



# **Goldilocks And The Three Bears**

Based on the book by Robert Southey  
Adapted by Carolyn Dellinger, with music and lyrics by Carolyn Dellinger

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## **Classroom Guide Grade 2 — Grade 3**

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## How to Use This Guide

This classroom guide for *Goldilocks and the Three Bears* is designed for Texas students in Grades 2 and 3. It offers activities to help you integrate a performance of *Goldilocks and The Bears* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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## 1: Discussion Questions

### ***Before the Performance***

*Goldilocks and the Three Bears* is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on the book called *Goldilocks and the Three Bears* .

- Have you read *Goldilocks and the Three Bears* as a class or by yourself?
  - Based on what you read, what do you think may happen in the play?

### ***During the Performance***

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

### ***After the Performance***

What did you think of the play?

- If you read *Goldilocks and the Three Bears* beforehand, how was the play similar to the comic strip?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc.)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
  - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Goldilocks and the Three Bears* how would your production be different than the play you saw by Magik?

## **2: Magik Must-Reads**

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for *Goldilocks and the Three Bears* is Respecting Others.

The Magik Must-Reads (Grade 2 — Grade 3) are:

*David Gets in Trouble* by: David Shannon

*Monster Manners* by: Joanna Cole, illustrated by Jared D. Lee

*Pinkerton, Behave!* by: Steven Kellogg

*Armadillo Tattletale* by: Helen Ketteman, illustrated by Keith Graves

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

### **Theme**

How did the theme of Respecting Others show in each book? Explain.

### **Setting**

Describe the settings of each book.

- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?

How were the settings similar to each other? How were they different?

How were the settings related to the theme of Respecting Others? Explain.

### **Characters**

Who were the main characters of each book?

Did any characters show up in more than one book?

Were the characters of one book similar another book's characters in any other ways?

### **Plot**

What did the main characters of the books want most?

Did anyone or anything stand between the main characters and their goals?

Did the main characters get what they wanted? How?

How were the plots of the books similar? How were they different?

**3: Write and Illustrate Your Own Story**

In *Goldilocks and the Three Bears*, a young girl comes across the Bear Family’s house in the woods. As she enters, she helps herself to a bowl of porridge, breaks one of the chairs, and takes a nap on one of the beds. Write a story about a character who learns the importance of respecting others property. . Answer these questions as you write your story:

- Who is your main character?
- Who are your other characters (if any)?
- What does your main character want?
- What is keeping your main character from what he or she wants?
- How does your main character tackle the problem?
- How does your story end?
- Did your main character learn anything?

TITLE: _____

**4: Word Problems**

1. Goldilocks has a tissue box with 127 tissues. Before she got to the Bear Family's house, she used 15. How many tissues are left in the box?
  
2. The Bear Family collects books. They own 79 books. If they add 23 more books, what is the total number of books in their collection?
  
3. The Bear Family has 133 logs of wood in a pile behind their house, but the storm washed away 63 logs, how many logs of wood is left?
  
4. Papa Bear decided that he wanted to buy a new chair. A chair cost \$15. If he has \$62 dollars, how much money will he have left after he buys one chair.
  
5. Mama Bear and Goldilocks decide to make cookies. If Mama Bear bakes 24 cookies and Goldilocks bakes 12 cookies. How many total cookies will there be?
  
6. The Three Bears decide to make 2 bowls of porridge each. How many bowls of porridge will they make total?

## 5. Porridge Temperature Test

In the story, Goldilocks eats three bowls of porridge. One is too hot, one is too cold, and one is just right. Each of these bowls was a different temperature. The longer these bowls sit out, the colder the porridge becomes. You can test how the amount of porridge changes how hot or cold it becomes over time, using containers of water.

### Materials:

One Large Container (jar, beaker, bowl, etc.)  
One Medium Container  
One Small Container  
Thermometer

### Make A Guess:

Which container of water do you think will stay the hottest over time? Which will become the coldest?

### Test The “Porridge”:

Fill each of the containers with hot water from the tap.  
Take the temperature of the water and write it down. (They should all be the same at this point.)  
Set a timer for 15 minutes.  
At the end of 15 minutes, take the temperatures of the water again.  
Write them down.

### Write Down Your Results:

	Temperature Before 15 Minutes	Temperature After 15 Minutes
Small Container		
Medium Container		
Large Container		

### Follow Up Questions:

Did the water become hotter or colder after 15 minutes?  
Which water’s temperature changed the most?  
Which water’s temperature changed the least?  
Do you think the amount of water had to do with the change in temperature?

