



Goldilocks and the Three Bears

Characters

Narrator 1
Narrator 2
Papa Bear

Mama Bear
Baby Bear
Goldilocks

Setting

This reader's theater takes place in the woods. There is a cottage there. There is also a green mountain and a blue stream.

Act I

Narrator 1: It is a spring morning. The bear family is up early.

Narrator 2: They are ready to eat.

Narrator 1: Mama Bear serves the porridge.

Narrator 2: There is a great big bowl. It is for Papa Bear.

Papa Bear: That's me!

Narrator 1: There is a medium bowl. It is for Mama Bear.

Mama Bear: That's me!

Narrator 2: There is a wee small bowl. It is for Baby Bear.



Pease Porridge Hot

Traditional

Pease porridge hot,
Pease porridge cold,
Pease porridge in the pot
Nine days old.

Some like it hot,
Some like it cold,
Some like it in the pot
Nine days old.



The Bears Went Over the Mountain

Traditional

The bears went over the mountain,
The bears went over the mountain,
The bears went over the mountain to see what they could see.

And all that they could see, and all that they could see,
Was the other side of the mountain,
The other side of the mountain,
The other side of the mountain was all that they could see.

The bears went over the river,
The bears went over the river,
The bears went over the river to see what they could see.

And all that they could see, and all that they could see,
Was the other side of the river,
The other side of the river,
The other side of the river was all that they could see.

Grades K-1

Building Fluency
through
Reader's
Theater

TCM Sample
更多内容请详询 阳光布克
FOLK AND FAIRY TALES
Teacher's Guide

Author

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Teacher Created Materials

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FCM Sample
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Foreword

By Dr. Timothy Rasinski
Kent State University

I am not ashamed to say that I am a reader's theater nut! I really get pumped when I see kids perform scripts. And I am equally excited to see the fire in teachers' eyes when they begin to use reader's theater with their students. Thus, it is no understatement to say that I am thrilled to see Teacher Created Materials publish this fine reader's theater program. Let me explain why I am such an advocate for reader's theater.

As someone who has studied reading fluency, I know that repeated reading is one of the best methods for developing students' fluency in reading. However, it disturbs me greatly to see the manner in which students are often asked to engage in repeated reading. I see students do repeated reading with an aim at improving their reading speed—"Read this one more time to see if you increase your reading rate." To me, this is not a terribly authentic way to engage in repeated readings. As a result of such a focus, I have seen many students develop the idea that repeated reading is done to make them faster readers, and that reading fast is what reading is all about. Through such an approach, we run the risk of developing readers who sacrifice comprehension in order to read fast.

To do repeated reading appropriately, students need an authentic reason to repeatedly read or rehearse a text. I think the most natural reason to practice is performance. If you want students to engage in repeated readings, have them perform what they are practicing for an audience. With performance as a goal, students now have a natural reason to engage in repeated readings. Reader's theater is a performance genre—it is a type of reading material meant to be performed. Moreover, because the focus of the practice is to convey a meaningful interpretation of the text to an audience, reader's theater is also a natural vehicle for developing reading comprehension. I believe that reader's theater is one of the best and most authentic ways to enthusiastically engage students in repeated reading to build reading fluency and improve overall reading performance.

My second reason for being a reader's theater nut is easy to express—reader's theater is fun! We all like to be a star at one time or another. Reader's theater is a perfect vehicle for allowing students to become the stars. I remember doing reader's theater with the elementary and middle school students I taught. They could not get enough of it. They absolutely loved it. And, as their teacher, I loved it, too. I loved to see students perform with their voices, watch their excitement, and enjoy their growth as successful readers.

Foreword *(cont.)*

By Dr. Timothy Rasinski
Kent State University

Moreover, through the opportunity to perform and see themselves as successful in reading, many of the struggling readers I worked with began to believe in themselves again. Many struggling readers give up on themselves as they are forced to plod through one unsuccessful reading experience after another. The enjoyment, success, and fulfillment that are part of reader's theater can help to break this cycle of despair and failure in reading for so many students who find learning to read difficult.

