



Goldilocks And The Three Bears

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

Classroom Guide Kindergarten - Grade 1

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How to Use This Guide

This classroom guide for *Goldilocks* is designed for Texas students in Kindergarten and Grade 1. It offers activities to help you integrate a performance of *Goldilocks* 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?

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* is Respecting Others.

The Magik Must-Reads (Kindergarten - Grade 1) are:

Words Are Not for Hurting by: Elizabeth Verdick, Illustrated by Marieka Heinlen

Lilly's Purple Plastic Purse by: Kevin Henkes

Five Little Monkeys Jumping on the Bed by: Eileen Christelow

I Show Respect! By: David Parker, Illustrated by Gioia Fiammenghi

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?

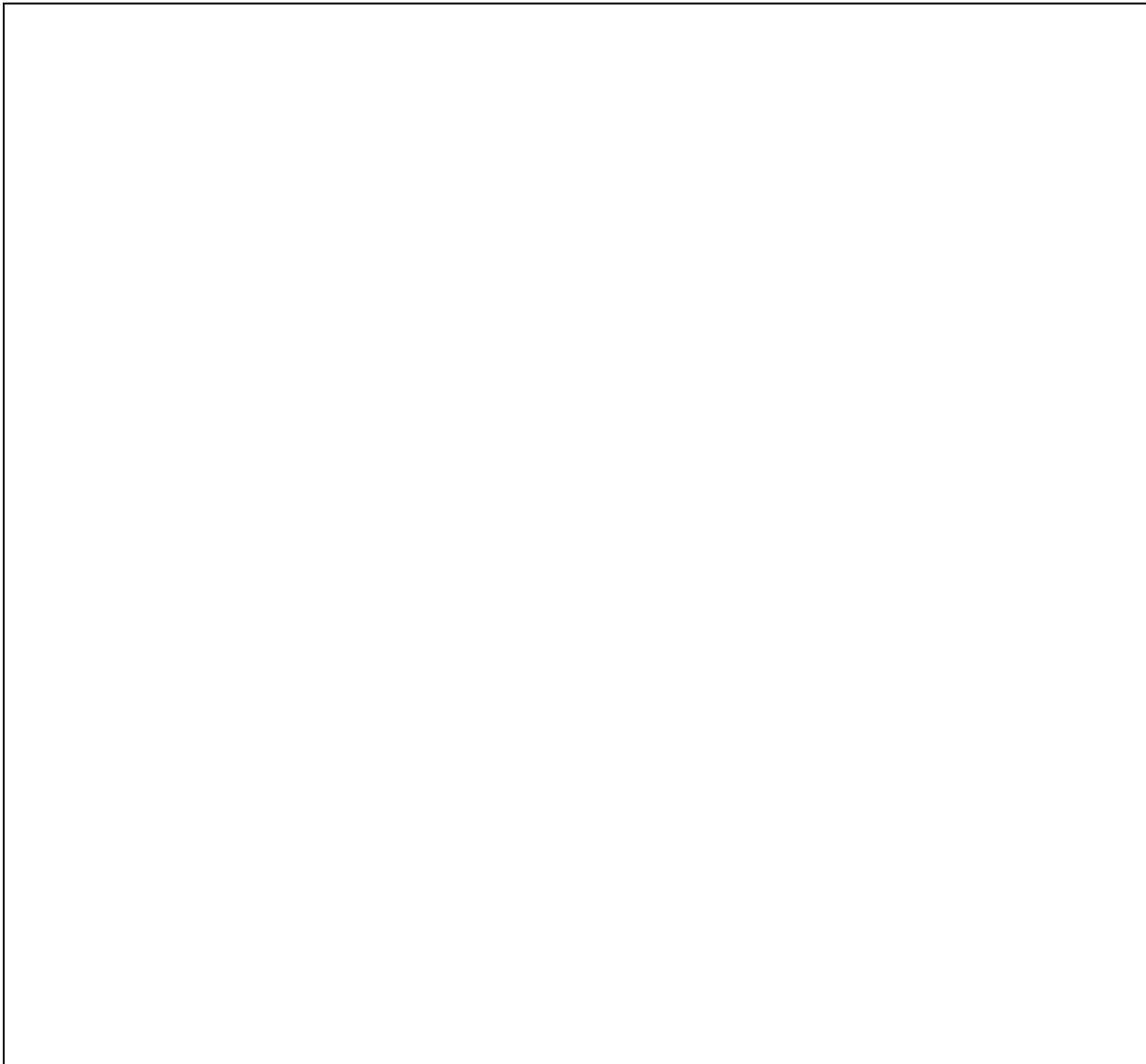
Did the main characters get what they wanted? How?

