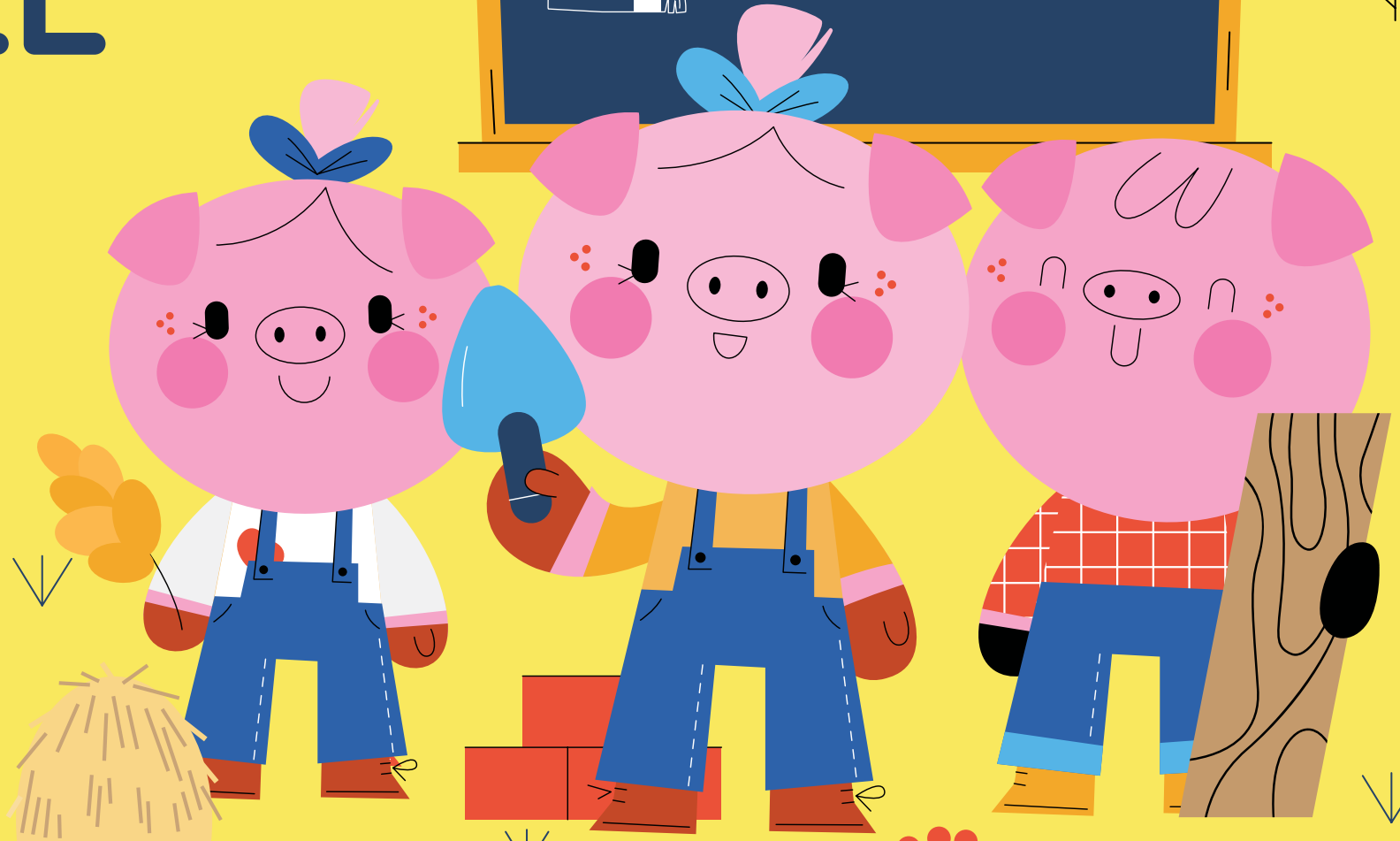


THE THREE LITTLE PIGS

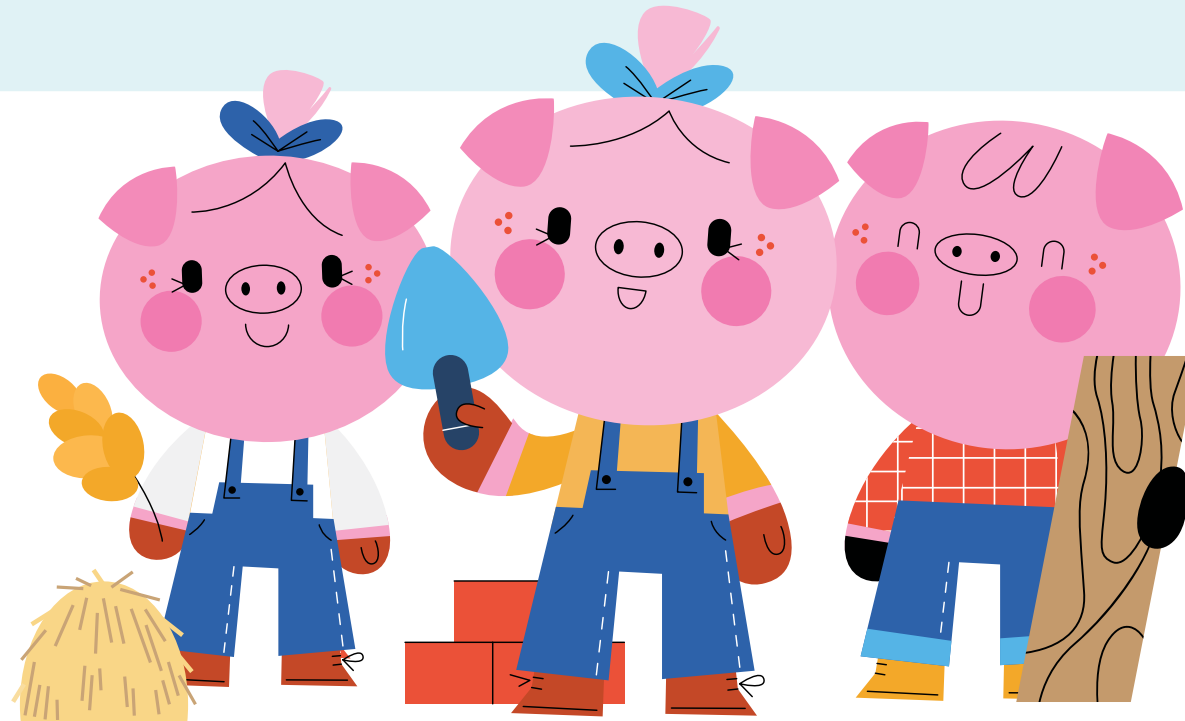
PRIMARY



jumpingducks

THE THREE LITTLE PIGS • SYNOPSIS

The Three Little Pigs is a popular folk tale that tells the story of three pigs who build different houses to protect themselves from a wolf. The first pig builds a house of straw, the second pig builds a house of wood, and the third pig builds a sturdy house of bricks. When the wolf comes knocking, he easily blows down the houses of straw and wood. However, he struggles to destroy the brick house. In the end, the wolf fails to catch the third pig and is defeated. But, in our version, we have a special ending: **friendship and forgiveness are the protagonists.**



THE THREE LITTLE PIGS • INTRODUCTION SESSION

ACTIVITY 1

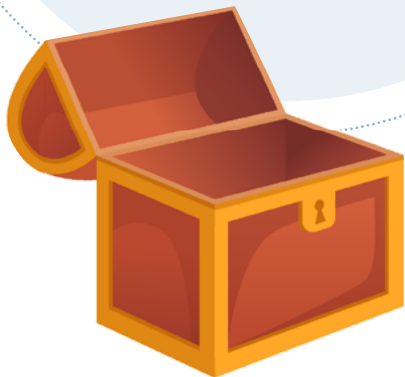
THE MAGIC BOX



10 - 15 minutes



To introduce the play to students



ACTIVITY 2

VOCABULARY



10 - 15 minutes



To introduce some key vocabulary from the play: characters, settings, actions, etc.

ACTIVITY 3

SING THE SONGS



5 minutes



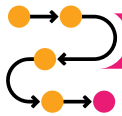
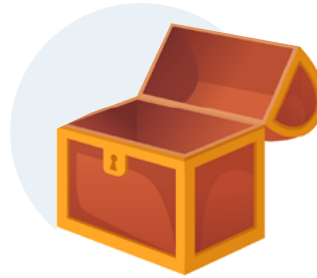
To get students acquainted with the show's main song



ACTIVITY 1

THE THREE LITTLE PIGS INTRODUCTION SESSION

THE MAGIC BOX



STEPS

1. Sit the children in a circle and present the Magic Box.
2. Before opening it, encourage them to guess what a Magic Box might be, what kind of story it might tell us, etc.
3. After a short conversation, open the box.
4. Inside will be the most important characters (the three little pigs and the wolf) and some flashcards (bricks, wood, straw).

*Questions you can ask about the characters: Who are they?
What is the relationship between them? Where do they live?*

Questions you can ask about the flashcards: What are they for?



MATERIALS

- ✓ A box
- ✓ The puppets (attached on the following page)
- ✓ The flashcards



DURATION

10 - 15 minutes



DIFFICULTY

Low



SKILLS

- Identifying main ideas (listening comprehension)
- Understanding vocabulary (listening comprehension)
- Oral communication

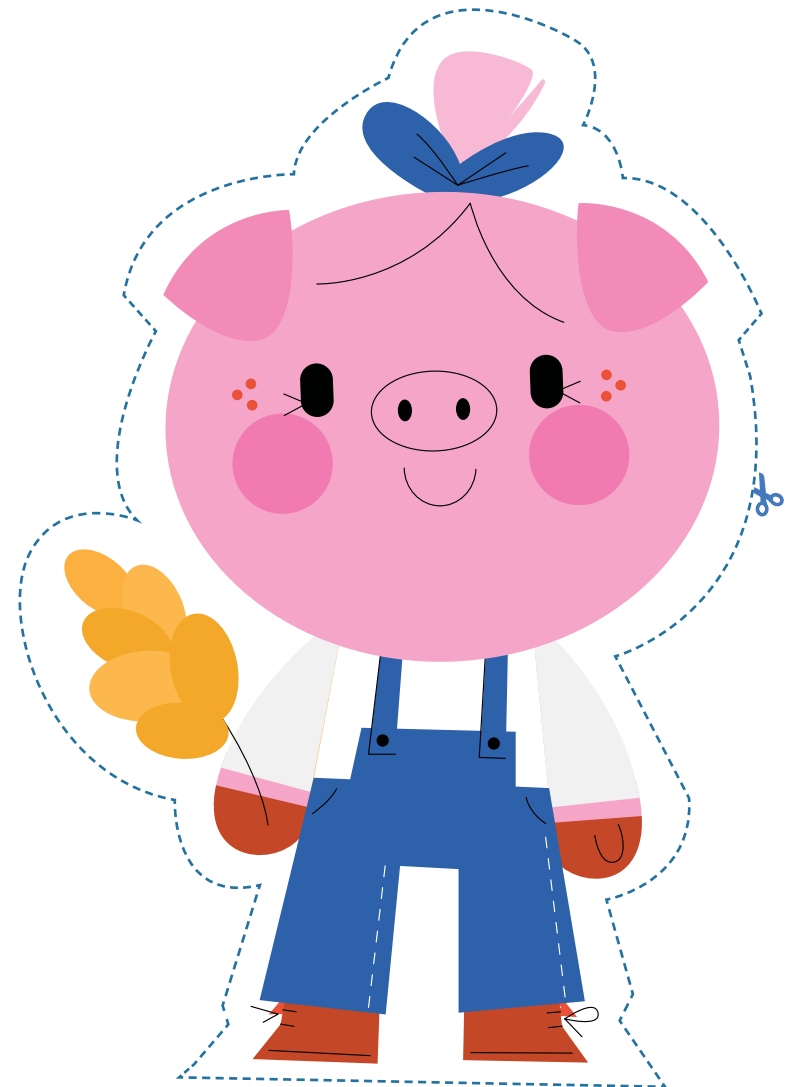


OBJECTIVES

- To introduce the play to students
- To introduce some essential vocabulary from the play: characters and house materials

