



Wichita Children's Theatre
Professional Touring Company

STUDY GUIDE

FOR

THE THREE LITTLE PIGS

Wichita Children's Theatre & Dance Center
201 S. Lulu
Wichita, Ks 67211

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Theatre Etiquette

- 1> Attending a theatrical performance is a social event. Just as the way you act (and behave) in church or temple is different than the way you act on the playground, there is certain behavior that is appropriate in a live theatre. Discuss with your children the types of behavior that is appropriate when they are members of an audience.
- 2> Explain that they need to act differently when they're watching a live play than if they're watching a movie in a theatre. Live actors can hear the audience's laughter and applause as well as their talking to their neighbor or rustling papers. And their responses-- appropriate or not-- really do affect the actors' performance. The end line is: How would they want to be treated if THEY were up on the stage.
- 3> Audience Participation. Normally, audience members should never talk during the play--and especially not talk directly to the actors (it distracts other audience member and may even make the actors forget their lines). But the plays by KMR Scripts are unique in that we offer the audience special opportunities to participate in the production. They will probably not be asked to come on stage, but there are various times throughout the production where the actors will ask them questions or ask them to use their imaginations and pretend they are animals, trees, or people. At those times we encourage the audience to participate and/or answer them wholeheartedly (but not in an overly loud yell). Over the years, this has become one of the hallmarks of KMR Scripts productions.

Activities & Discussion

VOCABULARY:

Here are some of the words and phrases the children will encounter during the performance:

SIBLING

BARGAIN

EXPRESSION

SECURE

MOSEY ON DOWN

VETERINARIAN

PRACTICAL

AROMA

VEGETARIAN

MERCHANT

1. Hazel, Grant, and Mahogany decide to build their houses out of straw, wood, and brick. What would your class build their houses out of?
2. Using Popsicles, paint, and other durable art supplies, build your own solid, secure, and practical house. Then, using uncooked spaghetti, paper, and cotton balls, build a "pretty" house.
3. Class Play. Using the KMR Scripts production as a guide, have the class come up with their own version of THE THREE LITTLE PIGS (or another fairy tale). Write their script, cast, and rehearse the play. Perform it for another class.
4. Draw a picture of their favorite character or event in the play or write a letter to their favorite character. Display it on the wall or bulletin board. Or, send it to the theatre. The actors LOVE to receive mail from their audiences.
5. Have the students write a review of the play. What were their favorite parts? Their least favorite? Did anything happen that they didn't understand or seemed confusing? Did they like the music or did it "get in the way of the story?" What did they think of the costumes and scenery? Help them understand that their opinions are most certainly valid but will most likely differ from that of others (and that is OK). Being able to objectively discuss their opinions and others' is definitely a skill that will benefit them the rest of their lives.
6. Possible themes for papers or discussion—
 - a. What was your favorite character in the story? Why?
 - b. Why is it important to take your time to do things?
 - c. If you met the merchant, what would you buy?
 - d. What would you say to the wolf if you could meet him?
 - e. What would you do if you woke up tomorrow and you were a pig?
7. What lessons did the students learn from the story?
 - a. "When you're in a hurry, you usually get careless and make mistakes".
 - b. Having a temper is not good for making friends.
 - c. Before assuming someone is going to do something bad, talk to them: "Don't judge a book by its cover".
 - d. Apologize for making mistakes.

