

StoryBook Theater

EDUCATOR'S CURRICULUM GUIDE

3 Pigs



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HELLO, TEACHERS!

Thank you for choosing to bring your class to StoryBook Theater's production of "3 Pigs." We are confident that you will find our show entertaining! We have created this packet for you to help make seeing our play an even richer learning experience for your students. We have included some preparatory activities for before you see the show and a few reflection experiences for afterwards. The activities and exercises were carefully chosen and meet many of the Washington State EALR's in the Arts—as well as in Communication, Writing, and Reading. Have fun and we hope you enjoy the play!

~ The StoryBook Staff

"3 Pigs" Synopsis

As we meet our three heroines, Petunia Blossom, Sweet Pea and Calla Lily, they are enjoying a carefree day on the farm. Calla Lily can't help but break into song to express her love for food. But Sweet Pea, who wants to explore what lies beyond their small world, warns Calla Lily that humans just may be planning to eat them. Sweet Pea eventually convinces her sisters that they should leave the farm and try to make it on their own. Petunia Blossom is more interested in making herself and her surroundings beautiful, and Calla Lily is only interested in good things to eat. Sweet Pea, the practical one, is determined to develop a plan that will put them in control of their own lives. As they begin their adventure, Sweet Pea suggests that they build themselves a house of their own and sends her sisters off to collect sticks and straw. While she is collecting building materials at the dump, Sweet Pea finds what she thinks is an abandoned house and claims it as her own. The house, as it happens, belongs to a hungry Wolf who has more than one reason to give these piggies a hard time. When Calla Lily and Petunia Blossom return, Sweet Pea is surprised and disappointed by what they bring for house building. With the hungry wolf determined to make at least one of the sisters his meal, the girls have to do some quick thinking! With some compromises, a lot of teamwork and even help from the audience, the three sisters build a house to protect themselves from the wolf. Finally, with the combination of Petunia Blossom's brilliant idea, some teamwork, and a little help from the audience, the pig sisters foil the wolf.



BEFORE THE SHOW:

Here are some ways you can prepare your class to see the play.

- It's a good idea to eat a snack before the trip and use the restroom before the show starts, so students are not distracted during the play.
- Get your students excited about the show by sharing your knowledge and excitement! Reading a story book version of the play is often helpful so students can identify the characters in the play and also generate more discussion after seeing the production.
- Make sure students understand that what they will see on stage is make-believe, and that the actors in the costumes are safe people. This is especially important with potentially scary characters.
- Encourage your students to be active audience members. All StoryBook Theater performances include some audience participation, such as singing, laughing and clapping. There may be times when the characters on stage speak directly to the audience and ask questions. There are some times when the actors will be talking only to each other, and that's when the audience should be quiet.
- Try out a few of the activities in this guide. They are designed to make your StoryBook Theater experience last longer than the 55-minute show.

Theater Terms

The activities that follow will incorporate these important terms and concepts.

- **Character** - the “who” in a play, scene, or story, which can be a person, creature, or thing
- **Setting** - the “where” of a play, scene, or story including the time and place in which the action occurs.
- **Action** - the “what” of a play, scene, or story; incidents and events within the story (beginning-middle-ending) that move the plot along.
- **Prop** - any object used by an actor in a scene.
- **Set** - the scenery or background for a play.
- **Costume** - what the actors wear during a performance.
- **Improvisation** - drama created on the spur of the moment without any advance preparation; making it up as you go.
- **Movement** - a tool used by actors to communicate meaning.
- **Dialogue** - the words actors say to express their character.

