

# Casa Mañana Theatre Presents



## **An educational Study Guide for Teachers**

Study Guide Prepared by Jennie Lynn Godfrey and the Casa Mañana Education Department

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## TEKS (K-3)

### Kindergarten

110.11 (4) (A) predict what might happen next in text based on the cover, title, and illustrations; and

110.11 (4) (B) ask and respond to questions about texts read aloud.

110.11 (5) (C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures);

110.11 (6) (A) identify elements of a story including setting, character, and key events;

110.11 (6) (B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;

110.11 (6) (C) recognize sensory details;

110.11 (8) (A) retell a main event from a story read aloud

110.11 (8) (B) describe characters in a story and the reasons for their actions.

110.11 (13) (E) share writing with others

110.11 (14) (A) dictate or write sentences to tell a story and put the sentences in chronological sequence;

110.11 (15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.

110.10 (B) (E) retell or act out important events in stories

111.2 (6) (A) identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles;

111.2 (8) (A) collect, sort, and organize data into two or three categories;

### Grade 1

110.12 (7) (A) connect the meaning of a well-known story or fable to personal experiences

110.12 (9) (A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events

110.12 (18) (A) write brief stories that include a beginning, middle, and end

112.12 (9) (B) describe characters in a story and the reasons for their actions and feelings.

112.12 (9) (B) analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver

112.12 (9) (C) gather evidence of interdependence among living organisms such as energy transfer through food chains and animals using plants for shelter.

112.12 (10) (C) compare ways that young animals resemble their parents

113.12 (5) (A) create and use simple maps such as maps of the home, classroom, school, and community

113.12 (7) (A) describe ways that families meet basic human needs; and

113.12 (7) (B) describe similarities and differences in ways families meet basic human needs.

113.12 (8) (A) identify examples of goods and services in the home, school, and community;

113.12 (8) (B) identify ways people exchange goods and services; and

113.12 (8) (C) identify the role of markets in the exchange of goods and services.

113.12 (10) (A) describe the components of various jobs and the characteristics of a job well performed; and

113.12 (10) (B) describe how specialized jobs contribute to the production of goods and services.

117 (5) (A) discuss, practice, and display appropriate audience behavior

117 (5) (B) discuss dramatic activities; and

117 (5) (C) discuss the use of music, creative movement, and visual components in dramatic play.

## **Grade 2**

110.13 (6) (A) identify moral lessons as themes in well-known fables, legends, myths, or stories; and (B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.

110.13 (8) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.

110.13 (18) (A) write brief stories that include a beginning, middle, and end

112 (9) (C) compare and give examples of the ways living organisms depend on each other and on their environments such as food chains within a garden, park, beach, lake, and wooded area.

113 (5) (A) interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys

113 (5) (B) create maps to show places and routes within the home, school, and community

113 (9) (A) explain how work provides income to purchase goods and services

## **Grade 3**

110.14 (7) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to

support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.

113.14 (12) (A) give examples of community changes that result from individual or group decisions;

113.14 (12) (B) identify examples of actions individuals and groups can take to improve the community

117.112 (6) (A) exhibit audience etiquette during live and recorded performances;

117.112 (6) (E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary

117.113 (A) apply appropriate audience behavior consistently;

117.113 (5) (B) discuss and evaluate simple dramatic activities and performances; and

117.113 (5) (C) discuss the use of music, movement, and visual components in dramatic activities and performances.

## THEATRE FACTS

### The ABCs of Being a Great Audience Member

**Applaud!** When the show finishes and the actors come on stage to take their bows, make sure to applaud for their hard work. If you like something during the show, it's OK to give a short round of applause, too.



**Be respectful!** Everyone's attention should be on the actors on stage. To help with this, make sure to not talk to the people around you, kick the seat in front of you, or stand up during the show.

**Cooperate with the actors.** Sometimes, the actors need YOUR help to tell the story. If they ask the audience a question, go ahead and answer!

### Theatre terminology

**Actor:** The people who use their imaginations to bring a character to life on stage.

**Blackout:** Before the beginning of a show, the lights on stage and in the audience all go out. Don't worry, they will come back on very quickly!

