



GOLDILOCKS AND THE THREE HARES
by Heidi Petach, in consultation with Joan Farabee

INTRODUCTION

Goldilocks and the Three Hares can be successfully integrated into a cross-curriculum program for grades 1-4. Besides the Classroom Discovery Pages included, ideas for further exploration in language, science, math, and geography skills are suggested here.

THEMES

A Closer Look at Books

For Discussion

Describe other parts of a book. The gutter is the center of an open book. Full page art and 2-page spread refer to the size of the illustrations. The artist has to be careful not to put anything important in the center of a 2-page spread, or it will get lost in the gutter. In a 4-side bleed, the artist must paint more than you see (usually 1/4 extra in each direction of the bleed), since this part of the illustration is lost when the printed paper is trimmed before being bound.

This ensures that there will be no white space on the bound page.

The endpapers of **Goldilocks and the Three Hares** are white, and half of each one is glued to one of the binding boards of the covers. *Goldilocks* is a hardcover, or hardbound, book. There is no half title page, and counting the title page as page 1, the following is true: pages 4 and 5 are both full page art. Page 4 is a 4-side bleed; page 5 has no bleed. Pages 6 and 7 form a 2-page spread. Page 8 is a 1-side bleed.

Fun Facts

Did you know that odd-numbered pages in books are always on the right-hand (recto) page? The left-hand page (verso) always contains the even-numbered page numbers.

ACTIVITIES

A Closer Look at Books

The class can cooperate in making a large dress-up book. Using a big carton, remove the top flaps, turn the carton over and cut out holes for a head and arms. Add construction paper covers and draw lines on white paper for the page edges. Students can take turns wearing it and telling stories as the talking book. Or make a large book with a front cover that opens, and use a number of large sheets of white paper to make the half title, title, copyright, and dedication pages. The children can take turns being the book and identifying its different parts.

Using the large book with pages of blank paper, the class can collectively write a story in the book, perhaps using one of the ideas suggested for Classroom Discovery Page 2.

Ask the class to name which side of the book a certain page number would be found, reinforcing the concept of even and odd numbers, as well as left and right.

Fun with Puns

For Discussion

What are puns? How do they relate to homonyms and synonyms and rhymes?

How does **Goldilocks and the Three Hares** compare to The Story of the Three Bears and to The Story of the Three Little Pigs? How are the stories similar? How are they different?

Have students write down their favorite puns from *Goldilocks* and then share them in groups.

Mix up two or more different fairy tales into one story. Or make up a pun-filled version of a fairy tale or nursery rhyme and illustrate it. Cross-cultural versions of fairy tales could be made, such as Dreadlocks and the Three Bears.

Which Is It: a Rabbit or a Hare?

Fun Facts

Rabbits and hares are lagomorphs, not rodents. Among various other distinctions, lagomorphs have three pairs of ever-growing incisors, as opposed to two pairs in rodents.

The jack rabbit on page 3 of *Goldilocks* is only one example of the rabbit/hare name confusion. Like the jack rabbit, the snowshoe rabbit is really a hare. Its fur changes color to match its environment, being brown in summer and white in winter. On the other hand, the Belgian hare, a lean, racy-looking pet, is really a rabbit.

European rabbits are social animals, with more than one family sharing an extensive underground warren, while many American cottontails live alone above ground like hares. Cottontails, however, are true rabbits because their young are born naked and blind.

The mother rabbit leaves her nest largely unattended, visiting the babies to nurse only a few minutes twice a day (at dawn and at twilight), when she is more difficult to see and less likely to attract predators.

For Discussion

What are the differences and similarities between rabbits and hares? How are they different from other mammals?

Name other popular rabbits (e.g. Uncle Wiggly, Peter Rabbit, etc.). Are they rabbits or hares?

How can you tell?

Rabbits are a natural for teaching math concepts. Think of the multiplication possibilities alone! According to Paul Paradise in *Rabbits* (T.F.H. Publications, 1979), it is estimated that a single pair of rabbits can produce in the neighborhood of 13 million rabbits in three years.

