



# **THE THREE LITTLE PIGS**

Classroom Guide

Kindergarten - Grade 1

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## How to Use This Guide

This classroom guide for *The Three Little Pigs* is designed for Texas students in Kindergarten and Grade 1. It offers activities to help you integrate a performance of *The Three Little Pigs* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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## 1: Discussion Questions Before the Performance

The Three Little Pigs is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on the book:

- Have you read The Three Little Pigs as a class or by yourself?
- Based on what you read, what do you think may happen in the play?

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you not do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

- If you read The Three Little Pigs beforehand, how was the play similar to the book?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc.)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
- If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct The Three Little Pigs how would your production be different than the play you saw by Magik.

## 2. Magik Must Reads

For each of our touring productions by The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for *The Three Little Pigs* is Hard Work Brings Its Rewards.

The Magik Must-Reads (Kindergarten - Grade 1) are:

- *Farmer Duck* By Martin Waddell, Illustrated By Helen Oxenbury
- 
- *Little Red Hen* By Diane Muldrow, Illustrated By J.P. Miller
- 
- *The Girl and The Bicycle* By Mark Pett
- 
- *Arthur's Pet Buisness* By Mac Brown

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

### **Theme**

How did the theme of Respecting Others show in each book? Explain.

### **Setting**

Describe the settings of each book.

- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?

How were the settings similar to each other? How were they different?

How were the settings related to the theme of Respecting Others? Explain.

### **Characters**

Who were the main characters of each book?

Did any characters show up in more than one book?

Were the characters of one book similar another book's characters in any other ways?

### **Plot**

What did the main characters of the books want most?

Did anyone or anything stand between the main characters and their goals?

Did the main characters get what they wanted? How?

How were the plots of the books similar? How were they different?

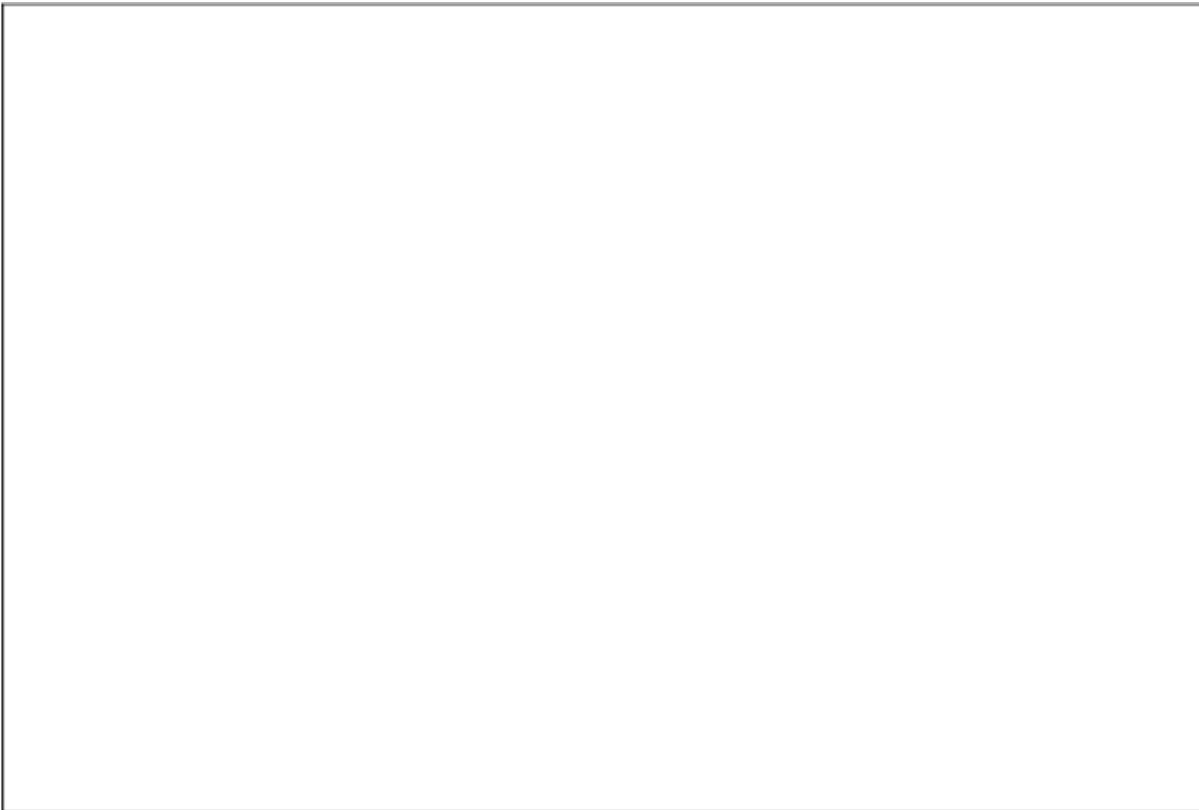
### **3: Write and Illustrate Your Own Story**

In the story of The Three little Pigs, the pig who built the brick house spent extra time building his house, didn't get his house blown away by the big bad wolf. As a class make a picture book about a character who works their hardest at any task they face. Have everyone draw one picture from the story you create. When you are done, put the pictures together to make your very own book.