**Box Office:** Tickets are sold at the box office.

**Character:** A person, animal or figure in a story.

**Choreographer:** The person who creates and teaches the dance moves to the actors.

**Costumes:** The clothing the actors wear on stage.

**Designer:** The people who create the look and sound of the show.

**Director:** The person with the vision for the show. He oversees the entire production.

**Music Director:** The person who teaches the music to the actors and helps them sound great!

**Prop:** Something an actor carries or uses on stage.

**Set:** The structures that create the physical environment of the production.

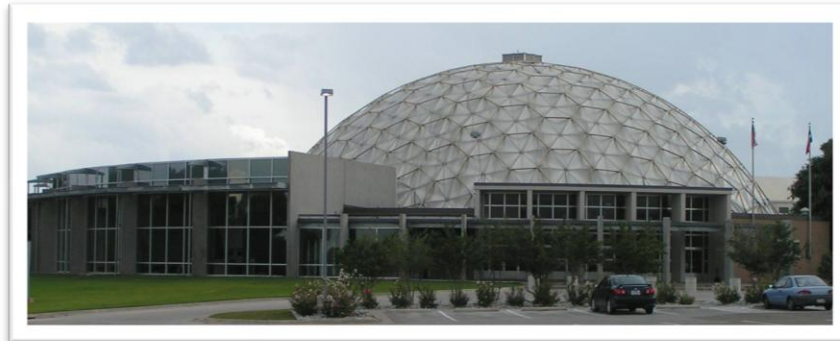
**Stage Crew:** The people who help backstage. The stage crew might move sets or help with costumes.

**Stage Manager:** This is the supervisor of the actors, designers, and stage crew. She helps everyone stay organized and informed of the many parts of the creative process!



## About Casa Mañana Theatre

You are visiting Fort Worth's oldest, most famous live theater! Casa Mañana began bringing live Broadway musicals to the area in 1936, but it looked a lot different from today. The original building was open-air, had a revolving stage surrounded by a moat and fountains, and seated 4,000 guests! This incredible building was unfortunately torn down, and the current geodesic dome was



built in 1958. Casa Mañana was one of the country's first theatres to produce theatre for young audiences through its Children's Playhouse. It was also a pioneer in the field of theatre education and continues to be a well-respected theatre school.

Casa Mañana has brought in many famous performers and tours of popular musical theatre productions. Today, the organization produces its own shows, which means it uses its own creative team to create the look and feel of a show.

The theater holds over 1,000 people and is a thrust stage, which means that the audience can sit on three sides of the stage. At one time, the stage was in the round, which meant that people could sit on all sides of the stage to watch the show!

## SHOW FACTS

### Synopsis

Music Theatre, International says of this show:

From Stiles and Drewe, the award-winning musical team behind **Honk!** and Broadway's **Mary Poppins**, comes **The Three Little Pigs**, a "very curly musical tail" that is perfect for the whole family! This new version of the classic story is full of catchy songs, clever rhymes and silly charm, but also has some very smart things to say about home and family.

When the pigpen starts to look like a real sty, Mama says it's time to leave and build something new. Help Cha, Siu, and Bao watch for wolves while they use hay, sticks, and bricks to make it in a big, bad world.

- See more at: [http://www.mtishows.com/show\\_detail.asp?showid=000456#sthash.bQhf0Lk7.dpuf](http://www.mtishows.com/show_detail.asp?showid=000456#sthash.bQhf0Lk7.dpuf)



## Spotlight on the Authors

George Stiles and Anthony Drewe have been writing musicals together for over thirty years. They met while at Exeter University, and have since created many award-winning musicals. A couple of famous works include the Cameron Mackintosh/Disney production of *Mary Poppins* and the musical *Honk!*



## Characters

**Bao** is the bookworm brother of Cha and Siu. He builds his house out of bricks. He is also brave enough to believe that his ideas will work, even though people make fun of him for it.

**Cha** relies more on his brawn than his brain! He is the fittest pig, loving to work out and get in shape. He is the pig who decides to build his house out of sticks.

**Mother Pig** is the mother of Cha, Siu, and Bao. She loves her little pigs, but also wants them to "stand on their own four trotters."

**Siu** is an environmentalist. She wants to make sure that her home is eco-friendly, so she builds her house out of straw.

**Big Bad Wolf** is the antagonist of the story. He caused trouble for the pig family in the past and is eager to capture the three little pigs.