You can figure out your own math problems from the following statistics: a female rabbit (called a doe) can bear as many as 30 babies (fawns) a year in

about 4 litters (the male- you guessed it- is called a buck). Young rabbits are ready to breed in less than a year. The average lifespan of a pet rabbit is six to eight years (twelve is a record), but wild rabbits are lucky if they make it to their first birthday.

Visit a zoo or nature center that has rabbits and hares, or invite someone from the zoo, nature center, or humane society to talk about their experiences with rabbits.

Design a rabbit warren in cross-section with the class and discuss what life for the rabbits would be like.

Have the students write about their experiences with rabbits or other wild animals, including vivid details, and how they felt, or if the encounter changed them in some way.

Are Weasels Evil and Mice Nice?

Fun Facts

According to Mervin F. Roberts, in *Mice as Pets* (T.F.H. Publications, 1977, pp. 18 & 19): Assume that mice produce young 60 days after birth and every 60 days thereafter. Actually they can do even BETTER than that. In a year and a half, a pair of breeding mice can produce a population of nearly four million, which, stretched nose to tail (7 per mouse, on the average), works out to about 450 miles, which is as far as from Alfred, New York to Washington, D.C., via Salem, West Virginia (give or take a mouse or two).

For Discussion

What is the food chain? What is the difference between predator and prey? What animals prey upon mice, rabbits, and weasels, and what do they prey upon?

Have students use maps to determine what other cities are 4 million mice apart. How many mice (stretched nose-to-tail) would it take to reach London, Paris, Tokyo, or other destination?

Designate the children as grasshoppers, mice, and weasels, according to color-coded yarn tied around their wrists. The weasels can hunt only mice, mice hunt only grasshoppers, and grasshoppers eat only grass (represented by popcorn). Each child is given a sandwich-size baggie, which represents a stomach.

The game is played outside, with a designated area as the main playing field and two or three safe zones, where the animals may not prey on each other. The teacher spreads popcorn on the main playing area. The grasshoppers are set loose for 30 seconds to gather popcorn. Only the grasshoppers are allowed to gather popcorn. The mice are set loose to eat (tag) the grasshoppers.

The caught grasshopper must put its popcorn in the mouse's bag; grasshoppers with empty bags are sent to a designated area to wait for the next game.

After another 30 seconds, the weasels are set loose on the mice. The same rules continue for a few minutes, or stop if all the prey are dead (out of popcorn). At the end of the game, all remaining animals must have the following amounts of food, or they are dead: grasshoppers- bag 1/3 full; mice- 2/3 full; weasels- full.

By varying the size of the playing area, as well as the number of each animal, children can learn the effects of crowding and the balance of the food chain. You can also include cheese popcorn with the regular, without explaining the distinction. The cheese popcorn represents pesticide and any animal with 3+ kernels at the end of the game has died of toxic poisoning.

This game, called *Catch Me If You Can*, can be found in *Critters*, an AIMS Education Foundation teacher resource book.

Take a nature hike through the park, woods, or the school yard. Make sketches of all the animals that are found, including insects. Back in the classroom, identify the animals.

Join an environmental organization, such as the Nature Conservancy Adopt-a-Bison program, which helps the black-footed ferret since it shares the same habitat. Call 1-800-628-6860 for more information.

Find more teaching guides and tips at: <http://us.penguinroup.com/youngreaders>.

The endpapers of Goldilocks and the Three Hares are white, and half of each one is glued to one of the binding boards of the covers. Goldilocks is a hardcover, or hardbound, book. There is no half title page, and counting the title page as page 1, the following is true: pages 4 and 5 are both full page art. Page 4 is a 4-side bleed; page 5 has no bleed. Pages 6 and 7 form a 2-page spread. First there is goldilocks and the hares (who insist they are rabbits) and then the mice and weasels. throughout the story' you have the narrative and the inserts of dialog that the animals are adding. it is quite a clever idea on Petach's part, but is slightly distracting while you are reading. it is very penny and well written, but it.Â Although I read multiple negative reviews on this book, I absolutely loved Goldilocks and the Three Hares! I think it is one of my favorite post modern books that I have read. I was a big fan of fairy tales when I was little, and I still love them now. The twisted fairy tales really appeal to me and I find them impressive! I love how a classic story can be changed and often to be more humorous.