Kindergarten Three Little Pigs Project:

The Three Little Pigs

Social Studies: Houses
What does your home look like? Wood frame? Brick, stone, adobe? Have your student draw a picture of your house and family.

Drama: Story-telling
Let your student re-tell the story using these characters (link even includes a version of the story!) Encourage your student to use a high squeaky voice for the pigs and a low, rumbling voice for the wolf. Have fun!

Math: Ordinal Numbers
You may want to use this story to introduce your students to the concept of ordinal numbers. Which house did the Wolf visit first? Second? Third? If your student isn't ready for first, second, and third, try first, next, and last.

Math: Measurement- Weight
If you have the opportunity, gather some straw, a few sticks, and a brick. Ask your student which material is the heaviest? Let your student weigh each item on a scale (you will probably need a kitchen scale for this). Record the weight of each. Which one is the heaviest? Did your student make an accurate prediction?

Art: Blowing Paint
The wolf huffed and puffed! Give your student an opportunity to huff and puff and do something creative at the same time.
You will need:
paint (tempera works fine)
paper
drinking straw

Cover your work area with newspaper. Add a drop of paint to the paper and then have your student use the straw to blow it around. Repeat with more colors until the your artist is satisfied with his masterpiece.

NGSS and Math Standards:

K-PS2-1 Motion and Stability: Forces and Interactions

Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K-PS2-2 Motion and Stability: Forces and Interactions

Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull

K-2-ETS1-1 Engineering Design

Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2 Engineering Design

Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem

CCSS.MATH.CONTENT.K.G.A.1

Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

CCSS.MATH.CONTENT.K.G.A.2

Correctly name shapes regardless of their orientations or overall size.

CCSS.MATH.CONTENT.K.G.A.3

Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

CCSS.MATH.CONTENT.K.G.B.4

Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

CCSS.MATH.CONTENT.K.G.B.5

Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

CCSS.MATH.CONTENT.K.G.B.6

Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle*?"