



PREFEITURA DO MUNICÍPIO DE LONDRINA  
ESTADO DO PARANÁ

SECRETARIA DE EDUCAÇÃO/ASSESSORIA PEDAGÓGICA  
GERÊNCIA DE ENSINO FUNDAMENTAL  
PROJETO LONDRINA GLOBAL

# Goldilocks Project

## ENSINO DE LÍNGUA INGLESA

Prezado (a) professor (a), Dear English Teacher,

Este material apresenta algumas atividades e jogos para o clássico da literatura infantil “**Goldilocks and the Three Bears**” (*Cachinhos Dourados e os Três Ursos*)<sup>1</sup>. São sugestões que você (re) construir e (re) criar para ampliar o universo de atividades que podem ser exploradas nas **aulas de Inglês**, no projeto **Londrina Global**. É importante que a **contação de história, em Inglês**, seja complementada e enriquecida com material em áudio para *listening*, com a oportunidade das crianças receberem “*in put*” (insumos) da língua adicional (Inglês), além da sua fala. Ou seja, conte a história em Inglês ou apresente um áudio da sua preferência, escolhido em fontes livres e abertas na internet. Você pode, utilizar a adaptação disponível em [https://www.youtube.com/watch?v=6XFysT4\\_jZM&feature=youtu.be](https://www.youtube.com/watch?v=6XFysT4_jZM&feature=youtu.be) (SME-LONDRINA)

Crie, ouse, (re) construa estas sugestões com a sua turma para tornar as aulas de Inglês lúdicas, significativas e interessantes para as crianças. Have a great job! (Bom trabalho!)

Coordenação do Projeto Londrina Global.



# **PREFEITURA DO MUNICÍPIO DE LONDRINA**

**ESTADO DO PARANÁ**

## **PREFEITO DO MUNICÍPIO DE LONDRINA**

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## VOCABULARY - Read and practice:



Professor (a), Este é o glossário da história, aqui estão as principais palavras que se repetem ao longo dela. A ênfase é na leitura, escrita e pronúncia das palavras para memorizar e estudar. Lembrando que este glossário pode ser ampliado como pôster de sala de aula. Pode virar jogo da velha, jogo da memória, bingo e etc.. As imagens podem ser coloridas pelas crianças brincarem aprendendo inglês.



**BED**



**GOLDILOCKS**



**PAPPA BEAR**



**MUMMY BEAR**



**BABY BEAR**



**CHAIR**



**HOUSE**



**PORRIDGE**



**WINDOW**



**WOODS**

## Copy the words and practice:



Professor (a), Este é o glossário da história, aqui estão as principais palavras que se repetem ao longo dela. A ênfase é na escrita e leitura das palavras para memorizar e estudar, antes de ouvir a contação da história, em Inglês. As imagens podem ser coloridas pelas crianças brincarem, aprendendo Inglês.



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**Look at the pictures, choose and write the correct option:**

Professor (a), Este é um roteiro resumido da história, para estudo da sequência da narrativa, dramatizações, leitura, associação de escrita às imagens, disponível no site do Conselho Britânico, para ensino de Inglês para crianças.

**Goldilocks was walking in the Forest.**

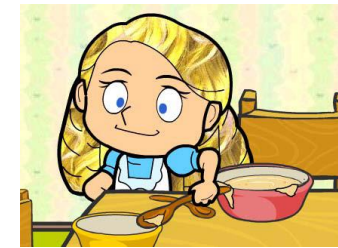
**Goldilocks ate all the porridge.**

**Goldilocks slept in the small bed.**

**The bears came home.**

**Goldilocks ran into the forest.**

**There were three bowls on the table.**



**1.**

**2.**

**3.**



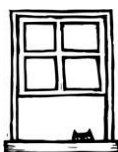
**4.**

**5.**

**6.**

Fonte: <http://www.britishcouncil.org>

## Match the columns:



Professor (a), uma atividade simples de ligar imagens às palavras desenvolve a leitura, relações lógicas entre escrita e imagem, em Inglês além de posicionar as crianças no contexto da história que será ouvida. Pode ser aplicada como PRÉ ou POS contação da história.

**BABY BEAR**

**HOUSE**

**MUMMY BEAR**

**GOLDILOCKS**

**CHAIR**

**PORRIDGE**

**PAPPA BEAR**

**WOODS**

**WINDOW**

**BED**

## Read the sentences and draw:



Professor (a), o que sugerimos aqui é uma representação da escrita com desenho com objetivo de verificar se as crianças compreendem a leitura, em Inglês.

<b>THE BIGGEST BOWL</b>	<b>THE MEDIUM-SIZED BOWL</b>	<b>THE LITTLE BOWL</b>
<b>THE BIGGEST CHAIR</b>	<b>THE MEDIUM SIZED CHAIR</b>	<b>THE LITTLE CHAIR</b>
<b>THE BIGGEST BED</b>	<b>THE MEDIUM –SIZED BED</b>	<b>THE LITTLE BED</b>

According to the pictures, find and circle the words in the square:



Professor (a), o foco desta atividade é na escrita em Inglês de palavras chaves da História. Faça a inserção no seu plano de aula, conforme seus objetivos de ensino.