Social Studies & Geography

1. Improvisation. One of the purposes of Social Studies is to understand the customs and traditions of other people, to see that there is more than one way to live—or do anything. A good way to help the students think along these lines is to have them do some role playing (improvisations). Have the students make up short skits about THE THREE LITTLE PIGS. They don't need to do the whole story—just a part of it. They don't need to confine themselves to only the characters in our play (or a film or storybook) they can be creative in putting other characters into the situation. The important thing is that they walk in the shoes of someone different, seeing how life can look different from another perspective.
2. Draw the forest. The pigs in our play live in the forest; it is their whole world. Draw a map, or picture of the forest. Show the apple tree, and the turnips, and the three pigs' houses before and/or after the wolf came by. They may even add some areas that weren't shown in the play, perhaps the pigs' childhood home with their mother.
3. ALL ABOUT PIGS: (thanks to www.enchantedlearning.com)
 - a. Pigs are also called HOGS or SWINE.
 - b. The adult female is called a SOW.
 - c. An adult male is called a BOAR.
 - d. A baby pig is called a PIGLET.
 - e. Pigs are very adaptable animals that eat many different foods and live in a variety of environments.
 - f. Pigs were domesticated (tamed from wild animals) thousands of years ago.
 - g. Pigs are found on every continent on Earth except Antarctica.
 - h. Pigs vary in color from brown, black, white, to pinkish.
 - i. Pigs are OMNIVORES who eat plants and meat.

Math

Introduce a graphing activity by asking which of the characters in THE THREE LITTLE PIGS your students liked the best. Label the different characters of the story on a bar graph (perhaps put a picture on it too). Survey the class and record the numbers on the graph by coloring one space per student above the correct character. Discuss the information revealed on the graph by asking: Which character was liked the most? Which character was liked the least? Were any characters liked the same? You might also graph their favorite scene or part of the story or whether they liked the book, cartoon, or play better.

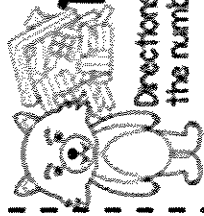
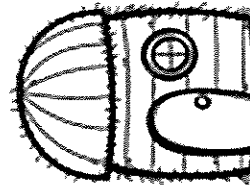
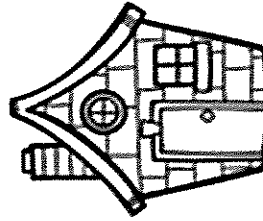
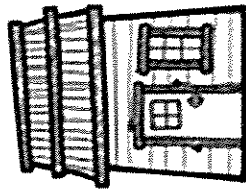
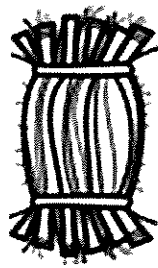
THE THREE LITTLE PIGS



Name _____

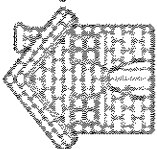
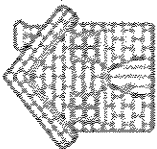
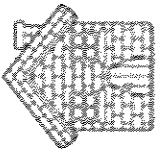
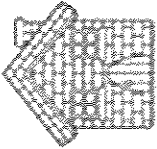
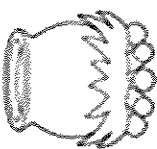
The Three Little Pigs

Draw lines to match the building materials with the houses they were used to build.



