

| TEACHERS' GUIDE

The Three Little Pigs and the Somewhat Bad Wolf

SUGGESTED GRADE LEVEL: 1st - 3rd |



SYNOPSIS

Three pigs spend their money on different things: potato chips, sody-pop, and building supplies. It comes as no surprise that a wolf is able to blow down the first two pigs' houses. When the wolf can't blow down the third pig's brick house, everyone comes together and the fun begins. The first two pigs give him potato chips and sody-pop, and the third pig makes everyone a healthy meal. Since only one pig has a house left, the other two pigs and the wolf move in with her. The somewhat bad wolf is no longer hungry.

THEMES IN THE STORY

- Courage
- Curiosity
- Friendship
- Trust



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Read by: Kaia Gerber
Suggested grade level: 1st - 3rd

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence.

Standards listed below are for 2nd grade, but can be adapted to 1st or 3rd grade standards.

BEFORE VIEWING

Standards: *CCSS.SL.2.1*

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure: Build background by discussing the following points with students:

- Why do you think the title says, “the Somewhat Bad Wolf?” *Turn and talk to a partner.*
- What do you notice about the cover of the book? *Share out loud.*
- Have you ever done something that other people think is bad? *Share out loud.*
- Why do you think the pigs look so happy? *Think, pair, and share.*
- What are some things that make you smile? *Turn and talk to a partner.*
- Does this remind you of another story that you have heard of before? *Thumbs up, thumbs down.*
- If you had to build a house, what material would you use? *Share out loud.*

DURING VIEWING

Standards: *CCSS.SL.2.2*

Objective: Watch the story and answer questions.

Procedure: Stop the video at appropriate parts to ask questions or pose prompts from the suggested list below:

- Why do the pigs have to leave the farm?
- What does each pig seem most concerned about?
- How do the houses the pigs build compare to one another?
- Which pig seems the most responsible? Explain why you think that is.
- Why is the wolf mad at the beginning of the book?
- What did the wolf do to the first two pigs’ houses?
- Where did the pigs run to for safety?
- After the wolf tries to blow down the third house, what happens?

DURING VIEWING – CONTINUED

- How do the pigs treat the wolf?
- Why was the wolf embarrassed?
- What happens to the pigs and the wolf at the end of the story?
- Explain the meaning of the title.

AFTER VIEWING

Reading Focus: Compare and Contrast

Standards: *CC.1.3.2.H*

Objective: Compare and contrast this story to another version of *The Three Little Pigs* using a Venn diagram to find similarities and differences between the stories.

Materials:

- Teacher-selected book/video of a classic version of *The Three Little Pigs*
- Venn Diagram worksheet (*page 7*)
- Pencils

Procedure:

1. As a class, review story elements from *The Three Little Pigs and the Somewhat Bad Wolf*.
2. Read a book or show a video of a classic version of the story.
3. Discuss the story elements of the classic version.
4. Review what “compare and contrast” means, and how a Venn diagram is used to display information that has similarities and differences.
5. Instruct students how to fill in their **Venn Diagram** worksheets to show the similarities and differences between the two stories. Similarities go in the middle and the differences go on the outside under each story title. Give a few examples for guidance before allowing the students to finish on their own.
6. Pair students to check their answers or review as a class.

READING RESPONSE

Standards: *CCSS.RL.2.1*

Objective: Answer the reading prompt using details from the text to support the response.

Reading Prompt: In your opinion, which pig built the best house? Use at least two details from the story to support your answer.

WRITING – NARRATIVE

Standards: *CCSS.W.2.3*

Objective: Write an original version of *The Three Little Pigs*.

Materials:

- Transition Words poster (*page 8*)
- Writing a Story Sequence worksheet (*page 9*)
- Pencils

Procedure:

1. As a class, review the sequence of events from *The Three Little Pigs and the Somewhat Bad Wolf* and focus on using transition words.
2. Display the **Transition Words** poster or write the words on the board for students to reference.
3. Explain to students that they will be writing their own original version of *The Three Little Pigs* using transition words to put their stories in order.
4. Give students the **Writing a Story Sequence** worksheet to begin their writing. The teacher circulates/conferences with students as needed.
5. Pair students to peer edit each other's first draft.
6. Allow several days for the writing process to occur. Students can write several drafts, if necessary, and draw illustrations, if desired.
7. When students are ready, they can use writing paper for the final draft and make their own book.

SCIENCE – EARTH SCIENCE

Objective: Experiment with different types of wind power to move (“blow down”) various types of objects.