MUMMYBEARLKJHJLHJHJHLL



IGPROJBHPIUJWOODSBJEHT



OIUYTRWPAHOUSEGLKHJEO



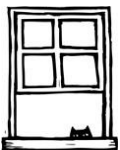
PORRIDGEPOPOGUBPIGPEO



PMBJHTNUKPHRPPBABYBEAR



PABEDTRWPAPABEARPHHH



PAIOUITRWWINDOWARKPHH



PAOUYTRWPAPABEARCKPOY



JHGFRTYUIQWERTUUICHAIR



POLIGHJRAGOLDILOCKSQW

# Write the words of the square in the lines, in the alphabetical order:



Professor (a), o foco continua sendo na escrita, porém ela precisa estar integrada com práticas de leitura em voz alta, individualmente, em coro, em grupos, em duplas, a turma toda pode fazer a leitura em voz alta, chamando atenção para a ordem alfabética.

**WINDOW - WOODS - PAPPA BEAR - PORRIDGE - CHAIR -  
BED - GOLDBLOCKS - MUMMY BEAR - HOUSE - BABY BEAR -  
SLEEP - TIRED - SOFT - WOODS - COTTAGE - KITCHEN - BOWL - COLD  
UPSTAIRS - WOKE - JUST RIGHT - REST - SITTING**

**A**

**B**

**C**

**D**

**E**

**F**

**G**

**H**

**I**

**J**

**K**

**L**

**M**

**N**

**O**

**P**

**Q**

**R**

**S**

**T**

**U**

**V**

**W**

**X**

**Y**

**Z**



## Put the words in the correct order and make sentences:

Professor (a), o foco desta atividade é na organização e estrutura gramatical e sintática da frase. Que pode ser lida, representada oralmente, com texturas ou desenhos.

Goldilocks / girl / beautiful / is / a

---

Mummy bear / ride / a / loves / to / bicycle

---

Pappa bear / porridge / eats / every / morning

---

Baby bear / loves / his / little / chair

---

house / bears / three / The / is / too / big

---

woods / was / Goldilocks / walking / on / the

---

chair / this / is / Baby bear's

---

porridge / is / scalding / The

---

window / the / Goldilocks / opened /

---

bed / Who / is / sleeping / in / my

---



## The Text of Goldilocks and the Three bears

(author James Marshal)

Professor (a), o texto pode ser lido por você, dramatizado pelas crianças, lido por elas. O conteúdo desta história chama atenção para a constituição da família, da organização da casa, tamanhos dos objetos. Enfim, instigue a discussão sobre a realidade familiar das crianças e do contexto da narrativa.

Once upon a time there were three **bears**; the mother **bear**, the father **bear** and the baby **bear**, who lived in a house in **the woods**. One morning the mother **bear** made **porridge** for breakfast. When the three **bears** sat at the table to eat, they found that the **porridge** was too hot. "Let's go for a walk to **the river**," the mother **bear** said. "The **porridge** will be cool enough to eat when we return." So off they went.

Nearby, **Goldilocks** was walking in **the woods**. "I've been walking such a long time, and I'm tired and hungry," **Goldilocks** said. Just then **Goldilocks** saw the three **bear's** house. "Maybe there is something to eat in there," **Goldilocks** said, and went inside.

**Goldilocks** saw the food on the table, and decided to try it. First **Goldilocks** tried the father **bear's porridge** but it was too hot. Then **Goldilocks** tried the mother **bear's porridge** but it was too cold. But the baby **bear's porridge** was just right, and **Goldilocks** ate it all up.

My goodness I'm sleepy," **Goldilocks** said entering the bedroom. **Goldilocks** sat on the father **bear's** bed, but it was too hard. **Goldilocks** then sat on the mother **bear's** bed, but it was too soft. The baby **bear's** bed was just right, and **Goldilocks** fell asleep there.

In a short while the three **bears** returned from **the river**. "Someone's been eating my **porridge**!" said the father **bear**. "Someone's been eating my **porridge** too!" said the mother **bear**. "Someone's been eating my **porridge**, and they ate it all up!" cried the baby **bear**. They looked around the house to find who had done this. When they looked in the bedroom they saw **Goldilocks** asleep on baby **bear's** bed. Just then **Goldilocks** woke up, saw the three **bears** and screamed. The three **bears** tried to catch **Goldilocks**, but **Goldilocks** ran out of **the woods** and all the way home.

## Clip and glue the finger puppets:

Professor (a), o foco desta atividade é a dramatização, a prática oral, a interação entre as crianças com os personagens das histórias, de maneira bem divertida!



**GOLDILOCKS**



**BABY BEAR**



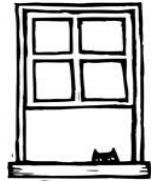
**PAPPA BEAR**



**MUMMY BEAR**

# Word Search

Professor (a), focamos aqui a escrita correta das palavras da história, em Inglês. Outras propostas de ensino podem ser inseridas com esta atividade. Tenha sempre em mente os seus objetivos de ensino de Inglês, para as crianças! Bom trabalho!



