

BCPS Field Trip Request ID # 9570

Trip Request By	Ashley Grady - SES
Trip Name	True Story of the Three Little Pigs
Trip Date	04-16-2019
Approx. Pick-up Time	9:15AM
Return Date	04-16-2019
Approx. Return Time	12:30PM
Class/Group	3rd Grade
Student Count	85
Chaperone Count	8
Number of Vans/Buses	2
Common Carrier	Miller Transportation
Cost to Students	12
How will you pay for students who cannot afford the fee?	Fundraising

Place of Departure

Name:	Shepherdsville Elementary
Address:	279 HILL TERRACE DR
City:	MT WASHINGTON
State:	KY

Destination

Name:	The Brown Theater
Address:	315 W Broadway
City:	Louisville, KY 40202
State:	KY

Lesson Plans

About the Story 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. But whether he'll get a fair trial in piggy court is anyone's guess! Will the pigs make a puppet out of justice, or is the wolf's catchy song-and-dance about a sneeze gone wrong all razzle-dazzle? This musical adaptation of the popular children's book is sure to delight!

PRE-SHOW Lesson Pre Show

Activity #1 Whose side are you on? Common Core Standards:[CCSS.ELA-LITERACY.RL.3.6](#)

Distinguish their own point of view from that of the narrator or those of the characters.

The Three Little Pigs is a classic fairytale that has been around for ages. The fractured fairytale of The True Story of the Three Little Pigs, however, takes the story in a whole new direction. For students to have a better understanding of both stories and a firmer grasp on point of view, read the two stories aloud (or pull up a read aloud on YouTube) to the class. Have a whole group conversation about the similarities and the differences between the two stories. How did it change? How are they different?

Pre Show Activity #2 Fact or Opinion?

Common Core State Standard: [CCSS.ELA-LITERACY.RL.3.1](#)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

In The True Story of the Three Little Pigs, we learn that there is always more than one side to one story. In reading this book, we learn that there are some pretty important facts and opinions that are revealed by the wolf that we otherwise wouldn't have known if we had never picked this book up to read. For this activity, it's important to look closely at the key details within the text and to decide if that information is a fact or opinion. Remember, facts are things proven to be true, but opinions are not. Using the cards attached, have a whole group discussion on the various facts and opinions from the story. Is it a fact? Is it an opinion? How do you know? What clues from the text help us understand this? Students will then glue the given card in its proper column (ex. Facts go in the fact column).

Pre Show Activity #3 Big Bad Wolf vs. Alexander T. Wolf

Common Core State Standard: [CCSS.ELA-LITERACY.RL.3.9](#)

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

Within the two stories of The Three Little Pigs and The True Story of the Three Little Pigs, there is the common character of the wolf, but this character is expressed in two very different ways. After reading both of these stories, compare and contrast the similarities and differences between The Big Bad Wolf and Alexander T. Wolf. How are they alike? How are they different? Record your answers from your discussion on the attached worksheet.

Post Show Activity #1 Tell Me a Story!

Common Core State Standard: [CCSS.ELA-LITERACY.RL.3.7](#)

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

In the live musical version of The True Story of the 3 Little Pigs, there are some plot differences from the original text. For example, the action takes place in a different setting, and there's a great deal more detail within the script than the original text. The sequence of events also happen in a different order. Individually, or in small groups, sequence the events of the story that were seen in the live musical version. Cut out the images along with their descriptions from the table and glue them in order on the blank numbered grid.

Post Show Activity #2 "The Court is Now in Session!"

Common Core State Standard: [CCSS.ELA-LITERACY.SL.3.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

The setting of The True Story of The Three Little Pigs is a courtroom, with the judge, lawyers, and a jury all working together to decide what is to become of Al. In other words, there is a debate over Al's fate. To debate successfully requires a good amount of skill! It is not only required that the people debating use logical reasons to try to persuade their opponent to agree with them, but that they also listen and respond to their opponent in a respectful manner, so an agreement, or decision, can be reached. With a shoulder partner, take a couple of minutes to share your thoughts about the following question: milk or juice? One person will give their answer and explain why they made their choice. Once the first person has completed this task, the other person will take their turn. Remember, listening is just as important as talking! Did you agree with your shoulder partner? Take a moment to respond to one another's ideas, whether you agreed with each other or not. Once all pairs are finished, allow each part of each pair to share with the class what their partner's response was and why.

Post Show Activity #3 And the Verdict Is

Common Core State Standard: [CCSS.ELA-LITERACY.W.3.1](#)

Write opinion pieces on topics or texts, supporting a point of view with reasons.

The True Story of the Three Little Pigs is a very unique piece of theatre, in that the audience gets to control the ending – much like an actual jury in a courtroom does! Thinking back to the experience, and using the worksheet to help you structure your answer, what was your verdict as a member of the audience/jury? What did you see or hear within the play that helped you come to this conclusion? Try to include at least one fact in your answer.

Vocabulary

Point of View – The mode of narration that an author employs to let the readers hear and see what takes place in a story, poem or essay.

Key Details – Words or phrases that help us answer a question to gain better understanding of a story, poem or essay.

Fact- A thing that is known and can be proved true.

Opinion- A view or judgement based on something, not necessarily based on fact or knowledge.

Character- A person in a story, play or movie.

Compare- To note the similarity between two things.

Contrast- The state of being strikingly different from something else.

Plot – the main events of a play, novel, movie, or similar work, created and presented by the writer in a sequence.

Setting – the place or type of surroundings where something is positioned or an event takes place.

Debate – a formal talk on a particular topic in a public meeting, in which opposing ideas are put forward.

Persuade – cause someone to do or think something through reasoning or argument.

Copyright 3/19/2019 - All rights reserved.

T.R.I.P. - v1.0.5 [Debug](#)