

Goldilocks and the Three Bears

Support Information

Background

This video example takes place in a DEIS Band 1 inner city primary school. It showcases an English learning experience with a Junior Infant class developing their vocabulary and comprehension through the story *Goldilocks and the Three Bears*. The children engage with the story through a variety of playful activities that support the use of English, Irish and the children's home languages. This approach values the linguistic diversity of the classroom and supports children to develop an awareness of languages (including English, Irish and children's home languages).

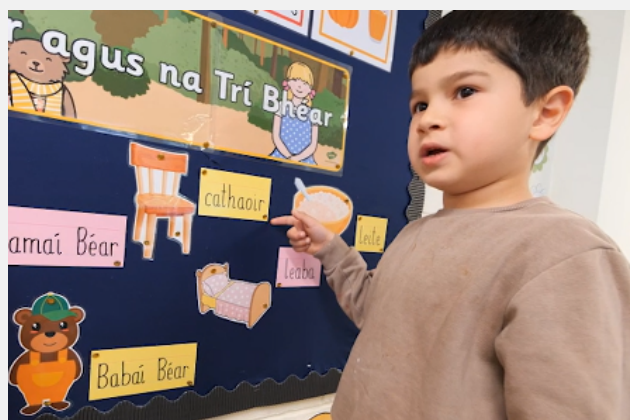


Learning Experience

In this learning experience, children are developing the vocabulary associated with the story *Goldilocks and the Three Bears*. The teacher introduces new and unfamiliar words in a whole class setting, modelling pronunciation and comprehension through visuals, actions, and discussion. The new vocabulary is then explored further in small group activities, where children have opportunities to engage, ask questions, and use the words with support from their peers and teacher.

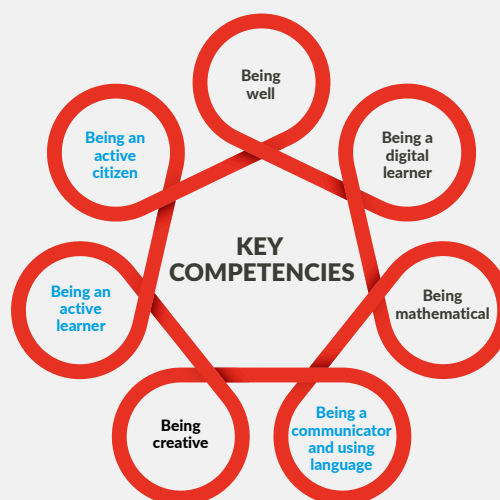
Working in pairs, the children apply their understanding by identifying the new vocabulary in different contexts, such as pictures, story cards, role-play materials, and simple sentences. They begin to use the words themselves to describe characters, settings, and events from the story, strengthening their understanding and use of new language.

To demonstrate their learning, the children retell *Goldilocks and the Three Bears* using picture cues. The teacher encourages children to use English, Irish and their home language throughout each stage of the learning experience. This supports children to draw on their full linguistic repertoire and build an awareness of the similarities and differences between languages. Throughout this learning experience, children develop their understanding of the story, broaden their vocabulary, and celebrate the linguistic diversity within the classroom.



Key Competencies

In this learning experience children are developing the following key competencies from the *Primary Curriculum Framework*.



Being a communicator and using language

Children develop their ability to understand, interpret and use language as they explore the story *Goldilocks and the Three Bears*. Drawing on all the languages in their linguistic repertoire, the children's expressive skills are enhanced as they use new vocabulary to retell the story to their peers and teacher.

Being an active learner

The children learn with and from others in the classroom, appreciating the knowledge that children with different home languages bring to the story. Through these interactions, children build understanding, make connections and deepen their engagement with the story.

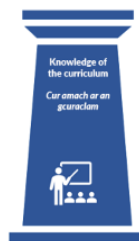


Being creative

The children learn with and from others in the classroom, appreciating the knowledge that children with different home languages bring to the story. Through these interactions, children build understanding, make connections and deepen their engagement with the story.