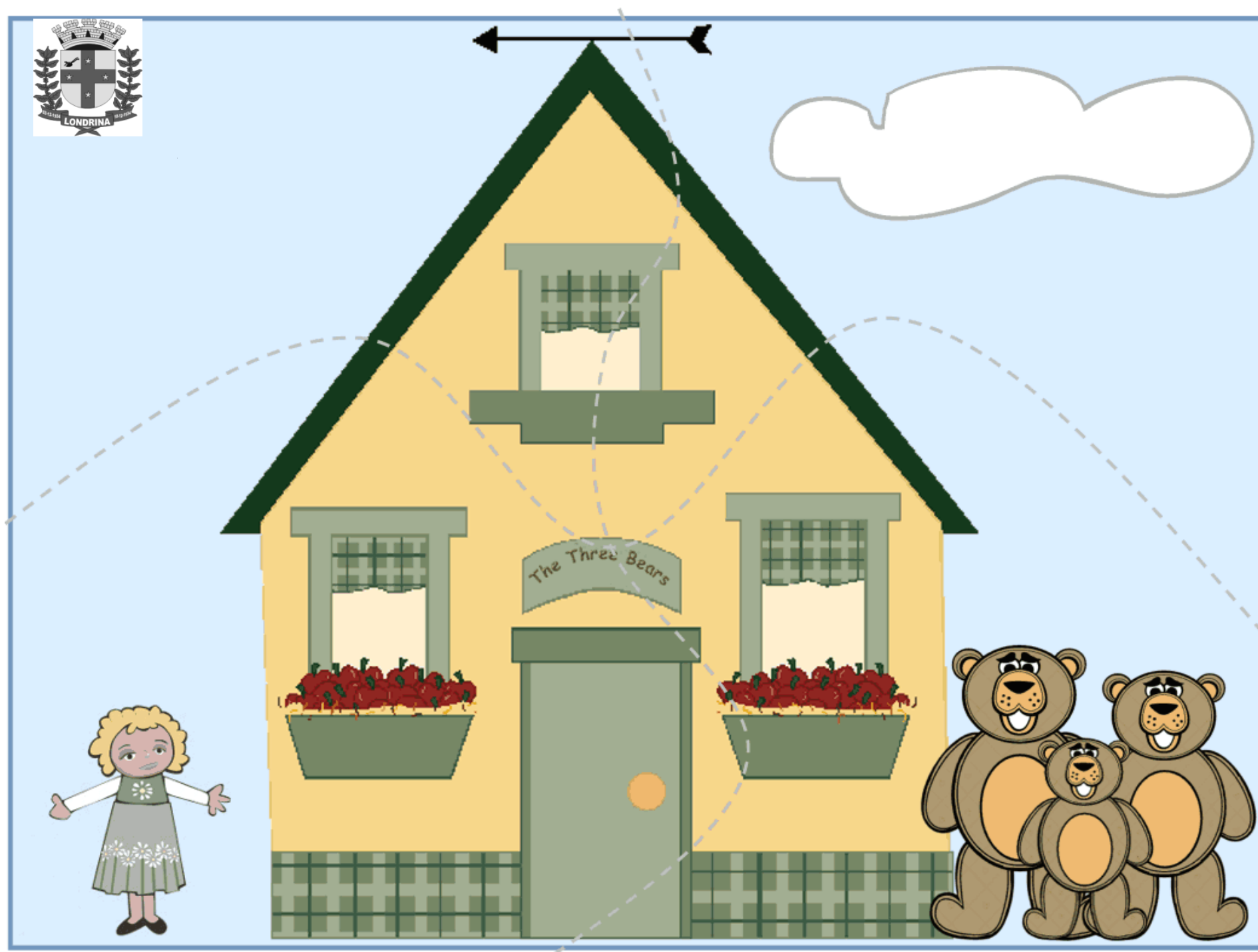
B	G	O	L	D	I	L	O	C	K	S	U	F	U	P
A	P	P	W	I	N	D	O	W	F	B	F	G	X	I
B	Ç	Y	O	P	R	T	Y	I	G	N	B	V	F	P
Y	C	D	O	A	E	I	O	P	Y	T	E	E	F	O
B	I	E	D	B	O	W	L	A	E	I	D	P	H	U
E	U	A	S	E	A	S	O	P	U	E	A	T	I	T
A	Y	C	Q	M	U	M	M	Y	B	E	A	R	U	E
R	H	U	O	A	S	O	P	U	E	A	T	I	U	S
P	O	R	R	I	D	G	E	U	F	A	E	G	F	V
W	U	Z	A	P	R	T	Y	I	G	N	B	V	F	Z
E	S	R	E	M	N	B	V	C	H	T	Y	I	O	I
R	E	E	I	A	S	O	P	A	E	A	T	I	O	P
T	P	O	O	P	R	T	Y	I	G	N	B	V	F	E
P	A	P	A	B	E	A	R	A	A	U	A	V	F	U
U	I	U	M	A	E	T	Y	U	I	C	H	A	I	R



WINDOW  
CHAIR  
WOODS  
PORRIDGE

BABY BEAR  
HOUSE  
MUMMY BEAR

GOLDILOCKS  
BED  
BOWL  
PAPA BEAR



## Read the poem and practice it aloud, with your friends:



Professor (a), a prática oral, os jogos de linguagem, o trabalho com a memória, a repetição são estratégias de ensino aprendizagem fundamentais para aprender línguas adicionais!



