



Study Guide

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Teachers

This Study Guide is intended for teachers whose students will be attending Aurora Theatre's matinee performances of *Goldilocks & the Three Bears*. Through this guide, we hope to provide teachers with discussion topics and activities for both before and after the show. Some are more appropriate for given grades than others. We believe that reflecting upon the theatrical experience and the ideas and themes within a play can provide ideas for important arts education activities for children.

The following activities are meant to reinforce images and themes from *Goldilocks*; however, it is not mandatory that any of the study guide activities be done in order to understand and enjoy the performance.

Academic Knowledge and Skills

The list below represents some of the AKS associated with the script for *Goldilocks and the Three Bears* that will be employed through each student's attendance.

Kindergarten Language Arts

A - Reading Literary Text

- ask and answer questions about key details in a text, such as who, what, when, where, why, and how, with prompting and support
- retell stories in sequential order, including key details, with prompting and support
- describe main characters, settings, and major events in a story, with prompting and support
- ask and answer questions about unknown words in a text and explain how to determine the meaning of the unknown words, with prompting and support
- name the author and illustrator of a story and define the role of each in telling the story, with prompting and support
- use illustrations and details in the text to predict and to describe the characters, settings, or events, with prompting and support
- compare and contrast the adventures and experiences of main characters in stories, with prompting and support
- read and comprehend literature, including stories and poems, of appropriate complexity for kindergarten, with prompting and support

B - Reading Informational Text

- ask and answer questions about key details in a text, such as who, what, where, when, why, and how, with prompting and support
- identify the main topic and retell key details of a text in a logical order, with prompting and support
- identify and describe the connection between two individuals, events, ideas, or pieces of information in a text, with prompting and support
- identify the text features in a text and explain the information each feature provides
- describe how illustrations or photographs support the informational text, with prompting and support
- identify reasons an author gives to support points in a text, with prompting and support

C - Reading Foundation

- demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- know and apply grade-level phonics and word analysis skills in decoding words

E – Speaking and Listening

- confirm understanding of written texts read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood

- ask and answer questions in order to seek help, get information, or clarify something that is not understood
- provide details when describing people, places, things, and events
- create drawings to support or extend the description of people, places, things, and events
- speak audibly and express thoughts, feelings, and ideas clearly

F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content, with guidance and support
- explore word relationships and nuances in word meanings, with guidance and support from adults
- use words and phrases acquired through conversations, reading and being read to, and responding to texts

Kindergarten Mathematics

A - Counting and Cardinality

- compare two sets of objects and identify which set is equal to, more than, or less than the other using matching and counting strategies
- count forward by ones, beginning from a given number within the known sequence (instead of having to begin at 1)
- count objects by stating number names in the standard order, pairing each object with one, and only one, number name and each number name with one, and only one, object (one to one correspondence)
- demonstrate that each successive number name refers to a quantity that is one larger

Kindergarten Science

A - Characteristics of Science

- apply computation and estimation skills necessary for analyzing data and following scientific investigations
- communicate scientific ideas and activities clearly
- demonstrate knowledge of scientific processes and inquiry methods
- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works
- use the concepts of system, model, change, and scale when exploring scientific and technological matters

B - Earth Science

- analyze time patterns and objects (sun, moon, stars) in the day and night sky
- describe the physical attributes of rocks and soils

C - Physical Science

- describe objects in terms of their composition and physical attributes
- explore the forces that cause a change in motion (speed and direction, push and pull)

D- Life Science

- distinguish living things from non-living things based on physical attributes

Kindergarten Social Studies**A - Map and Globe Skills**

- use cardinal directions

B - Information Processing Skills

- compare similarities and differences
- identify issues and/or problems
- organize items chronologically

C - Where We Live

- identify city's geographic location in the world
- model good citizenship

D - Our Nation

- describe American culture by explaining diverse community and family celebrations and customs related to Flag Day and Independence Day
- identify important American symbols and explain their meaning
- identify the purpose of national holidays and describe the people or events celebrated
- use words and phrases related to chronology and time to explain how things change

L – Personal Finance

- explain that people must make choices because they cannot have everything they want

Kindergarten Health**A - First Aid**

- demonstrate the ability to practice health-enhancing behaviors in an emergency situation
- demonstrate the ability to use decision-making skills in an emergency situation

B - Safety

- demonstrate the ability to advocate for personal, family, and community safety
- demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks
- demonstrate the ability to use decision-making skills to enhance health in safety-related situations

C - Personal Care

- analyze the influence of family, peers, culture, and media/technology on health behaviors
- comprehend concepts related to personal health promotion
- demonstrate the ability to access valid information and services to enhance health
- demonstrate the ability to use goal-setting skills to enhance personal health

G - Emotional Expression/Mental Health

- demonstrate the ability to use decision-making skills to enhance health

Kindergarten Health and PE

D - Personal and Social Behavior

- exhibit responsible personal and social behavior that respects self and others in physical activity settings
- value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

