

# GOLDILOCKS & THE THREE BEARS: INPUT/OUTPUT

**Course Name:** Kindergarten ELA  
**Unit/Theme:** Goldilocks & the Three Bears

**Time Frame:** 3 lessons, 30 minutes each.  
**Grade Level:** Kindergarten

**Lesson Summary:** This lesson aligns with the district ELA unit “Goldilocks and the Three Bears.” It integrates basic knowledge of computer input to achieve a simple goal: output. It is based on prior knowledge of basic computing: a command can be entered into a device in order to receive new data.

| CONTENT AND SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>Learning Objectives:</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Discover that a basic command causes a digital device to respond with new information.</li> <li>Participate in an activity that simulates digital input/output.</li> <li>Describe the results of the activity.</li> </ul>                                                                                                                                                                                                                                            |
| <p><b>Essential Questions (optional):</b></p> <ul style="list-style-type: none"> <li>How can I provide basic information to receive new information?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Student I can statements . . .</b></p> <ul style="list-style-type: none"> <li>I can name some ways people input information to receive additional information.</li> <li>I can input information, just like a computer device.</li> <li>I can describe the outcome.</li> </ul>                                                                                                                                                                                                                                                                                  |
| <p><b>How will you meet the needs of SWD and ENL students?</b></p> <ul style="list-style-type: none"> <li>A video retelling of the story with closed captions will be available.</li> <li>Directions will be presented verbally.</li> <li>The lesson will be modelled by an adult.</li> <li>Adult assistance will be available.</li> </ul>                                                                                                                                                                                                                           |
| <p><b>Content Standards</b></p> <p>List all standards and how learners will meet the standard</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>KSL5: Create and/or utilize existing visual displays to support descriptions.</li> <li>KSL2: Participate in a conversation about features of diverse texts and formats.</li> <li>KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</li> <li>KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).</li> <li>KRF4: Will engage with emergent reader texts and read-alouds to demonstrate</li> </ul> |

comprehension.

- KR2: Retell stories or share key details from a text.

### **NYS Computer Science and Digital Fluency Standards**

List all standards and how learners will meet the standard

- **Networks and System Design**
  - **K-1.NSD.1** (Hardware and Software) Identify ways people provide input and get output from computing devices.
- **Networks and System Design**
  - **K-1.NSD.5** (Network and Internet) Identify physical devices that can store information.
- **Computational Thinking**
  - **K-1.CT.6** (Algorithms and Programming) Follow an algorithm to complete a task.
  - **K-1.CT.5** (Abstraction and Decomposition) Recognize that the same task can be described at different levels of detail.
  - **K-1.CT.10** ((Algorithms and Programming) Collaboratively create a plan that outlines the steps needed to complete a task.

### **CASEL COMPETENCIES and/or NYS SEL BENCHMARKS**

- K-3 Goal C. 2C.1b. Demonstrate adaptability and appropriate social behavior at school.
- K-3 Goal A. 1A.1b. Demonstrate control of impulsive behavior.
- K-3 Goal C. Identify ways to work and play well with others.

### **INSTRUCTIONAL PLAN**

List the steps of the lesson, including instructions for the students.

*How will you make sure this lesson is culturally responsive?*

Day 1:

- Review common themes found throughout multiple retellings of *Goldilocks and the Three Bears* from various cultures.
- Students volunteer to retell the story, using a familiar version as a visual guide.
- Introduce the students to a Seesaw activity, in which they will move the characters throughout a house while using the microphone to retell the story. Tell students that they are providing the input with the iPad and will receive output as Goldilocks moves through the house. **K-1.NSD.1**

Day 2:

- Introduce the students to a grid, shown on the Smartboard. The grid contains black squares and some familiar pictures from *Goldilocks and the Three Bears* scattered around the grid. The grid is also labeled with a starting (Goldilocks) and ending point (Goldilocks leaving the Three Bears' home.)
- Show students how they can input directions by calling out commands, such as "go forward," "turn left," or "turn right" etc. Try this a few times, counting the number of steps as you go with tallies. **K-1.CT.6**
- Students will then receive their own paper copy of this grid and a picture of Goldilocks. They will practice with a partner moving Goldilocks through the grid to reach the end point in as few steps as possible. **K-1.CT.6**
- As an alternative, the teacher can mark the carpet using tape, or use the classroom

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| <p>group carpet by marking off squares and using pictures. <b>K-1.CT.5</b></p> <p>Day 3:</p> <ul style="list-style-type: none"> <li>• The students will be presented with a large floor grid on bulletin board paper, an enlarged version of the small paper grid they used previously.</li> <li>• The teacher will model calling out directions to a partner (adult or child) as they physically move through the spaces from start to end.</li> <li>• All students will have a chance to participate in both rolls, caller and Goldilocks. (Multiple large charts will be needed.) <b>K-1.CT.6 K-1.CT.10</b></li> <li>• Students will gather to discuss their experience, including a discussion on how the caller provided input, and Goldilocks responded by providing output. What other devices can store information? <b>K-1.NSD.5</b></li> </ul> |
| <p><b>BACKGROUND OR PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Knowledge of how to use Seesaw and all tools.</li> <li>• Knowledge of various retellings of <i>Goldilocks and the Three Bears</i>.</li> <li>• Knowledge of classrooms rules and expectations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>INSTRUCTIONAL TECHNOLOGY INTEGRATION</b></p> <ul style="list-style-type: none"> <li>• Smartboard, iPads</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>MATERIALS / RESOURCES</b></p> <p>Add additional resources needed for this lesson such as templates, images, videos, etc.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>• Seesaw retelling activity:<br/> <a href="https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.317aaab9-bf0f-4f29-a89b-7e763f88794e&amp;share_token=x7qqLgFVRNmEcFBC7_zxjg">https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.317aaab9-bf0f-4f29-a89b-7e763f88794e&amp;share_token=x7qqLgFVRNmEcFBC7_zxjg</a> </li> <li>• Teachers may use alternate grids, such as a classroom carpet with squares, or with taped off squares and images from a Goldilocks story. Use your imagination!</li> <li>• <a href="#">Goldilocks and the Three Bears Grid.docx</a></li> </ul>                                                                                                                                                                                                                       |