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

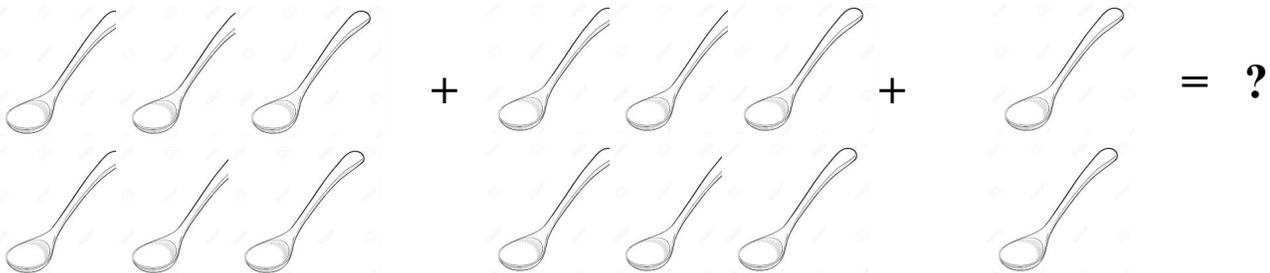
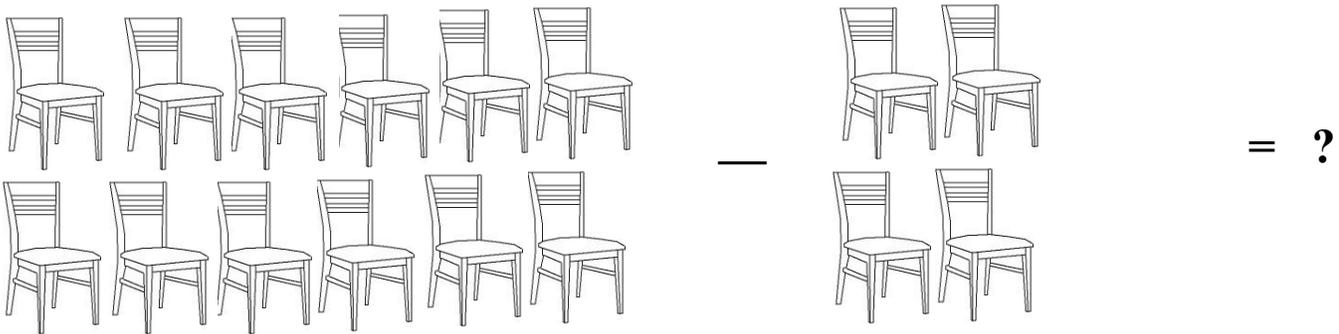
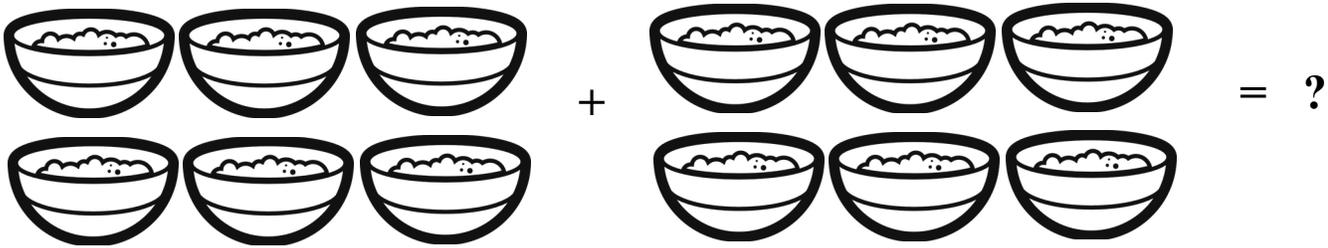
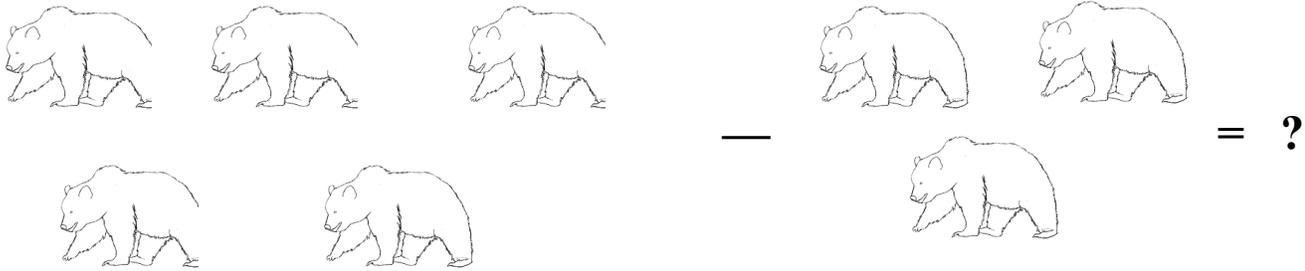
3: Write and Illustrate Your Own Story

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. As a class, make a picture book about a character who learns the importance of respecting others property. Have everyone draw one picture from the story you create. When you are done, put the pictures together to make your very own book. 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?
- In the space below, draw a picture to illustrate your story.



