

# Pig's Skin

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**Level 22**

## Getting ready for reading

You might ask the students if they have ever been sunburned. *How did it feel? What did you do to help your skin get better?* Ask: *Can animals get sunburned? What would you do to stop an animal from getting sunburned?*

## Talking through the book

Give each student a copy of the book. Look at the cover of the book. Ask: *What words might you use to describe this pig's character? Would she be a nice pig to have around?*

Turn to page 2. Ask students to read the text silently. Ask: *What do you notice about the way this book is written?* Discuss the use of rhyme and rhythm. Ask: *Why do you think Bertha gave a loud cry? Will the other pigs like what she has to say?* Ask the students to read to the end of page 6. Ask: *What do you think will happen next?* Read page 8. *What will happen next?*

## Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### ***Being a meaning maker***

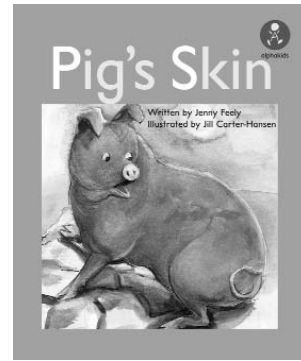
Encourage the students to support their answers with evidence from the book as they discuss these questions.

*What did Bertha tell the little pigs to do?*

*Why didn't the little pigs get rid of all the mud?*

*Is Bertha a very smart pig? Why? Why not?*

*Will Bertha change now that she has been sunburned?*



## TEXT FEATURES

- **This book is a narrative poem about a bossy and vain pig called Bertha. One day Bertha decides that all the mud in the pigsty must go. Without any mud to protect her skin, she gets sunburned.**
- **The poem is written in 4-line stanzas, where every second line rhymes.**
- **The poem has a strong rhythm.**
- **Colour illustrations support and extend the text.**
- **Bertha's character is further developed in *Big Pig's Wig* (level 23).**

### ***Being a code breaker***

Students could explore the rhyming words featured in the book:

pig-pen/MacBen	indeed/need	sty/cry
see/me	here/hear	stay/away
dig/pig	sore/anymore	wall/all
glee/me	pool/cool	sty/dry
hot/lot	moaned/groaned	surprise/eyes
pen/then	skin/in	grin/skin
in/chin	good/should	wetter/better

### ***Being a text user***

Turn to page 12. Reread the last two stanzas. Discuss the way that the meaning of the text is carried over the two stanzas.

You may also like to talk about the thinking that must be done to read rhyming, rhythmic poems out loud. For example, how to listen for the beat to know where to emphasise the words.

### ***Being a text critic***

Discuss:

*The author has chosen to write this story as a poem.*

*Would it have been better or worse if it was written as a narrative? Why?*

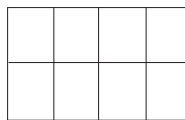
## **Literacy learning centres – follow-up activities**

### **T TEXT CENTRE**

Students may like to reread the book and analyse the text (see Blackline Master 10, page 121).

### **✍ WRITING CENTRE**

Students may like to retell the story as a comic strip using paper folded into eighths for the picture cells.



### **🌊 INTERACTIVE LITERACY CENTRE**

Students could work in cooperative groups to develop and perform a choral reading of the book. They could be encouraged to include rhythmic accompaniments for their performance.

### **😊 WORD CENTRE**

Students may like to explore other words with the rime /in/ or /y/:

skin, grin, in, chin, bin, din, fin, thin, pin, spin, sin, tin, chin  
sty, by, cry, dry, fry, my, fly, shy, try

### **Keeping track**

Asking students to reflect on their learning provides insights into what they feel is important in learning. It can assist teachers to more closely match learning activities to the interests of the students.