Character List

- Sweet Pea
- Calla Lily
- Petunia Blossom
- Wolf

Settings

- On the farm
- On the road
- The dump



Vocabulary

- **Abandon** – To give up or to leave alone
- **Absurd** – Untrue, ridiculous
- **Brilliant** – Keen intelligence, great talent or skill
- **Building materials** – Things you would use to construct a house or structure
- **Critters** – Any creature or animal
- **Famished with grief** – Extremely hungry/Deep sadness arising from loss
- **Daring** – Fearless
- **Delicious** – Very pleasing to taste or smell
- **Delightful** – Pleasing; charming
- **Detour** – An indirect or roundabout procedure, path
- **Edible** – Fit to be eaten
- **Exhausted** – To be tired out; weak
- **Jeopardize** – Risk loss, damage, or failure
- **Junkyard** – A space for the collection, storage and resale of junk
- **Litter** – A number of young brought forth by an animal at one birth: *a litter of six kittens.*
- **Littermates** – Those that come from the same litter
- **Los lobos** – Spanish for “the wolves”
- **Physiques** – Physical or bodily structure, appearance, or development
- **Proactive** – Acting in advance to deal with an expected difficulty
- **Protein** – Food group containing meats, beans, some dairy foods
- **Proverb** – A short popular saying that expresses a common truth or useful thought
- **Pun** – The use of words that are alike or nearly alike in sound but different in meaning; a play on words
- **Ravenous** – Extremely hungry
- **Recognize** – To identify as something or someone previously seen, to know
- **Reinforce** – To strengthen with some added piece, support, or material
- **Remodel** – To update, to make over to look new
- **Relocated** – Moved to another place
- **Runt** – The smallest and youngest of the litter
- **Sautéed** – To cook in a small amount of oil
- **Scrumptious** – Delicious, tasty
- **Siblings** – One of two or more individuals having one or both parents in common; a brother or sister
- **Supplies** – An amount or quantity available for use
- **Team** – A group of people who work together
- **To-go foods** – Food from a restaurant that you can take home to eat
- **Trough** – Long, open container for holding water or food for animals
- **Undernourished** – Provided with less food than is needed for health and growth

ACTIVITY #1 - PICTURE SEQUENCING

(grades PreK - 2nd)

Learning Targets: Students will develop skills in listening, planning, sequencing

Materials: drawing paper, pencil, crayons, colored pencil or markers

Room Arrangement: at desks

Time: 30 minutes

What the TEACHER does: Instruct students to fold paper in quarters (sixths with older students). Have students draw the action, representing the setting in each cell, section 1 to depict the beginning, 2-4 for the middle and 1 for the end. Students cut the squares, mix them up and then swap with classmates inviting them to put them in sequencing order.

Settings:

- On the farm
- On the road
- The dump

Action:

- Pig sisters realize they are to become food.
- Pigs travel to find independence.
- Pigs begin to plan and build new homes.
- Pigs confront and defeat a wolf.

Theater: Cr3, Re8

Language Arts: SL K.1, K.2, K.3, K.4, K.5, K.6, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.4, 4.1, 4.4, 4.6

ACTIVITY #2 - CHARACTER BODY LANGUAGE

(grades PreK - 3rd)

Learning Targets: Students will develop skills in listening, movement, observation

Materials: none

Room Arrangement: standing circle

Time: 10 - 20 minutes

What the TEACHER does: Invite the students to use their bodies to demonstrate, how they would represent each character in the play. Name a character, all students strike a pose of that character. Then invite them to take turns saying a line that character said or might say.

Who are the characters in 3 Pigs?

- Sweet Pea - The "smart one" of the three sisters. Sweet Pea fits the traditional image of the intelligent one, but Sweet Pea quickly learns there are many different kinds of intelligence.
- Calla Lily - This sister is the "indulgent one". She likes good

things to eat, but her weakness for yummy treats is also the inspiration for some clever problem solving.

- Petunia Blossom - The sister who adores beauty, particularly her own. Petunia uses her know-how to her advantage and finds a way to save the day.
- Wolf - Like the rest of this group, this guy has had some hard times and is looking to find a way to get by. He also has a trick or two up his sleeve, but in this round he has to accept defeat by these three pigs.

Variation - Teacher reviews the 4 characters then invites the students to choose a character. As you go around the circle the observers use body and verbal clues to guess which character they think the student represents.

