

# The Three Little Pigs and Other Storytelling Tales

*By Evan Guilford-Blake*

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**Dedication**

*For Melody Robb, without whom there would have been  
no stories to tell.*

**STORY OF THE PLAY**

There's nothing like real, live storytellers to catch the eye, the attention and the imagination of youngsters. With these six tales, each told by a pair of storytellers, students can go on an enchanted voyage, whether they're in a classroom, library, auditorium, cafeteria or theatre. Let your young audiences connect, learn, and be entertained through these inventive scripts in one of the oldest forms of entertainment -- storytelling!

**SYNOPSIS OF SCENES**

**The Cat, the Mouse and the Huge Pot of Cheese** - The Aesop tale of the two traditional enemies who work together. (Grades K-3) - 6 minutes.

**Finn Mccool and the Cucullin** - An Irish folk tale about a giant and the peasant woman who outsmarts him. (Grades K-4) - 10 minutes.

**Why the Oceans Are Filled With Fish** - Adapted from the folk tale *How Fish Came to the Ocean* by Leonardo da Vinci. (Grades K-3) - 5 minutes.

**The Forever Snowflake** - An original Christmas story about the magic of wishes. (Grades K-4) - 12 minutes.

**The Wonderfully Colored Dragon** - A dragon loses his ability to breathe fire! His usefulness is restored in a most unique way by a clever fairy. (Grades K-5) - 12 minutes.

**The Three Little Pigs** - The all-time favorite! (Grades K-6) - 6 minutes.

### **NOTES FROM THE PLAYWRIGHT**

I suggest the performers look for as many different ways to present the material as they can: Multiple voices, accents, postures and hand movements are all useful. The stories don't have to be memorized, but being familiar with them, as an actor would be with any script, is very helpful -- the tellers will be able to concentrate on making contact with the characters and the audience if they don't have to "read" the text.

The technique involves switching from character to narrator to another character, sometimes in a single line. The characters often have "conversations," although, because it's storytelling rather than a play, they are often punctuated with "he said" / "she said."

They are designed to be presented without sets or costumes; the theatricality stems from the storytellers' use of their voices to depict the characters as well as the setting, through the words themselves and through gestures.

Lighting and sound can help, but it's suggested no props, except perhaps a large storybook, be used, and that the audience, if relatively small, be literally at the storytellers' feet, or that, in the case of a larger audience, the storytellers be able to move among them. The text suggests several places where the storytellers interact with the audience, but it's appropriate for them to interact at others as well, particularly to ask them questions at various points in the story.

The scripts as written indicate a "cast" of one woman and one man, but the pieces may be told by any two persons. The gender of the characters should not be an impediment.

## **The Cat, the Mouse and the Huge Pot of Cheese**

**WOMAN:** Hi, I'm (NAME).

**MAN:** And I'm (NAME).

**WOMAN:** And we've got a story for you

**MAN:** About a greedy cat

**WOMAN:** And a trusting mouse

**BOTH:** In partnership.

**MAN:** Are you all ready? All right then...

**WOMAN:** Once upon a time

**MAN:** A long time go

**WOMAN:** There lived a cat—

**MAN:** Meow—

**WOMAN:** And

**MAN:** A mouse.

**WOMAN:** Squeak.

**MAN:** They were on friendly terms with each other

**WOMAN:** As cats and mice sometimes are.

**MAN:** And, as winter was approaching

**WOMAN:** And neither of them had a comfortable place to  
live, the cat said

**MAN:** Friend Mouse, why don't we set up house together?

We get along purr-fectly well.

**WOMAN:** Yes, that's true, said the mouse.

**MAN:** And we could pool our ef-furrt

**WOMAN:** Yes, that's true.

**MAN:** And prrrro-tect each other's interests...

**WOMAN:** Yes, that's true too

**MAN:** Said the mouse, and so she agreed.

**WOMAN:** And so they *did* set up house

**BOTH:** Together

**MAN:** In a small wooden box behind an old, unused  
schoolhouse.

**WOMAN:** Then one day, the cat said:

**MAN:** Friend Mouse, it is almost winter and we must make  
plans or we'll go hungry.

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**WOMAN:** Well, said the mouse, we have *some* food and we can search the nearby houses for more.

