

# StoryBook Theater

Educator's  
Curriculum  
Guide

Premera Blue Cross presents

# Goldilocks & the 3 Bears

Adaptation by  
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**PREMERA** | 

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**CULTURE**

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**STORYBOOK THEATER** is produced by **STUDIO EAST**  
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## HELLO TEACHERS!

Thank you for choosing to bring your class to StoryBook Theater's production of "Goldilocks & the 3 Bears". We are confident that you will find our show entertaining!

We have created this packet for you to help make seeing our play an even richer learning experience for your students. We have included some preparatory activities for before you see the show and a few reflection experiences for afterwards. The activities and exercises were carefully chosen and meet many of the Washington State Learning Standards in the Arts — as well as in Communication, Writing, and Reading. Have fun and we hope you enjoy the play!

— *The StoryBook Staff*

## STORY SYNOPSIS

Goldilocks & the 3 Bears is a story about how important it is to have good manners.

Baby Bear has very bad manners. Baby is constantly interrupting Mama and Papa, doesn't say "Please" or "Thank you," and does gross things! Baby Bear drives Mama and Papa Bear crazy! Mama Bear is so upset by Baby's manners and rude reaction to the porridge Mama made for breakfast that the whole family goes out for a walk to cool off.

Goldie also has very bad manners. Her parents expect her to do chores and to use good manners. Goldie thinks this is very unreasonable! She runs away from home and ends up in the Bears' cottage—without their permission! — eating their breakfast — also without their permission!

When Baby Bear and Goldie meet in the Bears' cottage, they are rude to each other and end up in a fight, singing, "Go away!" "Leave me alone!" "Why are you bothering me?!" Baby stomps off to find Mama and Papa Bear and to tell on Goldie. But Mama and Papa don't believe Baby, which is very frustrating for them all. Goldie appears and sings about all the terrible things that have happened to her: stories she has made up to make Mama and Papa Bear feel sorry for her.

They all return home, where Baby and Goldie continue to fight. Finally, Baby and Goldie are sent outside for time-out, where they decide they are tired of fighting. They begin to play the "I Spy" game, and have fun. But Goldie misunderstands one of Baby's clues and stomps off in a temper tantrum, leaving Baby upset and frustrated about losing a new friend.

Poor Baby is sorry, sad, and tired. Mama and Papa send Baby to bed for a nap... where Goldie is already sleeping. Baby wakes Goldie and explains why the game went wrong and they become friends again. Goldie and the Bear family sing about how using good manners helps a person be a good friend.

## BEFORE THE SHOW:

Here are some ways to prepare your class to see the play:

- It's a good idea to have students eat a snack and use the restroom before the show starts, so they are not distracted during the play.
- Get your students excited about the show by sharing your knowledge and excitement! Reading a story book version of the play is helpful so students can identify characters in the play and generate more discussion after seeing the production.
- Make sure students understand that what they will see on stage is make-believe, and that the actors in the costumes are safe people. This is important with potentially scary characters.
- Encourage your students to be active audience members. All StoryBook Theater performances include some audience participation, such as singing, laughing and clapping. There may be times when the characters on stage speak directly to the audience and ask questions. There are some times when the actors will be talking only to each other, and that's when the audience should be quiet.
- Try out a few of the activities in this guide! They are designed to make your StoryBook Theater experience last longer than the 55-minute show.



## Theater Terms

The activities that follow will incorporate these important terms and concepts.

- **characters** – the people in the play
- **setting** – where the action takes place
- **plot** – the sequence of actions, from beginning to end
- **improvisation** – in acting, it's making up the lines as you go without planning it
- **pantomime** – to act without words, only moving your body
- **prop** – any object used by a character in a play
- **set** – on the stage, this makes up the different settings, including the background and furniture

## Character List

- Mama Bear
- Papa Bear
- Baby Bear
- Goldilocks

## List of Settings

- Inside the 3 Bears' home
- Outside, in the woods
- Outside, in front of the Bears' home

## Vocabulary

- **porridge** – a food made of oatmeal, boiled in milk or water
- **waffles** – a breakfast cake with grid patterns on each side
- **ridiculous** – absurd or laughable
- **disappointed** – discouraged by a failure in hope or expectations
- **embarrassing** – feeling confusion or self-consciousness
- **manners** – socially acceptable way of behaving
- **rude** - impolite
- **respect** – to show regard
- **species** – a class of individuals having common qualities
- **spy** – to observe secretly
- **please** – a polite addition to requests and commands
- **thank you** – to express gratitude and appreciation
- **criticism** – a passing judgment
- **compliment** – an expression of praise
- **exceptional** – unusually excellent
- **intellect** – capacity for thinking
- **random** – without reason or pattern
- **different** – not alike
- **nice** – kind, pleasing
- **anticipation** – realization in advance





