

# Circle Time Lessons & Centers

## Unit overview

### Day 1 Goldilocks and the 3 Bears

Introduce the fairy tale:

#### Goldilocks and the 3 Bears

Read the fairy tale and draw a picture using the journal page.

**Goldilocks and the 3 Bears** Fairy Tale **Day 1 lesson plans**

A fairy tale is a story that begins with "Once upon a time" and ends with "They lived happily ever after." A fairy tale also has an antagonist, a character that works against the main characters.

**Objectives:**

- The students will interact and participate in story time.
- The students will understand the purpose of writing.

**Activities:**

- Print, laminate, and cut apart the story cards. Read the story to the students using the visuals. Ask them who they think the antagonist is.
- Print the journal sheet. Students can use the journal prompts to write and draw a picture. The words can be written for the student if necessary.

**Extension Idea:** Print the journal sheet. Students can use the journal prompts to write and draw a picture.

### Day 2 Story Retelling

Use the character name tags to act out the story.

**Goldilocks and the 3 Bears** Story Retelling **Day 2 lesson plans**

Remembering the events of a story is the key to comprehension. Story retelling develops sequencing skills, builds comprehension, helps memory, and engages students.

**Objective:** Students will retell a story, including characters and events.

**Activities:** Print, laminate, and cut apart the character cards, attach to make character name tags. Use the story to the class. As the story progresses, they will cut out each character part, including the tree, and place them on the interactive bulletin board. "I have been sitting in my chair!" is an interactive bulletin board for students to retell the story center or independent work time using the retell story cards.

**Extension Idea:** Print the story cards and use them to retell the story. Use the QR code to watch the story.

### Day 3 Concept Sort

Sort the pictures into 2 groups: Things that are big and things that are small. Teach the ASL sign for bear.

**Goldilocks and the 3 Bears** Concept Sort **Day 3 lesson plans**

Goldilocks tried to sleep in the beds at the bears' house. One was too big (high), and one was too small (low). Use this sort to help the students identify between big and small items.

**Objective:** The students will sort pictures into 2 groups.

**Activity:**

- Print, cut out, and laminate the cards. Place the sorting (1/2 sheet) cards where the students can use them.
- Ask students to examine the smaller sorting pieces.
- Sort the pictures into two groups: Things that are big and things that are small.

**Extension Idea:** Teach the ASL sign for bear. Once you get some good ones, having fun fingers is a promising foundation for sign language.

### Day 4 Action Song

Sing a song to reinforce the sequence of events of the story.

**Goldilocks and the 3 Bears** Action Song **Day 4 lesson plans**

Singing songs help the mind and body work together and helps preschoolers learn the sound and meaning of words. Sing this song to retell the story from Goldilocks' perspective. Students scoop, sip, and sleep, and run in place while you sing together.

**Objectives:** Students will follow and directions. Students will demonstrate basic motor skills.

**Activities:** Sing the Goldilocks song to the tune of "Hokey Choke". Use the provided to show the students what will be next.

**Extension Idea:** Sing the song with actions and use the song to retell the story. Use the QR code to watch the song.

### Day 5 Grid Game and Poll

Use logical thinking to find the missing piece from the grid game. Take a poll: Have you ever eaten porridge?

**Goldilocks and the 3 Bears** Grid Game **Day 5 lesson plans**

Help Goldilocks find out what is missing from the grid.

**Objectives:**

- The students will express themselves using words and sentences.
- The students will notice and extend simple patterns.

**Activities:**

- Take a pot and find out which students have eaten porridge (eat). Students use name cards or post-it notes to show their answer on a bar graph. Alternatively, they can make a physical graph by lining up behind the different headings.
- Assemble and play the grid game.

**Extension Idea:** Prepare colored paper and glue. Use the grid game to retell the story. Use the QR code to watch the grid game.

## Centers

**Count and Clip Cards** Math Center

**Objective:** Students will practice one-to-one correspondence and number recognition.

**Procedure:** Print the cards, cut, laminate and cut apart. Students count the pictures on each card and find the correct number on the number line.

**Goldilocks and the 3 Bears** Math Center

**Color Sorting**

**Objective:** The students will match the bear to the corresponding color card.

**Preparation:** Print the picture cards. Use the color matching cards to make a bear.

**Procedure:** Students show matching bear picture together.

# Goldilocks and the 3 Bears

## Fairy Tale

Day 1  
Lesson  
Plans

A fairy tale is a story that begins with "Once upon a time" and ends with "They lived happily ever after." A fairy tale also has an antagonist-- a character that works against the main characters.

### Objectives:

- The students will interact and participate in story time.
- The students will understand the purpose of writing.

### Activities:

1. Print, laminate, and cut apart the story cards. Read the story to the students using the visuals. Ask the students who they think the antagonist is.
2. Print the journal sheets. Students can use the journal prompts to write and draw a picture. The words can be written for the student if necessary.

#### Extension Idea:

Print the journal sheet. Students can use the journal prompt to write and draw a picture.

Name \_\_\_\_\_  
What would you do if Goldilocks came inside your house?



\_\_\_\_\_

\_\_\_\_\_

1



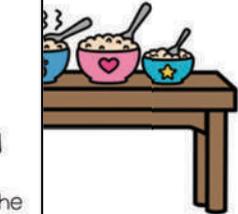
Once upon a time, there were three bears – Papa bear, Mama bear, and Baby bear.

3



The family was out, a girl named Goldilocks came to their house.

2



The bears made breakfast for Goldilocks. While waiting for her to come down, the three bears decided to go for a walk.

4



She didn't always follow the rules and this morning she decided to walk right into the bears' house!

Goldilocks was inside, and she found porridge on the table.

Goldilocks ate Papa bear's porridge first, and it was too hot.