Pease porridge hot,  
Pease porridge cold,  
Pease porridge in the pot  
Nine days old.  
Some like it hot,  
Some like it cold,  
Some like it in the pot,  
Nine days old.

## Fantoches feitos de rolo de papel higiênico e saco de papel:

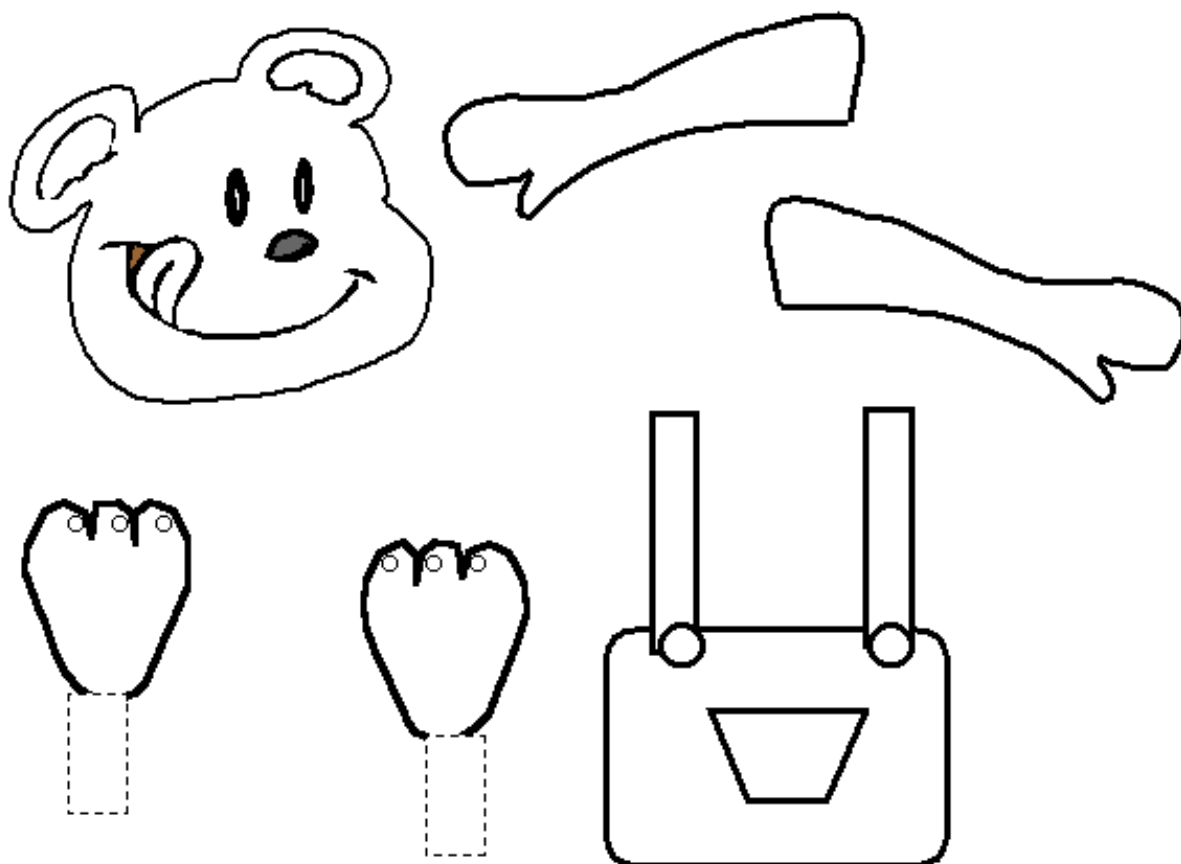


Professor (a), brincar aprendendo é um princípio fundamental para o ensino e a aprendizagem de Inglês, por crianças! Esse é o objetivo destes fantoches!



