

## The Three Little Pigs Go into Town

Grade 2  
Science

# The Three Little Pigs Go into Town

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### Book Summary

The Three Little Pigs devise a plan to go into town without being caught by the Big Bad Wolf. Their plan involves traveling by bicycle, following a smooth route for themselves and sending the Wolf along a bumpy, uphill “shortcut.”

### Text Features

- narrative
- indented paragraphs
- speech bubbles
- one to three illustrations on a page

### Content Words

*smooth, bumpy, hard, hurried, downhill, shortcut, surfaces, outsmarted*

### Working with Words

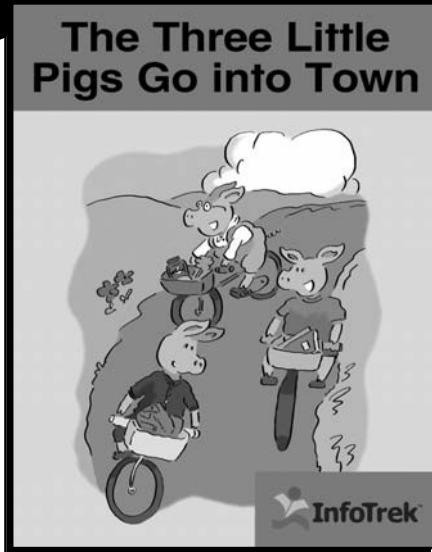
past tense: adding *-ed*

### Skills and Strategies

- accessing information from narrative text
- making inferences
- retelling a story in proper sequence

### Cross-Curricular Link

Science



GRL	DRA	EI
J	18	18-20
<b>Running Words</b>		430
<b>Text Type</b> Narrative/explanation		

GRL = Guided Reading Level  
DRA = Developmental Reading  
Assessment Level  
EI = Early Intervention Level

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## Before Reading

### Activating Prior Knowledge

Ask children to tell what they know about the story of the Three Little Pigs. Ask them who the characters are and what they do. Elicit the overall story line that involves the Pigs outsmarting the Wolf.

### Introducing the Book

- Tell children that they are going to read a different story about the Three Little Pigs. Show them the cover and have them read the title. Ask children if they think the Big Bad Wolf is going to be in this story.



## During Reading

### Reading the Text

- **Title page:** Read the title again. Note that the picture is the same as on the cover. Ask, *Whose name is on this page? Why?*
- **Pages 2–3:** Tell children that the characters are introduced on these pages. Ask, *What does the author say about the Pigs? about the Wolf? Why does he start with the word Remember?*
- **Pages 4–7:** *Why do the Pigs live in the brick house? Why do they have to go into town? What is the problem they need a plan for? How are they preparing their plan?*
- **Pages 8–9:** *Why did the Pigs tiptoe at first and then yell to the Wolf? What do you think the Wolf will do?* Have children locate the name that the Pigs call the Wolf. [*Mr. Wolf*]
- **Pages 10–12:** Have children read the Wolf's speech balloon and the sign in the illustration. Ask them to predict what the Wolf is going to do. *What would the Wolf expect if he followed a shortcut?* Have children read the three pages of text to confirm their predictions.

- **Page 13:** *What is the shortcut like? How does the Wolf know he's following the shortcut? Where do you think the Pigs are?*
- **Pages 14–17:** *What have the Pigs been doing while the Wolf is on the shortcut? Did their plan work? Why?* Discuss children's responses before turning to the explanation.
- **Pages 18–23:** *What three things helped to slow the Wolf down?*
- **Pages 24:** *What problem do the Pigs have now?*

### Reading Independently

Encourage children to read the book independently. You might want to ask some children to read aloud. Observe and assist individual children as necessary.

- *Did children read in longer phrases most of the time?*
- *Did children use expression and meaning while reading?*



## After Reading

### Revisiting the Text

You may choose to do some or all of these activities.

- Ask individual children to explain the Pigs' plan to slow the Wolf down.
- Have children look closely at page 7. List the materials the Pigs used to make their plan. Discuss how they used some of these materials to represent real things, as shown on page 13.
- Ask children to identify their favorite illustration and to explain why they like it.
- Focus on the close-up illustrations on pages 19, 21, and 23. Ask, *Why are there two illustrations side by side? What information do you get from these illustrations?*
- Encourage children to reread the book together as a group, with a partner, or independently.

 **Extension Activities****Reading with Fluency**

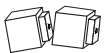
- Read some or all of the text aloud to model fluency. Take a moment to discuss your intonation while you were reading. Have children turn to page 10 in the book. Draw children's attention to how you say the sentence *I'm going to get those pigs!* Talk about how your voice changes to show emotion. Discuss the angry expression on the Wolf's face.

 **Working with Words****Past Tense—Adding -ed**

Choose two or three sentences from the text to illustrate regular verbs in the past tense with the suffix *-ed*. Ask children to identify other verbs in the text using this same suffix. List these verbs, highlighting the suffix in a separate color. Ask children to share a sentence in their own words using each verb from the list.

**The Plan on Paper**

Using the idea of the paper plan the Pigs had on page 7, have children show the Wolf's shortcut on paper. They may do it in the form of a labeled map or a diagram.

**Working with Irregular Verbs**

Write the following sentences on the board: *I know the answer. I knew the answer.* Ask children which word is different in the two sentences. Explain that many verbs change their spelling when they refer to something that has already happened. Select the following words and the white period rod from the Reading Rods® Sentence-Construction Kit or write them on index cards: *They, do, did, eat, ate, get, got, go, went, know, knew, run, ran, take,*

*took.* Have volunteers build a sentence, name the verb (note that all verbs are on yellow rods and that all verb tenses of verb are on the same rod), and then read it aloud. Ask children which sentences tell about the present and which tell about the past.

**Writing a New "Shortcut"**

Review what children have learned about what slows bikes down and what speeds them up. Have children write a new shortcut for the Wolf to use when the Pigs have to go to town again.

 **Cross-Curricular Link****Science**

Have children experiment with what they have learned about different surfaces. Set up ramps that are covered in different materials (such as carpet, crinkled aluminum foil, corrugated cardboard). Release small toy cars from the top of the ramp to see how the surfaces affect the cars' speed.

 **ESL-ELL**

Talk with children about why the word **shortcut** is important to understanding the story. A shortcut is a path or route that saves time and energy. Ask children to demonstrate the shortest path from their desk to the classroom door.

Child's Name: \_\_\_\_\_ Accuracy: \_\_\_\_\_ %  
 Word Count: 180 (excerpt from book) Date: \_\_\_\_\_

Page	E	S.C.	Errors MSV	Self-Corrections MSV
2 Remember the Three Little Pigs? They liked to build houses. Remember the Big Bad Wolf? He liked to huff and puff and blow houses down.				
4 The Three Little Pigs lived in the brick house. They read and ate and slept in the brick house, safe from the Big Bad Wolf.				
5 One day, they needed to go into town. They needed a plan to get to town and back without being eaten by the Big Bad Wolf.				
6 The Big Bad Wolf was big and fast. The Three Little Pigs were small and not so fast. They needed a plan that would slow down the Big Bad Wolf and make them go faster. They worked and worked and worked on a plan, and finally it was ready.				
8 Early in the morning, before the Big Bad Wolf was awake, the Three Little Pigs got their bikes out and tiptoed past the Big Bad Wolf.				
9 When they got to the end of the driveway, they turned around and yelled, "Hey, Mr. Wolf! We're going into town." Then they hurried around the corner and disappeared.				