Kindergarten Fine Arts

General Music

D - Cultural and Historical Context

- explore music in relation to history and culture
- move, alone and with others, to a varied repertoire of music
- understand relationships between music, the other arts, and disciplines outside the arts

1st Grade Language Arts

A - Reading Literary Text

- compare and contrast the adventures and experiences of characters in stories
- describe characters, settings, and major events in a story, using key details
- retell stories, including key details, and demonstrate understanding of their central message or lesson

B - Reading Informational Text

- describe the connection between two individuals, events, ideas, or pieces of information in a text (e.g., biographies)

E - Speaking and Listening

- ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
- produce complete sentences when appropriate to task and situation

F - Language

- demonstrate command of the conventions of standard English grammar and usage when speaking
- demonstrate understanding of word relationships and nuances in word meanings, with guidance and support from adults
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies
- use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)

1st Grade Mathematics

B - Number and Operations in Base Ten

- add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten

C - Measurement and Data

- organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

1st Grade Science

A - Characteristics of Science

- apply computation and estimation skills necessary for analyzing data and following scientific investigations
- communicate scientific ideas and activities clearly
- demonstrate knowledge of scientific processes and inquiry methods
- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works

C - Physical Science

- demonstrate the effects of magnets on various objects and other magnets
- investigate the properties of light and sound

1st Grade Social Studies

A - Map and Globe Skills

- use cardinal directions
- use intermediate directions

B - Information Processing Skills

- compare similarities and differences
- distinguish between fact and opinion
- identify and use primary and secondary sources
- identify issues and/or problems and alternative solutions
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- interpret timelines
- organize items chronologically

K - Personal Finance

- explain that people have to make choices about goods and services because of scarcity
- identify goods that people make and services that people provide for each other

1st Grade Health and PE

A - First Aid

- demonstrate the ability to use decision-making skills to enhance health in first-aid situations

B - Safety

- demonstrate the ability to access valid information about safety
- demonstrate the ability to advocate for personal, family, and community safety
- demonstrate the ability to use decision-making skills related to safety

C - Personal Care

- demonstrate the ability to access services to enhance personal health
- demonstrate the ability to use decision-making skills to enhance personal health
- demonstrate the ability to use goal-setting skills to enhance health

G - Emotional Expression/Mental Health

- demonstrate the ability to advocate for personal, family, and community mental health

1st Grade Health and PE

D - Personal and Social Behavior

- exhibit responsible personal and social behavior that respects self and others in physical-activity settings
- value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

1st Grade Fine Arts

General Music

C - Critical Analysis/Investigation

- evaluate music and music performances
- listen to, analyze, and describe music

D - Cultural and Historical Context

- move, alone and with others, to a varied repertoire of music
- understand music in relation to history and culture
- understand relationships between music, the other arts, and disciplines outside the arts

2nd Grade Language Arts

A - Reading Literary Text

- acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud
- ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures
- describe how characters in a story respond to major events and challenges

E - Speaking and Listening

- ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
- produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

F - Language

- demonstrate command of the conventions of standard English grammar and usage when speaking
- demonstrate understanding of word relationships and nuances in word meanings

2nd Grade Mathematics***B - Number and Operations in Base Ten***

- add and subtract fluently within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction

2nd Grade Science***A - Characteristics of Science***

- apply computation and estimation skills necessary for analyzing data and following scientific explanations
- communicate scientific ideas and activities clearly
- demonstrate knowledge of scientific processes and inquiry methods
- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works
- use the concepts of system, model, change, and scale when exploring scientific and technological matters

C - Physical Science

- demonstrate changes in speed and direction using pushes and pulls
- identify sources of energy and how energy is used
- investigate the properties of matter and changes that occur in objects

2nd Grade Social Studies***B - Information Processing Skills***

- analyze artifacts
- compare similarities and differences
- distinguish between fact and opinion
- identify and use primary and secondary sources
- identify issues and/or problems and alternative solutions
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify social studies reference resources to use for a specific purpose
- interpret timelines

- organize items chronologically

2nd Grade PE and Health

Health

C - Personal Care

- demonstrate the ability to access valid information and services to enhance health

G - Emotional Expression/Mental Health

- comprehend concepts related to mental health promotion by effective communication with others
- demonstrate the ability to advocate for personal, family, and community mental health
- demonstrate the ability to use interpersonal communication skills

Physical Education

D - Personal and Social Behavior

- exhibit responsible personal and social behavior that respects self and others in physical-activity settings
- value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

2nd Grade Music

C - Critical Analysis/Investigation

- evaluate music and music performances
- listen to, analyze, and describe music

D - Cultural and Historical Context

- move, alone and with others, to a varied repertoire of music
- understand music in relation to history and culture
- understand relationships between music, the other arts, and disciplines outside the arts

3rd Grade Language Arts

A - Reading Literary Text

- compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
- describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- distinguish their own point of view from that of the narrator or those of the characters
- recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text