## Show History

*The Three Little Pigs* was commissioned by the Singapore Repertory Theatre for their Little Company. It is the first in a "trilogy of trios" along with *Goldilocks and the Three Bears* and *The Three Billy Goats Gruff*. In 2013, this was the first ever children's show to receive the honor of being selected for the NAMT Festival in New York. Since this time, it has been produced in several theaters all over the world including spaces in London, Finland, China, Chicago - and now Fort Worth!



# DISCUSSION QUESTIONS

## Before the Show

What do you already know about the story of the three pigs?

*The Three Little Pigs* by Stiles and Drewe is a creative re-telling of a familiar story. How do you predict the story will be different from or similar to the story you already know?

This show is a musical theatre production, which means it includes acting, singing, and dancing. What parts of the story do you think the authors turned into songs? What type of music do you think they will use?

Have you ever been to a live theatre performance before? If so, share about what you did to be an excellent audience member.

## After the Show

- How was this production different from or similar to the story you already know?
- Was there anything that happened in the show that you did not expect to happen?
- How did the music help tell the story of *The Three Little Pigs*?
- What was your favorite part?
- If you could have designed the set or costumes, what would you have done differently? Would you use different colors or styles?
- What was the main problem of the story? Were there any other, smaller problems that happened within the story? What were some ways that the characters tried to solve their problems?
- We met a few characters that are not in the story we were previously familiar with. Who are some of these characters? If you could add a new character to this story, who would it be and what would he or she do to help tell the story?



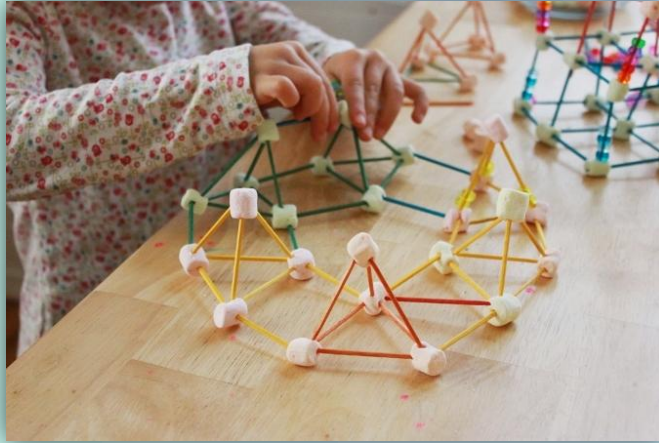
# LESSONS and ACTIVITIES

## Building Houses

Cha, Siu, and Bao each choose a different material to build their new homes. They use straw, sticks, and bricks. Try using different materials to build a strong structure. What do you think makes a building strong?

### Materials:

- Toothpicks
- Drinking straws
- Rolled paper tubes
- Fan
- Glue sticks
- Masking tape
- Stapler
- Paper clips
- Assorted items to use as joints like gumdrops, marshmallows, clay, or play dough



### Procedure:

1. Divide the class into small groups and allow each group to pick from three options with which they may construct their main structural support of their house: toothpicks, drinking straws, or rolled paper tubes.
2. Each group may only use 16 of whichever material they choose. Each house must be no taller than 6" and must fit within a 6"x6" square marked on the table with masking tape.
3. Houses must be able to stand for 3 minutes when placed 3" in front of a fan.
4. Students will find that one of the main challenges is to construct a foundation enough to anchor the house to the table while the wind from the fan blows.
5. Students should be provided with a variety of materials to help secure the structure to the foundation.
6. Successful methods might include: straws attached with paper clips, toothpicks attached with gumdrops or marshmallows, paper rolled around pencils and secured with tape.
7. Allow time to design and construct the structures and complete the wind test. At the completion of the test, each team should record their results and discuss the reason their houses stood or fell.

**Questions:** People throughout the world build their homes using different types of materials. Why do you think that is? What makes one building material sturdier than another?