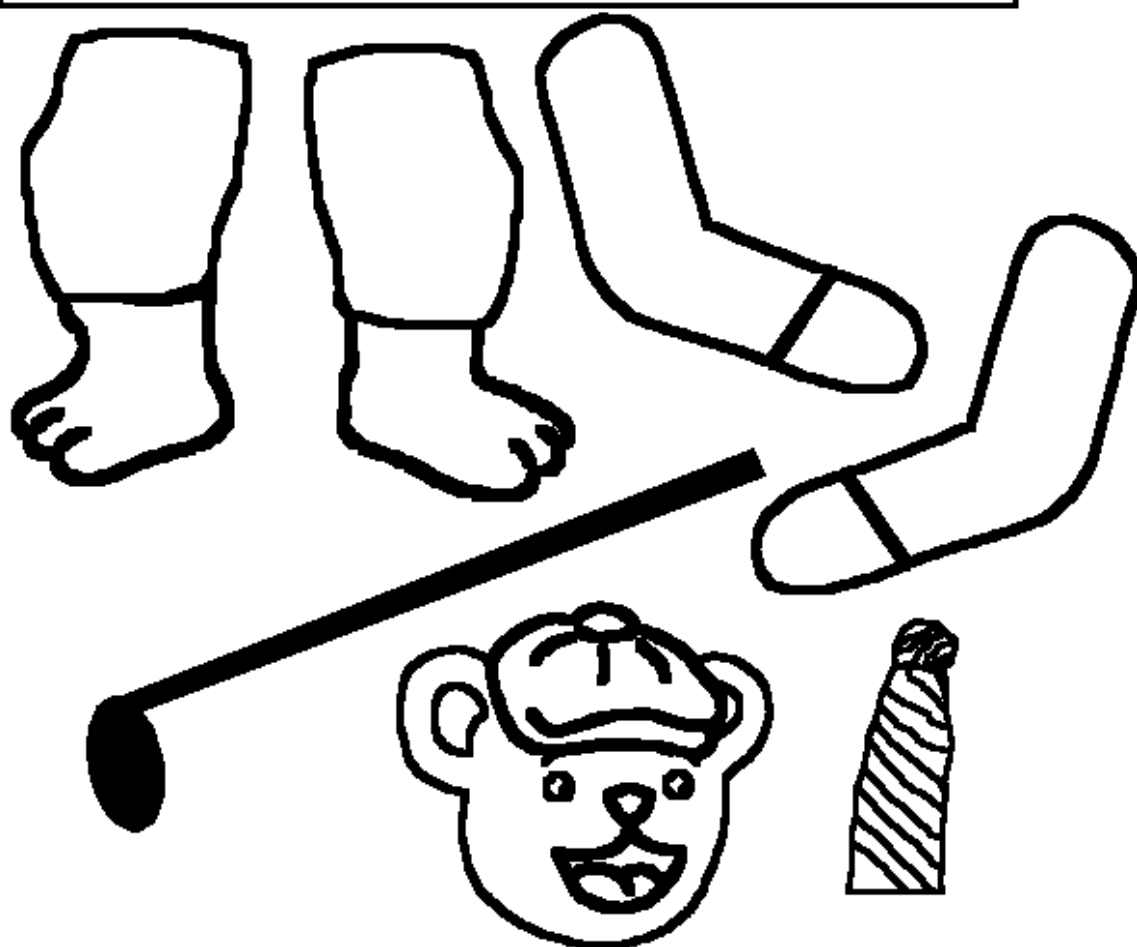


## Baby Bear

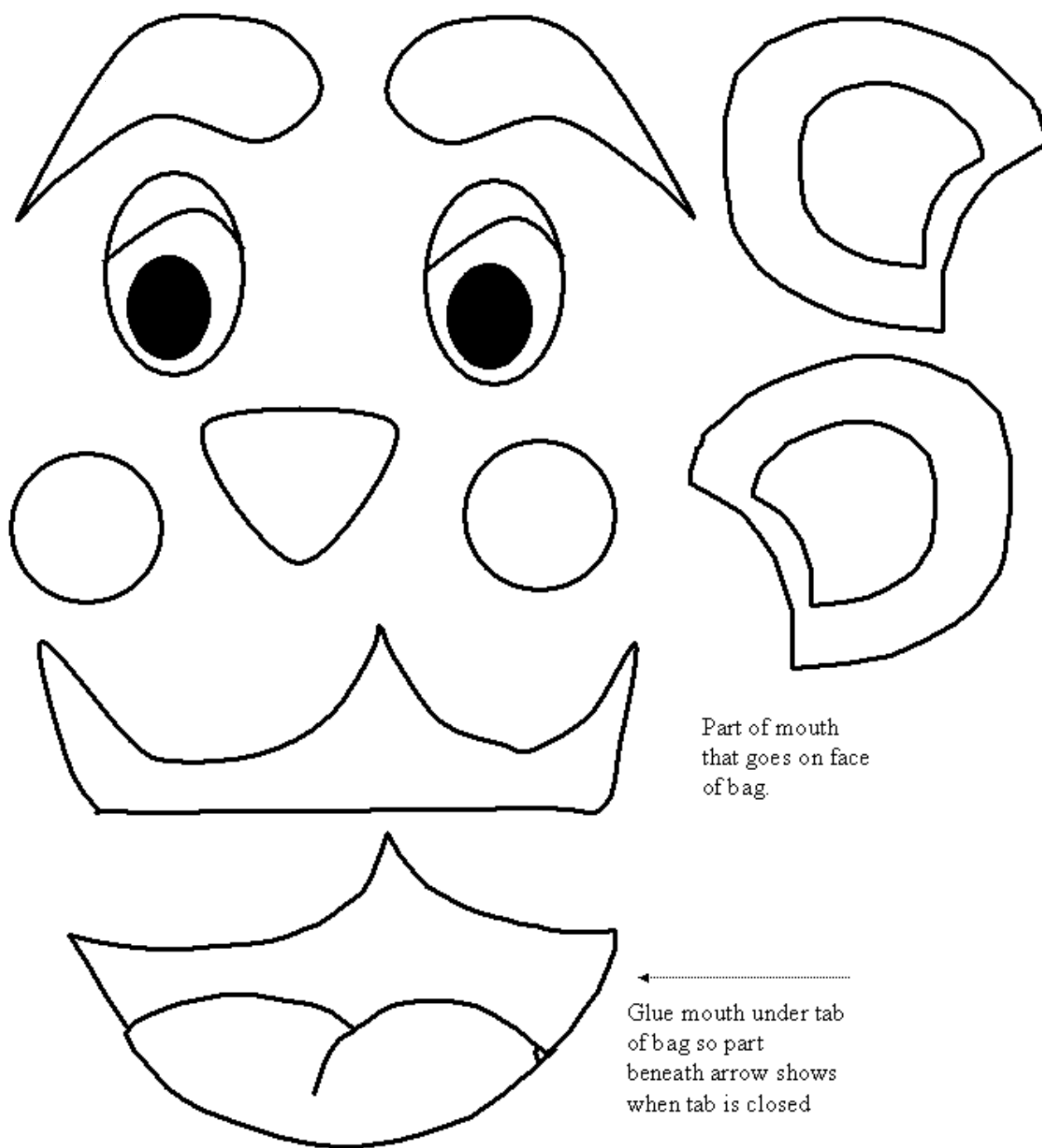


## Papa Bear





## Papa Bear

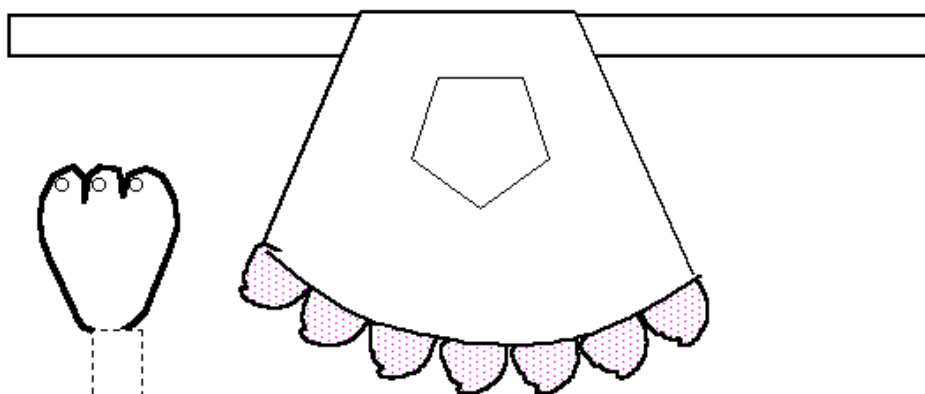


