



THE BIG BAD, LITTLE RED, PIG SHOW

Learning Extensions

- **Age: 3 through Pre-K**

Domain: LANGUAGE AND LITERACY

Content Standards: LD1, LD4, LD5, LD6

The children will:

- develop skills in listening for the purpose of comprehension (LD1)
- develop and expand expressive language skills (speaking) (LD4)
- begin to develop age-appropriate strategies that will assist in reading (LD5)
- begin to develop age appropriate writing skills (LD6)

Activity: “It Ain’t Easy Being Me!”

Big Bad, Little Red Pig Show is a creation of squishing two childhood favorites into one story. During a theme week on fairy tales, introduce readings of several classic favorites. Discuss the meanings of any new vocabulary and the characters in each story. At the end of the week, have each child choose a character from one of the fairy tales they liked best. After choosing a character, the child will dictate from the first person perspective....”What It Is Like To Be (character) .” Have each child think about what a typical day in the life of that character would be. Is the wolf always sneaky, mean, and hungry? Is it frustrating to be the smartest pig and always have to take care of your brothers? Let each child dictate a short paragraph about things that may go on in their character’s day. Give the children prompts to think ‘outside the box,’ such as asking them if it’s fair that everybody thinks the wolf is mean even when they’ve never met him. The children can illustrate their dictation to make a mixed-up class room fairy tale book.

Domain: PHYSICAL DEVELOPMENT AND HEALTH

Content Standards: HPD3

The children will:

- understand healthy and safe living practices (HPD3)

Activity: What Is A Stranger?

Sometimes, adults give small children mixed messages about how to deal with strangers. We tell them not to talk to strangers, yet ask them to greet and speak to adults not known to them at other times. Children have a difficult time distinguishing what a ‘stranger’ really is. Begin by describing a stranger as “anyone that your family doesn’t know or doesn’t know well.” Let the parents know that you are studying this topic so that they can reinforce your teaching and notice when they DO make the mistake of requesting their children to ‘speak when spoken to.’ Stress that strangers are not always scary looking, like the wolf, but even nice and pretty people are strangers. Teach them about ‘safe strangers’ such as policemen and other teachers at your school that they can trust. McGruff, the

Crime Dog has a tip for handling dangerous situations by teaching the children “No, Go, Yell, Tell” technique—say ‘no,’ run away, yell as loud as you can and tell a trusted adult as soon as you can. Children have very strong instincts and should be taught to trust their feelings if they are uncomfortable. There are more tips that are age appropriate for young children at http://www.mcgruff.org/Advice/stranger_danger.php McGruff also visits schools to talk about different safety topics. Contact the National Crime Prevention Council for information on inviting McGruff the Crime Dog to your school.

Domain: PERSONAL AND SOCIAL (SOCIAL AND EMOTIONAL) DEVELOPMENT

Content Standards: SE1, SE2, SE3, SE4

The children will:

- develop confidence and positive self-awareness
- develop curiosity, initiative, self-direction and persistence
- increase the capacity for self-control

Activity: “But, Teacher, HE Did It, Too!”

Preschool teachers hear this all the time when redirecting a child who may be breaking a rule. Children this age can learn that they can make their own choices, and don’t have to make poor choices just because others are. Children who learn to make their own decisions about right or wrong choices in preschool will have the tools to use once they get into elementary school, when ‘following the crowd’ is not a good decision. The wolf lies in this show, and plays tricks on people. Have a group discussion about what a child can do if his friends are encouraging him to do hurtful or dangerous things. You’ve heard this, “If HE jumped off a cliff, is it OK for you to jump, too?” Try this, “Use your own brain. What does YOUR brain tell you to do?” or “How does that feel in your heart?” Children have strong instincts about what feels right or wrong, and can be taught that some decisions make them feel proud, and some decisions makes them uneasy inside. Encourage children to learn and use words when they are being tempted by another to make poor choices. Teach children things to say such as, “I don’t want to talk right now. I’m trying to listen to the teacher so I can learn.” Make sure you notice children who do not ‘follow the crowd’ or that you overhear telling others that they are choosing NOT to do the wrong thing. Set up a ‘good choice’ jar in your room to fill with marbles earned by children making good choices on their own. When the jar is filled, have a special day of the children’s choice! Make sure you let the children know that the special day was earned by students who ‘used their own brain to make good choices.’