottage



had characters in them
such as wolves, bears
or pigs that talk, act and
behave like people



had a problem in them



had good characters and bad
characters in them

The **first** traditional stories also had one or more of these things in them...



a simple beginning such as:

Once upon a time...



simple language
and a simple plot



good and
bad characters



a problem



a message such as:

Do not go into the woods on your own.

Looking at a Character in a Story

- You are going to learn about characters in a story.

The people, animals or things in a story are called **characters**. Goldilocks is one of the characters in the story *Goldilocks and the Three Bears*. You can usually tell what a character is like by the things that they do.

- These are the things that Goldilocks does in this story:

a	Goldilocks goes into the bears' cottage while they are out for a walk.
b	She tastes each of the bears' porridge and eats all of Baby Bear's porridge.
c	She sits in each of the bears' chairs and breaks Baby Bear's chair.
d	She tries each of the bears' beds and falls asleep in Baby Bear's bed.
e	She wakes up when the bears return home to their cottage.
f	When she sees the bears, Goldilocks runs away as fast as she can.

- Now read the story about Goldilocks on the next page.

Goldilocks and the Three Bears

Once upon a time, there were three bears who lived in a cottage in the woods. One morning, Mummy Bear made some porridge but it was too hot to eat, so the three bears went out for a walk in the woods.

While they were out, a girl with golden hair called Goldilocks opened the cottage door and walked in.

First, she tried the porridge in the big bowl, but it was too hot.

Next, she tried the middle size bowl, but it was too cold.



Then, she tried the smallest bowl. The porridge was just right so she ate it all up!

Then, she saw three chairs. First, she tried the big chair but it was too hard. Next, she tried the middle-size chair but it was too soft and then, she tried the small chair but she was too heavy for it and she broke it.

Goldilocks then went upstairs into the bedroom. She saw a big bed. She tried it but it was too hard. Then, she tried the middle-size bed but it was too soft. Finally, she tried the small bed and it was just right so she lay down and fell asleep.

Soon after this, the three bears returned from their walk. Daddy Bear looked at his bowl. "Someone's been eating my porridge," he growled.

Mummy Bear looked at her bowl. "And someone's been eating my porridge too," she said.

Baby Bear cried, "And someone's been eating my porridge and it's all gone!"

Daddy Bear looked at his chair. "Someone's been sitting in my chair," he growled.

"And someone's been sitting in mine too," said Mummy Bear.

"And someone's broken my chair!" Baby Bear cried.



They went upstairs into the bedroom. Daddy Bear noticed that his bed was all messed up. "Someone's been sleeping in my bed," he roared.

Mummy Bear noticed the same. "And someone's been sleeping in my bed too," she said.

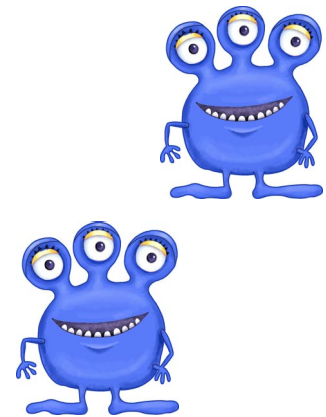
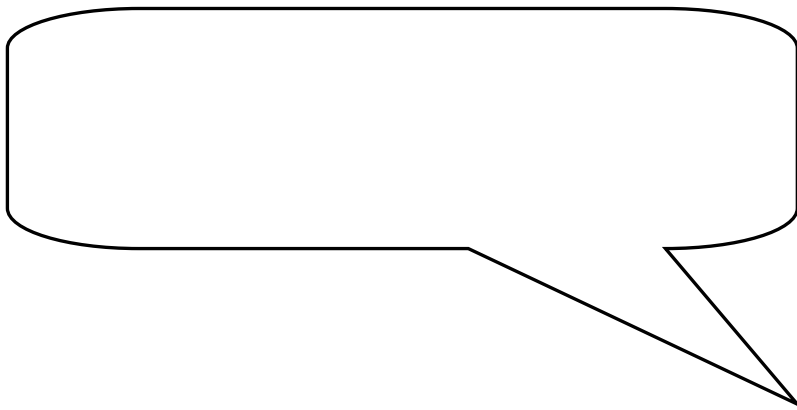
Baby Bear cried. "There's someone sleeping in my bed right now!"

Goldilocks opened her eyes and screamed when she saw the three bears. She jumped out of bed and ran downstairs. She flew out of the cottage and ran all the way home. Goldilocks was never seen by the three bears again.

