



**THE TRUE STORY
OF THE
3 LITTLE PIGS!**

WRITTEN BY
ROBERT KAUZLARIC,
PAUL GILVARY, & WILLIAM RUSH

STUDY GUIDE

PROVIDED BY



PERFORMANCE DATES & TIMES

SCHOOL PERFORMANCES:

- March 10th - April 9th

PUBLIC PERFORMANCES: 10AM & 12PM

- March 14th
- March 25th
- March 27th
- March 28th
- April 4th



HOW TO USE THIS GUIDE

This classroom guide for *The True Story of the 3 Little Pigs* is designed for Alabama students ranging from grades K-5. It offers activities to help you integrate classroom activities into English Language Arts (ELA), Mathematics, Science, Social Studies, Music, and Theatre curricula.

All activities in this guide are linked to the Alabama State Department of Education content standards.

<https://www.alsde.edu/sec/sct/Pages/cos-all.aspx?navtext=Standards/COS>

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A NOTE TO FELLOW EDUCATORS

Greetings!

We are excited for you and your students to attend *The True Story of the 3 Little Pigs*, written by Robert Kauzlaric, Paul Gilvary, and William Rush, at the Birmingham Children's Theatre. We invite you to use this packet in your classroom to prepare for and reflect on your upcoming visit.

This packet is designed to assist you in introducing the play's plot, characters, settings, language, and themes to your students. We encourage you to use these activities prior to the show to guide your students to a better understanding and enjoyment of what they will see at the theatre, and also after you visit to reinforce the show's themes and tie them into the STEM curriculum.

Thank you for helping to extend the learning process beyond theatre walls and for instilling an appreciation of the arts in the lives of Birmingham children.

See you at the theatre!

Birmingham Children's Theatre

YOUR ROLE AS THE AUDIENCE

Dear Audience Members,

Birmingham Children's Theatre is excited to welcome you as a member of our audience! Theatre is a world of imagination and fun, where the impossible comes to life. The audience is an extremely important part of our storytelling, so before you attend a performance we want to share a few theatre etiquette guidelines with you.

Do:

- Feel free to laugh, gasp, and applaud!
- Participate when asked
- Arrive on time (30 min early is a good goal)
- Turn off and put away ALL electronics
- Sit in your assigned seating (an usher will help you)

Don't:

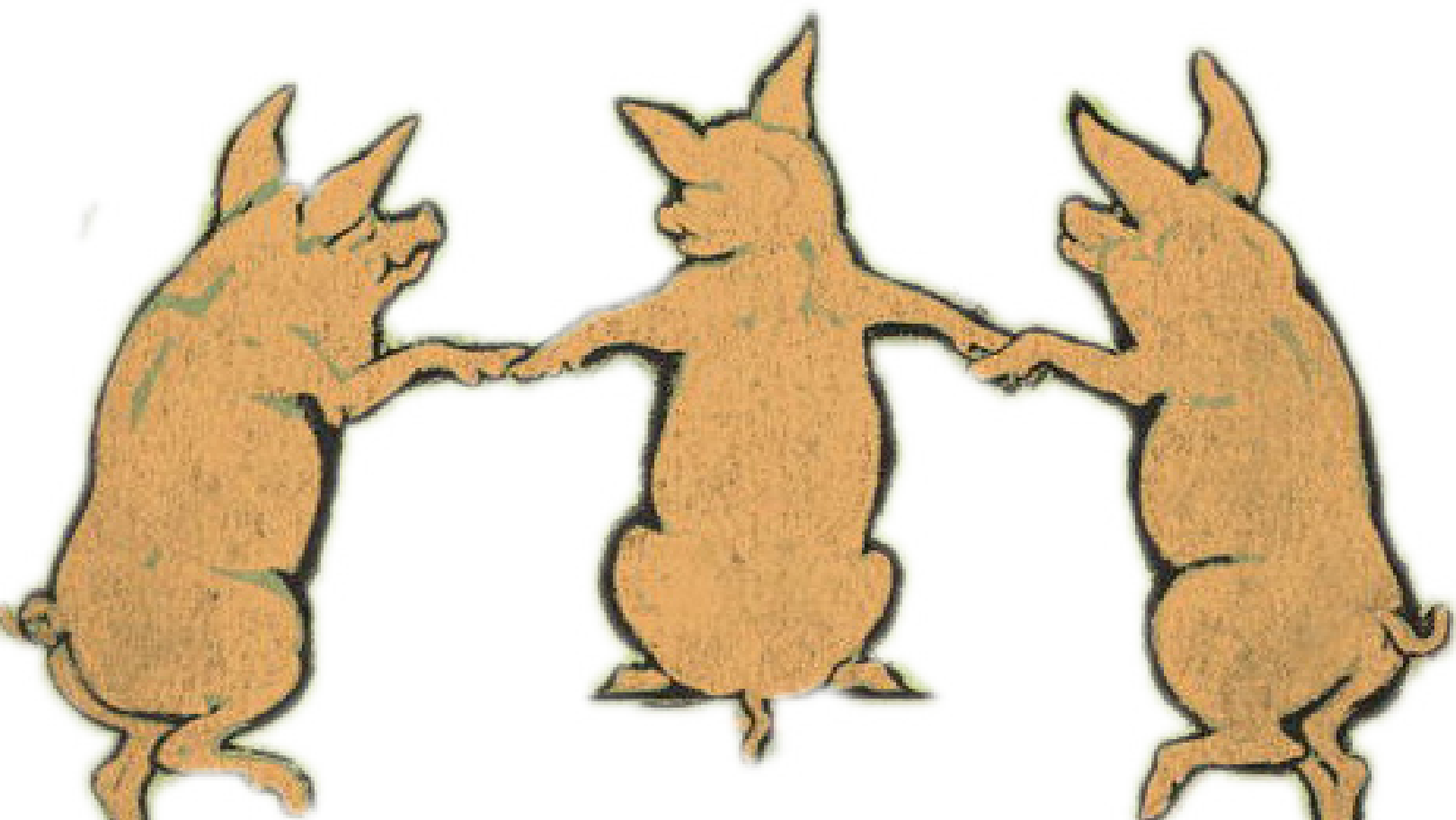
- Talk, wave, or shout during the performance
- Eat or drink

Thank you for playing your part! We are excited to share our production with you!

Birmingham Children's Theatre

PLOT SUMMARY

There are two sides to every story, and when the Big Bad Wolf takes the stand in Piggsylvania's Trial of the Century, he finally gets his say. Will the pigs' splashy puppet show make a puppet out of justice, or is the wolf's catchy song and dance about a sneeze gone wrong all razzle-dazzle? Enter the jury box and decide the fate of Big 'n' Bad in this musical adaptation of the hit children's book.



THEATRE

DISCUSSION QUESTIONS

BEFORE THE PERFORMANCE:

1. The True Story of the 3 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?

2. 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!)

DURING THE PERFORMANCE:

1. 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

2. What kinds of things should you not do as an audience member?

Examples:

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



THEATRE

DISCUSSION QUESTIONS CONT.

AFTER THE PERFORMANCE:

1. What did you think of the play?
 - If you'd read *The True Story of the 3 Little Pigs* beforehand, how was the book similar to the play?
 - How was it different?
2. Describe the performers in the play.
 - What did they do to make their characters special (different from 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?
3. 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?
4. Describe the set of the play.
 - Did it have a lot of locations?
 - Did it look like a place you've been before?
 - How did different lighting change how the set looked for different scenes?
5. 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?
6. If you were going to direct *The True Story of the 3 Little Pigs*, how would your production be different than the play you saw by BCT?

ENGLISH LANGUAGE ARTS

BCT MUST READS

For each of our productions at BCT, we choose a few themes related to the show. Then, we create a list of BCT Must-Reads on those themes. The main themes in *The True Story of the 3 Little Pigs* are Hard Work, Patience, and Truth.

Themes are the main ideas behind a book or other literary work.