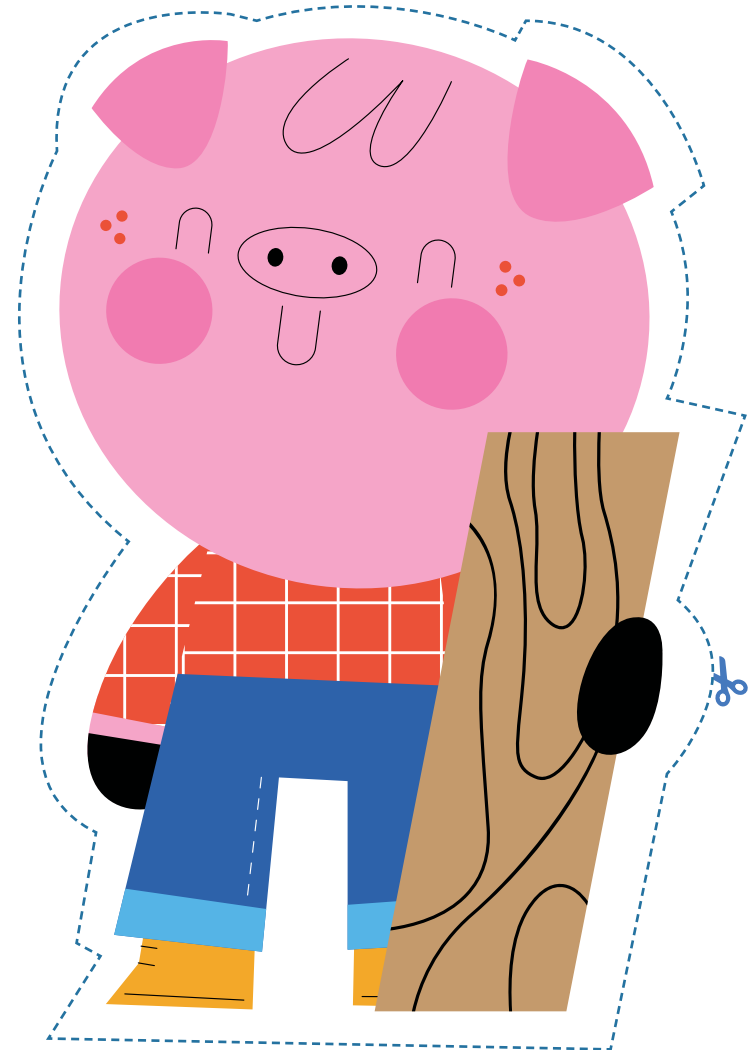
ACTIVITY 1

THE THREE LITTLE PIGS INTRODUCTION SESSION

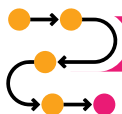


ACTIVITY 1

THE THREE LITTLE PIGS INTRODUCTION SESSION



VOCABULARY



STEPS

The aim of this session is to present the play's key vocabulary using flashcards.

Begin by showing students the flashcards, saying each word, and getting them to repeat it.

Once they know the key words you can play some vocabulary games:

- Stick several flashcards on the board. Divide the class into two teams. Call out one of the flashcards. The first student who touches the correct flashcard wins a point for their team.
- Sit in a circle. Give one flashcard (or more) to the students. Have them pass the card(s) around the circle while listening to music. When the music stops, any student who is holding a flashcard should say the word.
- Stick three or four flashcards on the board and give students a minute to memorise the cards. Tell them to close their eyes, then remove one of the flashcards before they open their eyes. The first one to identify the missing card can choose the new set of flashcards.



MATERIALS

- ✓ Flashcards



DURATION

10 - 15 minutes



DIFFICULTY

Low



SKILLS

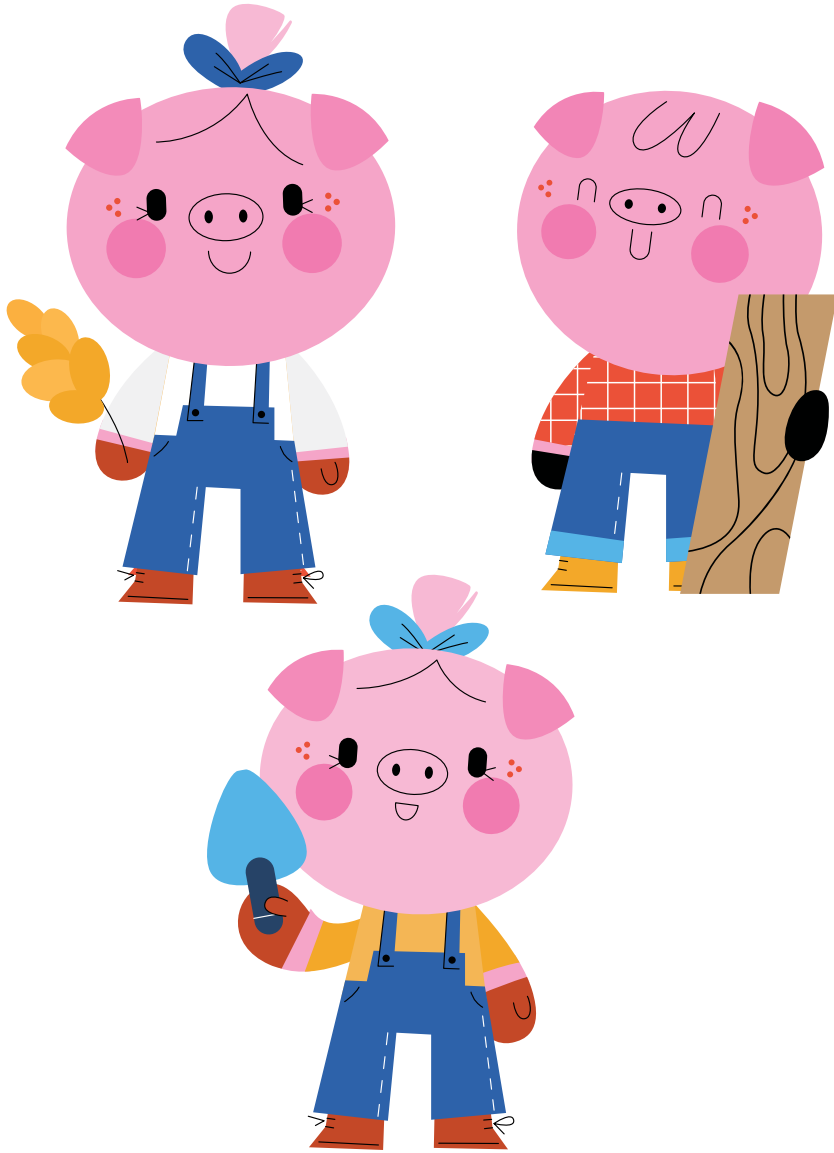
- Visual comprehension
- Communication



OBJECTIVES

- To introduce key vocabulary from the play: characters, settings, etc.

THE THREE LITTLE PIGS FLASHCARDS



THE THREE LITTLE PIGS



WOLF

THE THREE LITTLE PIGS FLASHCARDS



LAZY

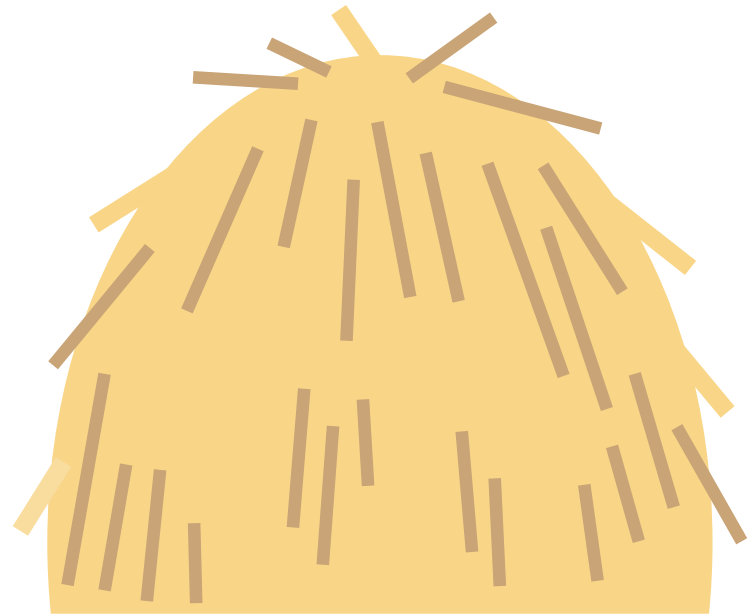


PLAYFUL

THE THREE LITTLE PIGS FLASHCARDS



BRIGHT

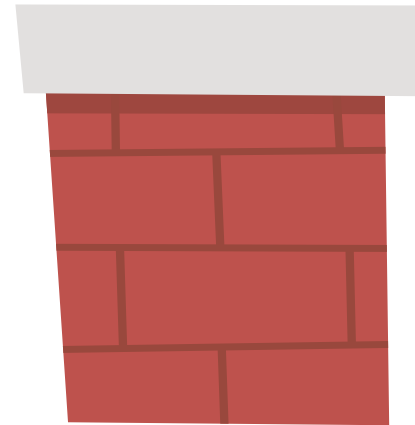
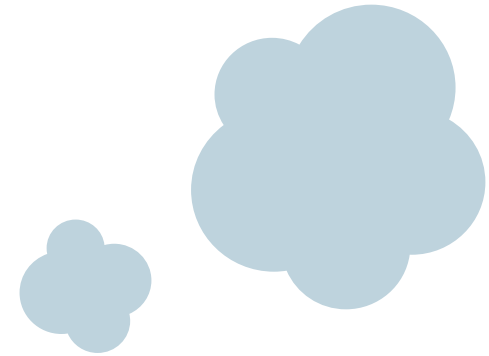


