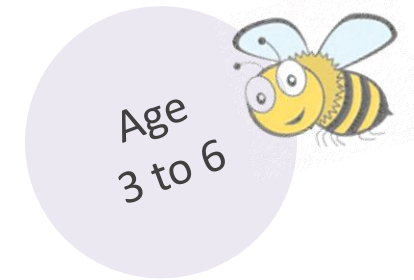


# Goldilocks and the three bears



## Context:

- This activity took place at the European School (ES) Luxembourg I ([www.euroschool.lu](http://www.euroschool.lu)), in the nursery class of the French section. Many of the children do not speak French at the start of the school year. The ESs are multicultural and multilingual institutions that offer children from different EU countries education in their mother tongue as well as the language of schooling and foreign languages.

## Reasons for choosing this project:

- *Goldilocks and the three Bears* is a popular and well-known tale that has been translated into many languages (*Goldl ckchen und die drei B ren*, *Boucle d'Or et les trois ours*, *Riccioli d'Oro e i Tre Orsi*, *Zlatov ska a t i medv di*, etc.).
- Narrated and illustrated by different authors, in different ways, this story lends itself to a reflective and comparative approach, both in terms of the action of the story and the images which accompany it. The story line encapsulates several areas including logical and mathematical reasoning (numbers and sizes), senses (taste and touch) and writing (→ holistic language learning).

## Description:

- Understand the story and identify what happens at the various stages.
- Tell the story in one language, repeat it in one or more other languages and tell the story multilingually (the plot of the story is told in one language and the characters speak another).
- Compare and contrast phrases and expressions in different languages.
- Re-enact the story using figurines or dolls, representing the different characters.
- Change the story by replacing bears with wolves, the girl by a boy, by adding a baby bear or by changing the beginning or the end of the story (the three bears hide behind the house and look out of the window/Goldilocks remains with the bears/the little bear wants to meet the girl with the golden hair/etc.).
- Reconstruct the story in the correct chronological order using pictures.
- Discover different ways of illustrating the same story and different types of writing by comparing different books (colour/black & white, detail of drawings/type and style of the illustrations).
- Collect information about the bear and create a poster which contains information about its habitat, feeding habits, different species of bear (brown bears and polar bears).

## Description (continued):

- Classify objects according to size (small, medium, large) and develop the concept of numbers (number of beds, number of bowls filled, number of chairs that are not broken).
- Record the story in the different languages, get the children to recount the story in their own language.
- Carry out matching activities (putting out as many bowls as bears /children).



## Observation:

- The children were all very involved in this project. The parents actively participated and enriched this project by bringing in books telling the Goldilocks story in their family language which add a home-school dimension to the project.
- The children discovered similarities and differences through comparison and were able to identify different elements of the story.

## A selection of children's books:

The books listed below were used by the teaching and educational staff during the project:

- G. Muller: Boucles d'Or et les trois ours. École des Loisirs. ISBN: 978-2211091039
- J. L. Le Craver, I. Bonacina: Boucle d'or et les trois ours. Didier Jeunesse. ISBN: 978-2278064960
- Kimiko: Boucle d'or et les trois ours. École des Loisirs. ISBN: 978-2211067508
- O. Douzou: Boucle d'or et les trois ours. Éditions du Rouergue. ISBN: 978-2812602979
- Ch. Roederer: Boucle d'or et les trois ours. Nathan: Collection Les Petits Cailloux. ISBN: 978-2092552360
- R. Celli: Boucle d'or et les trois ours. Père Castor-Flammarion: Les Classiques du Père Castor. ISBN: 978-2081370425