4: Picture Problems



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. How To Be A Good Citizen

Being a good citizen is very important. A good citizen is someone who is respectful, honest, fair, caring, and many other things. Sometimes, Goldilocks has a hard time being a good citizen. You cannot make the same mistakes that Goldilocks did by learning how to become a good citizen at home, school, and in your community.

Learn The Words:

- Respect means understanding that someone or something is important. When you treat someone with respect, it means you care about their feelings and well-being.
- Honesty means telling the truth and acting truthfully. When you are honest, you are acting way that you know is right.
- Fairness means you act in a way that makes you equal with everyone else. This means you follow the rules, share, take turns, listen to others, and many other things.
- Caring means that you treat others with love and kindness. Being caring is important because you should always treat others the way you would want to be treated.

Questions To Answer:

- When should you be a good citizen?
- When was a time you treated someone with respect?
- When was a time you acted honestly or fairly?
- What are some examples of being a good citizen?
- Why is it important to be a good citizen?

Now that you know what a good citizen is, you can make a good citizen book. You can use this book as a reminder to be a good citizen, or to teach others about being one.

Materials:

Paper
Scissors

Stapler
Crayons
Markers

Make Your Book:

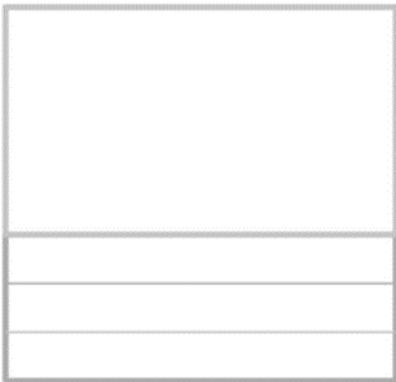
Cut the paper in half.



2. Stack the two halves, but leave an edge of 1 inch.



3. Fold the paper in half so that there are three edges at the bottom.



4. Staple along the fold.

5. Decorate the top with the title “My Good Citizen Book.”

6. Along the edges, write the words that describe a good citizen: respect, honesty, and caring.

7. One each page, write what the word means, and draw an example of that word.

8. Share your book with friends and family.

This lesson was borrowed from <http://devotedtovocabularydevelopment.com/>. Check out this webpage to view this lesson and others.

7. Puppet Theatre

Now that you know the story of *Goldilocks and the Three Bears*, you can recreate it on your own. Talk about the story with the class. Make your own puppets of the characters, props, and a house. Get together with others from your class and act out your favorite scenes or make up your own story.

Before We Begin:

What do you remember from *Goldilocks*?

What was your favorite part?

Who are the characters?

What was the problem of the story?

How did it get solved?

What was the lesson we learned in *Goldilocks*?

Why do we tell stories?

Materials:

