

Revenge of the Three Little Pigs

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Getting ready for reading

Review the previous two stories – *The Three Little Pigs* (level 8) and *Mr Wolf Tries Again* (level 9). Talk about what could happen next. How might the pigs stop the wolf from trying to eat them? List children’s suggestions. (These suggestions can be a source for story writing at a later date.)

Talking through the book

Allow time for the children to turn through the book. You might ask: *What do you think is happening here? How will the wolf react? What do you think the pigs are doing now?* and so on.

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 was the three little pigs’ plan?

Why did the wolf run away?

Could any one of the three little pigs have scared the wolf away by themselves? Why? Why not?

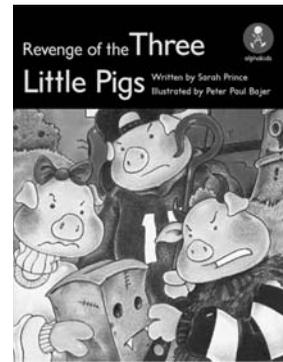
Being a code breaker

Vocabulary

- High-frequency words: *we, are, the, little, and, a to, big, down, or, your, it, one, out, saw, not, is*
- Word families: *bash – ash, crash, dash, gash, mash, rash, sash, stash*
bang – clang, fang, gang, hang, rang, sang

Sounds and letters

- Hearing sounds: Children raise their hands when they hear words with a given onset (*h-, cl-*) or rime (*-ang, -ash*).



TEXT FEATURES

- **This book is the conclusion to the Alphakids Three Little Pigs trilogy. In it the pigs get rid of the wolf once and for all by tricking him.**
- **Text mirrors much of the original story, varying the words used in the call and response section: *Mr Wolf, Mr Wolf. It’s time to leave town...***
- **Text supported and extended by colour illustrations.**
- **Up to ten lines of text on a page.**
- **Line breaks support phrasing.**

Writing conventions

- Punctuation: capital letters, full stops, quotation marks, commas
- Use of ellipsis (...) to indicate an incomplete sentence
- Grammar: contractions – *I'll, we'll, it's*
- Use of capitalisation for 'AAGH' to emphasise the tone of voice used by the wolf

Being a text user

Discuss:

Is this book fiction or factual? How do you know?

Being a text critic

Discuss:

In the story the wolf gets frightened away. Is this fair? Why? Why not?

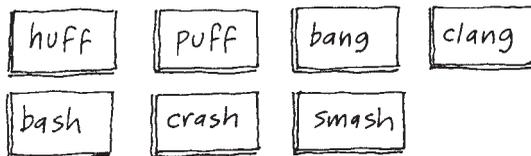
Is there any other way that the pigs could have solved the problem of the wolf harrasing them?

Would the pigs' strategy work for you if you had a problem with someone? Why? Why not?

Literacy learning centres

☺ **Word centre**

Children read through the book to locate and list all rhyming words. These could be written on cards and added to a word wall.



✍ **Writing centre**

Using ideas generated before reading the story, or other ideas, children write their own version of the *Revenge of the Three Little Pigs*. They then publish and share the results.

🎵 **Interactive literacy centre**

Provide percussion instruments. Children can create their own soundscape to accompany a readers theatre presentation of the story. For example: *Or we'll bash* (drum) *and we'll crash* (cymbal) *and knock it flat to the floor* (run stick down something bumpy).

📖 **Book browsing centre**

Provide a range of books based on the story of the three little pigs for children to compare. Examples include *The Three Little Pigs* (level 8), *Mr Wolf Tries Again* (level 9), *The True Story of the Three Little Pigs* by J. Scieszka (the story from the wolf's point of view), *The Three Little Wolves and the Big Bad Pig* by E. Trivizas (about the three little wolves whose house gets blown down by a pig).

Keeping track

Asking children to retell the story provides useful information about each child's understanding of the text. Information can also be obtained about their use of book language.