E - Speaking and Listening

- ask and answer questions about information from a speaker, offering appropriate elaboration and detail

- determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

F - Language

- demonstrate command of the conventions of standard English grammar and usage when speaking
- demonstrate understanding of figurative language, word relationships and nuances in word meanings, with guidance and support from adults
- use knowledge of language and its conventions when writing, speaking, reading, or listening

3rd Grade Mathematics

A - Operations and Algebraic Thinking

- apply multiplication and division within 100 (products or dividends 0 - 100) to solve word problems in situations involving equal groups, arrays and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem)

3rd Grade Science

A - Characteristics of Science

- apply computation and estimation skills necessary for analyzing data and following scientific explanations
- communicate scientific ideas and activities clearly
- demonstrate knowledge of scientific processes and inquiry methods
- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works
- question scientific claims and arguments effectively

3rd Grade Social Studies

B - Information Processing Skills

- compare similarities and differences
- distinguish between fact and opinion
- draw conclusions and make generalizations
- identify issues and/or problems and alternative solutions
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify social studies reference resources to use for a specific purpose
- interpret timelines
- organize items chronologically
- translate dates into centuries, eras, or ages

3rd Grade Health and PE

Health

A - First Aid

- comprehend concepts related to health promotion and first aid to enhance health

B - Safety

- comprehend concepts related to health promotion and safety to enhance health
- demonstrate the ability to access valid safety information and products and services to enhance health
- demonstrate the ability to practice health-enhancing safety behaviors and to avoid or reduce health risks

C - Personal Care

- demonstrate the ability to use goal-setting skills to enhance health

G - Emotional Expression/Mental Health

- comprehend concepts related to health promotion and disease prevention to enhance mental health
- demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks
- demonstrate the ability to use goal-setting skills to enhance mental health
- demonstrate the ability to use interpersonal communication skills to enhance mental health and to avoid or reduce health risks

Physical Education

D - Personal and Social Behavior

- exhibit responsible personal and social behavior that respects self and others in physical-activity settings
- value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

3rd Grade Fine Arts

Music

D - Cultural and Historical Context

- move, alone and with others, to a varied repertoire of music
- understand music in relation to history and culture
- understand relationships between music, the other arts, and disciplines outside the arts

4th Grade Language Arts

A - Reading Literary Text

- compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures

- describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)
- explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text
- make connections between the text of a story or drama and a visual or oral presentation of the text, identifying similarities and differences

E - Speaking and Listening

- differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation
- engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly
- identify the reasons and evidence a speaker provides to support particular points
- paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

F - Language

- acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- use knowledge of language and its conventions when writing, speaking, reading, or listening

4th Grade Mathematics

A - Operations and Algebraic Thinking

- find all factor pairs for a whole number in the range 1 - 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1 - 100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1 - 100 is prime or composite.

4th Grade Science

A - Characteristics of Science

- communicate scientific ideas and activities clearly
- demonstrate knowledge of scientific processes and inquiry methods

- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works
- question scientific claims and arguments effectively
- use the concepts of system, model, change, and scale when exploring scientific and technological matters

4th Grade Social Studies

B - Information Processing Skills

- analyze artifacts
- check for consistency of information
- compare similarities and differences
- determine adequacy and/or relevancy of information
- distinguish between fact and opinion
- draw conclusions and make generalizations
- identify and use primary and secondary sources
- identify issues and/or problems and alternative solutions
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify social studies reference resources to use for a specific purpose
- interpret timelines
- organize items chronologically
- translate dates into centuries, eras, or ages

4th Grade Health and PE

Health

A - First Aid

- comprehend concepts, related to health promotion and first aid, to enhance health
- demonstrate the ability to practice first aid procedures for an emergency with bleeding

B - Safety

- demonstrate the ability to use decision-making skills to enhance personal safety and to prevent unintentional injuries

C - Personal Care

- demonstrate the ability to use decision-making skills related to personal care to enhance health

G - Emotional Expression/Mental Health

- analyze the influence of family, peers, culture, and media/technology on health behaviors
- demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce conflict
- demonstrate the ability to use decision-making skills to enhance health
- demonstrate the ability to use interpersonal communication skills to enhance health

Physical Education

D - Personal and Social Behavior

- exhibit responsible personal and social behavior that respects self and others in physical-activity settings
- value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

4th Grade General Music

D - Cultural and Historical Context

- move, alone and with others, to a varied repertoire of music
- understand music in relation to history and culture
- understand relationships between music, the other arts, and disciplines outside the arts

5th Grade Language Arts

A - Reading Literary Text

- analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)
- compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics
- compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)
- determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text

E - Speaking and Listening

- engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and text, building on others' ideas and expressing their own clearly

F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies
- use knowledge of language and its conventions when writing, speaking, reading, or listening

5th Grade Science

A - Characteristics of Science

- apply computation and estimation skills necessary for analyzing data and following scientific explanations

