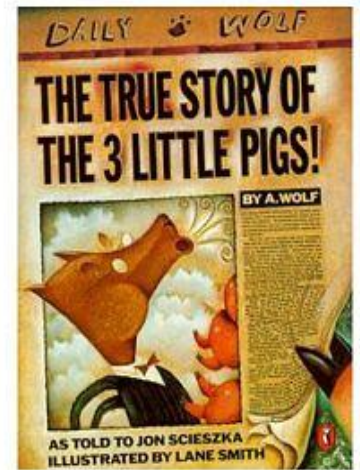


# The True Story of the Three Little Pigs

Written by: Jon Scieszka

This is the story of the three little pigs, told from the wolf's perspective. The wolf claims that he was trying to get a cup of sugar for a birthday cake for his sweet old granny when the three little pigs were rude to him. He sneezed and accidentally blew the first two pigs' houses down....



## Possible strategies for instruction:

### *Comprehension:*

- **Make and adjust predictions, use text to confirm:**
  - P. 1 What do you think the wolf's side of the story is?
  - P. 8 What do you think is going to happen to the first little pig when the wolf visits his house?
  - P. 21 What do you think is going to happen to the third little pig's house when the wolf visits it?
- **Recognize literary elements:**
  - Where does the story take place?
  - Who are the characters?
  - What is the sequence of the events in the book?
- **Compare and contrast within and between text:**
  - Use a Venn diagram to compare and contrast this story with the original text of the three little pigs.
  - How are the two texts similar?
  - How are the two texts different?
  - Are there any other different ways this story could be told?

### *Accuracy:*

- **Skip the word, then come back:**
  - Model this strategy as you come to various words in the story, using this procedure: Read a sentence, and when you come to a difficult word, model your thinking aloud. "Hmmm... I am not sure what this word is. I am going to skip it and finish the rest of the sentence." Then, come back look at the pictures, use the context of the sentence, or attempt to decode the word using the first few letters of the word. Always read the sentence again completely with the decoded word.
- **Cross checking:**
  - Model this strategy as you come to various words in the story and tell the students to ask themselves the following questions: Do the picture and/or letters in the word match what I am saying? Does it sound right and does it make sense?

Written by: Amie Crawford, Upper Iowa University

© [www.thedailycafe.com](http://www.thedailycafe.com), 2012

### *Fluency:*

- **Read text as the author would say it, conveying the meaning or feeling:**
  - There are many statements in this book that should be read with intonation. Model this for your students. After reading phrases from the little pigs such as, “Go away wolf. You can’t come in. I’m shaving the hairs on my chinny chin chin,” have the children use intonation in their voice and repeat after you to put emphasis on the little pig’s statements.
- **Use punctuation to enhance phrasing and prosody:**
  - Model this strategy for students as you come across various punctuation and statements in the story, especially noting the dialogue punctuation.

### *Expand Vocabulary:*

- **Voracious reading:**
  - Read the story as a class as a shared reading, do a readers’ theatre with the text, put the book in the class library for individual reading, and do partner readings with the text.
- **Use prior knowledge and context to predict and confirm meaning:**
  - Noticing the characters’ expressions and added effects on each page increases understanding of various terms throughout the text.
  - Using the students’ prior knowledge of other *Three Little Pigs* stories help them to figure out what some of the new words are so they can add them to their vocabularies.

*This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.*