**MAN:** Purr-haps, said the cat, but you are too tiny to run about in winter. You might catch cold.

**WOMAN:** Or get caught in a trap, the mouse said with a shiver.

**MAN:** And I cannot slip through the tiny cracks as you can.

**WOMAN:** True, true. But then, what shall we do?

**MAN:** The cat thought a moment. I have it! he said. We'll buy a pot of cheese and store it, and it will be there when it's cold and we're hungry.

**WOMAN:** Now, a pot of cheese *was* expensive

**MAN:** But it's delicious

**WOMAN:** And we *can* use it as food the whole winter.

**MAN:** And so the little mouse said,

**WOMAN:** An excellent idea, Friend Cat. But our box is too small to store it. Where can we keep it so it won't be stolen?

**MAN:** Why not the schoolhouse. It's empty and it's certainly close, and no one ever comes by.

**WOMAN:** The mouse thought that too was an excellent idea.

**MAN:** And so the cat

**WOMAN:** And the mouse

**MAN:** Bought the pot of cheese and stored it in a hidden corner of the deserted schoolhouse.

**WOMAN:** But it wasn't long before the cat felt a craving for the cheese and so, one day, he said to the mouse

**MAN:** Friend Mouse, I have been invited to a naming party for my new niece. She was born yesterday and has a brown tail, just like mine!

**WOMAN:** How wonderful for you! Do go and I shall do the housework alone.

**MAN:** And so the cat went off, but ---

**WOMAN:** He went to the schoolhouse and licked off just the very top of the pot of cheese, and then he lay about purring (*MAN purrs.*) and washing until it grew very late.

**MAN:** Finally, he returned home and the mouse greeted him.

**WOMAN:** Well, there you are! Did you enjoy the party?

**MAN:** It was purr-fectly delicious, said the cat.

**WOMAN:** What did they name your niece?

**MAN:** Umm... Top-off.

**WOMAN:** Top-off? That's a strange name.

**MAN:** Purr-haps, said the cat. Purr-haps it is.

**WOMAN:** The winter neared, but it wasn't long before the cat had another craving, and he said,

**MAN:** Friend Mouse, I have been invited to a naming party for my new nephew. He was born yesterday and has a white ring around his neck, just as I do.

**WOMAN:** And—though the mouse thought it surprising there should be two births in the cat's family so close together—she said again, Do go, do go, and have a good time.

**MAN:** Thank you, said the cat, and went straight off to -- *(To audience.)* Where do you think he went? The schoolhouse.

**WOMAN:** *(To audience.)* And do you know what he did? He ate and ate until half the cheese was gone!

**MAN:** And, again, he returned late to the little box.

**WOMAN:** Welcome, Friend Cat. And what did they name your nephew?

**MAN:** Half-gone, purred the cat, and licked his whiskers.

**WOMAN:** Half-gone! cried the mouse. What an odd name. I've never heard it before.

**MAN:** Probably not, for it's used at only the most special times.

**WOMAN:** And so a week passed. The mouse kept house

**MAN:** And the cat thought and thought about the delicious half-pot of cheese still left, until he could wait no longer and said, Friend Mouse.

**WOMAN:** Yes?

**MAN:** All good things come in threes. I have been asked to *another* naming party, this time for twin kittens who both have black paws, just as I do.

**WOMAN:** Another naming party, and so soon. What will they be called?

**MAN:** I'll tell you when I return, the cat said, and left the box, his brown tail swishing.

**WOMAN:** Tsk. Top-off. Half-gone, the mouse squeaked. Tsk, tsk, tsk. Those names are so peculiar!

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