



THE THREE LITTLE PIGS

Classroom Guide

Grade 2 – Grade 3

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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 (2nd grade – 3rd grade) are:

- *The Ant and the Grasshopper* By Aesope, Retold By Katie Daynes, Illustrated By Merel Eyckerman
- *Carlos and the Corn Field* By Jan Romero Steven, Illustrated By Jeanne Arnold
- *The Little Red Hen* by. Paul Galdone
- *Football Friends* By Jean Marzollo, Illustrated True Kelley

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 to building his house didn't get his house blown away by the big bad wolf. Write about a time when your hard work was rewarded.

Answer these questions as you write your story:

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

Title: _____

5: Word Problems

- 1) Tom the farmer counted 127 carrots in his farm. At dinner he used 15 carrots to make his stew. How many carrots are left for Tom to eat?

- 2) The big bad wolf collects hats. He has 79 hats in a hatbox. If he adds 23 more hats, what is the total amount of hats in his collection?

- 3) Abraham has 133 logs of wood to build his house but the storm washed away 63 logs, how many logs of wood does Abraham have left to build his home?

- 4) The pigs are having a pool party to celebrate that they didn't get eaten by the big bad wolf. They ordered 178 balloons

- 5) to decorate with. When decorating 29 balloons flew away. How many balloons are left?

- 6) The Pigs want to buy a hammer to build their houses, the hammer is on sale for 25 dollars, if they have 46 dollars and buy a hammer, how much money do they have left over?

- 7) There are 142 bricks. Luke uses 56 bricks and max uses 15 bricks. How many bricks are left to build a house?

- 8) 7.) The wolf is on a diet and wants to eat only 12 pieces of celery, but at the store they only come in bunches of 35 pieces of celery. How many pieces of celery will be left over?

- 9) There are 3 pigs. If they each wrote a 2-page letter to the wolf to tell him to not blow down their house, how many sheets of paper do they need?

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:

Give students various materials, and break them off into small groups. The students will be able to pick any of the materials they wish to use. The materials can be marshmallows, toothpicks, foil, popsicle sticks, straws, and tape. Then using a blow dryer (the wolf) try and see which group's creation can withstand the strong wind.

Material:

Toothpicks

Marshmallow

Foil

Tape

Popsicle Sticks

Straws

Blow Dryer

Make a Guess:

What material do you think will be the strongest?

What material do you think will be 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 skimmed 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?

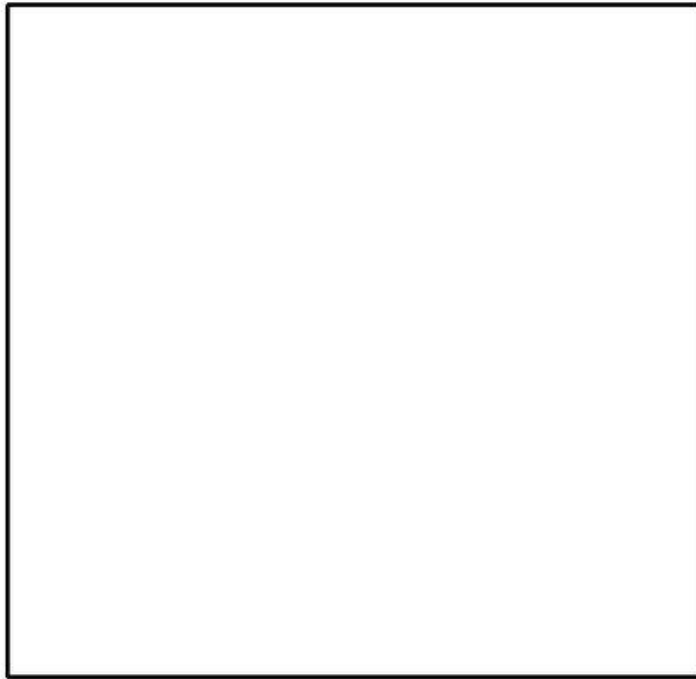
- a) Tyler had to work hard.
- b) Tyler got to play with Austin. *[CORRECT]*

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

7: Wanted Poster

Draw and design a wanted poster of the big bad wolf.

WANTED



If you have seen _____,
please call _____.

Crime: _____.

Last seen at _____.

REWARD: \$ _____

8: Make your own flute

In The Three Little Pigs the wolf huffs and puffs and blows down the first two houses. There are many instruments that you can blow into to make sound. Can anyone name any instrument that you can blow into to make sound? The Flute is a member of the woodwind section of the orchestra. It is a smaller instrument that can produce a clear light higher sound. They can be made from silver, wood, or even gold. The flute player holds the flute horizontally and blows into the opening. Now we are going to make our own flutes.

Materials:

Straws
Scissors
Ruler
Tape

Directions:

Start by cutting your first straw at 20cm.
Then the next straw will be cut 2cm shorter, at 18cm.
Cut each straw 2cm shorter than the last until you have cut them all.
Line up your straws longest to shortest.
Sticky tape them together in that pan flute formation.
Your child should blow across the top of the straws to get a sound.
The longest straws will be deepest, the shortest will be highest

