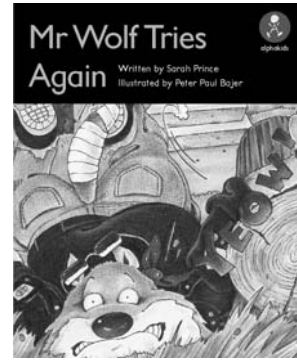


Mr Wolf Tries Again

Written by Sarah Prince

Illustrated by Peter Paul Bajer



Getting ready for reading

You may like to prepare for the reading by revisiting *The Three Little Pigs* (level 8). Ask: *What do you think the wolf might do next? What might the pigs do?*

Talking through the book

You might say: *This book is called 'Mr Wolf Tries Again'. It is about what the big bad wolf does next.* Turn through the book discussing the children's ideas about the text.

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.

How did the big bad wolf try to get into the pigs' house?

How did the pigs trick the wolf this time?

What does the wolf want?

What do the pigs want?

Is the wolf very smart? Why?

Are the pigs scared of the wolf? Why?

Being a code breaker

Vocabulary

- High-frequency words: *I, am, the, big, very, have, a, going, to, little, me, come, in, not, by, on, our, said, or, your, so, could, ran, up, out, down, my, be*
- Word families: *bash – crash, dash, gash, mash, rash, sash, stash, smash, cash, trash, thrash, ash*

Sounds and letters

- Hearing words: Children listen for words that rhyme.

TEXT FEATURES

- **This book is an innovation on the traditional story of the three little pigs. It continues the story with the big bad wolf hatching a new plan to catch the three pigs.**
- **Uses the familiar call and response *Little pigs, little pigs let me come in. Not by the hair on our chinny chin chins.***
- **Between one and nine lines of text per page.**
- **Text placement varies from page to page.**
- **Text separated from illustrations.**
- **Line breaks support phrasing.**
- **Some of the story carried in the illustrations.**

Writing conventions

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

Being a text user

Discuss:

How is this book the same as the original 'Three Little Pigs'? How is it different?

Being a text critic

Discuss:

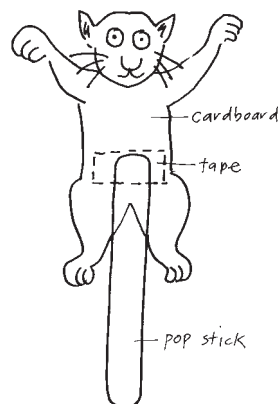
The pigs solved their problem by tricking the wolf into hurting himself. Is this the best way to fix the problem?

The wolf is a bully. Do bullies always end up worse off?

Literacy learning centres

Interactive literacy centre

In cooperative groups, children make stick puppets based on the characters in the book. They could then use these to practise and perform a play based on the story. (See Blackline Master 6.)



Writing centre

Children write the next adventure of the three little pigs and the big bad wolf. They can invent new characters and even put themselves in the story.

Word centre

Children make rhyming pairs of words starting with those in the book – *in/chin, bash/crash, huff/puff*. These can be displayed in the classroom and added to as children find more rhyming words.

Book browsing centre

Make a collection of stories based on *The Three Little Pigs* (one example is *The True Story of the Three Little Pigs*). Children can then compare the different versions, and talk about the similarities and differences.

Keeping track

When assessing whether a text is a learning text for each child, consideration needs to be given to the child's strategies when operating as a meaning maker. A text that is difficult to decode may not be an appropriate context for learning to make meaning.