STRAW

THE THREE LITTLE PIGS FLASHCARDS

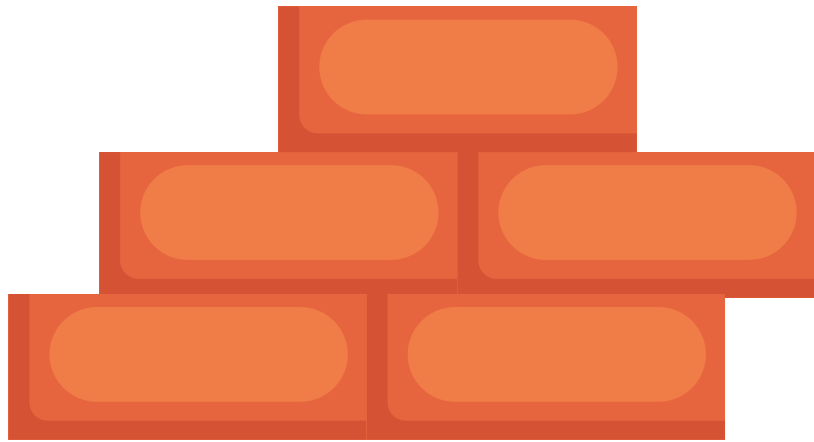


HOUSES

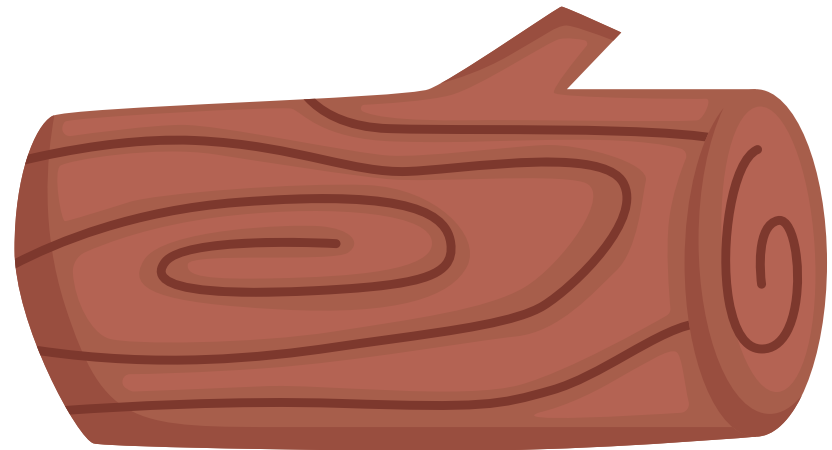


CHIMNEY

THE THREE LITTLE PIGS
FLASHCARDS

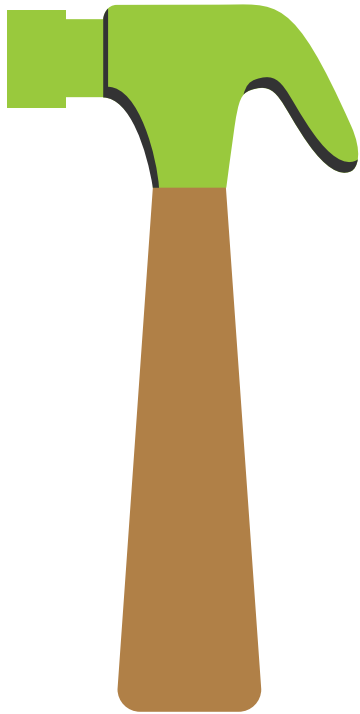


BRICKS

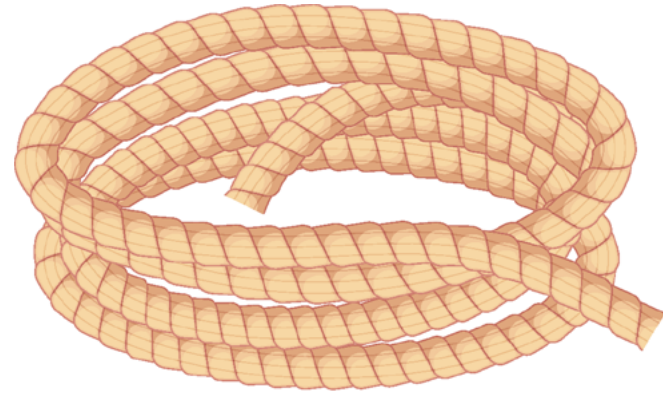


WOOD

THE THREE LITTLE PIGS FLASHCARDS



HAMMER



ROPE

THE THREE LITTLE PIGS FLASHCARDS



CEMENT



UMBRELLA

THE THREE LITTLE PIGS
FLASHCARDS



FIRE



BLOW

THE THREE LITTLE PIGS FLASHCARDS



BUILD

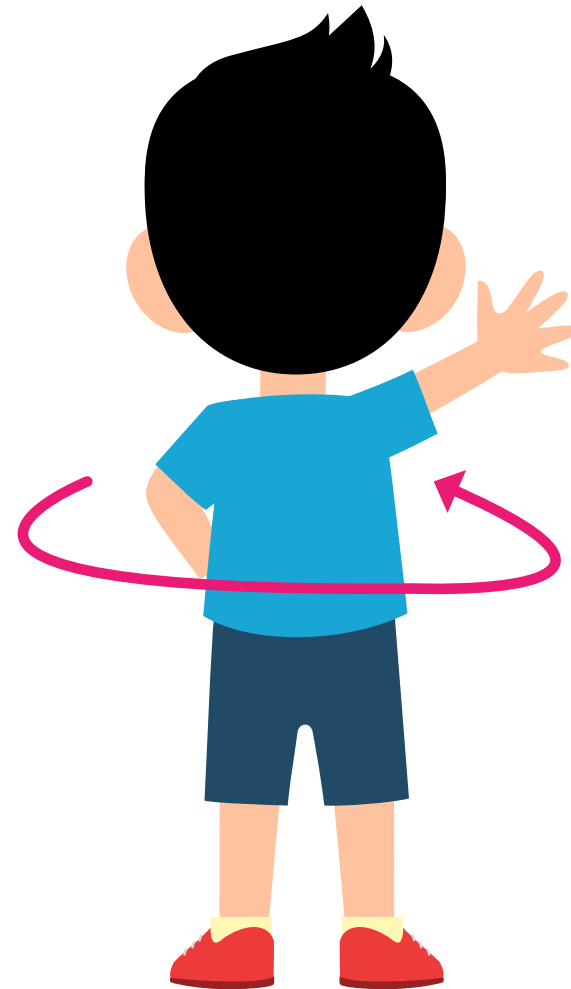


WAVE YOUR HANDS

THE THREE LITTLE PIGS FLASHCARDS



CLIMB



TURN AROUND

THE THREE LITTLE PIGS FLASHCARDS



JUMP

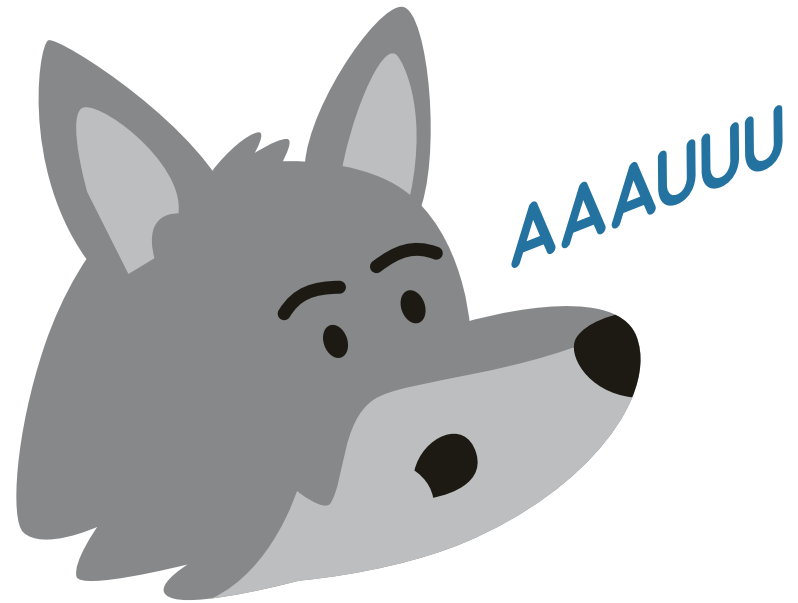


RUN

THE THREE LITTLE PIGS FLASHCARDS



SCREAM



HOWL

THE THREE LITTLE PIGS FLASHCARDS

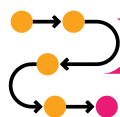


CLAP

ACTIVITY 3

THE THREE LITTLE PIGS INTRODUCTION SESSION

SING THE SONGS



STEPS

Listen to the BLOW THE HOUSE DOWN song using some visual support like the lyrics or some images.

You can listen to the song several times in different ways.

For example, you can play the song at normal speed the first time, the second time a little bit faster, and the third time very slowly.

*Other games with the songs:
When the music stops, students have to take cover under something.*



MATERIALS

✓ Computer



THE SONGS



DURATION

5 minutes



DIFFICULTY

Low



SKILLS

- Listening



OBJECTIVES

- To get students acquainted with the show's main song
- To practise pronunciation

THE THREE LITTLE PIGS • CORNERS SESSION

ACTIVITY 1

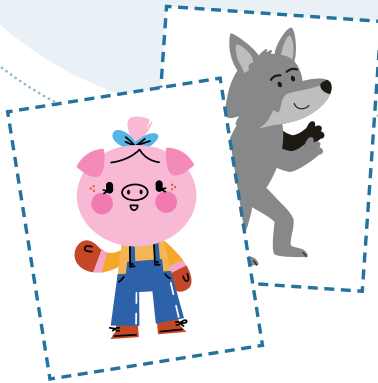
FLASHCARDS



10 - 15 minutes



To get students acquainted with the play



ACTIVITY 2

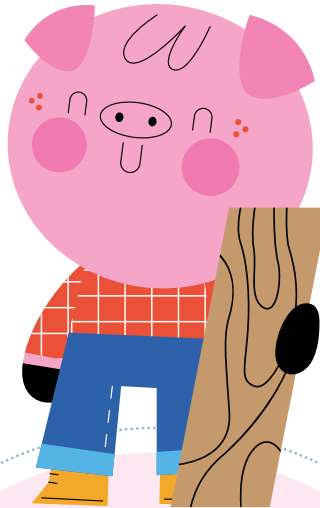
CORNERS



30 minutes



To learn the characters and key elements



ACTIVITY 3

ACTION GAMES

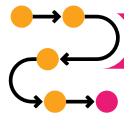
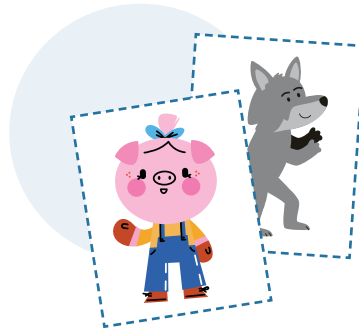


10 minutes



To develop listening comprehension and increase vocabulary knowledge

FLASHCARDS



STEPS

The aim of Session 2 is to work on the vocabulary of the play through corners.

Begin by reviewing the vocabulary flashcards from the last session.

