

The Three Little Pigs

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Getting ready for reading


Ask: *What fairy tales or traditional tales do you know?* List children's responses. Ask: *How do fairy tales usually start?* (Once upon a time ...)
Note that nowadays many children have not had wide experience with traditional tales. This should be taken into account when dealing with this book.

Talking through the book

You might say: *This is a fairy tale called 'The Three Little Pigs'.*

Turn through the book discussing the story as it unfolds in the pictures. You may like to model the call and response of the wolf by saying: *What does the wolf say? Yes, he says 'Little pig, little pig. Let me come in.'*

Reading the book

Children read the book independently while the teacher observes the children's reading behaviours. 

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

Discuss these questions. Encourage children to support their responses with evidence from the book.

What did the second little pig build his house from?

How did the pigs get rid of the wolf?

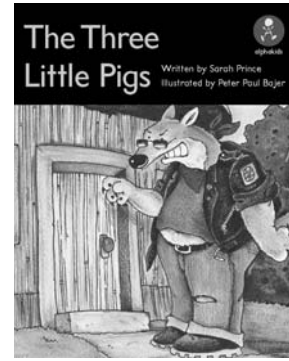
Did the first pig build a safe house? Why? Why not?

Was the wolf very smart? Why? Why not?

Being a code breaker

Vocabulary

- High-frequency words: *the, a, there, were, of, on, me, come, in, as, not, by, my, or, your, and, he, down, said, little*
- Word families: *big – dig, fig, jig, pig, wig*
in – bin, chin, din, fin, grin, pin, tin, win
- Words: ordinal words – *first, second, third*



TEXT FEATURES

- **This book is retelling of the traditional tale of the three pigs.**
- **Contains repetitive text: *Little pig, little pig. Let me come in. Not by the hair of my chinny chin chin* and so on.**
- **Up to eleven lines of text to a page.**
- **Text supported and extended by colour illustrations.**
- **Line breaks support phrasing.**

Sounds and letters

- Hearing sounds: rhyming words – *huff/puff, in/chin*

Writing conventions

- Punctuation: capital letters, full stops, quotation marks, commas
- Grammar: contractions – *I'll*

Being a text user

Discuss:

This book starts with the words 'Once upon a time'. What does this tell you about the kind of book it will be?

Being a text critic

Discuss:

The illustrator has chosen to dress the wolf and the pigs in a particular way. What does this say about wolves/pigs? What does it say about people who wear clothes like this? Is this true?

What does this story say about violence? Do you think this is true?

Literacy learning centres

Interactive literacy centre

Children work in cooperative groups to practise and perform a readers theatre of the text. Encourage them to make props to assist, for example masks, finger puppets, pop up/down houses.



Writing centre

Children reread the book and make a story map showing where the wolf went and what happened at each place.

Word centre

Children make, break and record words from the text using onset and rime:

big – dig, fig, jig, pig, wig

in – bin, chin, din, fin, grin, pin, sin, tin, win

Keeping track

Story maps provide evidence of understanding of the sequence and place of events in a story. They can be annotated and added to portfolios.