



# THE THREE LITTLE PIGS

Classroom Guide

Grade 4 – Grade 5

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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 (4<sup>th</sup> grade – 5<sup>th</sup> grade) are:

- *Tiger Woods An American Master*, By Nicholas Edwards
- *Little House On The Prairie*, by Laura Ingalls Wilder
- *These Lands Are Ours: Tecumseh's Fight For The Old Northwest*, by Kate Connell
- *The Black Stallion*, by Walter Farley

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: Create Your Own Comic Book**

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. Using the worksheet below, plan a story about a character who wants to become a leader for a large group. Then turn your outline into a comic book to tell your story. After sharing your story with your class and your teacher, gather feedback and use it to revise your story.

#### **CHARACTERS**

Main character:

Age:

Male or female?:

Physical description:

Personality:

Character #2:

Age:

Male or female?:

Physical description:

Personality:

Other characters:

#### **SETTING**

Where:

When:

#### **PLOT**

How does your story begin?

How does your main character meet the guest?

What is the main conflict between your main character and the friend?

What is the climax of your story?

How does your story resolve? (What happens after the climax?)



## 5: Food Web

Food webs are an important tool in understanding the ecosystem and how our ecology is balanced. Showing our students how the shortage of one animal or plant species can affect the whole food chain and threaten the existence on every animal.

### Materials:

- Construction paper 12x18
- Pencils
- Colored pencils
- Construction paper 12x24
- Scissors
- Glue

### Before We Begin

Talk with the class about the food chain, and what they should know about the food chain. Start it from photosynthesis and continue it to plants and end it with the meat eaters. Give the students a short example of a food chain. Use an animal and show them what this animal would eat in order to survive. Whatever the animal eats, describe what that animal or plant needs to survive, and how if this animal or plant didn't have this source of food it would affect the whole food chain.

In this project be sure to have your students incorporate a pig and a wolf into their food chains.

### Directions

Have the students, on the construction paper 12x18, draw and color animals in their food chains. Then they'll cut out their drawings and glue them on 12x24 construction paper. With their drawings glued on the paper, they will draw in arrows between the animals and plants, indicating which organism consumes which to survive. Make sure that they incorporate a pig and a wolf in their food chains.

## **6: Huff and Puff Safety Plan**

Two of the three pigs made houses that weren't wolf proof. While the houses made by the pigs were not made from the best material in the world, the pigs still did not have the best safety plan to protect themselves from the intrusion of the wolf. Make a safety plan for the pigs that would help them in the event of a wolf emergency.

### Directions:

In this assignment, you should think about what the pigs in each house can do to protect themselves while considering available resources in the house and the protection of the house itself. Have them draw a house and write which part of the house is which (Example: Door, window, roof, chimney). Then write safety emergency exits in these houses, and backup safety plans in case they can't go to a certain emergency exit. What would they do to protect themselves from a wolf attack.

Devise a plan.



## 7. Build a House

Building houses is a creative process, but it can also be fun. In this project you will have your students build a little house on a 12x24 sheet of construction paper made from either straw, sticks or bricks.

### Materials:

- Drinking straws
- Small Sticks
- Lego blocks
- Scissors
- Glue
- 12x24 construction paper
- Colored Pencils
- Markers

### Directions:

1. Have the students pick out what materials they want to build their houses from (Drinking straws, small sticks or lego blocks).
2. Have them start building from the base of the house, using glue to stick things together.
3. Build these small houses about the size of a gingerbread house.
4. After they are finished, have them decorate their houses with markers or colored pencils.

## 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