1. Show students the flashcards, say the word, and get them to repeat it.
2. Show them the flashcards without saying anything. They have to remember and say the word.
3. Hide the flashcards around the classroom. Give students 3 minutes to find them. After that, they have to name the flashcards they have found.



DURATION

10 - 15 minutes



DIFFICULTY

Low



SKILLS

- Visual comprehension
- Communication



OBJECTIVES

- To practise some vocabulary from the play



MATERIALS

- ✓ Flashcards

CORNERS AND MATERIALS

To make the most of the corners, you will need more than one session.

The first one is to explain each corner. The second and the third are to ensure that every student experiences all of the corners at least once.

We recommend laminating pages for multiple uses.

CORNER 1: Spelling and Vocabulary

CORNER 2: Action Game

CORNER 3: Matching Shadows

CORNER 4: Roll and Tell

CORNER 5: Sequencing Puzzle

CORNER 6: Cook with the Pigs



DURATION

30 minutes
(7-10 minutes for each corner)



DIFFICULTY

Low



SKILLS

- Identifying main ideas
- Understanding vocabulary
- Oral communication



OBJECTIVES

- To learn the characters and key elements

CORNER 1

SPELLING AND VOCABULARY

The aim of this activity is to work through all the vocabulary of the play.

Students choose one of the images and look for the corresponding word, which they then write to practise spelling.



DURATION

7-10 minutes



DIFFICULTY

Low



SKILLS

- Identifying main ideas
- Understanding vocabulary
- Oral communication

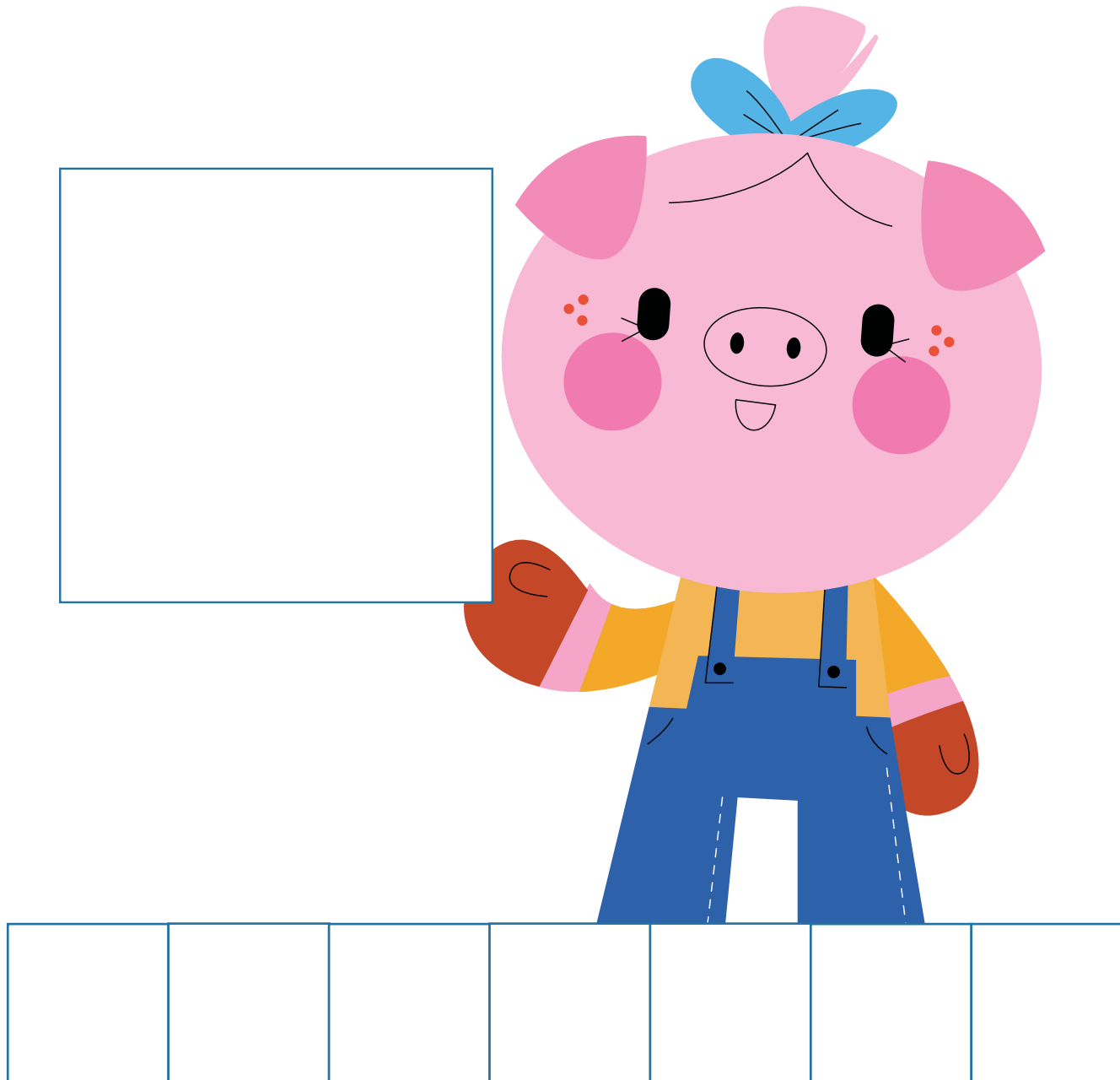


OBJECTIVES

- To get students acquainted with the spelling of the play's key elements

THE THREE LITTLE PIGS

CORNERS SESSION 1



THE THREE LITTLE PIGS
CORNERS SESSION 1

PIGS

CHIMNEY

HOWL

WOLF

BLOW

LAZY

BRICKS

BUILD

PLAYFUL

WOOD

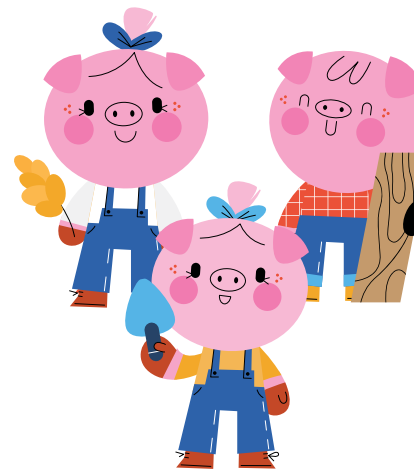
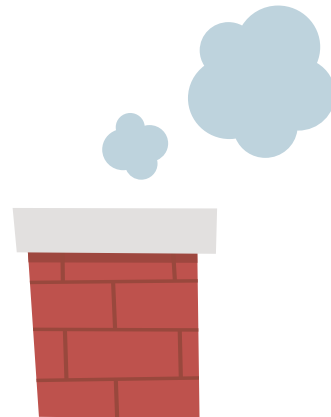
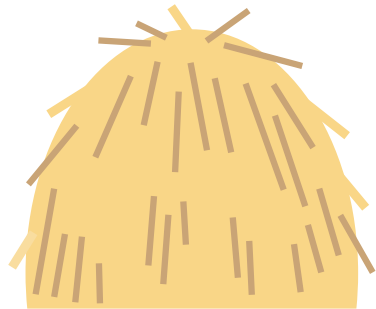
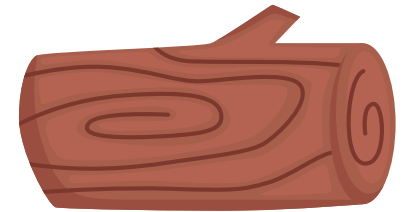
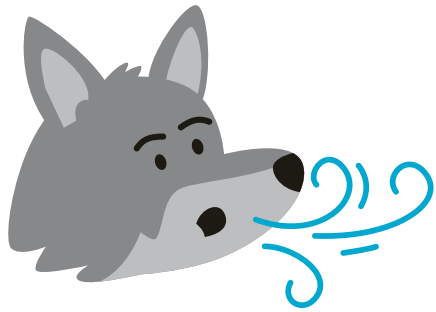
CLIMB

BRIGHT

STRAW

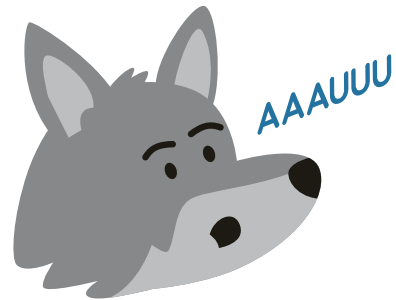
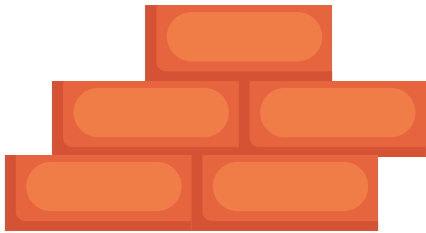
THE THREE LITTLE PIGS

CORNERS SESSION 1



THE THREE LITTLE PIGS

CORNERS SESSION 1



CORNER 2 ACTION GAME

During the play, students will perform several actions like blow, build, etc.

This corner will help students recognise and perform these actions using a game board. For this game, you will need a dice, an action board (attached on the following page), and one counter for each player. Players roll the dice and move their counter. Some squares have an action which the player should carry out before giving the dice to the next player. The first to get to the FINISH square wins.