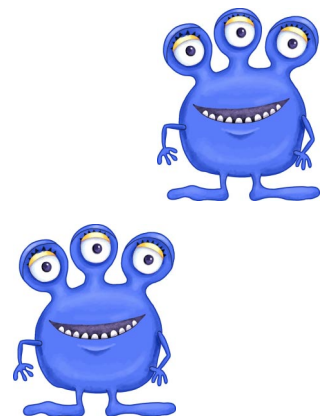
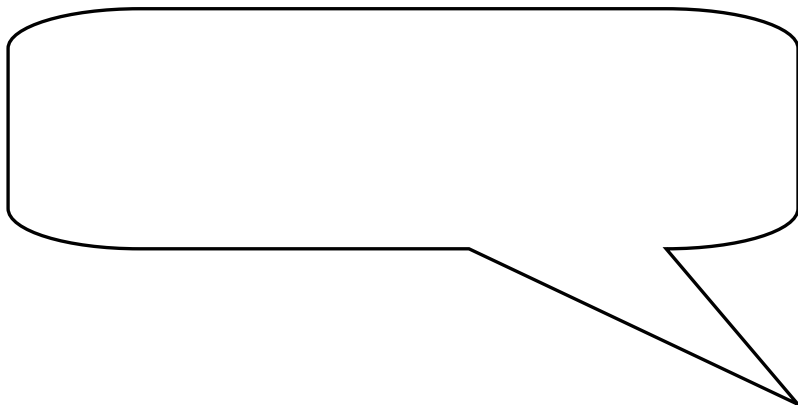
Collaborative Thinking Skills Activity

You are going to work with a partner. Working with a partner helps you to learn more because you will see and hear how your partner approaches a task. Before you start, work together on the next two activities.

- In the first speech bubble, write down one **rule** that you both agree is important when working with a partner.



- In the second speech bubble, say **why** rules are important when working with others.



1. Which of the things that Goldilocks did in the story do you think was wrong?

What Goldilocks did in the story		
a	She goes into the bears' cottage.	
b	She tastes each of the bear's porridge.	
c	She eats all of Baby Bear's porridge.	
d	She tries each of the bear's chairs.	
e	She breaks Baby Bear's chair.	
f	She tries each of the bear's beds.	
g	She falls asleep in Baby Bear's bed.	
h	She runs away when she sees the bears.	

2. Would you like Goldilocks to visit your house?

yes		no	
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Explain your answer:

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For stories to make sense, they must have these **three** parts:

Stories must have...	
a	a beginning
b	a middle
c	an end

3. Complete these boxes to say what you think Goldilocks did wrong in different parts of the story.

This is what Goldilocks did wrong at the beginning of the story:
This is what Goldilocks did wrong in the middle of the story:
This is what Goldilocks did wrong at the end of the story:

Adjectives are **describing** words. They tell us what characters or settings in stories are like.

- Look at these adjectives that could be used to **describe** a character in a story:

good	shy	kind
untidy	nosey	talkative
helpful	cheeky	naughty

4. Which three of the adjectives in the table above describe Goldilocks the best?

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5. In the story, do you think that Goldilocks is...

well behaved?		badly behaved?	
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6. Is this story about...

pretend events?		real events?	
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7. Are the characters in this story...

real?		pretend?	
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8. Which of these things did the story tell you?

a	The story was set in the woods.	
b	Stories were often set in the woods in the past.	
c	The story had bears in it.	
d	Stories in the past often had animals in them.	
e	Goldilocks caused problems for the bears.	
f	That someone in the story behaved badly.	

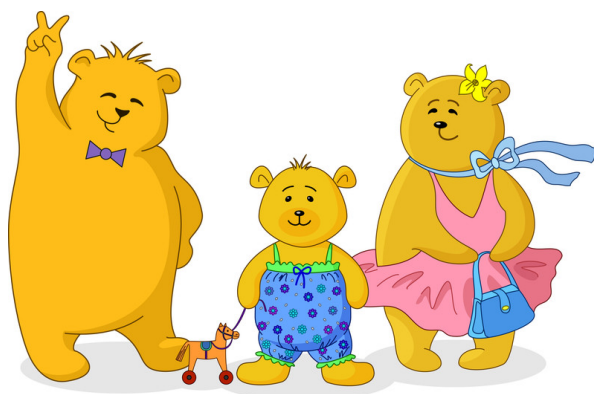
- Now look at the **end** of the story:

Goldilocks opened her eyes and screamed when she saw the three bears. She jumped out of bed and ran downstairs. She flew out of the cottage and ran all the way home. Goldilocks was never seen by the bears again.

9. If you were going to write the next part of this story (the **sequel**), which one of these would be an interesting thing to happen?

Goldilocks goes back to the bears' cottage to collect her bag, which she has left there.	
The bears decide to move away from that part of the wood.	
The bears decide to visit Goldilocks' house when she is out, and try out all of her things.	

