

Introduction

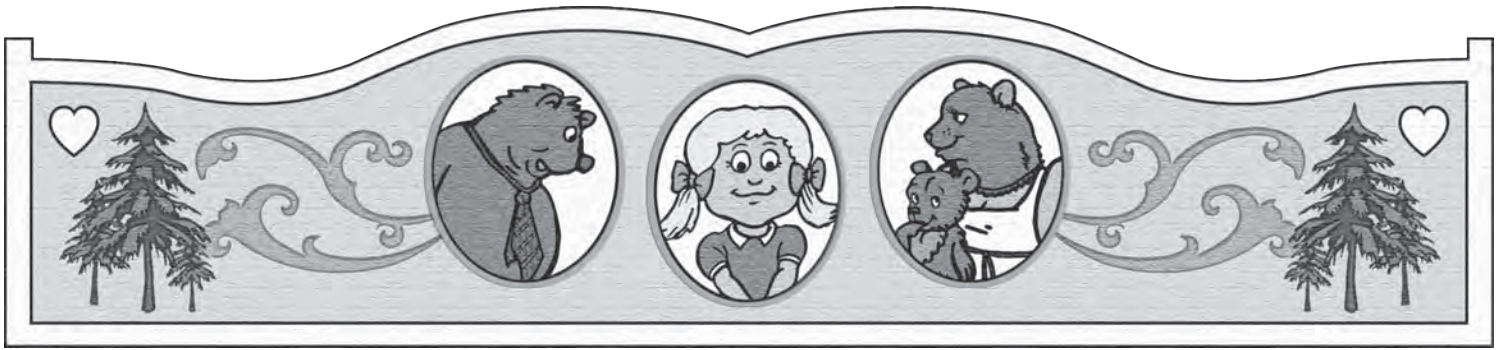
Goldie and the Bears is a musical adaptation of the popular childhood tale. This musical was written to be used with young children. Related learning opportunities have been included so that your class can be immersed in the process of preparing for a musical.

This musical play is relatively simple to prepare and perform. You will need to plan about a month to learn the songs, explore the related learning activities, rehearse, and perform. Everything that you need is included in this resource. You may wish to use the accompaniment CD for rehearsal and performance or you may opt for live accompaniment. Any of this resource can be adapted to fit your individual needs. Add or delete songs, characters, activities, and staging as you wish. You can also use this resource as a unit in your classroom as opposed to ending with a final performance.

Remember to have fun as your class prepares *Goldie and the Bears*. The ultimate goal is to have a great time. Do not expect perfection from the young kids. The personality and quirks that children bring to any performance are most endearing and will be appreciated by all. Keep projects, costumes, and staging simple so that the children are successful and have a meaningful learning experience. This is one that they are sure to never forget!

Table of Contents

Step-by-Step.....	3	Set and Staging.....	8
Music.....	4	Rehearsal and Performance.....	10
Gross Motor Activities and Dramatic Play.....	4	Musical Score.....	13
Language Arts.....	5	Lyrics.....	18
Science.....	5	Narration.....	24
Cooking.....	6		
Costumes and Scenery.....	6	<i>Related Resources:</i>	
		Children's Books about Bears.....	28



Music

A musical is a story that has pauses for singing and songs. This is different from a play because a play has no singing. You will need to introduce and review the following vocabulary words with the children so that they become familiar with the components of a musical.

- musical** – a play that has pauses for songs and singing
- cast** – all the people who act in a musical or a play
- characters** – the people who do the action in a musical or a play
- scenery** – the decorations that are used on the performance area
- props** – items that are used during a performance
- costumes** – outfits that actors wear in a musical or a play
- rehearsal** – practices for a musical or a play
- performance** – presenting a musical or a play
- audience** – the people who come to see the performance

It is easiest and most effective for children to be introduced to new songs through a backdoor approach. Therefore, you will need to play the music throughout the school day. This will enable the children to become familiar with the melodies and lyrics naturally. You will notice the children beginning to sing spontaneously while playing. Take advantage of circle time, transitions, and waiting in line, and use these times to practice and perfect lyrics.

Once you feel that the children are comfortable with lyrics, play the accompaniment music while they do daily work. You will see that they will begin to sing along and even add improvised movements. You can add these movements to the performance if you desire.

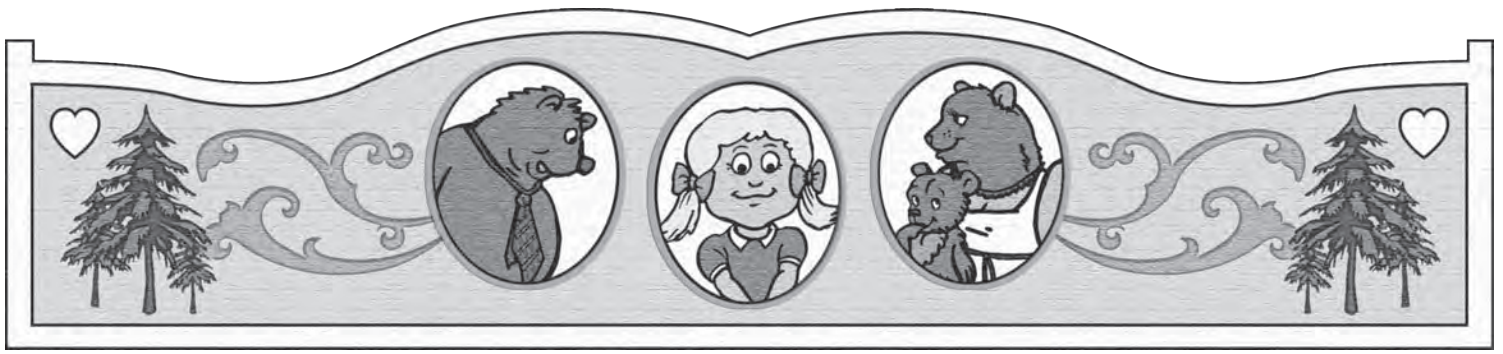
Gross Motor Activities and Dramatic Play