Part of mouth  
that goes on face  
of bag.

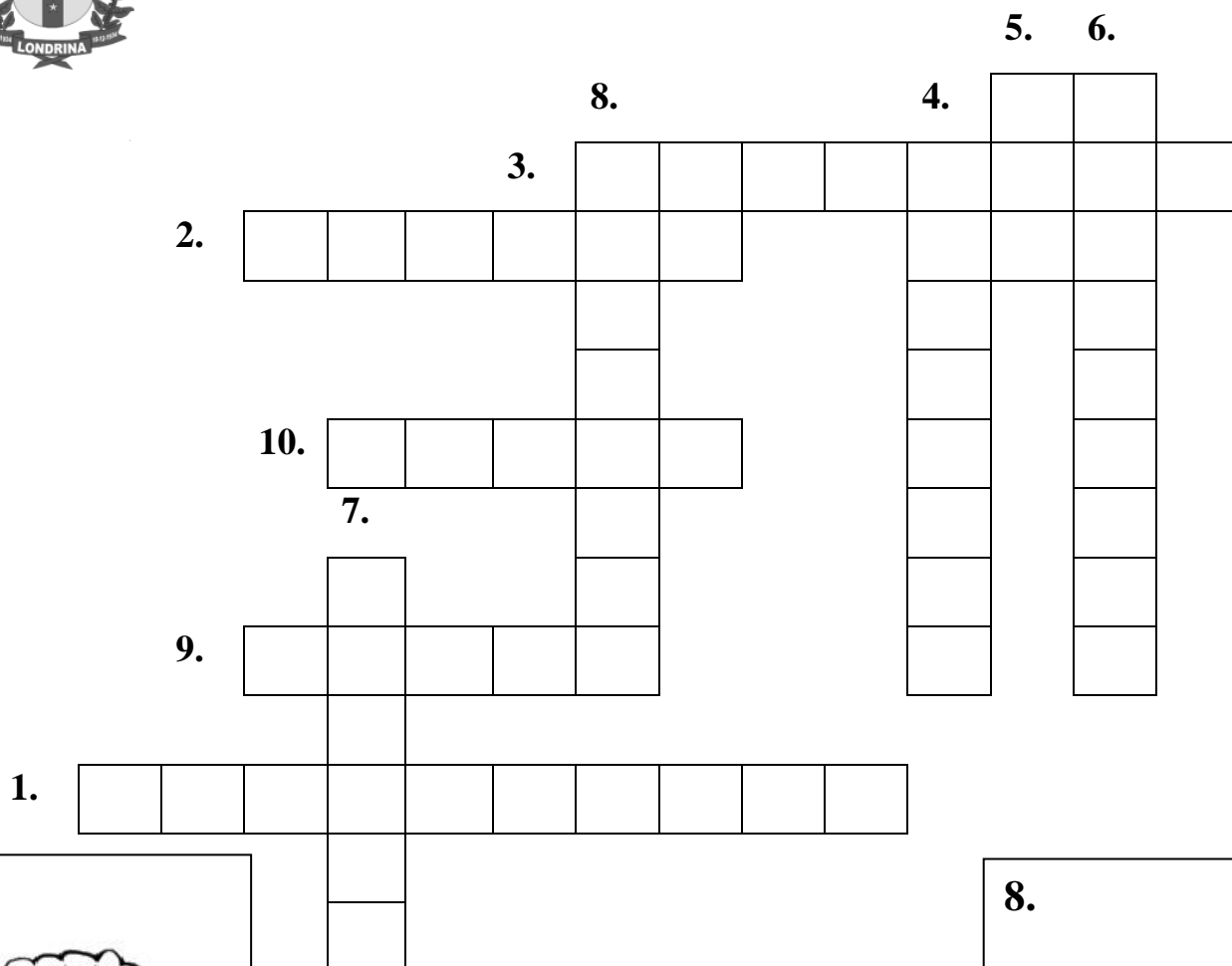
Glue mouth under tab  
of bag so part  
beneath arrow shows  
when tab is closed