DURATION

7-10 minutes



DIFFICULTY

Low



SKILLS

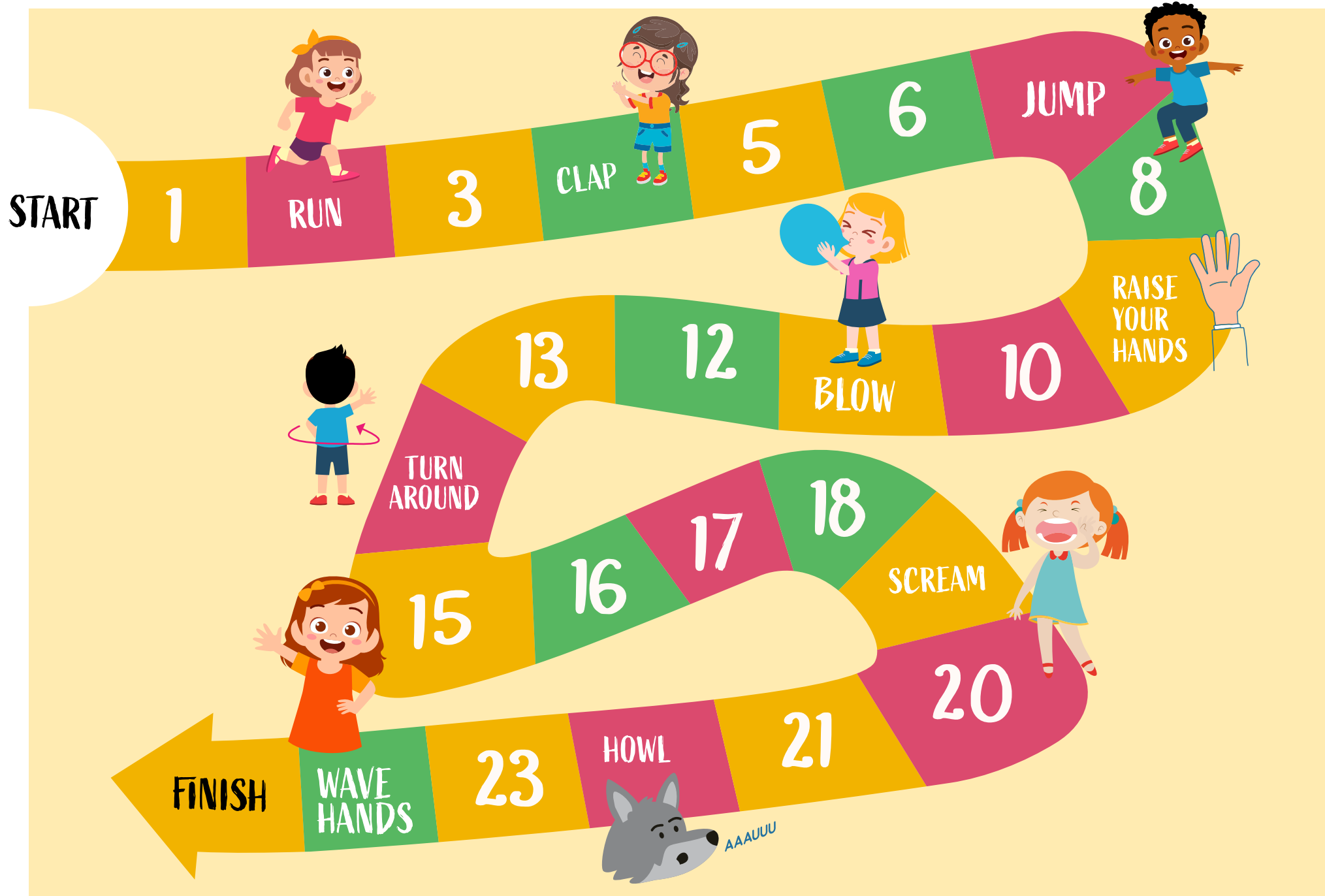
- Identifying main ideas
- Understanding vocabulary



OBJECTIVES

- To learn vocabulary related to actions

THE THREE LITTLE PIGS CORNERS SESSION 2



CORNER 3

MATCHING SHADOWS

The aim of this corner is for students to recognise the characters and objects of the main settings. They have pictures of the settings, and have to place each object and character with the correct shadow.

After that, they can sequence the story.



DURATION

7-10 minutes



DIFFICULTY

Low



SKILLS

- Identifying main ideas
- Understanding vocabulary
- Oral communication



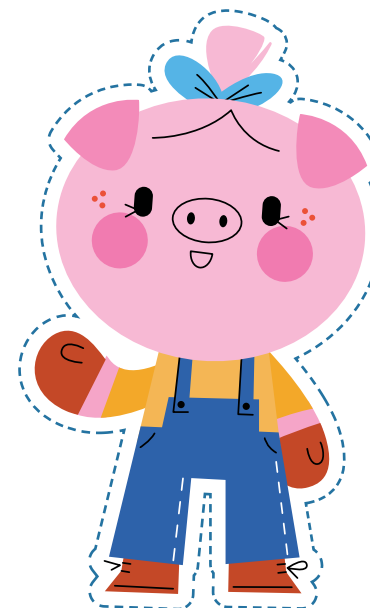
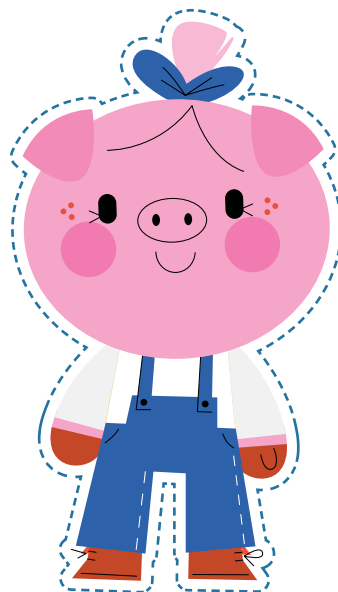
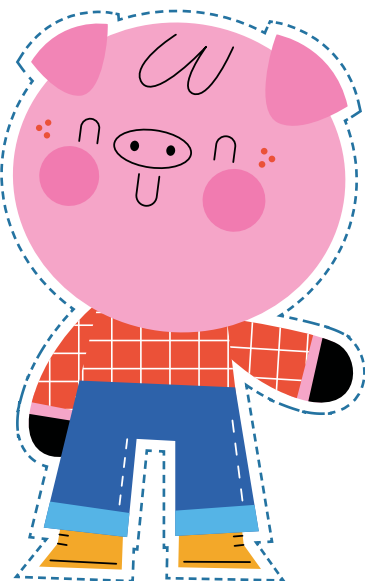
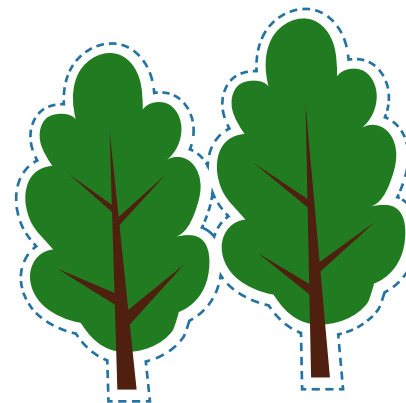
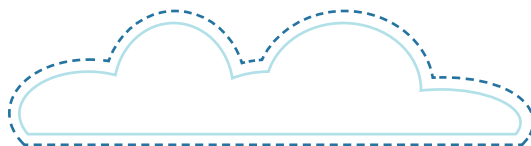
OBJECTIVES

- To get students acquainted with the settings of the play and learn new vocabulary

