

Big Pig's Wig

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Level 23

Getting ready for reading

You might like to refer to *Pig's Skin* (level 22). Talk about the pigs in this story. *What were they like? How did they behave?* You might ask: *What do you think Queen Bertha would do if someone told her she could be more beautiful?*

Talking through the book

Give each student a copy of the book. You might like to discuss the illustration on the cover. *How do you think Queen Bertha will behave? What might the little pink pig and the little black pig say to her?*

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.

Why did the little pigs lie to Bertha?

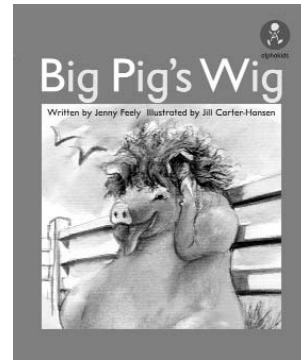
Should the little pigs have tricked Bertha?

Is Bertha a smart pig? Why?

At the end of the story Bertha has a smile on her face. What do you think this might mean?

Being a code breaker

Students may like to explore analogy with the rime forms 'ig' (*pig, big, wig*) and 'ace' (*place, face*).



TEXT FEATURES

- **This book is a narrative poem about a bossy and vain pig called Bertha, whose vanity leads her to be tricked into wearing a ghastly red wig and a muddy sack to the local pig show.**
- **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.**
- **It features the same pigs from *Pig's Skin* (level 22).**

Being a text user

Discuss the use of the em dash on pages 8 and 14.
What does it tell the reader to do?

Being a text critic

Discuss:

In this story, Bertha gets her just desserts for being vain and sitting on the little pigs. Is this fair?

Is this how the world does or should work?

How else could the little pigs have responded to Bertha?

Literacy learning centres – follow-up activities

WRITING CENTRE 1

Students may like to write a final stanza for the book, focusing on what might happen next.

For example:

Bertha now has no time
for fine gowns and red hair
For she's certain she's smarter
than any pig there.

WRITING CENTRE 2

The students could make a rap or poem about Bertha the pig.

T **TEXT CENTRE**

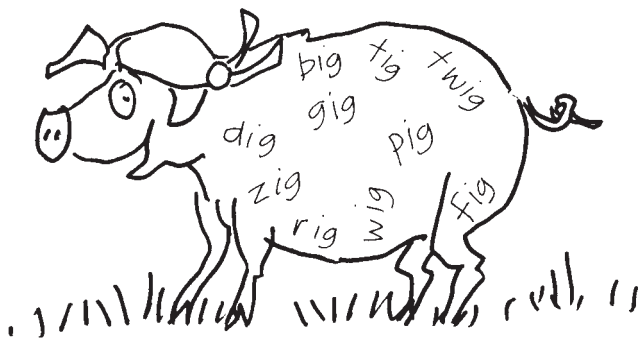
Students could complete a character chart about Bertha (see Blackline Master 13, page 124).

INTERACTIVE LITERACY CENTRE

Students could work in cooperative groups to practise and perform the book as a readers theatre.

WORD CENTRE

Students could make a cardboard cut-out of a pig in a wig and write a range of words with the rime 'ig' on it:



Keeping track

As students analyse characters from a book, they reveal what they understand at a literal and inferential level.