Third, reader's theater is a natural way to connect all areas of the school curriculum. Social studies, literature, science, art, and other curriculum areas can easily and effectively be explored through reader's theater. The scripts that are part of this program, in particular, have been developed to make those connections. Students can become so engaged in the process of rehearsal and performance that they may not even be aware that they are learning important content that goes beyond the reading experience!

I know reader's theater works. Nearly every teacher I have met who uses reader's theater on a regular basis feels that it is one of the best and most engaging ways to grow readers and to instill in them a sense of reading success as they learn important content. I hope you will give reader's theater a try. I know you, too, will become a reader's theater nut!

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Goldilocks and the Three Bears

Lesson Plan

Objectives

- **Fluency:** Students will deliver oral presentations and read passages fluently, focusing on the use of choral reading during reader's theater practice.
- **Content Area:** Students will be able to identify and describe the elements of plot, setting, and character in a story, as well as the beginning, middle, and ending of the story.

Summary

This script tells the story of a little girl named Goldilocks. As we get to know her, we learn that her curiosity gets her into a great deal of trouble. After reading the script, the students will be guided through a series of activities that will facilitate a deeper understanding of the fairy tale. By focusing on reading comprehension and fluency skills, the students will be able to describe the characters, setting, and plot. They will also be given the opportunity to rewrite the ending of the story.



Materials

- copy of *Goldilocks and the Three Bears* book by James Marshall (from school or local library)
- *Goldilocks and the Three Bears* script booklets
- *Goldilocks and the Three Bears Character Masks* (pages 27–32 or Teacher Resource CD) copied on cardstock
- copies of the Take-Home Script (Teacher Resource CD)
- PowerPoint slide show (Teacher Resource CD)
- copies of *The Three Bears Sizing Activity* (Teacher Resource CD)
- *Goldilocks Script Lines* (Teacher Resource CD)
- overhead transparencies of the song “The Bears Went Over the Mountain” and the poem “Pease Porridge Hot” (or Teacher Resource CD)
- Performance CD and CD player or computer with a CD drive and speakers

Introduce the Literature

Introduce the story by reading the title out loud. Have the students repeat the title with you as you point to each word. Assess prior knowledge by asking the students if they have read the book before or have an idea of what it is about. Ask a couple students to briefly share. Next, take the students on a picture walk through the book. Ask volunteers what they think is going on based on what they can see in the pictures. Write some of their thoughts on the board to revisit after the story. After the picture walk, read the book out loud. Discuss the differences in sizes mentioned in the book and compare them with the differences in their own lives—for example, furniture, portion sizes, and so on.



ELL Support

Have students draw pictures illustrating differences relating to size and preferences in their homes. Guide them with examples: furniture size, food portions, bikes, or clothes. They can label the pictures with your assistance or help from a classmate.

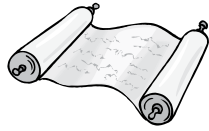
Involving All Students

Assign multiple students to each role. Break the students into groups to practice and perform. If you have students with reading levels below those in the scripts, give those students one or two of the easiest lines. Do the same for your ELL students. Regardless of how many lines they have, all students can be included in the practices and performances.