1



1



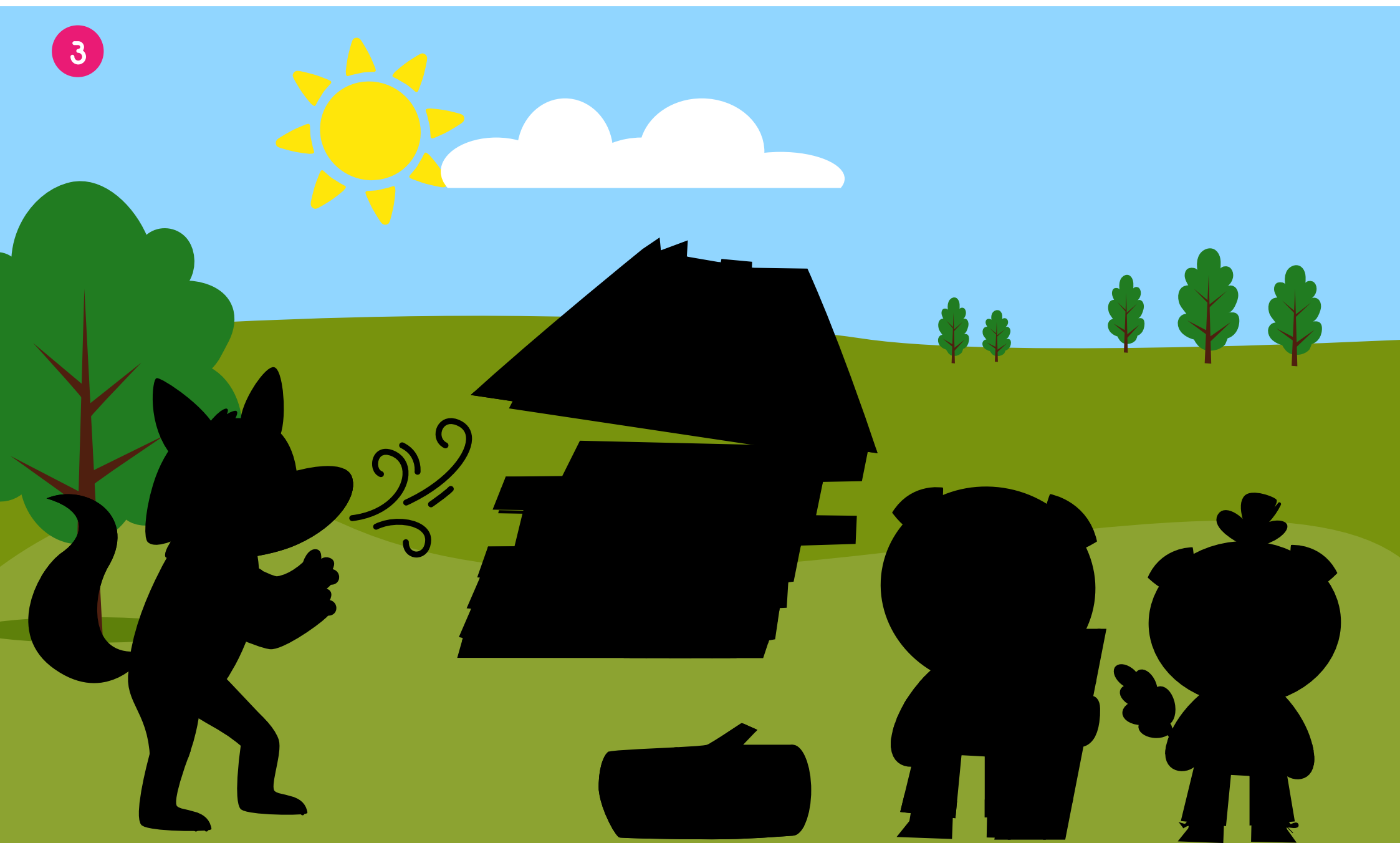
2



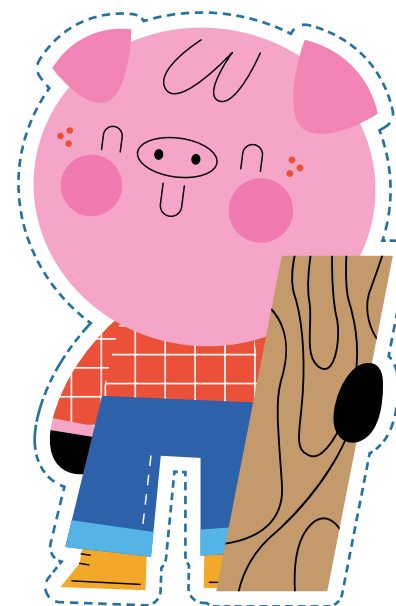
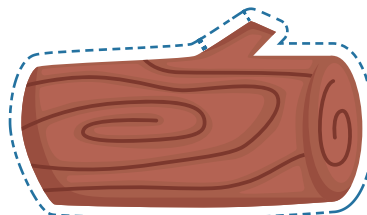
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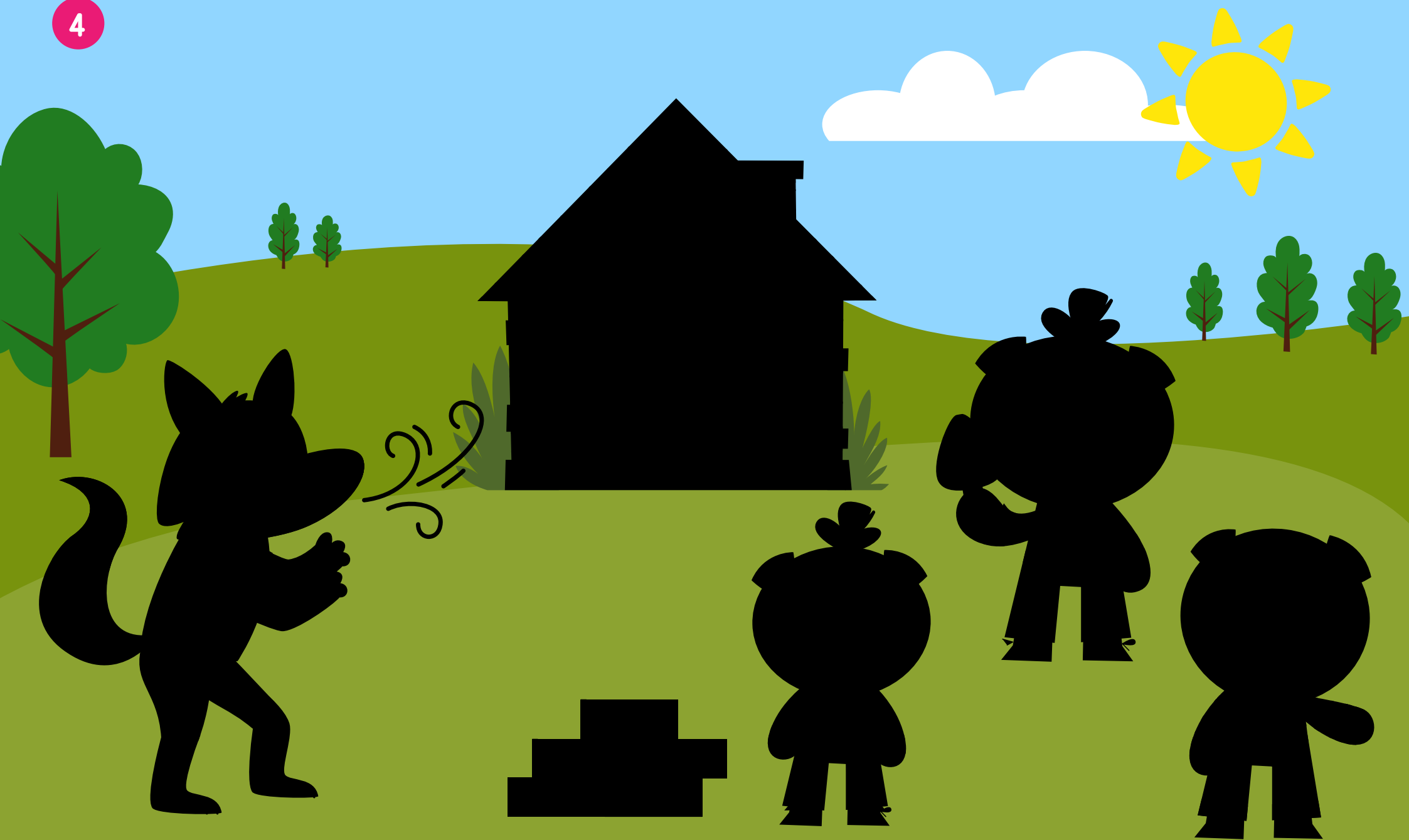
3



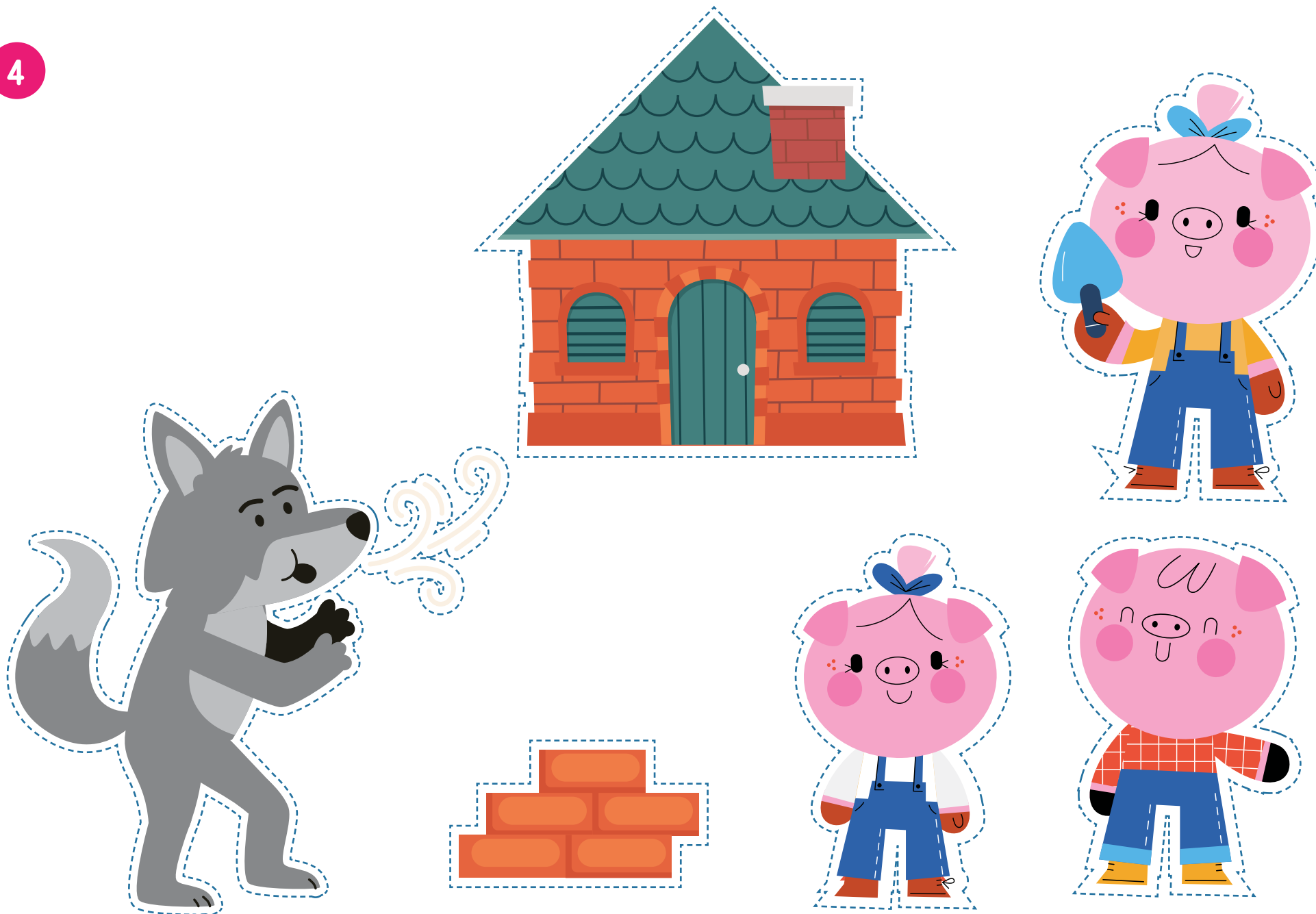
3



4



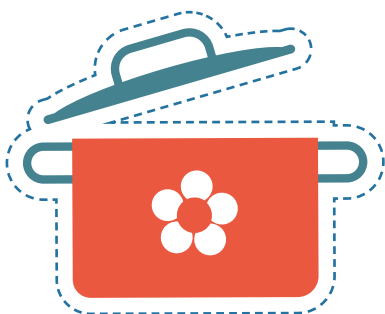
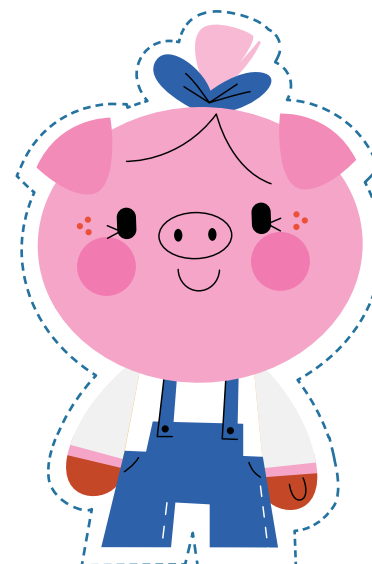
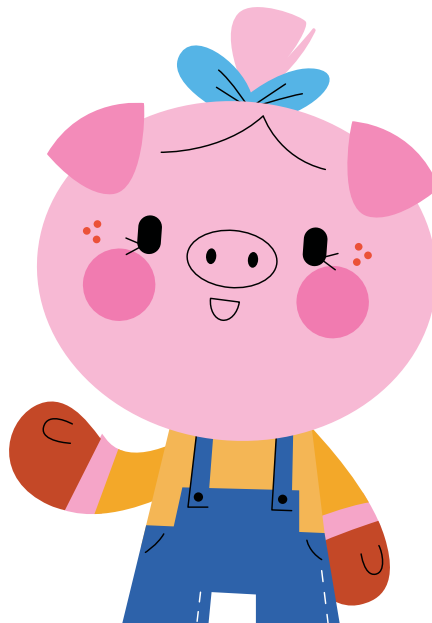
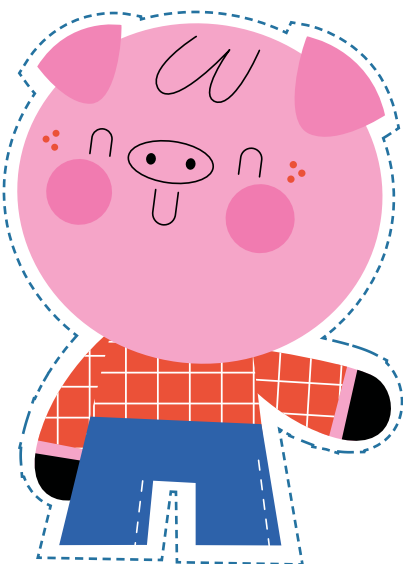
4



5



5



CORNER 4

ROLL AND TELL

Students will take turns to roll the dice and answer the question next to the number they roll. All the questions are related to the story.



DURATION

7-10 minutes



DIFFICULTY

Medium



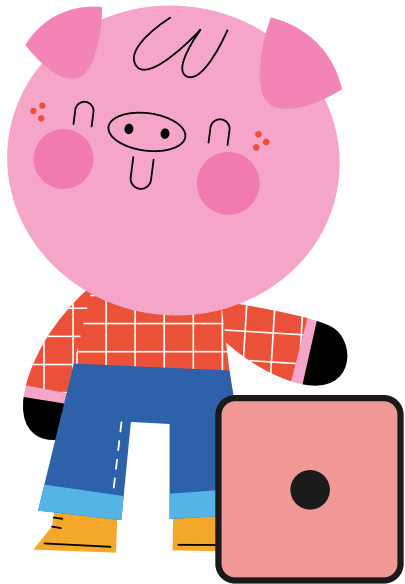
SKILLS

- Identifying main ideas
- Understanding vocabulary
- Oral communication



OBJECTIVES

- To practise speaking about topics from the play

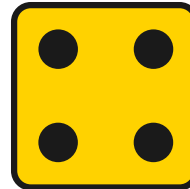


ROLL AND TELL

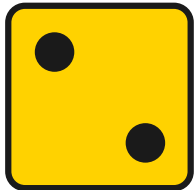
Take turns to roll the dice and answer the questions next to the number you get.