# Mammy Bear



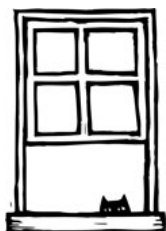
# Complete the crossword:



1.



2.



3.



4.

6.



8.

9.



5.

7.



10.



# Goldilocks and the Three Bears: A Play

## Instructions



Here is the story of Goldilocks and the Three Bears. You can use this to act the story out with your friends! You will need 4 people: Goldilocks, Daddy Bear, Mummy Bear and Baby Bear.

You can draw or print masks for you and your friends.

You can also draw or make things for the play, for example, flowers and trees for the forest, or bowls of porridge. You'll also need a chair, and something to use as a bed – perhaps the sofa or a table.

## The Play

*Goldilocks enters. She walks through the forest singing. She sees a house.*

**Goldilocks: Oh, what a sweet little house!**

*(She knocks on the door.)*

**Goldilocks: Who's there?**

*(Nobody answers. She opens the door and goes in. There are three bowls of porridge on a table.)*

**Goldilocks: I'm hungry! What's this?**

*(Goldilocks tastes the first bowl of porridge.)*

**Goldilocks: Ugh! This is too hot!**

*(Goldilocks tastes the second bowl of porridge.)*

**Goldilocks: Ugh! This is too cold!**

*(Goldilocks tastes the third bowl of porridge.)*

**Goldilocks: Mmmmm! This is just right!**

*(Goldilocks eats all the porridge. Goldilocks yawns. She's tired. There are three chairs around the table. She sits in one of the chairs.)*

**Goldilocks: This chair is too big!**

*(She sits in the second chair.)*

**Goldilocks: This chair is too big!**

*(She sits in the third chair.)*

**Goldilocks: This chair is just right!**

*(The chair breaks! Goldilocks goes to the bedroom. There are three beds. She lies on one of the beds.)*

**Goldilocks: This bed is too hard!**

*(She lies on the second bed.)*

**Goldilocks: This bed is too soft!**

*(She lies on the third bed.)*

**Goldilocks: This bed is just right!**

*(Goldilocks goes to sleep. The three bears come in the house. They see the bowls and look at them.)*

**Daddy Bear: Someone's been eating my porridge!**

**Mummy Bear: Someone's been eating my porridge!**

**Baby Bear: Someone's been eating my porridge and it's all gone!**

*(The three bears see the chairs.)*

**Daddy Bear: Someone's been sitting in my chair!**

**Mummy Bear: Someone's been sitting in my chair!**

**Baby Bear: Someone's been sitting in my chair – and it's broken!**

*(The three bears go into the bedroom and see the beds.)*

**Daddy Bear: Someone's been sleeping in my bed!**

**Mummy Bear: Someone's been sleeping in my bed!**

**Baby Bear: Someone's been sleeping in my bed – and she's still there!**

*(Goldilocks wakes up, looks at the bears and screams.)*

**Goldilocks: Help!**

*(Goldilocks runs out of the house.)*

**Daddy Bear)**

**Mummy Bear) What a horrible girl!**

**Baby Bear)**

**THE END**





**FONTE:** <http://www.britishcouncil.org/kids-print-goldilocks-play.pdf>

Professor (a), brincar aprendendo é um princípio fundamental para o ensino e a aprendizagem de Inglês, por crianças, assim como aprendizagem significativa e contextualizada! Esse é o objetivo de ARTS AND GAMES!