Credit: Aurora Theatre

## Plot Structure

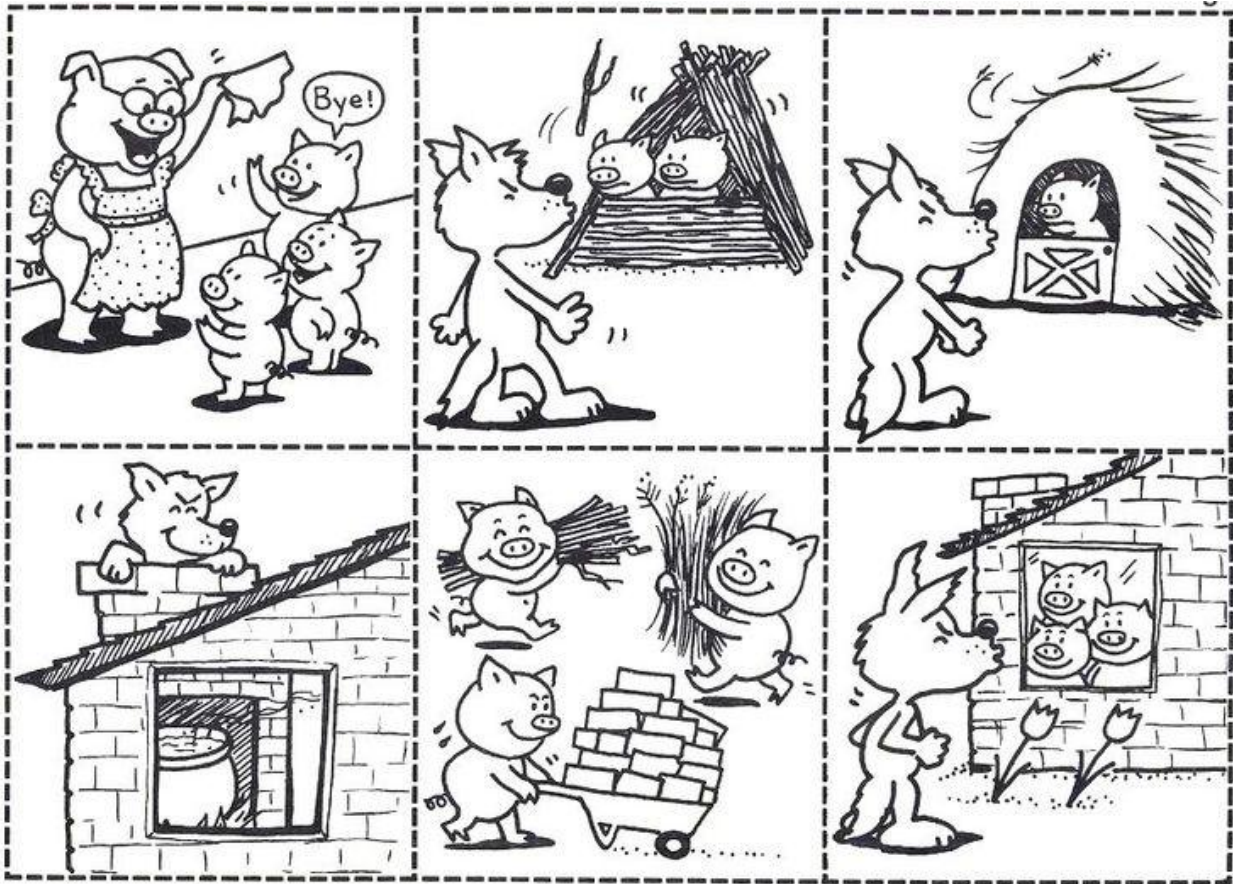


Image credit: <http://deslivresetdesenfants.over-blog.com/2014/03/coloriage.html>

1. Color each of these plot points from the story of *The Three Little Pigs*.
2. Cut along the dashed lines
3. Glue the squares on another piece of paper in the order that they happened in the plot of the story.
4. For a challenge when you are finished, create your own *different* ending to *The Three Little Pigs*. Draw a picture or write how **YOU** would have ended the story in the space below.

## Cha Siu Bao

The three main characters in *The Three Little Pigs* are Cha, Siu, and Bao. Did you know that "cha siu bao" is actually the name for the authors' favorite Cantonese dish? It is a delicious bun filled with barbecue pork!

Discover the food of another culture with this recipe from [myrecipes.com](http://myrecipes.com). Make sure to include your family in on the process since families should "stick together like pieces in a jigsaw puzzle." And, of course, for your safety!