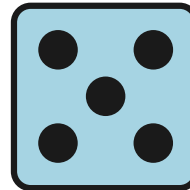
Name all the characters of the story



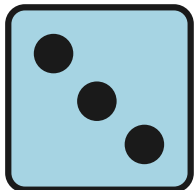
I would build a house of.....



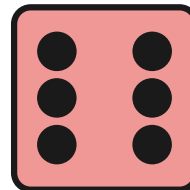
Name three wood objects



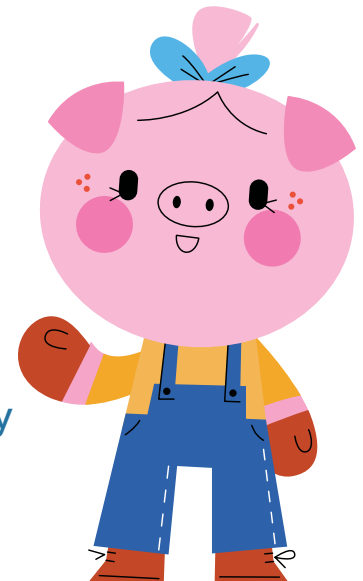
Which is your favourite part of the story?

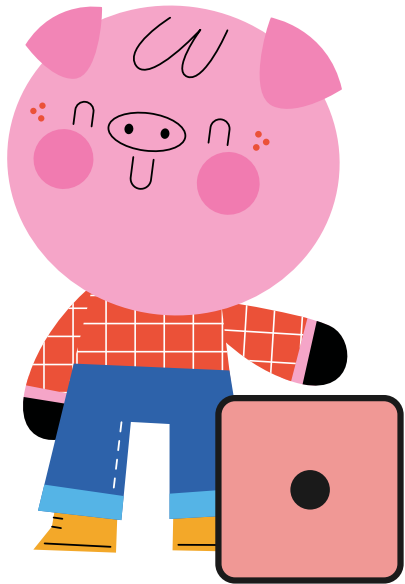


Which one is your favourite pig?



Sing a song from the story



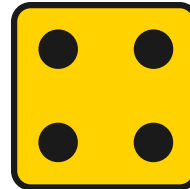


ROLL AND TELL

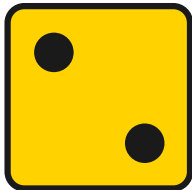
Take turns to roll the dice and answer the questions next to the number you get.



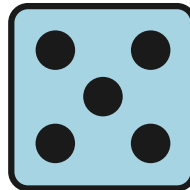
Name two dishes you can cook in the oven



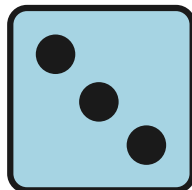
Name four actions



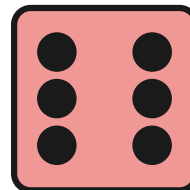
Sing a song from the story



Invent an ending for the play



Describe the three pigs

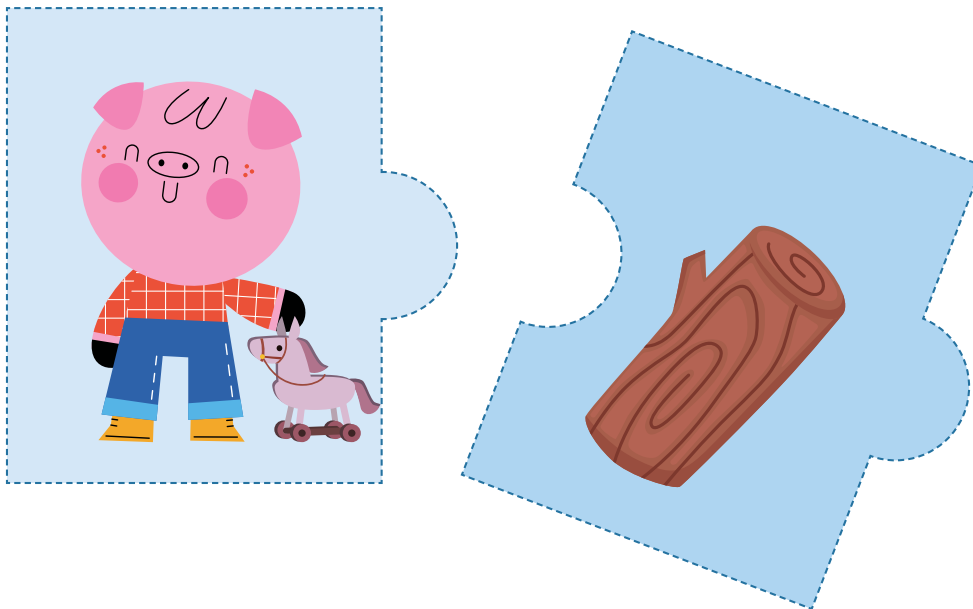


What did the first little pig use to build the house?



CORNER 5 SEQUENCING PUZZLE

To familiarise students with the story and the key elements, they have to put the pieces into the correct sequence.



DURATION

7-10 minutes



DIFFICULTY

Low



SKILLS

- Identifying main ideas
- Understanding vocabulary
- Oral communication

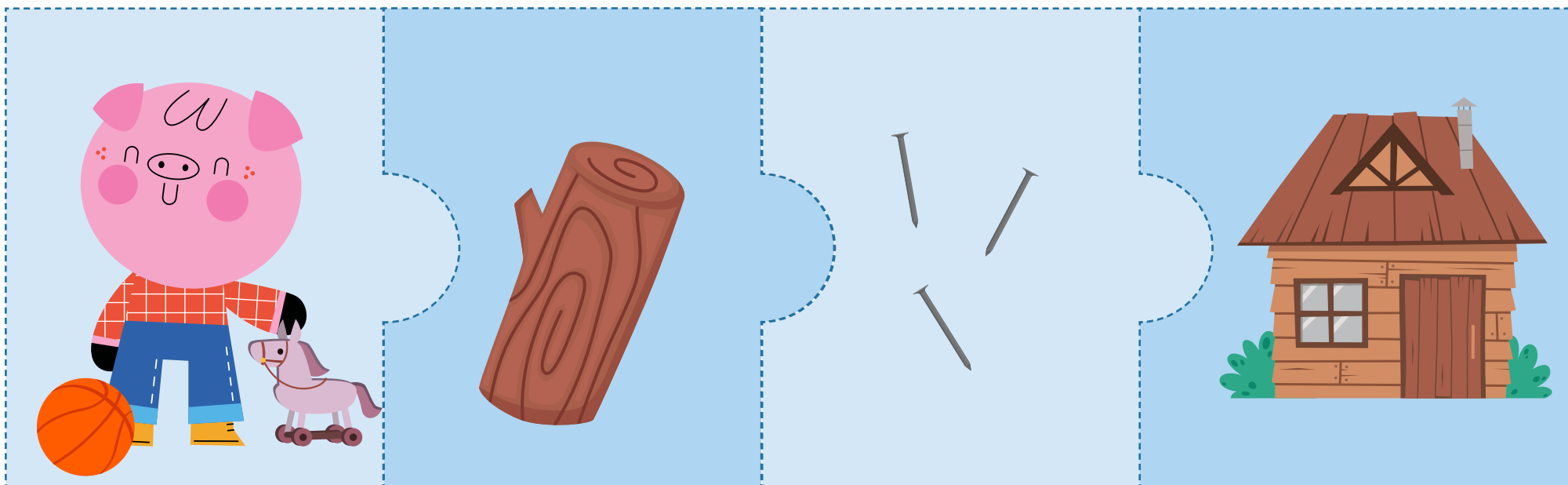
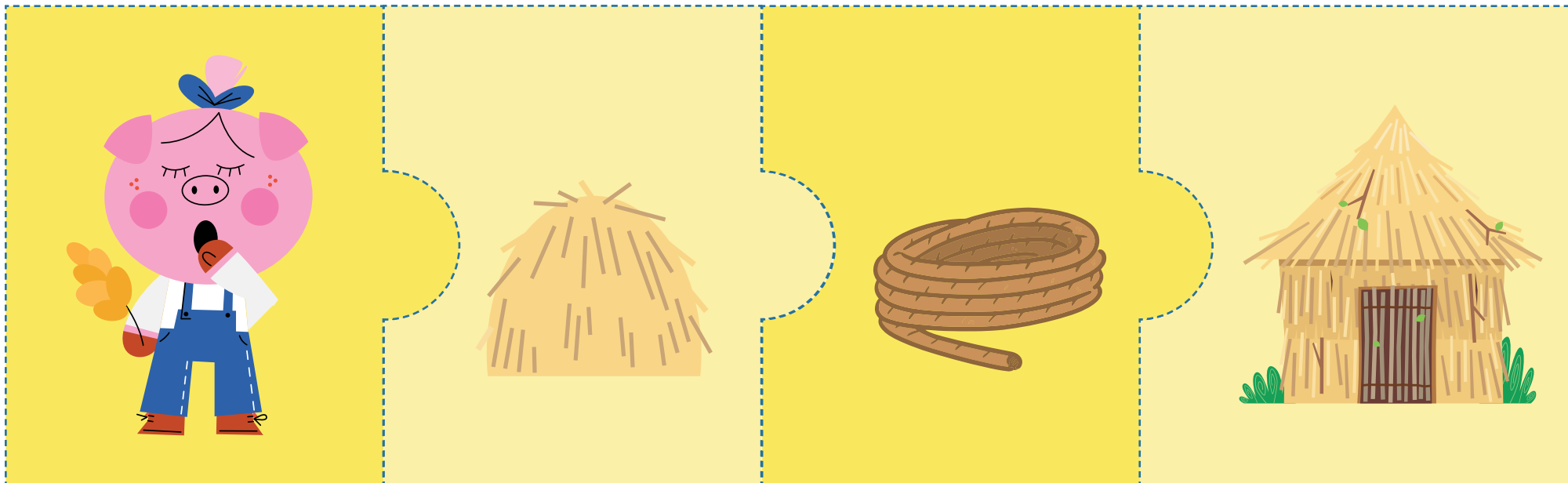