Materials:

- Teacher-selected video about producing wind power
- A variety of fans
- Materials of various weight (feathers, crumpled-up paper balls, foam balls, bubbles, tissue paper, rocks, leaves, etc.)
- Optional: Timers and tools of measurement

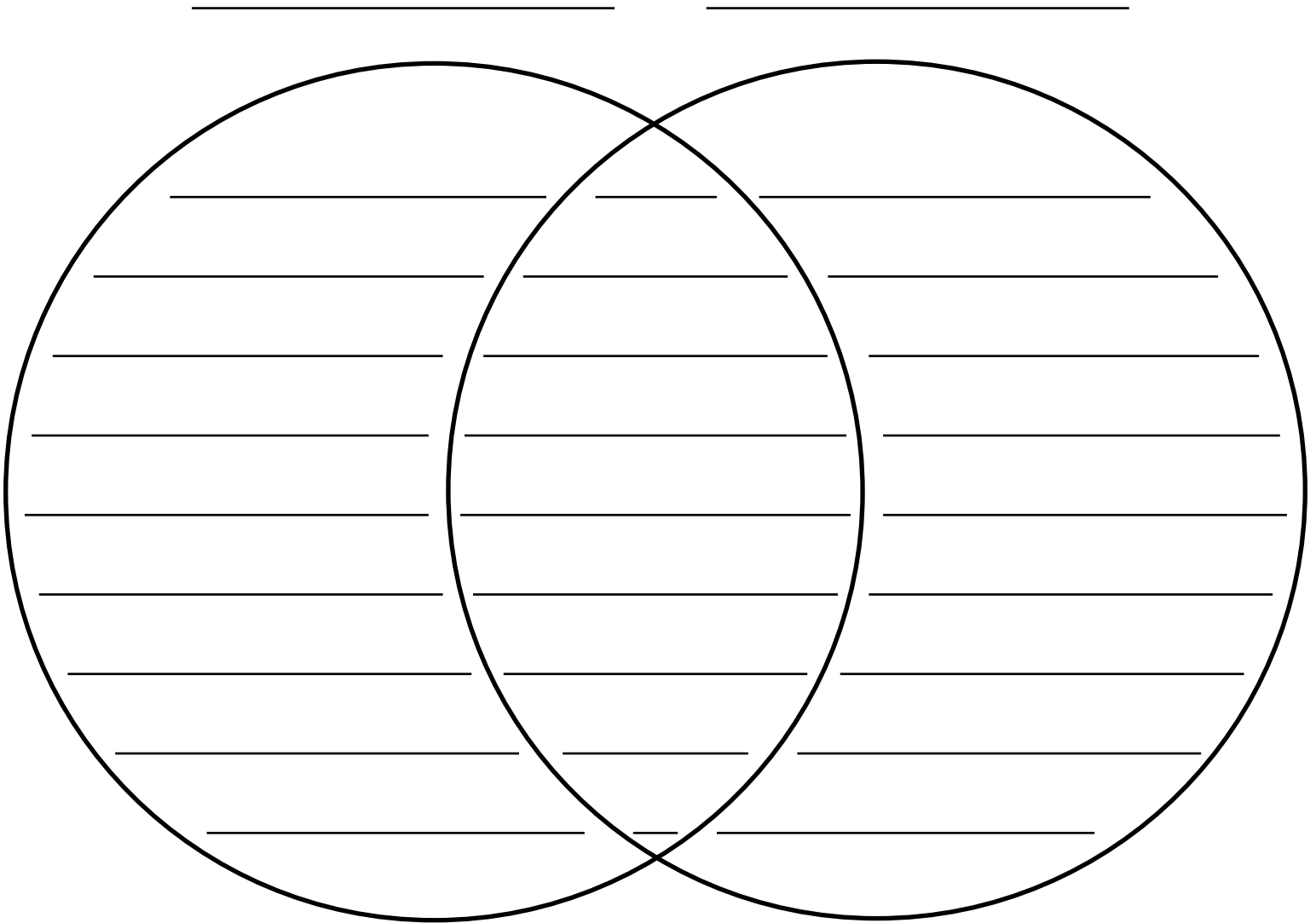
Procedure:

1. Show a teacher-selected video about different ways to produce wind power.
2. Ask students what kind of wind power the wolf used in the story.
3. Allow students to select different items to try to move with wind power. Show students how to use timers or count how long it takes for the items to move, and note how far they move.
4. Discuss what caused the items to move at a faster or slower rate.
5. Try using different types of fans, blowing air from the mouth from different distances, and, if possible, try using the wind outside.
6. Have students take notes, and discuss what they notice and learn.

Name: _____

Date: _____

THE THREE LITTLE PIGS VENN DIAGRAM



TRANSITION WORDS POSTER

First

Next

Then

After that

Later

Finally

Name: _____

Date: _____

WRITING A STORY SEQUENCE WORKSHEET

The sequence of a story tells the order of what happens in the story. Use this worksheet to write what happened in the story from the beginning to the end.

At the beginning of the story...	
Next...	
After that...	
After that...	
Then...	
Finally...	

ABOUT THIS GUIDE

This guide enhances the ELA curriculum by providing supplemental learning opportunities alongside quality children’s literature, engaging students as they listen to expressive read alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.