

# HUFF AND PUFF: A PIG TALE – STANDARD CONNECTIONS (GRADES K-2)



This chart outlines connections between scenes/moments in the play *'Huff and Puff: A Pig Tale'* and the New York State Learning Standards for Theatre, English Language Arts (ELA), Social-Emotional Learning (SEL), and other cross-curricular areas for grades K–2.

Scene / Moment	NYS Arts Standards: Theatre	NYS Next Gen ELA Standards	NYS Social-Emotional Learning Benchmarks	Other Cross-Curricular Connections
Breaking the 4th Wall (Kevin & Corey explain the 'imaginary wall' to audience)	TH:Re8.1.K-2 – Interpret story elements in a drama/theatre work. TH:Pr4.1.K-2 – Use voice and movement to communicate character.	SL.K-2.1 – Participate in collaborative conversations with peers and adults.	Self-Awareness 1A – Recognize and accurately name emotions.	Introduction to theatre vocabulary ('fourth wall') builds arts literacy.
House-Building Choices (straw, sticks, bricks)	TH:Cr1.1.K-2 – With prompting, generate ideas that can be used in drama/theatre work.	RI.K-2.3 – Describe connections between events in a text.	Responsible Decision-Making 4B – Make decisions based on safety and social norms.	STEM link: basic properties of materials (strength, durability).
Wolf's Disguises (audience votes)	TH:Pr4.1.K-2 – Select movements and dialogue to show character choices. TH:Pr5.1.K-2 – Use nonverbal communication to express meaning.	SL.K-2.3 – Ask and answer questions to seek help or clarify.	Social Awareness 3C – Recognize different perspectives.	Voting integrates civic education concepts.
Troll & Goat Problem-Solving	TH:Re9.1.K-2 – Explain preferences and choices in drama/theatre work.	W.K-2.3 – Write/dictate a sequence of events (can be adapted to retell).	Relationship Skills 2C – Demonstrate cooperation and teamwork.  Responsible Decision-Making 4C – Generate solutions to problems.	Engineering thinking: brainstorm solutions, test ideas.
Rapunzel's Bias Against Pigs	TH:Re8.1.K-2 – Identify story elements in a drama/theatre work.	RL.K-2.2 – Recount stories, including key details, and demonstrate understanding of central message.	Social Awareness 3A – Recognize that others may experience situations differently.  Responsible Decision-Making 4A – Identify problems and conflicts.	Social Studies: bias and fairness in communities.
Goldilocks Scene – Respecting Others' Property	TH:Cr2.1.K-2 – Contribute to the development of a drama/theatre work.	RL.K-2.3 – Describe how characters respond to major events and challenges.	Relationship Skills 2A – Communicate effectively and listen actively.	Ethics & community norms.
Cooperative Problem-Solving with the Wolf (ending)	TH:Pr6.1.K-2 – Present drama/theatre work to an audience. TH:Re9.1.K-2 – Discuss how actors make choices to support a story.	RL.K-2.2 – Identify central message, lesson, or moral. SL.K-2.1 – Participate in collaborative discussions.	Social Awareness 3D – Show empathy and compassion. Relationship Skills 2B – Develop positive relationships.	SEL literacy: conflict resolution, empathy building.
Final Moral: Helping & Understanding Others	TH:Cn11.1.K-2 – Relate a drama/theatre work to personal experiences.	RL.K-2.2 – Determine the moral or lesson of a story.	Responsible Decision-Making 4D – Reflect on the impact of one's actions on others.	Character education and community building.