- communicate scientific ideas and activities clearly
- demonstrate knowledge of scientific processes and inquiry methods
- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works
- question scientific claims and arguments effectively
- use the concepts of system, model, change, and scale when exploring scientific and technological matters

5th Grade Social Studies

B - Information Processing Skills

- analyze artifacts
- check for consistency of information
- compare similarities and differences
- determine adequacy and/or relevancy of information
- distinguish between fact and opinion
- draw conclusions and make generalizations
- identify and use primary and secondary sources
- identify issues and/or problems and alternative solutions
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify social studies reference resources to use for a specific purpose
- interpret timelines
- organize items chronologically
- translate dates into centuries, eras, or ages

5th Grade Health and PE

Health

A - First Aid

- comprehend first aid concepts, related to health promotion and disease prevention, to enhance health
- demonstrate the ability to practice health-enhancing behaviors related to first aid and to avoid or reduce health risks

B - Safety

- demonstrate the ability to practice health-enhancing behaviors for safety and to avoid or reduce health risks
- demonstrate the ability to use decision-making skills for safety to enhance health

C - Personal Care

- analyze the influence of family, peers, culture, media/technology, and other factors on personal-care issues
- comprehend concepts, related to personal care and disease prevention, to enhance health

- demonstrate the ability to access valid information, related to personal care, to enhance health
- demonstrate the ability to use decision-making skills, related to personal care, to enhance health
- demonstrate the ability to use goal-setting skills, related to personal care, to enhance health

Physical Education

D - Personal and Social Behavior

- exhibit responsible personal and social behavior that respects self and others in physical activity settings
- value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

5th Grade General Music

D - Cultural and Historical Context

- move, alone and with others, to a varied repertoire of music
- understand music in relation to history and culture
- understand relationships between music, the other arts, and disciplines outside the arts

ABCs of Theatre Etiquette

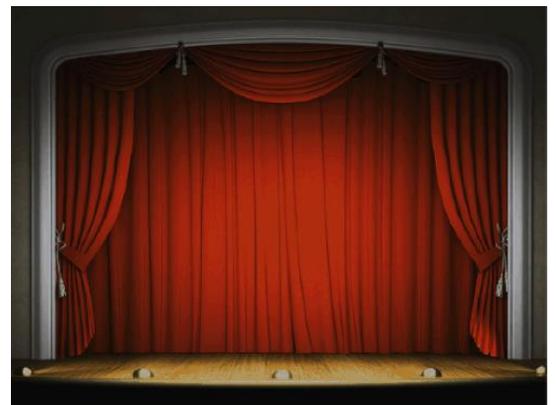
Applause- At the very end of the show the actors will come onstage in a line for their bows. We **applaud** during the bows to show our appreciation to the actors for the performance and their hard work. You can applaud during the show too when you like something, we also want you to laugh when you find something funny.



Blackout- At the very beginning and end of the show there will be a **blackout**. All of the lights will go out onstage and in the audience. The dark can be scary sometimes, but no need to be scared - the lights will come back on. We have a **blackout** so that actors can get on and off the stage without you seeing them.

Comfortable- We want you and all of your classmates to be **comfortable** when you come to Aurora Theatre. We ask that you sit flat in your seat with your bottom all the way against the back of the seat so you and everyone around you can see and enjoy the performance.

Stage- Actors perform on a **stage**, there is not a movie screen. Theatre is a live event, which means if you talk or whisper to your neighbor during the show the actors will hear it. Please be respectful of the actors and your classmates, wait to tell your friend how much you *loved* the show until you're back on the school bus. Thank you!



Theatre Vocabulary

Actor: A person, male or female, who performs a role in a play.

Adaptation: When a story is changed from one form into another; for example, a book can be changed into a play or a movie.

Box Office: The place in a theatre where tickets are sold.

Character: The personality or part an actor re-creates.

Choreographer: The creative-team member responsible for dance movement to songs and production numbers.

Costumes: The clothes an actor wears.

Designers: The members of the creative-team tasked with creating the look, sound and feel of the production.

Dialogue: The conversation between actors on stage.

Director: The person who oversees the entire process of staging a production.



Monologue: A long speech by a single actor.

Music Director: The person who leads the cast in learning their music for the production.

Prop: A small object such as a book, used by actors in a production.

Set: The scenery, furniture, etc. that are used on stage in a production.

Scene: A part of the production during which there is no change in time or place.

Sound Effect: An imitative sound, such as thunder or dog bark, created artificially for the purpose of theatre.

Special Effect: A spectacular or magical effect created onstage.

Stage Crew: Workers who move scenery or handle props backstage.

Stage Manager: A person who is the overall supervisor of the stage and actors.

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George Stiles and Anthony Drewe

About the Collaboration:

Composer, George Stiles and Lyricist, Anthony Drewe, have collaborated for over thirty years. They began their journey at England's University of Exeter. Ever since then, the team has contributed to a variety of theatre and are known for works such as *Honk!*, *Peter Pan- A Musical Adventure*, and *Mary Poppins*. *Honk!* has been seen by more than 6 million people all over the world.