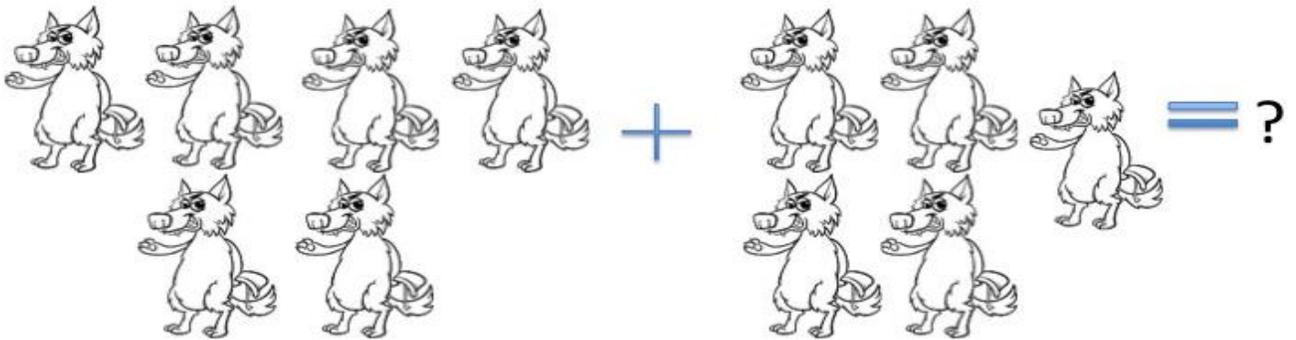
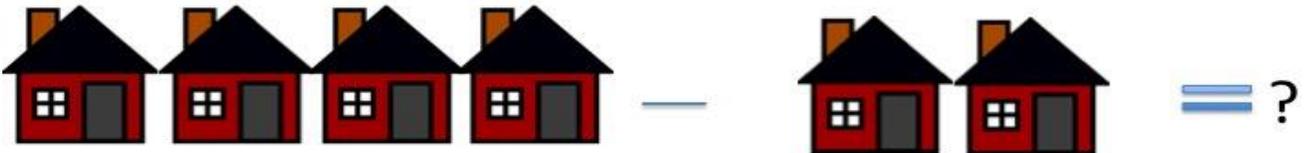
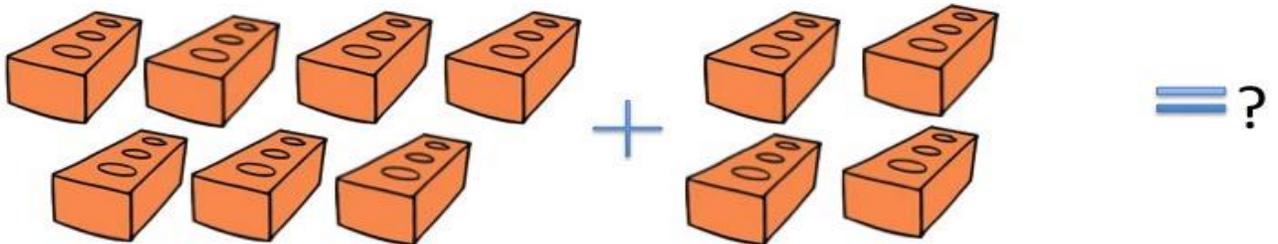
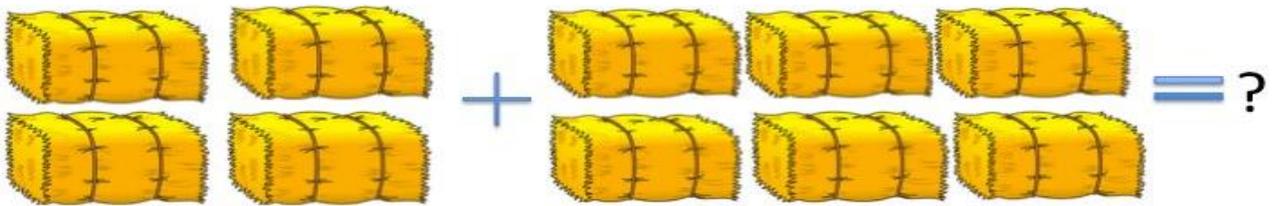
Answer these questions as you write your story:

- Who is your main character?
- Who are your other characters (if any)?
- What does your main character want?
- What is keeping your main character from what he or she wants?
- How does your main character tackle the problem?
- How does your story end?
- Did your main character learn anything?