EALRs – Theater: Cr1.1, Pr4.1, Pr5.1a, Pr6.1, Re8.1, Re9.1, Cn10.1
Language Arts: SLK.1, SLK.3, SLK.4, SLK.4, SLK.5, SL1.1, SL1.3, SL1.4, SL1.5, SL2.1, SL2.3, SL2.4, SL2.5, SL3.1, SL3.3, SL3.4, SL4.1, SL4.3, SL4.4

ACTIVITY #3 - SOLUTIONS (grades K - 3rd)

Learning Targets: Students will develop skills in listening, problem solving, dialogue, cooperation and ensemble

Materials: none

Room Arrangement: small groups

Time: 40 minutes

What the TEACHER does: The 3 Pigs thought up a smart and clever way to keep the wolf from succeeding in his attempt to eat them. What other ways might the sisters have worked together to save themselves without bringing harm to the wolf?

In groups of 4, reconstruct a new version of the last scene of the play. Take 10 minutes to brainstorm and plan your improvisation. Be sure it includes dialogue, the problem and an original solution.... Take turns performing it for the rest of the class.

Possible problems to solve:

1. How to solve the problem of belonging to humans who are feeding you so they can eat you.
2. What do you do when you left your home and don't have a place to live?
3. The problem of how to handle a hungry wolf.

EALRs – Theater: Cr1.1, Cr2.1, Cr3.1, Pr4.1, Pr5.1, Pr6.1, Re8.1, Re9.1, Cn10.1, Cn11.2

Language Arts: SL K.1, K.2, K.3, K.4, K.5, K.6, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6



ACTIVITY #4 - HIGGY-PIGGY (grades PreK - 3rd)

Learning Targets: Students will develop skills in listening, coordination, and cooperation

Materials: none

Room Arrangement: standing circle

Time: 15 minutes

What the TEACHER does: Have students stand in a circle and claim space to the left and right of them. Lead the traditional Hokey Pokey using words related to pigs.

You put your right hoof in;
You put your right hoof out;
You put your right hoof in and you shake it all about.
You do the Higgly-Piggly and you turn yourself around,
That's what it's all about! Oink! Oink!

Replace "right hoof" with the following verses:

You put your left hoof in...
You put your right hamhock (hip) in...
You put your left hamhock in...
You put your snout in...
You put your curly tail in...

*EALRs – Theater: Pr5.1 Dance: 4.1, 5.1, 7.1
Physical Education: 1.2, 1.4, 1.5, 2.1, 4.1, 4.2, 4.5*

ACTIVITY #5 - SOUNDINGS (grades PreK - 3)

Learning Targets: Students will explore many variations of sound that are possible with their voices.

Materials: none

Room Arrangement: open space; players sit in a circle

What the TEACHER does:

1. Discuss how actors use their voices to express different characters and emotions in a play. You may have volunteers name some specific characters with distinct voices. How would they describe the voice? (squeaky, nasal, low, shy...?)
2. Explain that players will take turns saying their first names as quickly/slowly/unusually as they can, focusing on voice variations. The sound will be passed around the circle. The activity continues until everyone has experimented with and passed their own name.
3. Model for the students by exploring your own name, using a voice variation. Pass it around the circle. Try a different variation.
4. Ask for a volunteer to start the activity and continue until every player has had a turn. Encourage different voice variations—the more variety, the better!
5. Ask for feedback after the activity. What did they notice about exploring their voice? Was it easy/difficult to do?

ACTIVITY #5 (CONTINUED)

Extensions:

List the characters from the story "The 3 Pigs." Describe and imitate how their voices might sound.

How might the story change if the wolf had a high, squeaky voice?

Theater: Cr1.1, Cr3.1b, Pr4.1, Pr5.1, Cr6.1, Re8.1, Re10.1, Re7., Re8.1, Cn10.1

ACTIVITY #6 - HOUSE BUILDING (grades 1st - 3rd)

Learning Targets: Students will develop skills in conservation, planning, cooperative or independent problem solving, and utilization of limited resources

Materials: 25 straws whole, 2 Hello my name is... stickers each, 10 toothpicks, and any other objects of your choice, in equitable numbers per student/small group

Time: 40- 50 minutes

Room Arrangement: small group or individuals at desks
What the TEACHER does: Demonstrate how to bend the tip of a straw and insert into the end of another to the students. Challenge them to use the materials they are given to create the most stable structure possible- the only rules are that

1. They must only use the materials given to them
2. Every piece must have a purpose
3. Every piece must be used in the structure

For an extended challenge students can be timed.