Goldilocks and The Three Bears is a part of a fifty-minute musical trilogy created by Stiles and Drewe. It is the second piece of the trilogy that also includes *The Three Billy Goats Gruff* and *The Three Little Pigs*. Recently, *The Three Little Pigs*, was nominated for four Broadway World West End Awards. Many of the shows George and Anthony wrote are award winning. *Mary Poppins* alone has won forty-four major theatre awards worldwide.



Stiles and Drewe are also well known for their involvement with Mercury Musical Development, a charity organization that supports new musical writing in the UK. The team also contributes to TV and radio shows such as RSC's *Shakespeare Revue* and Dame Edna Everage's *Look at Me*

When I'm Talking To You. In addition, George writes many cabaret songs that are performed on TV, film, and theatre.

Stiles and Drewe stay busy. Stiles is currently working on a dance drama with choreographer Drew McOnie. Anthony Drewe has been found directing shows such as *Snoopy* (Watermill Theatre), *The Thing About Men* (London's King's Head Theatre), and *You're a Good Man Charlie Brown* (Tabard Theatre).

Goldilocks and The Three Bears has seen much success and now has reached the USA and is booming across the globe with it's new publisher, Josef Weinberger and MTI. This road is just getting started for *Goldilocks* and the numerous works of Anthony Drewe and George Stiles.

Synopsis, Setting & Characters

Synopsis: A tight-knit family of bears is living peacefully in their cozy bear home in the middle of the woods. Mother makes porridge, Father keeps them safe and Baby Bear keeps them laughing. One day, a seemingly mean, old man named Mr. Locks decides to build a road straight through the bears' house. While Mr. Locks is chopping down trees his tagalong daughter Goldilocks wanders astray and comes across the home not knowing who it belongs to. When Goldilocks meets the owners and realizes the harm her father is doing, she fights for the rights of all!

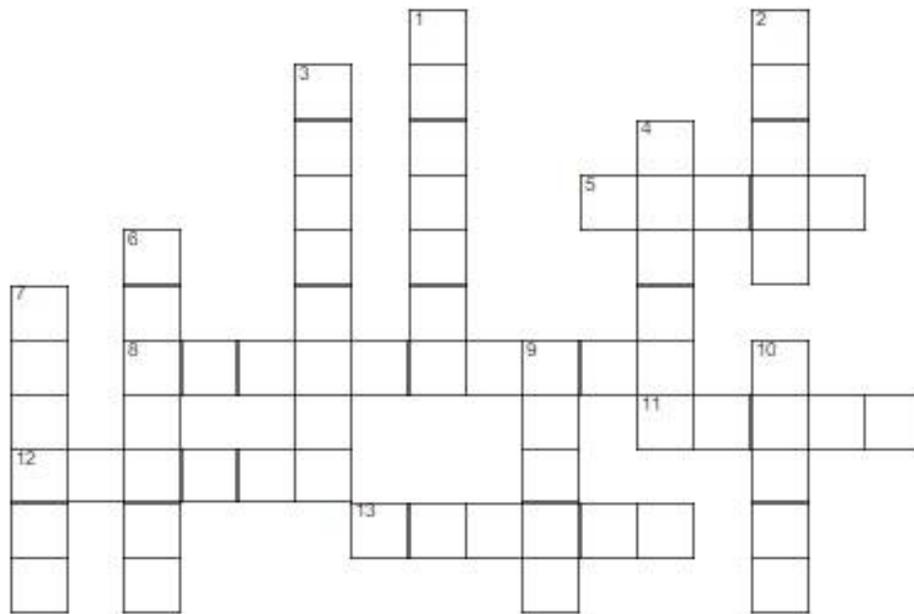
Setting: The entire show takes place in the woods, a habitat perfect for a family of bears! Picture trees of all shapes and sizes, lush grass, animals meandering about and right in the middle of it all, a beautiful bear home welcoming to its many visitors.



Characters:

- **Goldilocks** – daughter of Mr. Locks, not your typical blonde bumpkin, she is strong, adventurous and brave enough to fight for what she believes in
- **Baby Bear** – son of Mother and Father Bear, a curious child, he always has something silly to say (sometimes without even knowing it)
- **Mother Bear** – matriarch of the Bear Family, the wise and practical Bear Family member who keeps the boys in line
- **Father Bear** – patriarch of the Bear Family, works to keep his wife and son safe and is always looking out for their best interests
- **Mr. Locks** – father of Goldilocks, a business man looking to build a road straight in the middle of the same woods that the Bear Family calls home

Goldilocks and The Three Bears!



ACROSS

- 5 The Bears get this from the Bees!
 8 The main girl in this play. Hint: Her hair is gold!
 11 Mr. Locks cuts these down. The forest is full of them!
 12 Father Bear, Mother Bear, and Mr. Locks sing this song to their children telling them to be careful of each other.
 13 Parents and their children are called this! You are in one too!

