



STUDY GUIDE FOR

# Goldilocks and the Three Bears

Adapted by Kevin M Reese

## TO THE PARENT/TEACHER

This guide has been provided to help children benefit the most from experiencing a live theatrical event. The activities described herein are only suggestions. Please feel free to pick and choose the things that will most benefit your children in the time you have available. It is our hope that the performance is not only entertaining, but is a valuable educational experience as well.

You will find that some of the activities contained in this guide are geared for younger, some for older children--but there is something for everyone. Please feel free to reproduce and distribute any of the enclosed pages and activities for your personal use.

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*[www.kmrscripts.com](http://www.kmrscripts.com)*

# *Theatre Etiquette*

1. Attending a theatrical performance is a social event. Just as the way you act (and behave) in church or temple is different than the way you act on the playground, there is certain behavior that is appropriate in a live theatre. Discuss with your children the type of behavior that is appropriate when they are members of an audience.
2. Explain that they need to act differently when they're watching a live play than if they're watching a movie in a theatre. Live actors can hear the audience's laughter and applause as well as their talking to their neighbor or rustling papers. And their responses-- appropriate or not-- really do affect the actors' performance. The end line is: How would they want to be treated if THEY were up on the stage.
3. Write to the actors. After you see the show, have your students write a letter to their favorite character or draw a picture of their favorite character or scene and send it to the theatre. The actors would LOVE to hear from your students. The actors may even have time to send a reply of some sort to your class (because of the volume of mail they receive, individual replies are probably not possible). You'll find our address in this guide.
4. Audience Participation. Normally, audience members should never talk during the play-- and especially not talk directly to the actors (it distracts other audience members and may even make the actors forget their lines). But the plays by KMR Scripts are unique in that we offer the audience special opportunities to participate in the production. They will probably not be asked to come onstage, but there are various times throughout the production where the actors will ask them questions or ask them to use their imaginations and pretend they are animals, trees, or people. At those times we encourage the audience to participate and/or answer them wholeheartedly (but not in an overly loud yell). Over the years, this has become one of the hallmarks of KMR Scripts' productions.

## **Safe Surfing on the Internet.**

1. Encourage your young students to use the Internet as a great place for learning.
2. Make Internet surfing a family affair. Parents should know where children are on the Internet. Children should know and abide by the rules set down by parents as to what areas are appropriate. Keep computer use ONLY in well-trafficked areas-- no privacy.
3. Chatting is fun, but make sure it is SAFE. Use the same rules for Internet chat that you use for talking to strangers on the sidewalk. Be friendly but cautious-- guard your anonymity.
4. Don't be afraid to use software that blocks objectionable material and sites on the Net. One wrong turn or misspelled search word can end a child in an inappropriate area.
5. Teach your kids "netiquette": the proper language and decorum of the Internet community.
6. Teach them to come to you with any questions or problems they encounter on the Internet.
7. Parents should screen all email written and/or received by their children.

# Activities & Discussion

## VOCABULARY

Here are some of the words the children will encounter during the performance:

skillet	antennas	porridge	gradually	scattered	forest
cautiously	million	escaped	inconsiderate	solution	complain
orphan	rhyme				

1. Persuasive Essay. Remind the students that the Bear family really wanted a phone. Have the student's brainstorm something that they desire. Write a persuasive essay using the writing process that is convincing as to why they need this desired item.
2. Rhyme Time. Goldilocks and Baby Bear liked to rhyme while they cleaned. "Cleaning up is fun for you, just make it a game for you." Have the students create rhymes for the chores they have at home or routines and procedures they have in the classroom. Have them share their rhymes with the class and display them in the room.
3. Class play. Using the KMR Scripts production as a guide, have the class come up with their own version of GOLDILOCKS AND THE THREE BEARS. Challenge the students to come up with a new ending to the story or provide a unique twist. The students can write a script, cast and rehearse their play to perform for another class.
4. Letters. Have the students choose a favorite character and write a letter to them. You can even send the letters to the theatre, actors LOVE to hear from their audience.
5. Choose a favorite character from the story to illustrate. Create a biography for that character which can be attached to their portrait. Be creative and create a background for that character as well as describe their personalities.
6. Possible themes for papers or discussion--
  - Which character would you want to be in the story? Why?
  - Why is it important to pick up after yourself? At home? At school?
  - Did Goldilocks make a good decision going into the Bears' house? Explain
  - If you lived in the forest what animal would you be? Why? What would you do?
7. What lessons did the students learn from the story?--
  - Always be considerate of others
  - Take care of your belongings
  - Always pick up after yourself
  - Never walk into a stranger's house
  - Teamwork gets the job done

# *Social Studies & Geography*

1. Forest Research. GOLDILOCKS AND THE THREE BEARS takes place in a forest. Have the students do a research paper on forests. You can assign students different topics with regards to types of forests, forest characteristics (climate, location, endangerment, etc), different animals that live in forests, etc.
2. Directions and Maps. Directionality and map reading skills are essential social studies objectives. Have the students create a map that directs Goldilocks from her house to the party. Remind them to include a compass rose and a key that shows some of the landmarks she will pass by as she travels. You can also integrate math by adding a scale to their map. Students can then create written directions involving the use of the map and ordinal directions.
3. Problem vs. Solution. Brainstorm some ideas of problems that your school might be dealing with. Recycling? Cleanliness? Talking in the halls? Etc. Decide on one issue you would like try and solve; then brainstorm some solutions that you may want to implement in your school. Who would your plan help? Why would you want to try and solve this problem? How are you going to let other students and staff know about your plan? How will you get other students and staff to help you with your plan?

All about Bears: (thanks to [www.idahoptv.org](http://www.idahoptv.org))



There are 8 different kinds of bears - American black bears, polar bears, giant panda bears, Asiatic black bears, sloth bears, spectacled bears, sun bears and brown bears (grizzly bears)

In the forest, bears rely on their acute hearing and super sense of smell.

Brown bears and polar bears are the biggest bears. They can be over 6 feet long and can weigh from 100 to 600 pounds.

Bears walk on their feet as humans do, with their soles flat on the ground.

Bears can see very well and in color.

A bear sometimes stands upright to see or smell scents carried by the wind, but rarely walks on its hind legs.

Black bears can run faster than most humans.

## **All About Bears (cont.)**

Bears seldom visit campgrounds unless careless campers leave food or garbage out.

Bears who live far from humans are active in the morning and early evening, but rarely at night.

Bears who live near humans prefer to avoid humans and so are more active at night.

Black bears are beautiful creatures, but they are not lovable, friendly animals that we should approach in the wild.

Bears rarely attack people. People who enjoy the outdoors are far more likely to have fatal encounters with lightning, snakes, or spiders.

## *Math*

1. Temperature and Seasons. Every morning you can take the temperature outside and record it on grid paper. You may have a color key that distinguishes different temperatures for example, 30-39 degrees purple, 40-49 degrees blue, 50-59 degrees green etc. Then you can more visually compare and contrast the temperature on a day-to-day basis as well as month to month. You can also further expand a discussion about temperature into a lesson about seasons. The class can create different types of graphs that display the class data on which season they like the best. You can incorporate the graphing terms, (same, different, more, less, and equal) when discussing the graphs.