EALRs – Theater: Cr1.1b, Cr2.1, Cr3.1 Visual Arts: Cr1.1, Cr1.2, Cr2.1, Cr2.3, Cr3.1.2

Language Arts: SL1.K, SL1.1, SL1.2, SL1.3, SL1.4, SL6.K





ACTIVITY #7 - PIGGY MATH (grades 1st -)

Learning Targets: Students will develop skills in addition and multiplication, story problem solving

Materials: Use blocks, straws or toothpicks for manipulatives to represent materials in the story problems, Story Problem Worksheet

Room Arrangement: At desks

What the TEACHER does: Display the Story Problem Worksheet and read the problem together while students work the problems and record the answers at their seats.

Story Problem Worksheet

- 1) Once upon a time, there were three little pigs - ages 2, 4, and 6. Are their ages even or odd?
- 2) Each little pig wanted to build a house. Pig #1 wanted to build a house of straw. Straw costs \$2 a bundle. He needs 4 bundles. How much will he spend?
- 3) The 2nd little pig wanted to build a house of sticks. Each bundle of sticks weighs 5 pounds. Pig#2 needs 10 bundles. How much will they weigh?
- 4) Pig #3 wanted to build a house of bricks. Each side of his 4-sided house needs 100 bricks. How many bricks will he need?
- 5) Pig #1 worked on his house 3 hours a day for 2 days. How long did he work?
- 6) Pig #2 built his house in 8 hours. He worked for 4 days. How many hours did he work each day?
- 7) Pig #3 worked for 16 hours. How much longer did he work than Pig # 2?
- 8) Pig #1 wanted to put in windows. He wanted to put 3 windows on each side of 2 sides of his house. How many windows will he put in?
- 9) When all the work was done they decided to play. They played leap hog. Pig 1 jumped 5 feet, pig 2 jumped 8 feet, and pig 3 jumped 7 feet. How far did they jump together?
- 10) After an exciting game of leap hog, Pig 3 had an idea. To help pay for their homes, they could open a lemonade stand. They could sell lemonade for 10 cents a glass. If they sold 5 glasses, how much would they make?
- 11) If they made \$4.50 and spent \$1.50 on lemonade, how much would they have left?
- 12) After making all that money, they were tired. Pig #1 went to bed at 9:00 p.m. The other 2 went to bed at 11:00 p.m. How much later did Pig 2 and 3 go to bed?
- 13) For breakfast they each had 5 eggs - no bacon, of course. How many eggs did they have altogether?
- 14) To work off their enormous breakfast, they walked for hours. Pig 1 walked 3 miles, Pig 2 walked 4 miles, and Pig 3 walked 5 miles. How many miles did the three pigs walk altogether?
- 15) While they were walking, a very large wolf saw them. He was starving. "What a swell meal they'd make," he thought. If he could get 5 pork chops from each one, how many pork chops could he make total?
- 16) The pigs were tired and wanted to go home. Even their little piggies (feet) hurt. As a matter of fact, they wore out their little pig shoes. How many pairs of shoes did they wear out?
- 17) Pig # 1 was getting crabby. He felt something was wrong. "We're being followed!" he screamed. "Let's run for home!" The pigs ran and ran. They ran 4 miles in 2 minutes. How many miles did they run each minute?
- 18) When they got home, Pig #1 heard a knock at his door. "Little Pig, Little Pig let me in!" "Not by the hair of my chinny chin chin!" Now the wolf was angry- and hungry too! At the stick house he cried, "Little Pig, Little Pig, let me in." "Not by the hair of my chinny chin chin!" "Oh yeah?" said the wolf. "I'll show you!" And he brought out his high powered fan he got on sale at Costco for \$9.98. When Sweet Pea asked how much he paid the wolf gave her an estimate. What do you think he answered?
- 19) It took only 1 minute to blow down the stick house. How many seconds is that?
- 20) Yes, the stick house blew down too. Both pigs went squealing down the road to their brother, who like all big brothers said, "I told you so!" And they sat down to watch TV. Their favorite show, Pigmalion, comes on at 8:00 p.m. It was 7:30. How long did they have to wait for their program?