OBJECTIVES

- To get students acquainted with the main scenes

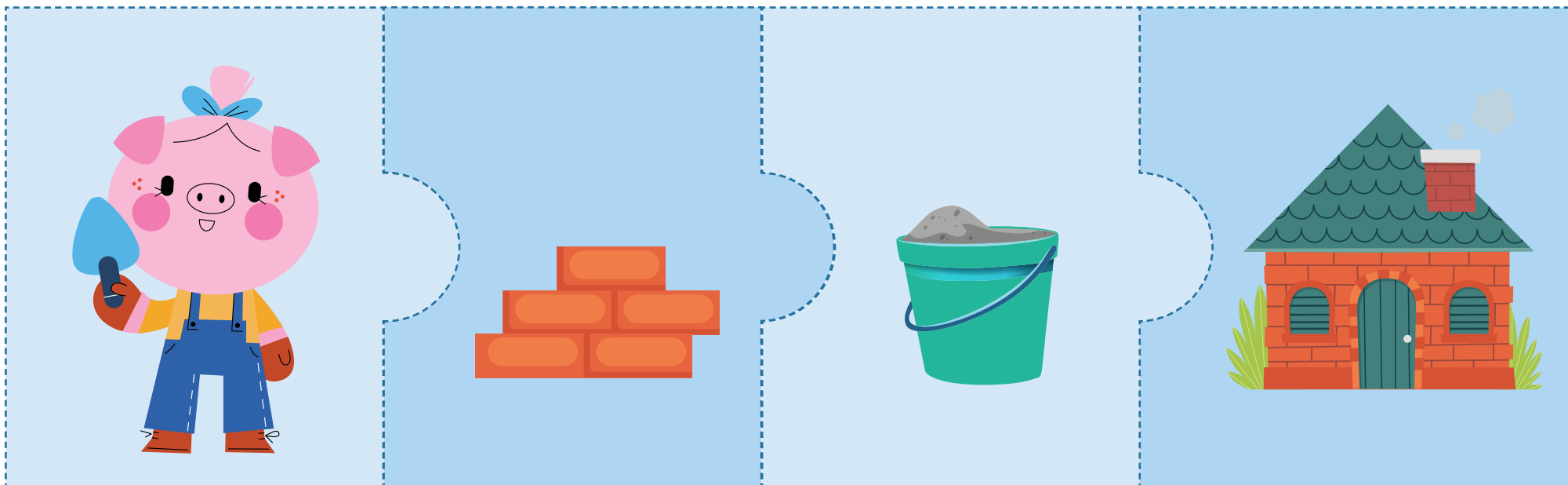
THE THREE LITTLE PIGS

CORNERS SESSION 5



THE THREE LITTLE PIGS

CORNERS SESSION 5



CORNER 6

COOK WITH THE PIGS

At the end of the play the three little pigs cook together.
How do they cook?

With this activity students have to match each dish with the right kitchen utensils.

A more challenging game:

You can play in pairs or groups of four. One member of the group names a dish. The others have to identify which kitchen utensils would be needed to cook the dish.



DURATION

7-10 minutes



DIFFICULTY

Low



SKILLS

- Identifying main ideas
- Understanding vocabulary

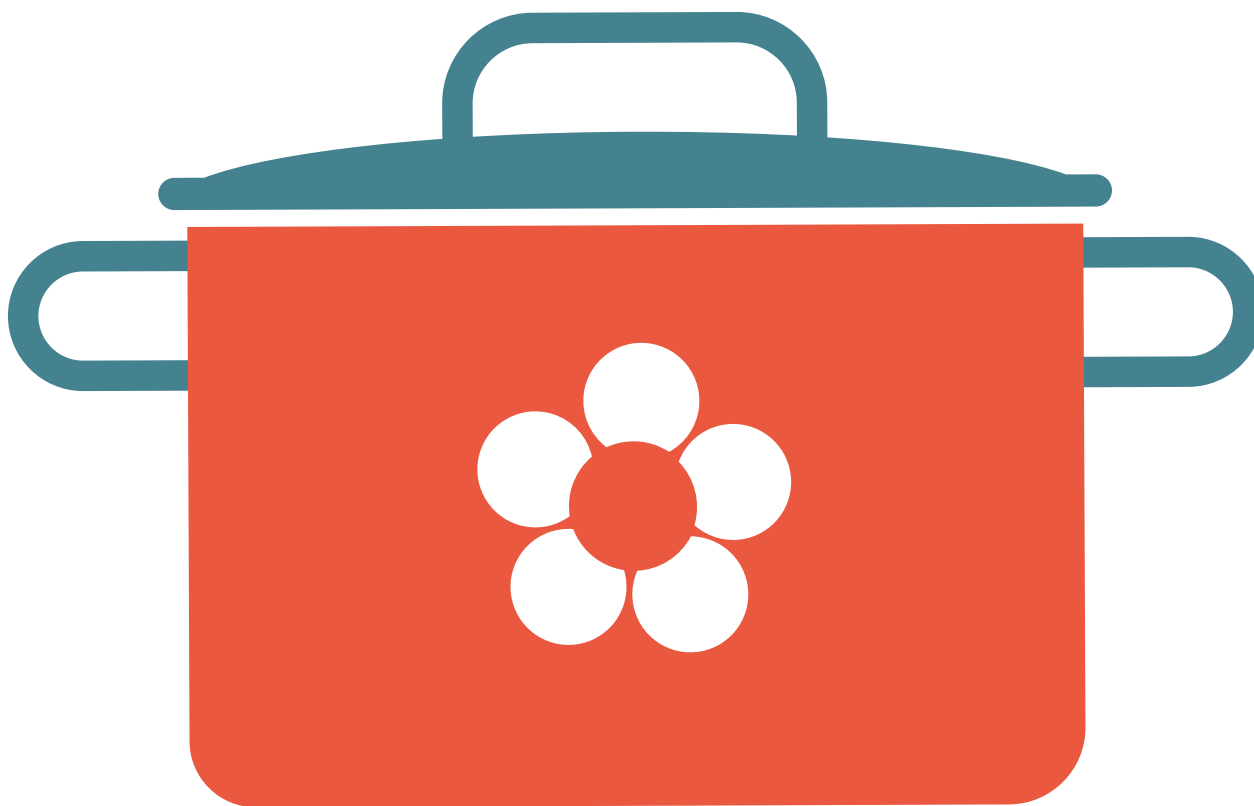


OBJECTIVES

- To get students acquainted with the final scene of the play

THE THREE LITTLE PIGS
CORNERS SESSION 6

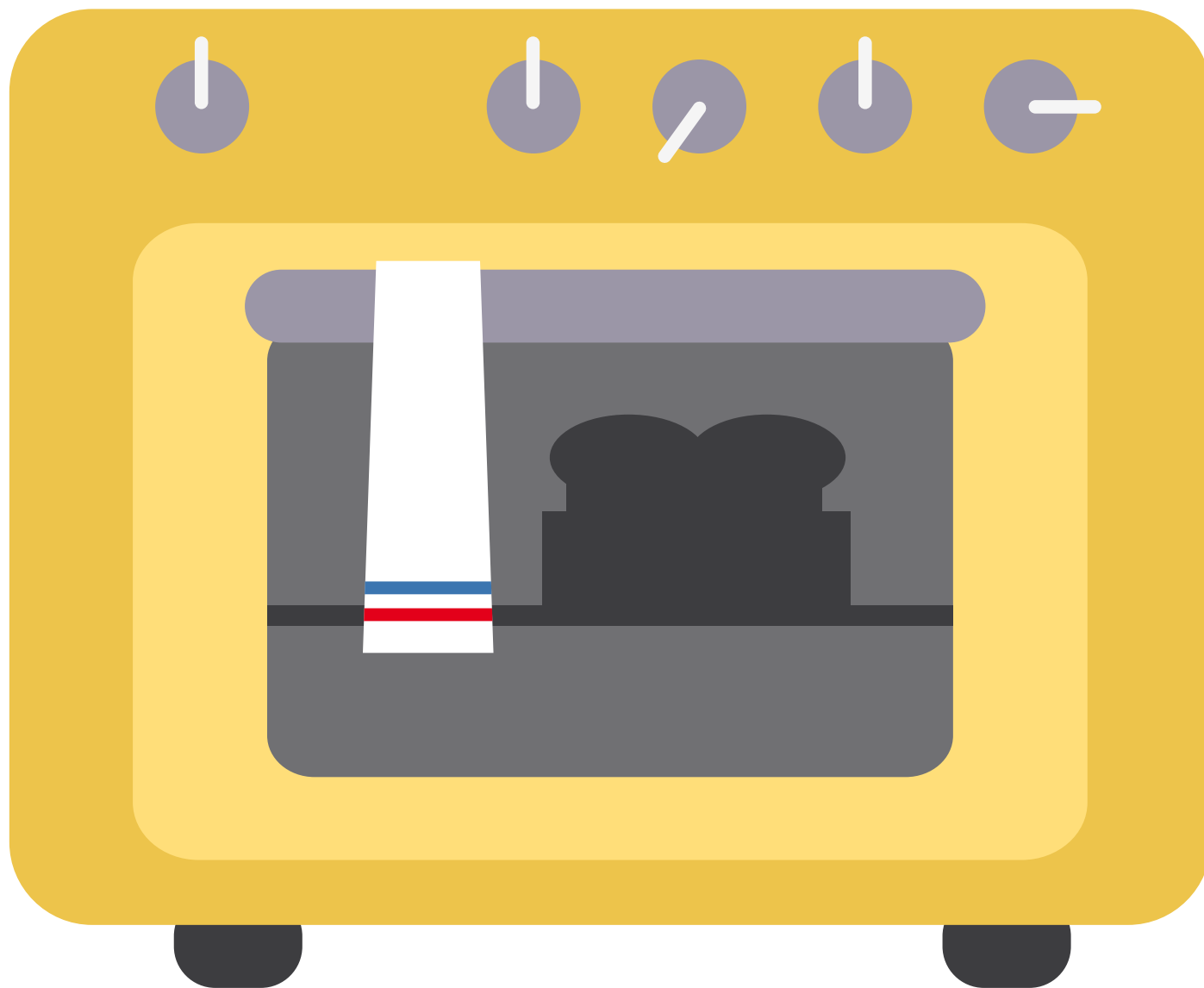




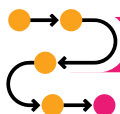
THE THREE LITTLE PIGS
CORNERS SESSION 6



THE THREE LITTLE PIGS
CORNERS SESSION 6



GAMES TO PRACTISE VOCABULARY!



STEPS

The Three Little Pigs is a very interactive play and includes several action and counting games.

We recommend introducing students to these games and playing them beforehand.

Here are some suggestions:

Make a Group: Numbers are significant during the show, so we recommend this game to ensure students know the numbers. Give the instruction: Make groups of + number (e.g. "Make groups of five"). Students have to run and form groups of the correct size.

Simon Says: One player takes on the role of Simon (this can be the teacher or a student) and gives instructions to the other players, who should *ONLY* follow them if the instruction is preceded by "Simon says". For example, if the leader says: "Simon says jump!" Everybody should jump. But if the leader says: "Turn around!" Everybody should stay still. You can use the actions from the flashcards.

1,2,3: Write numbers 1-3 on the board. Next to each number, draw or write a different action, e.g. 1 = walk; 2 = blow; 3 = turn around. Students start walking, and when the teacher says a number, they perform the corresponding action. Also, you can stick the flashcards instead of writing or drawing the word.



DURATION

5 minutes



DIFFICULTY

Low



SKILLS

- Listening



OBJECTIVES

- To develop listening comprehension and increase vocabulary awareness