### Ingredients

#### FILLING:

1/2 teaspoon five-spice powder  
1 pound pork tenderloin, trimmed  
Cooking spray  
1 cup thinly sliced green onions  
3 tablespoons hoisin sauce  
2 tablespoons rice vinegar  
1 tablespoon low-sodium soy sauce  
1 1/2 teaspoons honey  
1 teaspoon minced peeled fresh ginger  
1 teaspoon minced garlic  
1/4 teaspoon salt

#### DOUGH:

1 cup warm water (100° to 110°)  
3 tablespoons sugar  
1 package dry yeast (about 2 1/4 teaspoons)  
3 1/4 cups all-purpose flour (about 14 2/3 ounces)  
3 tablespoons canola oil  
1/4 teaspoon salt  
1 1/2 teaspoons baking powder

## Preparation

1. To prepare the filling, rub five-spice powder evenly over pork. Heat a grill pan over medium-high heat. Coat the pan with cooking spray. Add pork to pan; cook 18 minutes or until a thermometer registers 155°, turning pork occasionally. Remove pork from pan, and let stand 15 minutes.
2. Cut pork crosswise into thin slices; cut slices into thin strips. Place pork in a medium bowl. Add onions and next 7 ingredients (through 1/4 teaspoon salt); stir well to combine. Cover and refrigerate.
3. To prepare dough, combine 1 cup warm water, sugar, and yeast in a large bowl; let stand 5 minutes.
4. Lightly spoon flour into dry measuring cups; level with a knife. Add flour, oil, and 1/4 teaspoon salt to yeast mixture; stir until a soft dough forms. Turn dough out onto a lightly floured surface. Knead until smooth and elastic (about 10 minutes). Place dough in a large bowl coated with cooking spray, turning to coat top. Cover and let rise in a warm place (85°), free from drafts, 1 hour or until doubled in size. (Gently press two fingers into dough. If indentation remains, dough has risen enough.)
5. Punch dough down; let rest 5 minutes. Turn dough out onto a clean surface; knead in baking powder. Let dough rest 5 minutes.
6. Divide dough into 10 equal portions, forming each into a ball. Working with one dough ball at a time (cover remaining dough balls to keep from drying), roll ball into a 5-inch circle. Place 1/4 cup filling in center of dough circle. Bring up sides to cover filling and meet on top. Pinch and seal closed with a twist. Repeat procedure with remaining dough balls and filling.
7. Arrange 5 buns seam side down, 1 inch apart, in each tier of a 2-tiered bamboo steamer. Stack tiers; cover with lid.
8. Add water to a large skillet to a depth of 1 inch; bring to a boil over medium-high heat. Place steamer in pan; steam 15 minutes or until puffed and set. Cool 10 minutes before serving.

Credits: <http://www.myrecipes.com/recipe/steamed-pork-buns-char-siu-bao>



## Social Studies: Roles in our Community

As Cha, Siu, and Bao set out to build their new homes, they met three different "convenient tradespersons," or merchants. A merchant is a person whose job is to buy and sell goods within communities. The pigs purchased the materials they needed to build their new homes from each of these tradespersons. They could not have built their homes without the help of the tradespersons!

Imagine that you are building a home for yourself. Write a list of the different materials you might need to create your new building.

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Think about this - you must purchase each of these materials from different merchants in your own community. Write a paragraph about why it is so important that communities have people who hold different jobs or roles.

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When you are finished writing, find someone else who has finished writing and share your thoughts. Then, you and your partner think of other examples of projects that require many people to work together.