### ACTIVITY #1 – GOING TO THE THEATER

(Grades Pre-K - 4)

**Learning Targets:** Students will practice and define appropriate behaviors when seeing a live performance.

**Materials:** Board or paper and marker to make list of student ideas

**Classroom Setup:** Seated circle to start, with room to walk around

**What the teacher does:**

1. Initiate a discussion with questions such as “how do we behave at school?” “how do we behave at home?” “on the playground?” “at the library?” etc.
2. Introduce the question “how do we behave at the theater?” and encourage students to share ideas.
3. Designate areas of your classroom to be various locations. Have students move around the room and encourage students to act out the appropriate behavior when they are in each space.
4. Once they have established the appropriate behaviors, write a list of ground rules that will apply when going to the theater.

*Adapted from:*

<http://www.usq.edu.au/artsworx/schoolresources/piedpiperofhamelin/preparingyourstudents>

**Learning Standards**

**Language Arts: Speaking & Listening: 1a-c, 3, 5, 6**



### ACTIVITY #2 – SOUND OFF

(Grades Pre-K - 3)

**Learning Targets:** Students will practice improvising and responding to others.

**Materials:** None

**Room Arrangement:** Seated or standing circle

**What the teacher does:**

1. Select one student to start the game by making a gesture and a sound to their right neighbor. The sounds don't have to make sense.
2. Instruct the neighbor to immediately imitate the gesture and sound, then turn to the following right neighbor and makes a totally different gesture and sound.
3. The imitation and new sound and gesture is passed around the entire circle.
4. Tell players not to preconceive—ask them to throw themselves into this exercise.

**Variations:**

1. Instead of passing the sound/gesture to your neighbor, players can pass it to any player in the circle, employing eye contact and specific gesture.
2. Or try the game without imitating the sound/gesture received; just have players turn around and throw a new gesture/sound to their neighbors as fast as possible.
3. You can also have students cross the circle to share their sound and motion, then run back to their original spot as the new leader chases them to repeat the sound and motion. Repeat! A Sound Chase ensues, with everyone on their toes!

**Learning Standards**

**Theater: Pr 5.1, Pr 6.1**

**Language Arts: Speaking & Listening: 1a-c, 3, 6**

### ACTIVITY #3 – FAIRYTALE SNAPSHOTS

(Grades 2 - 4)

**Learning Targets:** Students will work in teams to practice and demonstrate storytelling through body language, gesture, and facial expression in tableaux.

**Materials:** None

**Room Arrangement:** Open spaces for each group to work independently, as well as an area designated for presentations

**What the teacher does:**

1. Break into groups as evenly as possible – maybe about 5 or 6 in each. Each group is to meet in a separate area of the classroom so they can plan secretly. They are to:
2. Choose a popular fairytale, folktale, or story that everyone knows; if the class is unfamiliar, choose a few to tell to the class in preparation for the activity.
3. Select characters among the group (if there are more group members than characters, they can select to be inanimate objects or scenic elements that are vital to the story).
4. Develop three “snapshots” that portray the beginning, middle, and end of the fairytale story by posing as their characters or objects. All players must be involved in each snapshot. They should also remain consistently the same characters throughout to avoid confusion.
5. Gather all the groups together after an allotted amount of time to watch each other’s presentations. When a group is ready to present at the front of the class, the audience must close their eyes while the snapshots are arranged, and open them when the snapshots are ready to be viewed.
6. The audience’s job is to guess the fairytale after each presentation. The easier it is for the audience to guess the fairytale is a good indication of the success of the group.

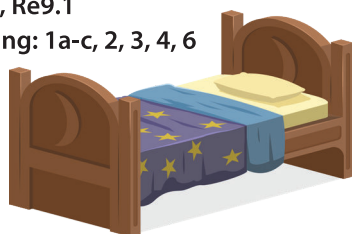
**Extensions:**

Audience etiquette. Discuss what the audience’s role is (active watching, quiet, applause after each performance, etc.)

**Learning Standards**

**Theater:** Cr1.1, Cr2.1, Pr 4.1, Pr 6.1, Re9.1

**Language Arts: Speaking & Listening:** 1a-c, 2, 3, 4, 6



### ACTIVITY #4 – BEARS MATH

(Grades 1 - 13)

**Learning Targets:** Students will develop skills in addition, subtraction, division and multiplication, story problem solving.