Goldilocks and the Three Bears

Lesson Plan

Reading the Script



1. Before reading the script, make a character list on the board. Ask the students to help you write a sentence, or provide you with a few key words, to describe each character. For example, Papa Bear is big and loud, Mama Bear likes to cook and is medium-size, Baby Bear is little, and Goldilocks is curious and gets into trouble. You may want to change or add to the descriptions after reading the script.
2. Read the script with the class (use the PowerPoint, as desired), stopping after each page to address key words or phrases that may need more explanation. For example, many students will be unfamiliar with the word *porridge*. This would be the appropriate time to give them context clues or sentences to help them better understand the meaning of this word and other unknown words and phrases. Write the words or phrases on the board and help the students define the words and/or determine the meanings. You could also have the students write the words and phrases in their journals or personal dictionaries.
3. In order to introduce the language art skill of sequencing events, write the following words on the board: *first, next, last*. Remind students that every story has an order of events. Have students work with their reader's theater performance groups to complete a brief summary of the events that take place in the script. A sentence or two is all that is needed to describe what happens first, next, and last.
4. In order to assist your students in grasping the concept of using proper tone and expression when reading a script, spend some time analyzing each of the character's actions, reactions, and emotions. Here are some sample questions you can use to guide your students through this activity:
 - Why do the bears leave their house?
 - Should Goldilocks enter the house without knocking?
 - What is wrong with the porridge? chairs? beds?
 - How do the bears feel when they find their home broken into?
 - Why is Papa Bear so mad?
 - Why do you think that Goldilocks runs away?
5. Discuss with students any differences they can find between the book and the reader's theater script. Compare and contrast the two versions.



ELL Support

In this script, students will be expected to understand the concept of size. Partner ELL students with other classmates to play a quick matching game using the images on the *The Three Bears Sizing Activity* included on the Teacher Resource CD. On a piece of construction paper, have the partners glue the three bears (Papa, Mama, and Baby) along the top of the paper. Then have the students match the bears with their items, according to size. Papa Bear should be matched with the biggest items, Mama Bear the medium-size items, and Baby Bear the smallest items. This could be a valuable activity for the entire class.

Goldilocks and the Three Bears

Lesson Plan



Assigning Roles

Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels, so they can focus on accuracy, expression, and reading rate.

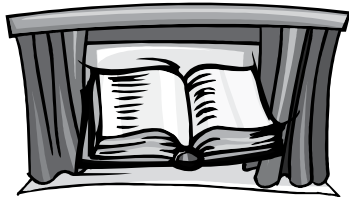
If a student reads text that is too difficult, attention is focused on sounding out words and comprehension rather than fluency.

Approximate reading levels for the roles in this script are:

- ❖ **Goldilocks:** kindergarten
- ❖ **Papa Bear:** low 1st grade
- ❖ **Narrator 1:** high 1st grade
- ❖ **Baby Bear:** kindergarten
- ❖ **Mama Bear:** low 1st grade
- ❖ **Narrator 2:** high 1st grade

Meeting the Fluency Objective

1. The fluency objective for this script focuses on the use of choral reading during reader's theater practice. Choral reading is a great strategy for building fluency and confidence. Listening to others read the same material can help encourage reading with proper voice, tone, emotion, and expression. Write the lines from page 20 of the script on the board, or display *Goldilocks Script Lines* (available on the Teacher Resource CD).
Once you have assigned each student a role, have them practice choral reading by reading one simple line from their character. Once they have learned their lines, they can perfect it by mastering the intended tone, emphasis, voice, and emotion.
2. To teach choral reading, use the following steps and the CD recording of the script:
 - Step 1:** Have students listen to the CD recording and read through the entire script as they follow along with their fingers. They should be listening for proper tone, use of voice and emotion, proper pronunciation, and so on. **Hint:** You may want to read along with the CD to model choral reading for them.
 - Step 2:** Remind students which role they have been assigned to. **Remember:** There will be three or four students assigned to each role.
 - Step 3:** Have students practice reading their parts chorally along with the CD recording.
 - Step 4:** Repeat Step 3 without using the CD recording.
3. There are a variety of useful ways to practice. Split up your class according to which role they have been assigned. Then have each group spend some time reading only their character's lines together. Students can read their parts chorally along with the CD recording with their performance groups and at home using the take-home copy of the script. Make sure students highlight their parts in their take-home copies of the script.



Content-Area Connection— Language Arts

Students will be able to identify and describe the elements of plot, setting, and character in a story, as well as the beginning, middle, and ending. The objective of the activities listed below is to facilitate a deeper understanding of the script. The tasks are designed to develop your students' reading comprehension, critical thinking, and analytical skills. Building these skills will help your students become more confident readers. Encourage your students to work together to complete the following activities.