- Miss Nelson is Missing! By Harry Allard
- Cloudy With a Chance of Meatballs by Judi Barrett
- The Mitten by Jan Brett
- Lilly's Purple Plastic Purse by Kevin Henkes
- The Little Engine That Could by Watty Piper
- The Snowy Day by Ezra Jack Keats



ENGLISH LANGUAGE ARTS

BCT MUST READS CONT.

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 different themes 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?

CHARACTERS:

1. Who were the main characters of each book?
2. Did any characters show up in more than one book?
3. Were the characters of one book similar another book's characters in any other ways?
4. How were the characters related to the theme? Explain.

PLOT:

1. What did the main characters of the books want most?
2. Did anyone or anything stand between the main characters and their goals?
3. Did the main characters get what they wanted? How?
4. How were the plots of the books similar? How were they different?



ENGLISH LANGUAGE ARTS

We Can Tell Many Stories

ALL STARTING FROM THE SAME HEADLINE

In the True Story of the Three Little Pigs, we learn that there are many different SIDES to a story, and that what one person thinks happened can be very different than what another person thinkshappened. Let's see if we can explore that further with this creative writing exercise. Below are three made-up possible story titles or "headlines". Use one ore make up your own. Working in groups, each group should choose one headline and break into two smaller groups. Each smaller group can use the "five line story" form below to write their own version of how that headline came to be.

Possible Made-Up Headlines:

"WHY EVERYONE AROUND ME LIKES TO SMILE"

"WHY ORANGE IS HIS FAVORITE COLOR"

"WHY SHE IS ALWAYS SINGING IN THE MORNING"

Once there was...

And every day...

Until one day...

Because of this...

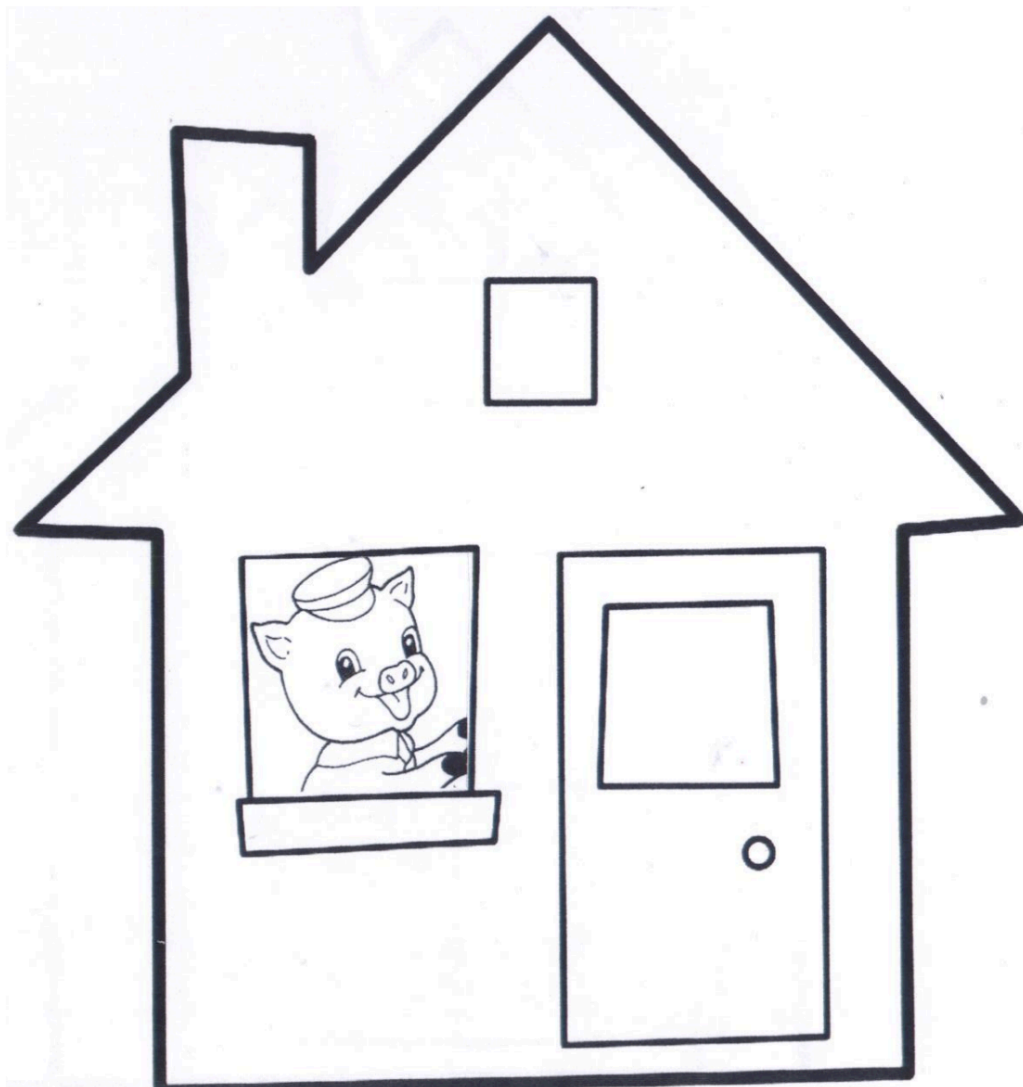
And that is why...