10. Why do you think that this would make a good sequel? Explain your answer.



11. Later on that night, Mummy Bear and Daddy Bear were discussing Goldilocks breaking into their house.



- Write what you think **they** said about her.


A large, empty speech bubble with a black outline. It has a rectangular body with rounded corners and a long, thin tail pointing towards the top left, intended for a student to write their response.

Self-Regulation Activity

- Now work on your own. Answer these questions about your performance in the last activity when you worked with a partner.

How did I perform as a partner?		yes or no
1	Did I look at my partner when they were talking?	
2	Did I look interested in what my partner was saying?	
3	Did I let my partner express their views?	
4	Did I give my partner time to think?	
5	Did I think about what my partner said?	


- Now **identify** what you could do to **improve** your performance when working with a partner again.

Next time I am a talk partner, I am going to...	
	

Individual Creative Writing Activity

Work on your own. You are going to write the opening paragraph for a **different** version of the story *Goldilocks and the Three Bears*.

In this version, the bears have **not** gone out for a walk - they are upstairs getting ready for their walk. When they come downstairs, they can see that Goldilocks has already tasted two bowls of porridge and is now eating all of Baby Bear's porridge. Describe what happens next.

The bears were chatting to each other as they came down the	
stairs.	
	

You are going to assess your partner's opening paragraph. The next page tells you more about this.

Peer Assessment Activity

You are now going to swap your new opening paragraph with your partner's and answer the questions below. They will also answer the same questions about your paragraph.



What did you like about your partner's new opening paragraph to Goldilocks?	

Did you think your partner's paragraph was better than the one in the original story of Goldilocks?		
	Yes	
	Not sure	
	No	
Why did you choose this answer?		

Write one sentence saying how your partner's paragraph could be improved.	

- Now swap back and each of you do the improvement that was suggested.

Independent Learning Activity

Work on your own. Working on your own will help you to make sure that your learning is on track.

- Use what you **know** about Goldilocks to complete this activity.

a	Is Goldilocks nosey?		
yes		no	
What makes you think this?			

b	Is Goldilocks thoughtful?		
yes		no	
What makes you think this?			

c	Does Goldilocks look after other people's things?		
yes		no	

What makes you think this?			









d	Would you invite Goldilocks to your house?		
yes		no	

Why/why not?			

Teacher Overview

The first table shows the eight EBL skills identified by research as key to learning. Each skill has its own icon. The second table shows the skills that were developed in *this* lesson and their purpose.

The eight EBL skills proven to maximise learning

			
Collaborative skills	Thinking skills	Peer Assessment skills	Peer Teaching skills
			
Self-Assessment skills	Metacognitive skills	Self-Regulation skills	Independent Learning skills

This lesson has developed these EBL skills

skills	purpose
collaborative skills	to develop the most effective ways of working with peers
thinking skills	to develop and consolidate higher and lower order thinking skills
peer assessment skills	to develop the assessment skills pupils need to give each other valuable feedback so they learn from, and support each other
independent learning skills	to develop the ability to seek out and gain new skills, new knowledge and new understandings
self-regulation skills	to develop the highest levels of thinking with the most productive learning behaviours

Five-Minute CPD for Teachers: Self-Regulation

All eight EBL skills are research-driven.
An example of the research that supports the self-regulation used in this unit is:



Self-regulated learners set goals for their learning and then work towards them in a systematic way

A self-regulated learner is an individual that is self-determined and that has the ability to set goals and to accomplish these goals by monitoring, controlling, and altering his or her behaviour, motivation and cognition as they work on a task.

(Pintrich 2000; Zimmerman 2000; Efklides 2011)

*Adapted from: Volition completes the puzzle: Development and evaluation of an integrative trait model of self-regulated learning
Frontline Learning Research Vol 3 No 4 2015 pdfs.semanticscholar.org*

Five-Minute Evidence Based CPD

A good question to ask yourself after using this EBL skill is "how can I embed self-regulation in my classroom?"

The information above can be used to identify the main characteristics of a self-regulated learner. Once you have identified these pupils they can model self-regulation for others and self-regulation will become embedded in your classroom.

A self-regulated learner who works on a task...

- | | |
|---|--|
| 1 | is self-determined |
| 2 | sets goals |
| 3 | monitors, controls and alters their behaviour |
| 4 | monitors, controls and alters their motivation |
| 5 | monitors, controls and alters their cognition |
| 6 | accomplishes the goals they set |



Action Step

Did you identify any self-regulated learners?	yes		no	
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If **yes** then these pupils can model self-regulation for others.

If **no** then model self-regulation yourself.