DOWN

- 1 A play with music where the characters sing
 2 How many bears are in the play?
 3 The Bears favorite meal!
 4 Where the bears live. It's being destroyed to make more roads!
 6 A giant road. The family of bears are worried these will be built through their forest!
 7 Another name for wood. Also said when chopping trees down!
 9 Father Bear built one of these for his family to live in.
 10 Father, Mother, and Baby are a family of what?

COOKING WITH MOTHER BEAR!



Hello, all! Today we're going to be cooking one of Mother Bear's staple recipes: Honey Porridge! It's sweet and delicious and fills up Father and Baby Bear every morning! Honey is one the bears favorite treats and today we're going to put on our aprons and get started!

Cooking is a science in itself with all of our adding and measuring and precise steps involved. Measure out your own ingredients and follow the recipe!

Here they are:

- 3 cups of water
- 1 cup powdered milk
- 1 1/2 cups rolled oats
- 1/2 teaspoon ground cinnamon
- 1/2 cup raisins

- 1/2 teaspoon vanilla extract
- 3 eggs
- 4 teaspoons butter
- 1 cup milk
- 3 tablespoons honey

Directions:

Have your adult helper bring your water to a boil on the stove then stir in your powdered milk, oats and cinnamon. Return the mixture to a boil then let it simmer for 5-10 minutes. THEN, carefully remove pot from stove and add in the raisins and vanilla. Beat ONE, TWO, then THREE eggs into the mixture and stir well. The hot porridge will COOK the eggs into it! Drizzle with honey and butter and a quarter cup of milk and enjoy just like Mother and Father and Baby Bear would!

Instructions: Connect the dots to finish the image and see what the Three Bears found. Then, color the picture to bring it to life!



Look who they found!

GOLDILOCKS AND THE THREE BEARS

A LESSON IN MORALS AND HEALTH



Goldilocks wanders into the woods against Mr. Locks' orders and stumbles upon the cabin of The Three

Bears. She knocks on the door, but no one answers. Goldilocks enters anyway, **trespassing**.

The theme of the story is **how our actions might hurt others** and the consequences you may face.

Goldilocks illustrated she had no **self-control** or concern for her safety. By entering into the cabin, sitting in each chair, eating from each porridge bowl, and lying in each bed, Goldilocks shows she was motivated by **selfishness**. Everything had to be just right for her- in someone else's home. When the Bears returned to find their cabin, different from when they left, they became angry and sad.

Environmental Health

Deforestation is the permanent destruction of forests in order to make the land available for other uses.

Forests are cut down for many other reasons, but most of them are related to money or to people's need to provide for their families, like Mr. Locks. It is extremely important for lumberjacks to take only what they need- **cutting down trees effects animals** that live amongst them.



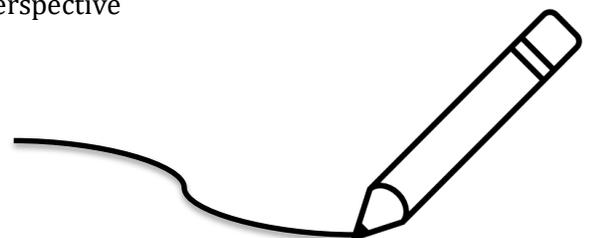
Questions for Open Discussion

1. Has anyone ever used anything that belonged to you without your permission? How did you feel? Why did you feel this way?
2. When is ever ok to use something without permission? What makes this situation different?
3. Why do we own things?



Written Activities

1. Write a list of things you use every day that come from trees or wood.
2. Pretend to be Goldilocks and write an apology letter to the Three Bears.
3. Be the author and write a journal entry from the Three Bears perspective



The Legend of Goldilocks and the Three Bears

The exact origin of Goldilocks and the Three Bears legend is unknown. Many cultures and towns have legends. However, the essential story goes back to 1837, but the version in which Goldilocks is first named as the intruder is in John Hassall's *Old Nursery Stories and Rhymes* (c.1904).

"**Goldilocks and the Three Bears**" and the older story title, "**The Story of the Three Bears**", are two variations of an old fairy tale. The original tale "**The Story of the Three Bears**" tells of an ugly, old woman who enters the forest home of three bachelor bears whilst they are away. She sits in their chairs, eats some of their porridge, and falls asleep in one of their beds. When the bears return and discover her, she stands up, jumps from the window, and is never seen again.



The other major version, "**Goldilocks and the Three Bears**", written by Joseph Cundall in 1849, brings Goldilocks to the tale (replacing the old woman), and an even later version retained Goldilocks, but has the three bachelor bears transformed into Papa, Mama, and Baby Bear. This version of the story was first recorded in narrative form by British writer and poet Robert Southey, and first published anonymously in 1837 in a volume of his writings called *The Doctor*.