# Goldilocks and the 3 Bears

## Story Retelling

Day 2  
lesson  
plans

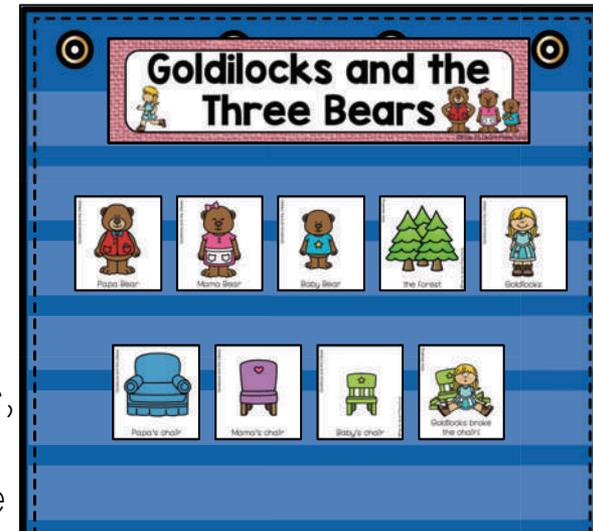
Remembering the events of a story is the key to comprehension. Story retelling develops sequencing skills, builds comprehension, helps memory, and engages students.

### Objective:

- The students will retell a story, including characters and story events.

### Activities:

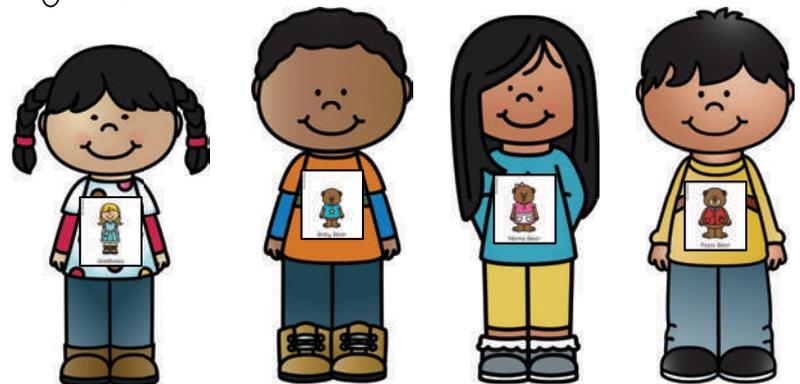
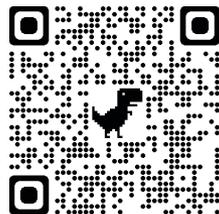
- Print, laminate, and cut apart the character cards, attach yarn to make character name tags.
- Read the story to the class. As the story progresses, students will act out each character part, including the lines, "Someone has been sitting in my chair!"
- Set up an interactive bulletin board for students to retell the story during center or independent work time using the attached story cards.



#### Extension Idea:

There are many wonderful books about different versions of the story Goldilocks and the Three Bears.

<https://playtolearnpreschool.us/best-goldilocks-books/>



# Goldilocks and the 3 Bears

## Concept Sort

Day 3  
lesson  
plans

Goldilocks tried to sleep in the beds at the bears' house. One was too big (high), and one was too small (low). Use this sort to help the students identify between big and small items.

### Objective:

- The students will sort pictures into 2 groups.

### Activity:

- Print, cut out, and laminate the cards. Place the sorting (1/2 sheet) cards where the students can see them.
- Ask students to examine the smaller sorting pieces.
- Sort the pictures into two groups: Things that are big and things that are small.

#### Extension Idea:

Teach the ASL sign for **bear**. Cross your arms over your chest. Move your fingers in a scratching motion on your shoulders.



# Goldilocks and the 3 Bears

## Action Song

Day 4  
Lesson  
Plans

Singing songs helps the mind and body work together and helps preschoolers learn the sounds and meanings of words. Sing this song to retell the story from Goldilocks perspective. Have the students scoop, squat, sleep, and run in place while you sing together.

### Objectives:

- The students will follow oral directions.
- The students will demonstrate basic locomotor skills.

### Activity:

1. Sing the Goldilocks song to the tune of "BINGO". Use the provided cards to show the students which action will be next.

## Goldilocks

To the Tune of "B-I-N-G-O"

Goldilocks came in the house  
She didn't even knock!  
She ate all of the porridge  
She ate all of the porridge  
She ate all of the porridge  
And this one was just right.



Repeat the verses:  
• sat in all the chairs  
• slept in all the beds  
• Scared all of the bears! And then she ran away.

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### Extension Idea:

Create a sensory bin with dry oatmeal and small toys to retell the Goldilocks and 3 Bears fairy tale. Add spoons, different size bowls and measuring cups. Encourage students to say "This one is just right" when they are playing.x

# Goldilocks and the 3 Bears

## Poll and Grid Game

Day 5  
lesson  
plans

Help Goldilocks find out what is missing from the grid.

### Objectives:

- The students will express themselves using words and sentences.
- The students will notice and extend simple patterns.

### Activities:

1. Take a poll and find out which students have eaten porridge (oatmeal). Students use name cards or post-it notes to show their answer on a bar graph. Alternatively, they can make a physical graph by lining up behind the different headings
2. Assemble and play the grid game.

#### Extension Idea:

Prepare oatmeal together and taste. If it is the first time for a student, they can change their answer on the poll chart. *Remember to always check for allergies before introducing foods to your classroom.*

### To Play:

1. Copy template page onto 5 different colors of paper.
2. Create a grid where each column has the same item, and each row is the same color. Discuss the pattern and relationship of the cards.
3. Students close their eyes while the teacher removes 1 card.
4. Students use their knowledge of patterns to determine which card (color and picture) is missing.