**Materials:** Use blocks, straws, or toothpicks for manipulatives to represent materials in the story problems, Story Problem Worksheet, pencils, paper.

**Room Arrangement:** Chairs at desks or tables

**What the teacher does:** Display the Story Problem Worksheet and read the problem together while students work the problems and record the answers at their seats or in pairs.

- Once upon a time, Mama Bear, Papa Bear, and Baby Bear lived together in the woods. How many bears were in the family?
- Each bear had a bowl of porridge at the table. There were two spoons on the table. How many more spoons did they need?
- Also on the table was a sugar bowl, holding twelve lumps of sugar. If they shared the sugar equally, how many lumps could each Bear have?
- When the Bears went out for their walk, they took a triangle-shaped path. They walked five minutes in one direction, turned a corner, and walked 10 minutes; they then turned again and walked five minutes back to their house. How many minutes in total did they walk? If the middle stretch of their walk was 100 yards long, and they walked at the same pace for their entire walk, how many yards long was the first stretch of their walk?
- Baby Bear pulled six toys out of his messy room. If he wants to share them with Goldie, how many toys could each of them play with?
- Baby and Goldilocks agreed to clean up Baby Bear’s room together. They started working at 10:30 and finished at 12:00. How long did they work?
- Goldilocks and Baby Bear wanted to go to the county fair, but they needed money to buy tickets. Goldilocks had a great idea to open a lemonade stand. If they sell lemonade for 10 cents a glass, and sold five glasses, how much money would they have?
- If they made \$4.50 and spent \$1.50, how much would they have left?
- At the fair, Baby Bear and Goldilocks played games and took rides on the Ferris wheel for three hours. If they arrived at 2:00, when did they leave the fair?

### ACTIVITY #4 – BEARS MATH, *continued*

- At 7:30, the family finished dinner. Mama and Papa Bear told Baby and Goldie that bedtime was 9:00. How long did they have to play before going to bed?

#### Learning Standards

Language Arts: Reading 1,-3

Mathematics: OA: A-C, MD:A-C, G:A

### ACTIVITY #5 – CHARACTER BODY LANGUAGE

(Grades PreK - 4)

**Learning Targets:** Students will develop skills in listening, movement, observation.

**Materials:** None

**Room Arrangement:** Standing circle

#### What the teacher does:

1. Invite the students to use their bodies to demonstrate how they would represent each character in the play. Name a character: all students strike a pose of that character. Then invite them to take turns saying a line that character said or might say.
2. Who are the characters in Goldilocks?
  - Mama Bear
  - Papa Bear
  - Baby Bear
  - Goldilocks
3. Have the students describe verbally and demonstrate each character through body language, gesture and facial expression.

#### Variations:

Teacher reviews the 4 characters, then invites the students to choose a character. As you go around the circle, the observers use body and verbal clues to guess which character they think the student represents.

#### Learning Standards

Theater: Cr3.1, Pr 4.1, Pr5.1, Re7.1, Re9.1, Cn 11.2

Language Arts Speaking & Listening: 1a-c, 3, 4, 6

## AFTER THE SHOW:

### DISCUSSION, VISUAL ART, AND WRITING PROMPTS

1. Baby Bear and Goldie each need to learn better manners. Which manners do you think they should work on? Do you think there are any manners you need to work on?
2. When someone has bad manners, do you want to play with them? How do good manners make people better friends?
3. How did Baby and Goldie finally work out their problems? Do you ever get frustrated with a friend? How do you work out your problems with your friends?
4. Baby and Goldie played a game of "I Spy." Use your pencil, crayons, and imagination to draw a picture of them playing. Share your drawing with your classmates. Can your classmates find in your drawing what Goldie and Baby "spied"?
5. Goldie wants your advice on how to be a better friend. Write a letter to her, helping her learn what matters to be a good friend.

### SCRAMBLED SENTENCES

*Put these sentences in the right order as they occurred:*

- Goldie and Baby Bear make friends (for the first time) and play "I Spy."
- Mama makes porridge for breakfast.
- The Bear family goes out for a walk to cool off.
- Baby Bear finds Goldie asleep in Baby's bed.
- Baby finds Goldie in the Bears' house eating the porridge.
- Baby and Goldie fight.

#### Learning Standards

Theater: Re8.1, Cn10.1, Cn11.2

Visual Arts: Cr 2.1, Cr2.3, Re7.2

Language Arts: Reading: 1-3, Writing: 1, 8



What's Next  
at StoryBook Theater?

# ★ Jack & the Beanstalk ★

January - March 2024



# Bravo!

Premera applauds StoryBook Theater, Studio East, and all of their talented performers.

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