Paper Bag

Markers

Crayons

Scissors

Tape

Glue

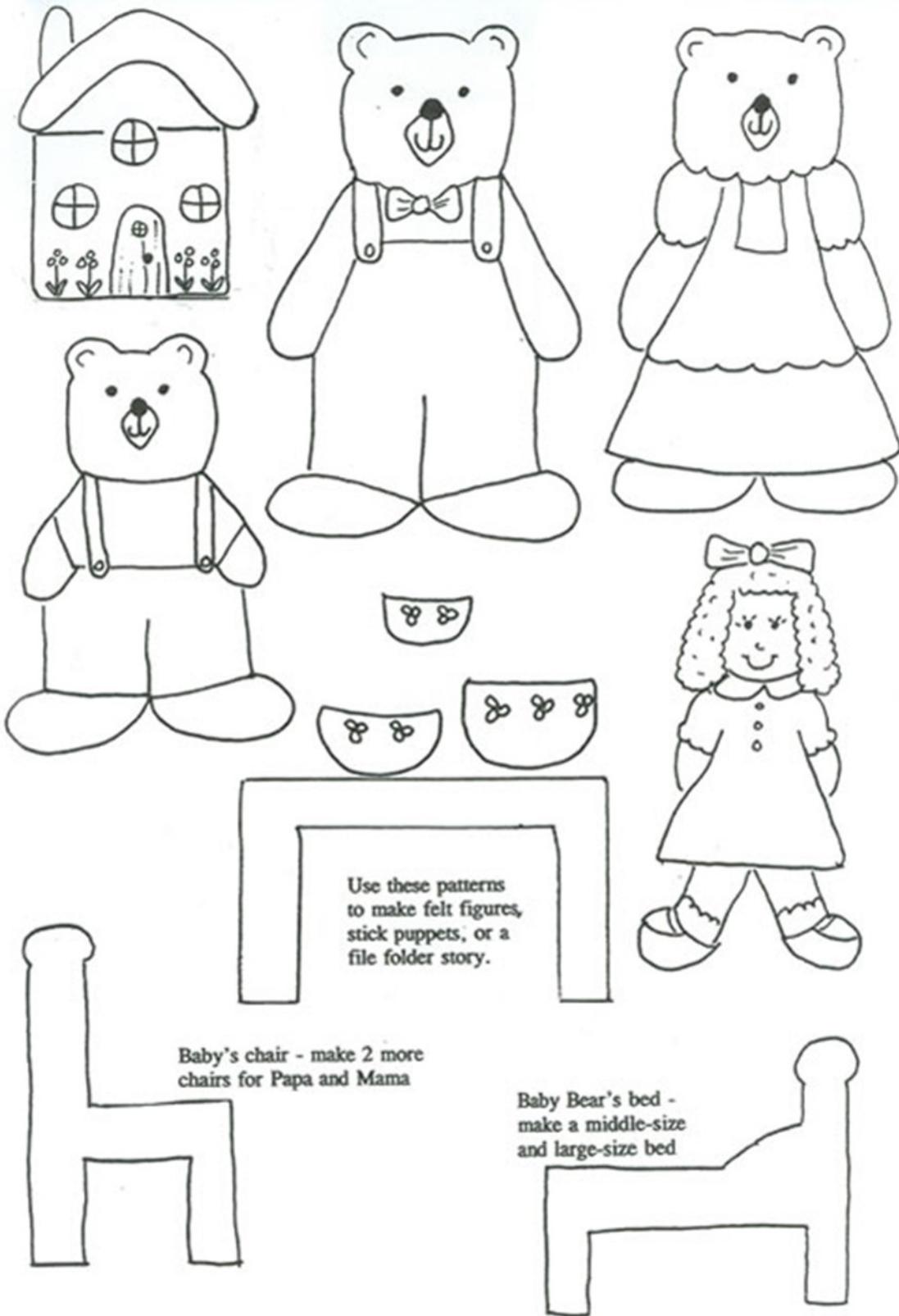
Stapler

Popsicle Sticks

Make Your Puppets:

1. Color and the three bears and Goldilocks from the following page.
2. Cut them out.
3. Attach them to craft sticks using glue or tape to make puppets.
4. Fold back the top corners on the back of the sack.
5. Tape them down to make the roof of the story house.
6. Staple the bottom flap of the sack on the sides to make a pocket in which to store the puppets.
7. Turn the sack over and decorate to look like a house.
8. Act out the story with your new puppets.

This craft was borrowed from <http://www.drjean.org>. For this tutorial and other interesting crafts and projects, visit this webpage.



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

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.4.b.5
2	ELA 110.11.b.5
3	ELA 110.11.b.13-14
4	Math 111.12.b.1, 3-4
5	Science 112.11.b.5.A,B; 115.2.b.1.A-C; 5.A-B
6	Soc Studies 113.11.b.2-3, 14-15; ELA 110.11.b.13, 15
7	Fine Arts 117.2.b.1-2, 4; 117.3.b.1-2, 4
8	Fine Arts 117.3.b.1-2, 4

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.7.b.5
2	ELA 110.12.b.6
3	ELA 110.12.b.17-18
4	Math 111.13.b.1-3
5	Science 112.12.a.4.A-B; 112.12.b.1.A-B; 112.12.b.2.A-E; 112.12.b.4.A-B 6
6	Soc Studies 113.12.b.17.A-C; 113.12.b.18.A-B; 113.12.b.19.A-B; 115.3.b.6.A-B
7	Fine Arts 117.5.b.1-2, 4; 117.6.b.1-2, 4
8	Fine Arts 117.6.b.1-2, 4

COMMON CORE

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.K.1
3	ELA W.K.3
4	Math K.OA.1-2

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.1.1
3	ELA W.1.3
4	Math 1.OA.1-2, 5, 7-8