In the space below, draw a picture to illustrate your story.



#### 4: Picture Problems



## 5: How Strong is Your House

In The Three Little Pigs the Big Bad Wolf huffs and puffs down the house made of straw and the house made of wood, but he can't huff and puff down the third house made of bricks. There are many different material used to build houses. When building houses, you want your house to be strong to keep you safe, especially from the big bad wolf.

### Experiment:

Let the students build houses by stacking drinking straws (straw), Popsicle sticks (wood), and rocks (bricks). Have them build and test each material and how stable the different materials are by trying to blow down the newly built houses.

### Material:

- Drinking Straws (in place of straw)
- Popsicle Sticks (in place of wood)
- Rocks (In place of brick)

### Before We Begin:

What material do you think will be the easiest to blow away?

What material do you think will be the hardest to blow away?

What kind of material is your house made of?

### Make a Guess:

Do you think the rock house will be the strongest or the weakest?



## 6: Cost and Benefit

What can "The Three Little Pigs" teach us about decision making?

One pig wanted to hurry and build his house so he could go out and play. Does that sound like one or more of your students? One pig spent a little more time building his house, but he still skimped on quality so he could go and play. When the wolf came, down went the houses! The cost of doing quick work hardly matched the benefit of being able to play! List examples different situations where students pick which situation has a better benefit than cost.

Ask the students after the story:

Why did the first little pig build his house of straw? *[Remind the students that the first little pig wanted to get done fast so he could play.]* So, when he built his house out of straw he had the BENEFIT of being able to play all those other days! He made a decision and the BENEFIT of being able to play those extra days was what he gained! But what did the first little pig lose? Yes, he lost his house.

The second little pig made a decision, too. He decided to build his house out of wood. What was the BENEFIT of that decision? Yes, he gained a nice wooden house and a few days to play. When the second little pig made the decision to build his house out of wood, there was also a COST. What was the COST? What did he give up? [He gave up his house, because the wolf blew it down.]

The third little pig built his house out of bricks. He made the decision to build his house out of bricks and he had a COST and a BENEFIT, too. What was his BENEFIT?*[He had a house that the wolf could not blow down.]*

1) Maria hid her orange under her bed so that she did not have to throw it away in the kitchen. Which one of these is the cost?

- a) The orange began to smell bad. *[CORRECT]*
- b) Maria did not have to walk all the way to the kitchen.

2) Madison got her paper done fast so that she could play with Odella. Which one of these is the cost?

- a) Madison and Odella got to play.
- b) Madison missed two problems on her paper. *[CORRECT]*

3) Tyler worked hard to clean his room so that he could go out and play with Austin. Which one of these is the benefit?

- a) Tyler had to work hard.
- b) Tyler got to play with Austin. *[CORRECT]*

<http://www.econedlink.org/lessons/index.php?lid=282&type=educator>

## 7: Making the three little pigs

No one can forget how cute the three little pigs are, make your own three little pigs and background.

Materials:

Construction paper

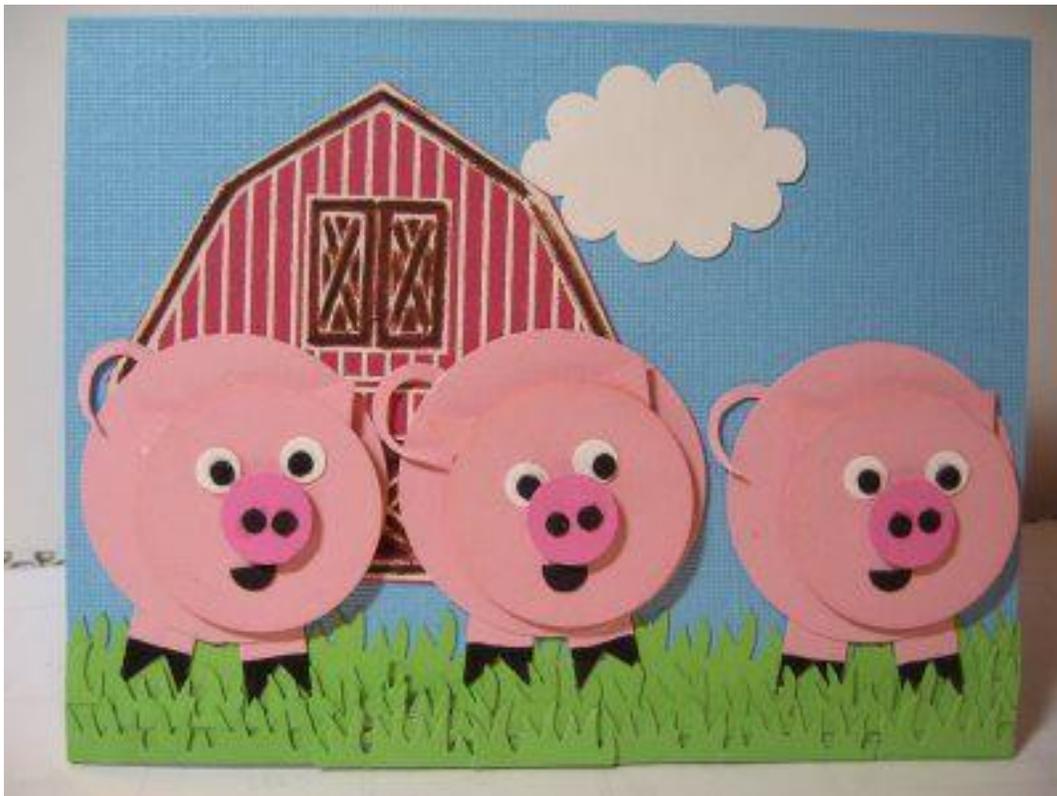
Scissors

Glue

Googly eyes (optional)

Directions:

Cut out three circles of construction paper all varying in size (one the snout, one the head, and one the body), then cut out triangles for ears and rectangles for the legs. Then let the students build and decorate their own piggy and farm background.



## 8: Old McDonald had a Farm

The three little pigs live on a farm, with your class write your own version of Old McDonald Had a Farm, and draw a picture of the animal in the box beside the verse. Once you are finished sing it together and show off your pictures.

Old MacDonald had a farm,  
E-I-E-I-O  
And on that farm he had some (farm animal) E-I-E-I-O!  
With a (animal noise), (animal noise) here,  
And a (animal noise), (animal noise) there.

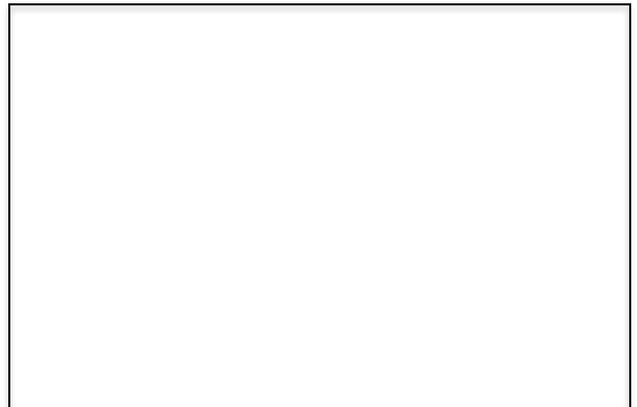
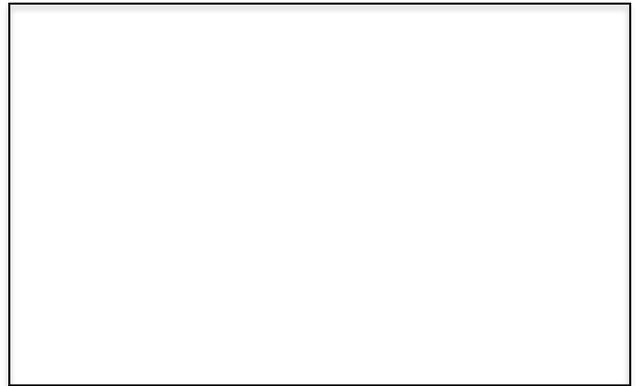
Here a (animal noise), there a (animal noise),  
Everywhere a (animal noise), (animal noise).  
Old MacDonald had a farm  
EE-I-E-I-O!!

Old MacDonald had a farm,  
E-I-E-I-O!  
And on that farm he had some (farm animal) E-I-E-I-O!  
With a (animal noise), (animal noise) here,  
And a (animal noise), (animal noise) there.

Here a (animal noise), there a (animal noise),  
Everywhere a (animal noise), (animal noise).  
Old MacDonald had a farm  
EE-I-E-I-O!!

Old MacDonald had a farm,  
E-I-E-I-O!  
And on that farm he had some (farm animal) E-I-E-I-O!  
With a (animal noise), (animal noise) here,  
And a (animal noise), (animal noise) there.

Here a (animal noise), there a (animal noise),  
Everywhere a (animal noise), (animal noise).  
Old MacDonald had a farm  
E-I-E-I-O!!



Old MacDonald had a farm,  
E-I-E-I-O!

And on that farm he had some (farm animal) E-I-E-I-O!

With a (animal noise), (animal noise) here,

And a (animal noise), (animal noise) there.

Here a (animal noise), there a (animal noise),

Everywhere a (animal noise), (animal noise).

Old MacDonald had a farm

E-I-E-I-O!!