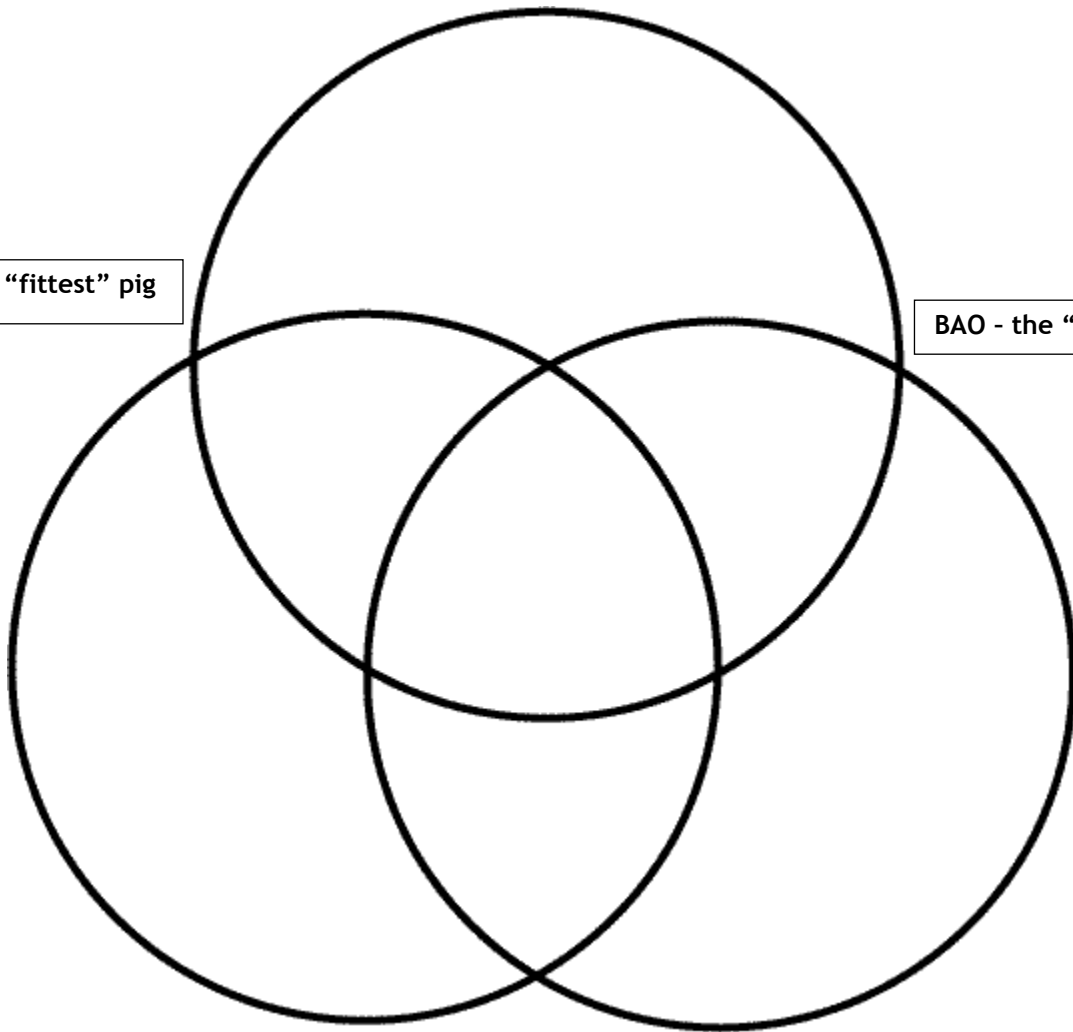
## Togetherhness

The three pigs decide to build their own houses because they are very different from each other. However, they learn to celebrate their differences! They also learn that they have things in common, such as how much they like each other. Using this Venn diagram, compare and contrast the differences and similarities in the three pigs.

SIU - the "green" pig

CHA - the "fittest" pig

BAO - the "bookworm" pig



## Act It Out: Tableaux



Image Credit: <http://jfb-levage.com/tag-what-is-tableaux-acting.html>

A *tableau* is when actors stand in frozen, silent "pictures," showing different parts of a story, like the kids in the photo above.

In a group of three to five, think of an event in the plot of *The Three Little Pigs*. Each of you decide which character you will be, and create a tableau of that event. See if your classmates can guess which event you are trying to show! Remember - a tableau does not move or make sounds!

## Science: Baby and Adult Animal Scramble

Bao, Siu, and Cha are no longer piglets, they are full grown pigs. Bao and Cha are boars and Siu is a sow. Use the activity to describe how young animals are different from adult animals.

### Materials:

- Index cards for the whole class with pictures of either and baby animal or an adult animal