Adapted by Karen Gresham from Barrow Co. Schools, Georgia Dept of Education

EALRs –Language Arts: RL1.1, RI1.1, RI1.2, RI1.3, RI1.4, RI2.1, RI2.2, RI2.3, RI2.4, SL3.1, SL3.2, SL3.3, SL3.4

Mathematics: K.CC, K.OA, 1.OA.1, 1.OA.2, 1.OA.5, 1.MD.2, 1.MD.3, 2.OA.1, 2.MD, 3.OA.8, 3.MD.1

ACTIVITY #8 - PIG TALK - PUNNY DRAWINGS

(grades 2nd - 3rd)

Learning Targets: Students will develop skills in listening, interpretation

Materials: Drawing paper, Pun Sheet, crayons, colored pencils or markers

Time: 40 minutes

Room Arrangement: at desks

What the TEACHER does: A pun is the use of words that are alike or nearly alike in sound but different in meaning; a play on words. The characters in 3 Pigs used puns throughout the play to make us laugh. Go over the puns listed on the pun list below then invite the students to choose one and from their imagination, draw what they think that would look like.

1. "I have a little beef to settle with you." Petunia Blossom to Wolf
2. "I need a curling iron for my pig tail." Petunia Blossom to Calla Lily
3. "Holy cow! He said please, should I feed him? I've squirreled away a few things that he might be able to pork on and wolf down." Calla Lily to her sisters about the Wolf
4. "We're not experts in house building, so get off your high hog and open your mind." Calla Lily to Sweet Pea
5. "When you're the Pig of the Litter everyone loves you" Petunia Blossom to her sisters
6. "What kind of pig-headed thing is that?" Petunia Blossom says to Sweet Pea
7. "This sow's ear has seen better days." Petunia Blossom to her sisters
8. "See ya later alligator!" Petunia Blossom says to Sweet Pea
9. "As hog is my witness, I'll never go hungry again." Calla Lily to Sweet Pea
10. "See you, pig boss!" Calla Lily to Sweet Pea
11. "That would be hog heaven!" Sweet Pea says to Petunia Blossom
12. "I am entering the Pigure Perfect Contest tomorrow..." Petunia Blossom to her sisters
13. "When I first moved here there was plenty of food. I lived high on the hog." Wolf to audience

EALRs – Language Arts: W.1, L.1, L.4, L.5

AFTER THE SHOW:

DISCUSSION, VISUAL ART AND WRITING PROMPTS

1. Each little pig has individual qualities that made them unique. Which little pig is most like you? What qualities do you have in common?
2. Calla Lily and Petunia Blossom did not listen to Sweet Pea's directions when searching for building materials. How did this cause problems for the pigs? How could Sweet Pea have communicated her directions more clearly? What could Calla Lily and Petunia Blossom have done to be sure they understood her?
3. The pigs worked together to solve their problems. Did they ever get frustrated with each other? Why? How did they resolve this?
4. The pigs had many ideas about what their dream house should be like and what "special rooms" they needed. Use your art supplies to design your dream house and be sure to include at least one "special room". Share your masterpiece with your classmates. Describe your "special room" and why you like it so much.
5. The Wolf has asked you for advice on how to get along better with the Pigs. Write a letter to him, trying to help him learn to be a good friend.

EALRs Theater: Re.7, Re.8, Re.9, Cn.10, Cn.11

Language Arts: W.1, W.2, W.3

Visual Arts: Cr1.1, Cr1.2, Cr2.1, Cr2.3, Cr3.1.2

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