"The Story of the Three Bears" experienced two significant changes during its early publication history. The intrusive little girl was given various names referring to her hair until Goldilocks was settled upon once and for all in the early 20th century. What was originally a fearsome oral tale became a cozy family story with only a hint of menace. The story has elicited various interpretations and has been adapted to film, opera, and other media. "The Story of the Three Bears" is one of the most popular fairy tales in the English language.

Materials

- A legend to read aloud to the class

Procedure

1. Ask the class to begin by brainstorming different types of stories that might be legends.

For example: ghost stories, fables, family stories, or stories about the past. Are there any well-known legends that the class can think of? Again, record these responses on the board for the class to see

2. Pose the following questions to the class and record their responses on the board:

- In what forms do we experience legends? (Book, oral, film)
- Why do you think legends are important to a culture?
- Do legends teach us anything about people or the past?

3. Read aloud a legend to the class and ask them to think about the following things while you are reading:

- How does a legend make them feel?
- What does a legend tell you about the place it came from?
- Which characters in the legend were most important and why?
- What makes this story interesting?

4. After reading the story, ask the class to respond verbally to each of the questions you asked them to think about while reading.

5. Ask the class to now think about any local legends your town/city may have. Students can raise their hands to offer responses.

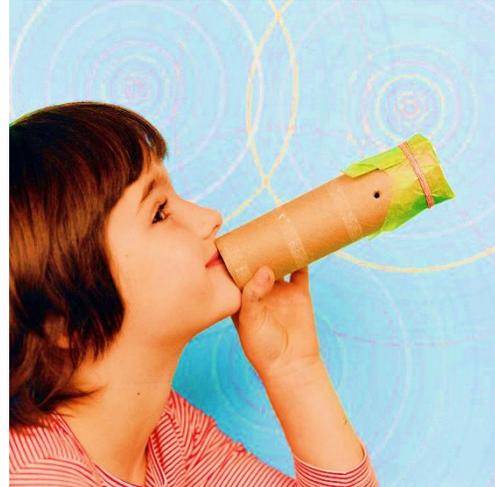
6. Allow students to free write to create their own legend. This could be about their town or about a character they have made up. Remind the class that all stories have a beginning, middle and end. What will their story teach us that we didn't already know?

7. After students have completed their free writes they can share aloud with the class.

HOW TO MAKE YOUR OWN KAZOO

The simplest way to make a kazoo is the old tried and true method of wrapping wax paper around the end of a comb. But if you would like to improve on that a bit, we have invented a very simple kazoo that can be assembled in a hurry. Try this:

- For each one, you'll need a cardboard tube from a roll of TP (or cleanly sliced pieces of similar lengths from longer tubes). You will also need a piece of wax paper approximately 3" square, and some adhesive tape. Art materials for decoration are optional.
- Take the 3" square of wax, and put a good-size piece of tape on two opposite corners. Centering the wax paper on one end of the tube, pull one flap of paper down and secure it to the side of the tube. Now, stretch the paper tightly across the top of the tube, and secure the other corner on the opposite side. It should be fairly taut, though you will note that it is not airtight. The other two corners should protrude.



- That's it – you have a kazoo! Now, to make sure that it works, place your mouth loosely over the open end and “doot-de-doo” a little melody. If the paper buzzes, you've done it. Now you can decorate it to taste. **HOWEVER**, be sure **NOT** to use permanent markers or anything that leaves fumes that might harm a player.
- You will note that humming doesn't produce a sound as good as you get when “doot-doo”ing through the tube. Commercial kazoos will allow you to hum, but they lack the homemade fun that the tube kazoos give. Try larger kazoos for bass use.

Goldilocks Musical Games



Activity 1: Using Imagination, Acting Warm-Ups, and Singing

- Get in groups of 3 (one student will play each bear)
- Sit around a table and pretend you are about to eat porridge
- Talk about your day in song – sing whatever you did (can rhyme or not)
- Example: “I woke up at 7 in the morning. I put on my socks and shoes. Then went downstairs, after I brushed my hair. And ate some delicious strawberry chews.”
 - To make it harder: each student can sing one line and then the next students follows – the goal being to create a cohesive story with song

Activity 2: Goldilocks, Goldilocks, Bear | Mr. Locks, Mr. Locks, Timber

- Select one student as Goldilocks (*if a girl*) or one student as Mr. Locks (*if a boy*)
- All students sit down in a circle
- Similar to ‘duck-duck-goose’ – the selected student walks around the outside of the circle lightly tapping each of their classmates on the top of the head and saying “Goldilocks” (*if a girl*) or “Mr. Locks” (*if a boy*)
- The student on the outside of the circle can randomly select someone sitting to tap and say, “BEAR!” (*if playing Goldilocks*) or “TIMBER!” (*if playing Mr. Locks*)
- The chase is on – with the student playing Goldilocks or Mr. Locks trying to run around the circle and get to the open space before he or she is tagged