### Procedure:

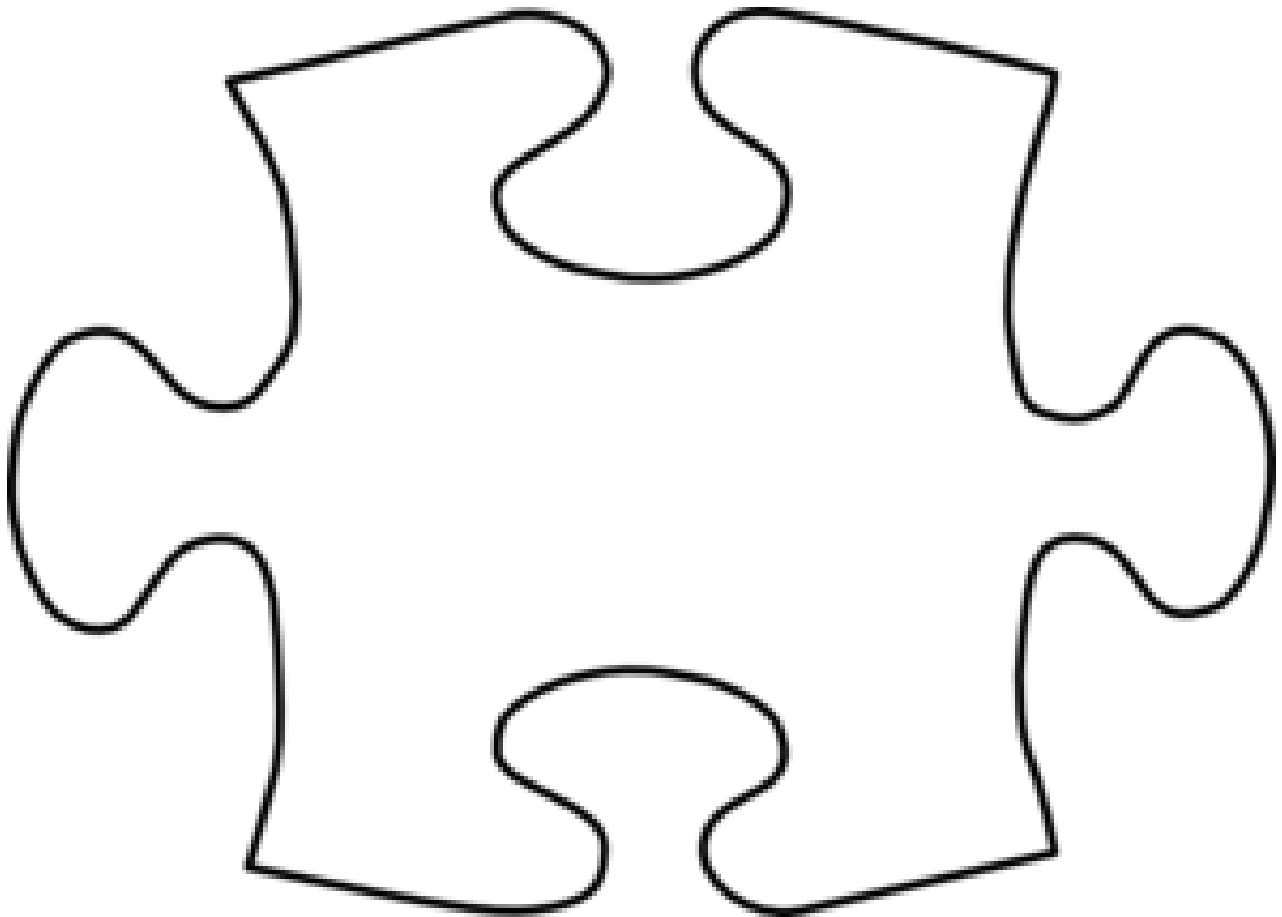
1. Divide the class in half.
2. One half of the class gets index cards with a baby animal picture on it. The other half of the class has the matching adult animal on their card.
3. Then, the class goes into character as their animal (baby or adult) and move about the room trying to find their baby or parent. For example: A caterpillar would crawl slowly and a butterfly would fly.
4. Depending on the age of students it may be helpful to have a discussion about the different characteristics of baby vs. adult animals to help inform the activity.