1. To guide students through identifying the story's plot, create a T-chart and label one side *Problems* and the other side *Solutions*. Ask students to list the problems that the characters in the story face. As each problem is identified, write it down, and then have the students describe how the problem is solved. Encourage students to look back in the script if necessary. **Hint:** Before you begin the T-chart lesson, you may want to have students think about a time when they faced a problem and what they did to solve it. You can give them five minutes to think-pair-share their problems and solutions with a partner. This is a great opportunity for students (especially ELL students) to practice their verbal communication skills.
2. Have each student pick a favorite character from the story. Instruct them to reread the script, focusing only on the chosen character. They must find at least three details from the script that describe their character. Using the details, have them write a paragraph to describe their character. The first sentence should introduce the character, the following three sentences should be details about their character, and the final sentence should be a closing sentence. Depending on the level of your class, this activity can be done orally, as a whole group with guided instruction and modeling, independently, or in small groups. You may also have students create a list of words to describe their favorite characters, instead of writing full paragraphs.
3. Divide a large piece of butcher paper into three sections labeled *beginning*, *middle* and *end*. Initiate a discussion about the different events that occurred in the script. After students respond, ask them where they think the event belongs. Write their responses in the appropriate section on the paper. Have students come up and draw pictures that illustrate their responses. After you have put all the events on the paper, discuss what happened at the end of the story. Ask them to think for a minute about an alternate ending. What could Goldilocks have done differently? What about Papa Bear? Give them five minutes to think about how the ending could be changed. Then have them share their ideas orally or have them rewrite and illustrate the ending.
4. Ask students to close their eyes as you play the CD recording of the script. Tell them that they will need to listen carefully for details about the setting of the story. Before starting the CD, come up with some questions as a class about the setting, so they have an idea what to listen for. After listening to the story, have the students illustrate the setting on a piece of paper. Encourage them to include details both inside and outside the house. You may want to remind them that the setting for the story is much more than simply a house in the forest.



ELL Support

Have your ELL students partner with a fluent reader to read through and discuss the script. Have the pairs take a piece of construction paper, fold it into thirds, and label the sections *beginning*, *middle*, and *end*. Then have the ELL students draw pictures that represent each part of the story.

Goldilocks and the Three Bears

Lesson Plan

Fine Arts Connection

1. The script contains a song and a poem: “The Bears Went Over the Mountain” and “Pease Porridge Hot.” This song and poem are directly related to *Goldilocks and the Three Bears* but are not limited to use with this script.
2. To relate the poem to the fluency objective for this lesson, use a printout of the words to the poem “Pease Porridge Hot.” Practice choral reading as a whole class or in small groups. This can be done as fluency practice at the beginning of the day, just before recess or lunch, or before you begin to rehearse the *Goldilocks and the Three Bears* script.
3. Play the song “The Bears Went Over the Mountain” from the Performance CD. First, have the students simply listen to the song. Next, put the transparency up so they can see the words. As you point to each word, have students read the words together as a class. Then play the song again, encouraging students to sing along. Repeat this step a couple of times before singing as a class without the CD. **Hint:** It might be helpful to provide each student with a copy of the song, so he or she can follow along.
4. Model for students the correct way to read the poem and sing the song. After a few practice readings as a class, have the students break into their reader’s theater performance groups to practice singing the song and reading the poem with proper voice, tone, and expression. You may want to add hand and body movements to make the performance more active.

Performance

Students may perform their renditions of the script for the class or for a larger audience. If desired, allow the audience to share in the reader’s theater experience by reciting the poem and singing the song at the appropriate places. Display the song and poem for the audience to follow, using the provided overhead transparencies.

The performers may also wish to prepare masks for their parts, which are included within this lesson. Allow the students to color their masks. Cut out the eyes holes, punch holes at the Xs, and attach string to tie the masks to the performers’ faces.

Baby Bear



Goldilocks