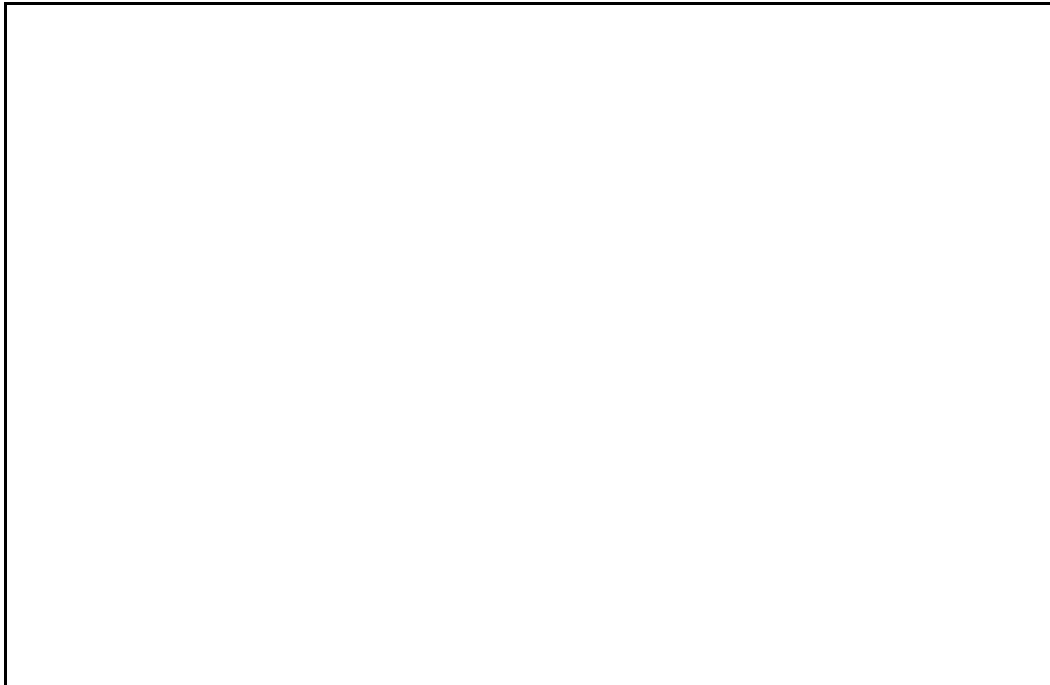
This lesson was borrowed from <http://science-mattersblog.blogspot.com/>

## 6. Make a Map

In the story Goldilocks explores the three bears' house. What if you got to go to the three bears' house? Imagine Goldilocks left you a map of the house so that you knew where everything was. Draw a map of what you think the 3 bears' house looked like. Don't forget to include a map key with symbols for things like porridge chairs and beds.

Be sure to include

- Dining room
- Living room
- Bedroom





## 7. Create Your Very Own Goldilocks

If there were no pictures in the book and you had to come up with what Goldilocks looked like all on your own how do you think she would look?

### Materials Required

Construction Paper Assorted Colors

Yellow/Gold Pipe Cleaners

Buttons

Googly Eyes



## 8: Exploring Music

In the play *Goldilocks and the Three Bears*, music is used to set the mood (background music), to tell the story, and during transitions (movement from one scene to another).

As an exploration exercise, play samples of several different musical pieces for your students. Encourage children to add dance/movement to their listening experience. Make sure students have room to move around. Point out different tempos and rhythms to encourage change in dance/movement. Help students find the beat of a piece by clapping, marching in place, snapping your fingers, etc.

Using a variety of musical instruments or everyday objects\*, lead students through a discussion of musical qualities:

- Demonstrate musical qualities
- loud vs. soft sounds
- high-pitched notes vs. low-pitched notes
- fast rhythms vs. slow rhythms
- Ask students to emulate your examples using instruments, their voices, or their bodies (e.g., clapping their hands, snapping their fingers, clicking their tongues)
- Ask students to sort instruments
- sort single-pitch instruments from low-pitched to high-pitched
- sort single-pitch instruments separately from multi-pitch instruments
- Create a simple rhythmic pattern
- ask students to repeat it
- ask students to create and repeat their own simple rhythmic patterns
- Create a simple melody
- ask students to repeat it
- ask students to create and play their own simple melodies
- As a class, create a composition with a mood (happy, creepy, sneaky, etc)

*\*Including:*

- cardboard oatmeal can (with lid)
- rubber band
- chopsticks
- metal spoons
- plastic bucket
- plastic storage bin
- pots and pans
- pot/pan lids
- wooden spoon
- plastic cup with lid, filled  $\frac{1}{4}$  full with dry beans or rice
- cardboard tubes
- glasses with different levels of water

**TEXAS**

**Grade 2**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.10.b.5
2	ELA 110.13.b.5
3	ELA 110.13.b.17-18
4	Math 111.14.b.3-4
5	Science 112.13.a.4.C; 112.13.b. 1-4; 112.13.b.9.A; 112.13.b.10.B
6	Soc Studies 113.13.b.2A-C; 113.13.b.18.A-E; 113.13.b.19 A-B; 113.13.b.20A-B
7	Fine Arts 117.8.b.1-2, 4
8	Fine Arts 117.9.b.1-2, 4

**Grade 3**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.13.b.5
2	ELA 110.14.b.4
3	ELA 110.14.b.17-18
4	Math 111.15.b.3-4
5	Science 112.14.a.4.C; 112.14.b.1-4; 112.14.b.9.A; 112.14.b.10.A-B
6	Soc Studies 113.14.b.5.C-D; 113.14.b.17 A-F; 113.14.b.18. A-C
7	Fine Arts 117.11.b.1-2, 4
8	Fine Arts 117.12.b.1-2, 4

**COMMON CORE**

**Grade 2**

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.2.1, 5-6
3	ELA W.2.3
5	Math 2.OA.1

**Grade 3**

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.3.1, 5-6
3	ELA W.3.3
5	Math 3.OA.3, 7