Suggested Animal Matches to Use: • Caterpillar - Butterfly • Piglet - Pig • Kitten - Cat • Puppy - Dog • Chick - Chicken • Tadpole - Frog • Joey - Kangaroo • Foal - Horse • Maggot - Fly • Calf - Cow • Duckling - Duck • Gosling - Goose • Lamb - Sheep



## Jigsaw

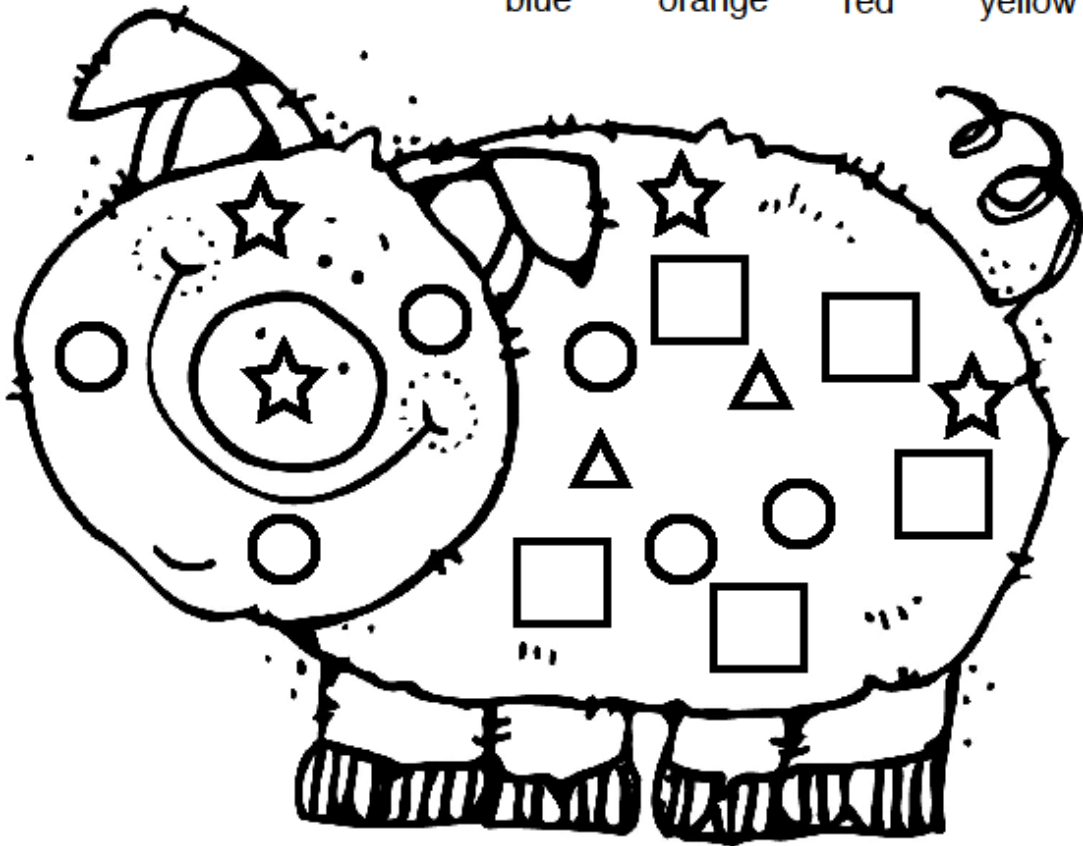
The family of pigs know that they are very different from each other. They learn that they are each important and that they fit together like pieces of a jigsaw puzzle. You and your classmates are just the same. You are different from one another, but you can all fit together to create something special. Fill this jigsaw piece with pictures that show your special characteristics. Cut the piece out and connect it with your classmates to make one large puzzle!







# Math Fun

Name: \_\_\_\_\_

Color:  blue     orange     red     yellow

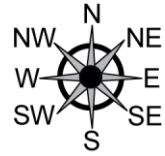


Count the shapes.    Color the graph.

© Donna M. Glynn Graphics by DJ Inkers

## Map It!



The Pigs have moved out from their mother's house to build their own homes. Draw a map to help the family know where each other live!

1. In the rectangle, draw and label the following locations: Mother Pig's house, Cha's house, Bao's house, Siu's house, and the Wolf's den.
2. Add detail to your map by adding landforms such as bodies of water or mountains.
3. When you are finished with your map, find a friend and share your maps with each other. Tell each other why you decided on your house locations and why you chose your landforms.
4. For a challenge, try to answer these questions using your map.
  - a. If Cha is at his house and he wants to visit his mother, what direction (north, south, east, or west) does he need to travel?
  - b. If Bao is at his house and he wants to visit Siu, which direction would he travel?
  - c. Mother Pig is at her house. She wants to visit her three children and then return to her house. What route would you suggest she takes? Why did you choose this route?

## Your Window to the World

What kind of world do YOU want to see outside your window?  
Draw it below!