Preparation for Learning and Teaching

To support the development of this learning experience the teacher drew on her knowledge of the Primary Language Curriculum (PLC), the children in her classroom and her understanding of pedagogy.



Using her knowledge of the children as linguistically diverse learners the teacher selected a story that was accessible, engaging and suitable for exploring through many languages. The teacher used visual aids, gestures and objects to teach new vocabulary associated with the story (visible preparation).

The teacher cultivated a welcoming and inclusive classroom environment in which contributions in all languages were valued (invisible preparation). Affirming children's home languages in this way supports children's identity and sense of belonging in the classroom.

Drawing on her knowledge of the PLC, the teacher selected the appropriate English Learning Outcomes from the Oral Language strand and recorded the focus of new learning in her own words (recorded preparation).

Elements	Strands	Learning Outcomes	
Understanding	Oral language	LO4 sentence structure and grammar.	The children use coherent sentences of increasing complexity with correct tense, word order and sentence structure.
Exploring and using	Oral language	LO10 playful and creative use of language	The children use language playfully and creatively to retell the story.
Exploring and using	Reading	LO9 Comprehension	The children recall and sequence significant details from the text.

Demonstration of Learning

Throughout the learning experience showcased in this video, the children demonstrate their progression in a variety of meaningful ways. They recognise and use the vocabulary, both while engaging with the story and during related activities. As they retell the story, they show an understanding of the characters, events and key ideas.



The children are actively engaged in the experience as they ask questions, share ideas and respond to prompts as the story is read by the teacher. Together, these moments highlight the children's development of vocabulary, comprehension skills and genuine involvement in the learning process.

Reflective Questions

1. How does the children's use of their own languages enhance their engagement with the story?
2. The next step in this learning experience involves the teacher working in partnership with parents. How might this partnership contribute to celebrating diversity in the classroom?
3. What additional opportunities could be provided for children to use their home languages?

PARTNERSHIPS

Partnerships and collaboration between schools, families, and communities enrich and extend children's learning by acknowledging and supporting their lives in and out of school.

**PRINCIPLES OF
LEARNING,
TEACHING, AND
ASSESSMENT**

An tEispéireas Foghlama seo a chur in oiriúint don Ghaeilge

Gaeilge (T1) i Scoileanna Gaeltachta/lán-Ghaeilge:

Feictear neart straitéisí éifeachtacha san fhíseán seo chun foclóir agus struchtúr abairte a chleachtadh agus a dhaingniú agus d'fhéadfaí iad a úsáid dá mbeadh an scéal á léamh as Gaeilge i scoil lán-Ghaeilge/scoil Gaeltachta. Maidir le ról na dtuismitheoirí, d'fhéadfaí a mholadh an scéal Cinnín Óir a insint nó a léamh sa bhaile, i dteanga baile an pháiste.

Gaeilge (T2) i scoil meán-Bhéarla:

Tar éis an scéil a léamh agus a fhiosrú i mBéarla, bheadh eolas cúlra maith ag na páistí ar an scéal, rud a thacódh leo dul i ngleic leis an scéal i nGaeilge. D'fhéadfaí an scéal a léamh i nGaeilge ag cur tacaíochtaí ar fáil trí gheáitsí agus pictiúir sa leabhar a úsáid. Cé nach mbeadh an teanga ag na páistí tabhairt faoin athinsint ag Céim 1, d'fhéadfaí díriú ar fhrásaí ón scéal (m.sh., *is maith liom/ní maith liom*) agus iad a úsáid i gcomhthéacsanna eile (*is maith liom am lóin/is maith liom an clós srl.*). D'fhéadfaí díriú ar an bhfoclóir a bhaineann leis an teach chomh maith agus tascanna beaga a thabhairt do na páistí chun an foclóir a chleachtadh agus a úsáid (m.sh., leaba, cathaoir, bord, teilifís agus teidí a ghreamú sna seomraí éagsúla agus cur síos simplí a dhéanamh ar a dteach).

To view the video related to this Support Information document, click [here](#)