ART

DESIGN YOUR HOUSE

IF IT WAS YOUR HOUSE

In the story of the Three Little Pigs, there is a house of straw, a house of sticks, and a house of bricks. How would you make YOUR house if you were one of the pigs? Get creative with this art activity and make your house unique and special.



ENGLISH

VOCABULARY

One of the most well-known sentences from the story of **The Three Little Pigs** is, **"I'll HUFF, and I'll PUFF, and I'll BLOW your house down!"**

What are the similarities of the words **HUFF**, **PUFF**, and **BLOW**?
If you said that they describe similar actions, you are right!

Below is a word bank and two columns of similar meaning words. Pick which word from the word bank is most similar to the words in the columns. Added bonus: one word in the column has two matching similar words in the word bank.

Word Bank: Data, Quiet, Observe, Reply, Yell, Garbage, Select, Narrow, Guess, Dirt, Smell, Scream, Clean, Save, Swap, Achieve, Instructions, Lucky, Gather, Illustration, Shout, Dependable, Under, ill, Compliment

Collect
Choose
Information
Soil
Fortunate
Quiet
Rescue
Thin
Trade
Watch
Accomplish

Directions
Estimate
Picture
Praise
Reliable
Trash
Sick
Sniff
Tidy
Below
Answer

MATH

MONEY MATH

Porky, Salty, and Ham use the money their mother gave them to buy supplies to build their houses. Let's go over some of the math involved!

Porky buys straw and negotiates, or makes a deal, with the salesman. At first, the Salesman offers to sell his straw for ten dollars (\$10.00). How many quarters are there in \$10.00?

Porky offers one dollar (\$1.00) instead. How many nickels are there in \$1.00?

The Salesman comes back with the price of \$7.50. What is the difference in price between the Salesman's first offer (\$10.00) and his second offer (\$7.50)?

Porky still wants to pay less and suggests \$2.75. How many pennies is that?

The Salesman and Porky agree on a final price: \$3.00. Can you think of five different ways to combine coins that add up to \$3.00?

POST SHOW RESPONSE

We Educate, Enrich and Entertain the lives of children through the magic of professional theatre. Please use this guide as a reflection to the performance you have seen and send back to BCT so we can make your next experience magical!

Dear (who was your favorite character?) _____,

I am (how old are you?)_____ and I am in the _____ grade at (what school do you attend?)_____. I saw your performance of _____ on _____(date) _____(month) _____(year)!

I thought the play was (how did the play make you feel and why?) _____

_____. My favorite part of the play was (what was something that was real to you?) _____.

I really liked the character because (what made you like them?) _____
_____. The set looked like (what did you see?) _____
_____. The music sounded like (what did you hear?) _____

_____. Something else I loved about the play was _____
_____. I would really love to see (what is a play that you think is fun?) _____

performed next at Birmingham Children's Theatre.

Love,

_____(what is your name?)



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T H E A T R E

THANKS FOR YOUR SUPPORT!

QUESTIONS? CONTACT DIRECTOR OF EDUCATION, JESSIE KISOR

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