

The Three Little Pigs

PM Level 15

Orange

Text Type Narrative

Running Words 915



Preparing for Guided Reading

Orientation to the Text

- Write the words *Traditional tales* on a chart.
- Discuss the meaning of these words, and ask students to suggest some of their favourite traditional tales. List these titles on the chart.
- Choose one of the better-known tales and ask students to retell it in their own words. Ask one student to start the retelling, with the others taking turns to add to the tale.
- Discuss how some details can change when the tale is retold, even though the storyline structure remains the same.

Prior Knowledge

- Ask students familiar with this story to retell it for other students to hear.
- Discuss materials used to construct houses. Ask students to list the advantages and disadvantages of different products.

Building the Balanced Reader

Vocabulary

Key vocabulary

could, end, I'll, just, once, soon, straw, upon, wolf

Content Words

bad, blow, bricks, chimney, chin, huff, own, puff, second, third

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when required.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge, thinking aloud, attending to details in illustrations and attending to print details.

Focusing on the Story – Guided Reading

- Discuss the title page illustration. Talk about the characters and the setting.

- Direct students' attention to repetitive text features that are crucial to the story.
- Study the illustrations closely and talk about the characters' actions.
- Observe students carefully as they read the story independently.
- Revisit portions of the story and discuss cause-and-effect situations.
- Extend the text by staging the play. Students can make their own masks from templates.

Comprehension

- Which little pig made his house of sticks? (*Literal*)
- Why did the big bad wolf want to go into the little pigs' houses? (*Inferential*)
- Why couldn't the wolf blow down the house made of bricks? (*Inferential*)

Follow-up Activities

- Discuss the fact that many traditional tales begin with *Once upon a time ...* Read other stories that begin in this way. Help students to write their own stories beginning with *Once upon a time ...* Compile the stories into a large book.
- Talk about the houses that the three little pigs made. Discuss the materials they used. Look at pictures of different buildings. Make a chart of the materials used in the construction of these buildings, e.g. wood, brick, concrete, mud etc. Cut out pictures from magazines to illustrate the chart.
- Create a class wall story with the title *The Three Little Wolves and the Big Bad Pig*. Students could 'tell' the story to the teacher who writes it onto large sheets of paper. Have the story illustrated by cutting out different fabrics to create collage animals.
- Show students how to draw a story map of *The Three Little Pigs*. This activity could be done individually, in pairs or in small groups.
- Design some 'Wanted' posters to capture the wolf.
- Ask students to draw plans of their family homes, as if they were looking down from above. Students could list three things they like about their homes. Discuss these lists.

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Learning Intentions

- We are learning to integrate a variety of skills and strategies to decode unfamiliar words.
- We are learning to use a variety of comprehension strategies to predict or check meaning.

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Success Criteria

- I can use meaning, language structures and visual information to help me decode fluently.
- I can apply prior knowledge, think aloud, and attend to details in illustrations and print to bring greater meaning to the texts I read.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up