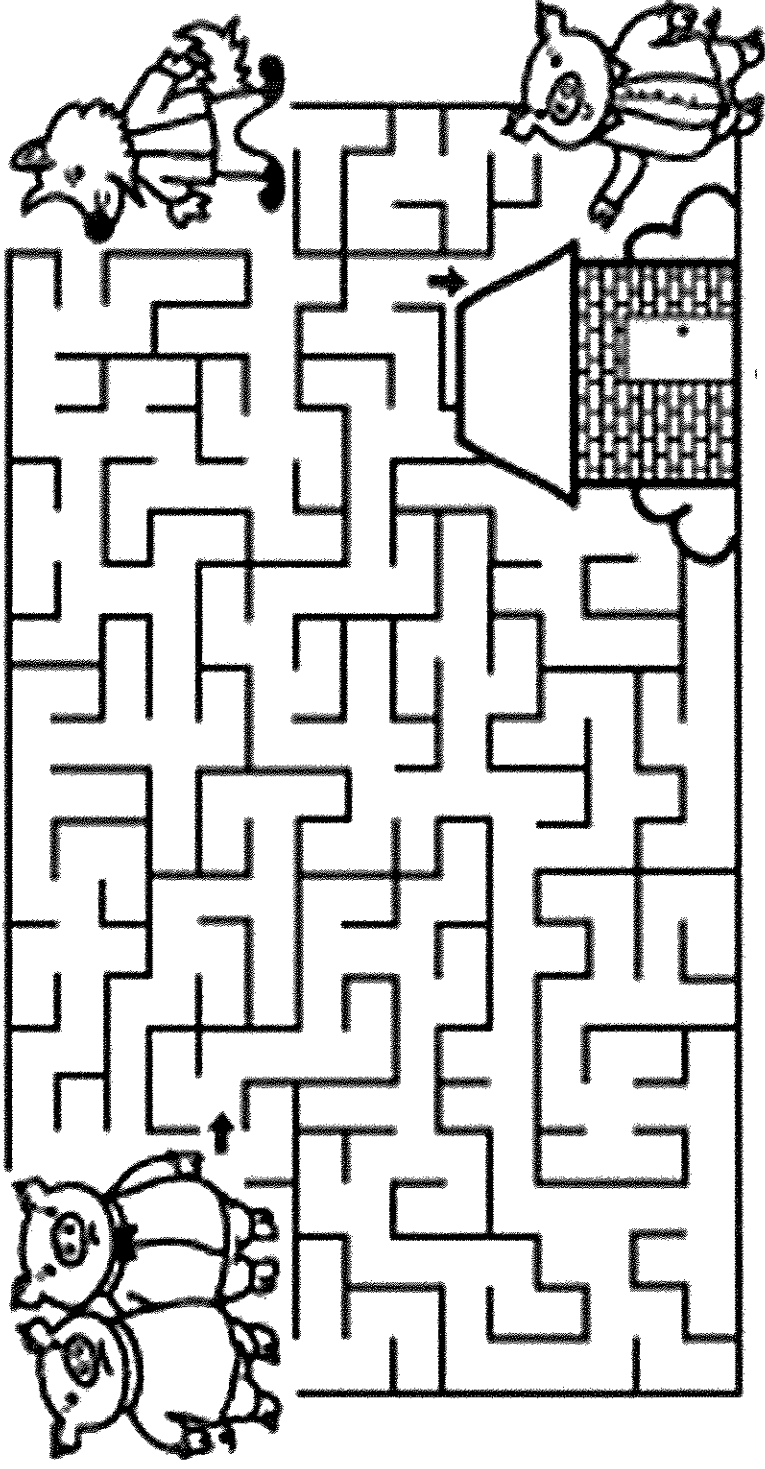
Three Pigs Counting

Directions: Count the pictures in each row. Then write the number in the box.

Three Little Pigs Maze

Help the pigs get to the brick house and escape the wolf.



The Three Little Pigs

AUTOGRAPH THGDRSFOODCJUYHGNBCHGSREFBM
 NKJLIPUOITKNOCKTEAGDBZXBNBCMNKJLKPOYO
 UYTYRYIYTTQAFZDZBNXMBBCMNKHBRICKOYUUY
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 FVETERENARIANDCTAQCOPACEBUILD COGAPQEC

APPLE
 CARNIVAL
 FOOD
 HAZEL
 LADDER
 PRETTY
 SIBLING
 STRAW
 TURNIP

AUTOGRAPH
 EARS
 FOREST
 HUFF
 MAHOGANY
 PRACTICAL
 SOLID
 TEMPER
 VEGETARIAN

BUILD
 FAMILY
 FRIENDS
 KIDS
 MERCHANT
 PUFF
 STEW
 TRICK
 VETERINARIAN

BRICK
 FAST
 GRANT
 KNOCK
 PIGS
 SECURE
 STICKS
 TREES
 WOLF

Dear: _____

[illegible]