

Three Little Pigs | Teachers Guide

Overview

This exercise introduces your students to foundational computer science concepts using the familiar story of "The Three Little Pigs". By employing a modern twist, students will engage in activities related to problem-solving, logical reasoning, sequential thinking, and creative thought processes.

Tools to have

This will be for the final activity on building their own house. We have noted what we recommend students to use, but other items work fine outside of what we have provided.

- Pencils
- Colored Pencil
- Rulers

Concepts Covered

- **Problem Solving:** Students will face the challenges that the three little pigs encounter and will determine the cause of the problem, identify, prioritize and come up with a solution.
- **Logical Reasoning:** As the story progresses, students will make decisions based on given conditions (e.g., choosing materials to build a house that can withstand the wolf's huffing and puffing).
- **Sequential Thinking:** Students will organize steps in the right order to achieve desired outcomes, such as constructing a sturdy house or setting up a trap for the wolf.
- **Creative thought process:** Students will get to be creative in how to solve challenging problems.

Learning outcomes

- Students will understand the importance of planning and thinking ahead.
- They will develop skills in logical reasoning by making decisions based on given conditions.
- They will practice organizing steps in a sequence to achieve a specific goal.

Activity Structure

1. Have the 3 pages of the activity and the other items ready for your students.
2. Begin with a brief recap of the traditional "Three Little Pigs" story. We have provided a youtube video your students could watch.
[Three Little Pigs Story](#) (5 minutes).
3. Answer the questionnaire
4. Complete the map..
5. Let students answer the final question and draw their indestructible house.

Three little pigs questionnaire

- After the video, students will then use critical thinking skills to answer the questions provided based on the youtube video.
- Students can use any of the concepts to help them come up with an answer. Their answers do not need to be the same as the one presented in the example key; they can have some logical or creative reasoning for their answers.



Refer to the answer key to compare the example answers with what the students did.

Name _____

What happened to the house?

Instructions

- After watching the video, you now have to think of what happened after each house visit from the wolf. Answer each question to the best of your ability.

1. Why was the straw house easily blown away by the wolf?

The reason the straw house was easily blown away by the wolf was because it was not strong enough

2. Why was the stick house easily blown away by the wolf?

The reason the stick house was easily blown away by the wolf was because it was not strong enough

3. Why was the brick house still standing?

The reason the brick house was still standing was because it was strong

- After they have completed the questionnaire, collectively ask the class which pig had the best house : **Pig 1, 2, or 3.**
- They should respond with **Pig 3!**, if a student responds with a different answer than that, ask why and have them explain their reasoning.

Three little pigs map

- The student has to draw arrows leading to the final 3rd box.
- The goal is to count how many steps it took to get to each pig.
- The students must start from the box that has a start text above it and count down to the gray box with a 1.
- Then the count from the gray box 1 to 2 and from 2 to 3.
- They must record the steps taken on the bottom right corner of the page.

 Refer to the answer key to compare the correct answers with what the students have

Name: _____

Three Little Pigs Map


Moves from Start to 1 ? 4

Moves from 1 to 2 ? 11


Moves from 2 to 3 ? 7


Build your own house

- Finally students will have a more fun and interactive question that revolves around creativity and thinking outside the box. They will answer the question to the best of their ability, and draw the house they have described.

 If you could build a house that can stop the wolf's strong breath, what material would you use and why?

Draw your house in the dotted box below



 **Students can use their imagination, no answer key is provided for this activity.**