Have the children close their eyes and imagine what a bear looks like when it moves. Discuss and have volunteers demonstrate the movements. Play a game of follow the leader. Have the children take turns being the leader and moving like a bear.

Have the students imagine what Papa Bear looks like when he moves; then Mama Bear and Baby Bear. Play a recording of Franz Joseph Haydn's *Symphony No. 82, Finale (The Bear Symphony)*. Have the students demonstrate the actions of each bear while listening to the music.

Imagine what Goldilocks looks like when she tastes the pudding that is too hot, too cold, and just right. Have the students demonstrate each action for you and their peers. When the children sit in their chairs at their desks, have them show you what Goldilocks looked like when she sat in Papa's too hard chair, Mama's too soft chair, and in Baby's chair. They can carefully practice "falling" onto the floor to show the breaking of Baby's chair.

As the children lay down to rest throughout the day, have them act out lying on a bed that's too hard, too soft, and just right. Have the children pretend to sleep. Tell them that you will give them a signal. This will show them when to wake up and pretend that three bears are staring at them. The children can even scurry back to their desks to demonstrate how Goldilocks ran home at the end of the story.



Language Arts

Children are easily drawn to reading and writing activities, especially when the activities focus around animals. Read a variety of bear-themed books to your class. (You can find a suggested list in the Related Resources on page 28.) Have the children choose three or four of the books and poll the class on which one was their favorite. They can create a tally chart to track the most popular title. Older children can read a bear-themed book and write a short book report. The book report can consist of as little as two or three lines.



Read other versions of *Goldilocks and the Three Bears* and compare and contrast these stories to the musical version. The children can create a class book for *Goldie and the Bears*. Older children can write and illustrate their own stories while younger children can tell their stories to you or a parent volunteer. These versions can be scribed so that all can be included in the class book. Children can illustrate their page. Display your class book at the final performance.

Children will love to create invitations for their musical to give to their parents, grandparents, or other guests. Children can create an original invitation, copy an all-class invitation, or decorate and color a copied all-class invitation. Children can also create signs to hang around the school to advertise their musical.

Science

Read a variety of books, both fiction and nonfiction, about bears. Have the children brainstorm and list as many types of bears as they can. Ask the children to name characteristics and behaviors that bears have. Have the children imagine that a bear lives at their house. What would they eat? What temperature or kind of weather would they prefer? How would they play and how much room would they need? How long do they need to sleep? The children can discuss or write the answers to these questions with any others that you may have for them.



Display the nonfiction books about bears in the classroom. Give the students class time to research bears. They can write several sentences about what they have learned. They can draw you a picture of their favorite kind of bear and write characteristics about it in complete sentences underneath the picture (for example, fur color, where they live, what they eat, etc.)

Using the information that the children have collected, create a Power Point or another kind of slideshow that can be shown before the musical. If technology is not available, display the children's posters from the above activities at the performance.

Bed is Too Soft!

Perf. Track **19** Acc. Track **39**

(CD Intro) 2
1-2

“Soft, too soft,” Gold-i-locks said. “I’m swal-lowed up by this ver-y soft bed.”

Sleep, Little Goldilocks, Sleep

Perf. Track **21** Acc. Track **40**

(CD Intro) 2
1-2

Sleep, sleep, rest your head. Snug - gle
Sleep, sleep, close your eyes while we
8 down in this coz - y bed. Close your eyes and
sing you soft lul - la - bies. Close your eyes, don't
13 count some sheep and sleep, lit - tle Gold - i - locks, sleep.
make a peep and sleep, lit - tle Gold - i - locks, sleep.

Pudding is All Gone/Chair is Broken!

Perf. Track **23** Acc. Track **41**

(CD Intro) 2
1-2

Some-one tast - ed Pa - pa's pud - ding, Ma - ma's pud - ding, too. But who -
Some-one sat in Pa - pa's chair and Ma - ma's, there's no doubt. But who -
5 ev - er ate from Ba - by's bowl ate it all, that's true.
ev - er sat in Ba - by's chair sat the bot - tom out.

She's Still Here

Perf. Track **27** Acc. Track **43**

(CD Intro) 2
1-2

Some-one lay on Pa - pa's bed and Ma - ma's too that's clear. But who -
5 ev - er lay on Ba - by's bed is still right here!