# Arts Crafts and Games





# Kids' Storytelling Crafts

**Costumes \* Puppets \* Masks**

**Props \* Signs \* Toys \* Crafts**

**and Musical Instruments**

All add a special touch to your story. They make it a lot more fun for you and your listener. You don't have to learn to play a musical instrument or demonstrate a new craft just because it would make your story more interesting. But, you can use skills or talents that you already have.

## Costumes

Although you can rent costumes from a theatrical shop, you don't have to. You can use your own costume and create a story to go with it. While you are dressed as the Wicked Witch or the Good Fairy, tell a story as if your costume character were telling it.

Your costume could be an ethnic one for a family story. You could use historic clothing from an earlier era to show how our grandparents came to this country. You can also wear clothes from one of your sporting events, such as a baseball or football uniform. One girl dressed in her English riding hunt coat and jodhpurs to tell about "Coming in Second" at a horse show. Sometimes you only need costume parts, such as a baseball glove, ski jacket, or cowboy hat to get in the mood for your tale. Or, you can make a storytelling apron especially for telling your stories.

## Adding Music or Sound Effects

If you play a musical instrument, you can use it to help tell your story. Some professional storytellers



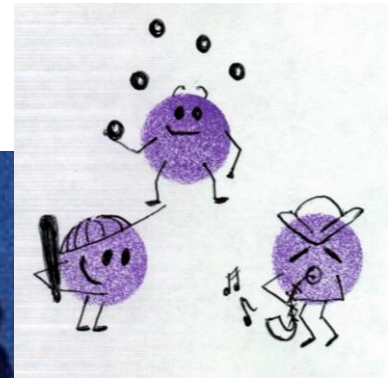
use guitars and sing their stories (ballads). One girl used a flute in a story about a fairy flute player.

A boy shook bells when his leprechaun appeared, because the magic creature wore bells on his shoes.

One storytelling club played Sound Charades to help their members sprinkle more sounds into their storytelling.

## **Working with Puppets**

Which comes first, the puppet or the story? With puppets, it can be either one. You may create a story for a puppet you have made or make a puppet to help tell a story. There are so many kinds of puppets.



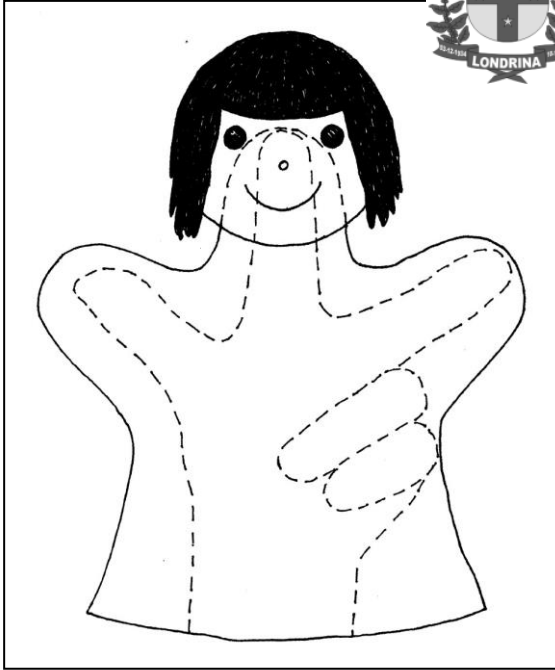
## **Finger Puppets**

Can be made by drawing faces on a garden glove. Or, you can make individual puppets for each finger out of paper, felt or yarn. They work very well in a car or at a party where you have a small audience.

This glove puppet works well if you are telling a story of a group of kids or a club activity.



## Hand Puppets



The hand puppet is one of the most popular kinds of puppets. And, it's easy to make a simple hand puppet that you can use to tell many different kinds of stories. This "convertible hand puppet" appeared in the summer 2005 issue of the *Junior Storyteller* with a removable head and several costume changes so that it could become several different characters. This drawing shows how to hold your hand inside the puppet.

## Stick Puppets

Can be made as small as a computer graphic stuck on the end of an ice cream bar stick or as large as a garbage bag over a broom rake. This picture shows a garbage bag over a broom rake decorated with construction paper face and hair.



## Marionettes

A few strings attached to a sock doll or a fabric square can become a marionette for your storytelling projects.



## Flannel and Magnetic Boards

You can put felt or magnetic strips on the back of paper or cardboard characters or scenery to use on a flannel board or metal tray as you tell a story. There are commercial kits available or you can make your own.



## Quilts

Some boys and girls have created quilt blocks or lap quilts to help them tell stories about their activities.



## Props

Just a soccer ball, a balloon, or a picnic basket can help you tell a story. A prop can make you feel more at ease. If your story is about an object or toy, display that object and explain it or demonstrate how to make it.



FONTE: <http://www.storycraft.com/files/crafts.htm>

## FONTES DE CONSULTA E PESQUISA DESTE MATERIAL

MARSHALL, James. **Goldilocks and the Three Bears**, 1998.

Disponível em: <<http://www.britishcouncil.org>>. Acesso em: 12 de setembro, 2008.

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