English

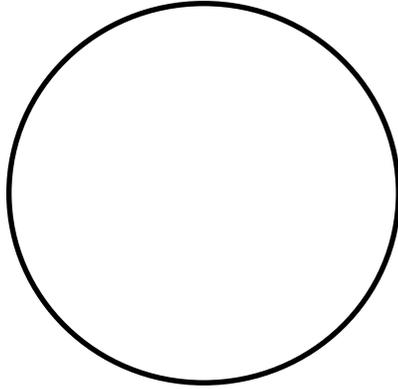


After saving the forest, Goldilocks and Mr. Locks became lifelong friends with the Bear family. Goldilocks and Baby Bear would often go _____ together, and quickly they became best friends. When Baby Bear's birthday came around, he invited his new friend Goldilocks to his birthday party. He decided that he wanted to have a _____ birthday party. He got a man dressed up as a _____ to come entertain his friends at the party. However, he didn't know Goldilocks was terribly afraid of them!

When Goldilocks arrived at the party, she was looking very nice in her favorite _____ dress. Mother Bear told her she looked very _____. Mother Bear sent Goldilocks to the backyard, where Baby Bear and his other animal friends were hanging out. She was able to meet most of his friends, including Baby _____, who she thought was incredibly friendly. It turned out that he, too, was afraid of _____. It scared them very much. In the end, though, they realized that it was just a costume, and Goldilocks and her new friend learned a valuable lesson about not judging people by their appearances.

Something's Missing!

1. Oh no! Mr. Locks made a yummy pie and Goldilocks ate too much of it! Mr. Locks wants to know how much pie Goldilocks ate.



Mr. Locks divided his pie into 8 pieces. Divide the pie into 8 parts.
When he looked in the fridge, 5 pieces were left. Color in 5 parts to represent the remaining pieces.
If 5 pieces are left, how many pieces were eaten? (Hint: count the parts you didn't color.)

Answer: _____

2. Uh oh! The Bears returned to their home and noticed something different...some of their trees are gone! Help them figure out how many!

Mama Bear knows that she had 12 trees outside her window. Draw 12 trees.

Now, when she looks out of her window, there are only 5. Color 5 of the trees above, and then chop down the rest by drawing an 'X' on each of them. Don't forget to say "TIMBER!!!"

If there are only 5 trees left, how many were chopped down? (Hint: count the trees that have an 'X' on them.)

Answer: _____

(Don't worry! More trees were planted, and Mr. Locks made Goldilocks a nice cup of tea to cure her bellyache.)

Tell Us What You Think!

What was your favorite part of our production of *Goldilocks and the Three Bears*? Write a response and send it to us at:

Aurora Theatre
PO Box 2014
Lawrenceville GA 30046



My Review of *Goldilocks and the Three Bears*

What is your name?

How old are you?

Where do you go to school?

What was your favorite part of the show?

Who was your favorite character? What made them your favorite?

Is there anything you would have changed?

Teacher Study Guide Evaluation Form

We value your feedback, please take a moment to us know how we're doing.

School:

Grade Level(s) of your Students:

Show Title:

Did you use the study guide in your classroom?	YES	NO		
If yes, how much did you use it?	ALL	MOST	HALF	SOME

Please circle the appropriate response:

6=agree strongly; 5=agree; 4=agree somewhat; 3=disagree somewhat, 2=disagree; 1=disagree strongly; or NA=does not apply

For me, this study guide enhanced the play	6	5	4	3	2	1	NA
The lessons offered fit into my curriculum	6	5	4	3	2	1	NA
Overall, I found this study guide useful	6	5	4	3	2	1	NA

Did you receive the study guide in time to prepare for your theatre experience? YES NO

Was there a specific lesson or activity that you really enjoyed? Why?

What would you like to see offered in future study guides?

If you have any additional comments, good or bad, about this study guide please use the additional space below or the back of this form. Your comments and suggestions are greatly appreciated.

Your name (optional):

Position/Title: E-Mail Address (optional):

Please mail or fax this form to us at: Aurora Theatre* PO Box 2014 *Lawrenceville, GA 30046
Fax: 678-226-6230

Pre and Post-Show Activities and Discussion Questions

For some students, this may be their first experience at Aurora Theatre and with live theatre in general. Review *The ABCs of Theatre Etiquette* (pg. 9) with the class and ask them what rules they have in your classroom that might apply to going to the theatre?

Before coming to see the show read a book or story version of *Goldilocks and the Three Bears* aloud to the class. Make predictions for what you think the set and costumes will look like. Do you think they will look like the illustrations in the book? Why or why not?

After watching the play, discuss the differences between the book and the play. How did the playwright adapt the book to the stage? What are the similarities and differences? What would you have changed?

It's fun to sit in the audience at the theatre and look at the beautiful design in front of your eyes. Take a moment to create a sketch of what it might look like to be an actor onstage looking in to the audience. What would you see?

Thanks for coming to our show! Hope we see you back at Aurora Theatre very soon!