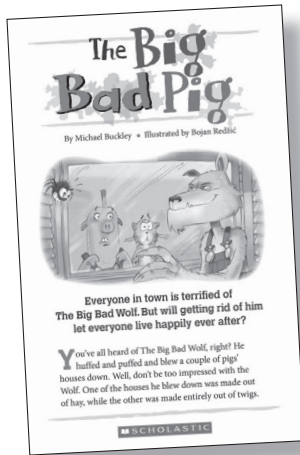


# The Big Bad Pig

*Written by Michael Buckley*

*Illustrated by Bojan Redžić*



**Text Type:** Fiction: Narrative — Fractured Fairy Tale

**Guided Reading Level:** P

**Summary:** The Big Bad Wolf has everyone in town scared, so the townspeople decide to hire Carl Hambone, a military pig with a reputation for dealing with witches, ogres, and evil queens. But Hambone turns out to be more intense than the townspeople expected.

## Text Features

- ▶ dialogue with quotation marks
- ▶ variety of punctuation marks

## Visual Literacy

- ▶ engaging illustrations
- ▶ coloured initial capital letters

## Text Supports

- ▶ introductory statement and engaging question
- ▶ illustrations support the text
- ▶ speaker clearly identified in dialogue

## Possible Text Challenges

- ▶ humorous literary references require background knowledge of fairy tales and nursery rhymes
- ▶ some expressions require localized background knowledge

## Reading Strategies

### Comprehension

- ▶ predicting
- ▶ making connections

### Working with Words

- ▶ using background knowledge and a variety of strategies to solve unknown words

## Assessment Opportunities

Note each student's ability to:

- ▶ predict a logical sequence of events
- ▶ reflect on predictions
- ▶ search for literary references and make connections to the text
- ▶ solve unfamiliar words

## Oral Language Opportunities

- ▶ discussing in groups and pairs

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Grade Three Reading Guide.

**Note:** While illustrations provide literal support for story events, deeper appreciation of the storyline and humorous references requires knowledge of the characters and plot lines of common fairy tales and nursery rhymes.



## BEFORE READING

### Making connections

#### **Activating and Building Background Knowledge**

- ▶ Explain that students are going to read a fractured fairy tale, which is a story that turns a fairy tale upside down and inside out. Before they begin reading, provide an opportunity for students to connect what they know about fairy tales and nursery rhymes with animals.

*Have you heard of the Big Bad Wolf? What do you know about him? What do you know about pigs in fairy tales?*

#### **ELL Note:**

Ask ELLs to share some of the fables or fairy tales from their countries or communities. Discuss any similarities in characters or events with other stories.

### Predicting/visual literacy

- ▶ Hand out a copy of the story to each student. Using the title, the introductory blurb, and a scan of the illustrations, ask the students to make a prediction about the plot of this story and give reasons for their prediction.

*Read the title and the introduction, and scan the pictures to make a prediction about this fractured fairy tale. Be ready to provide reasons for your thinking.*

### Analyzing/infering

#### **Discussing Supports and Challenges**

- ▶ Explain that the story is written with a lot of dialogue. Throughout this dialogue, the characters use some expressions that may be unfamiliar to students. Some may be easy to understand and some may be tricky. Select a few to discuss, such as “the wolf is a seriously bad egg,” “a no-nonsense attitude,” and “we don’t need your nay-saying around here.” Ask the students to be aware of these expressions and the best way to figure out their meaning.

*As you read, you’ll find some characters use some unusual expressions; try to figure out what these expressions mean and be ready to discuss your ideas.*

#### **ELL Note:**

ELLs might find some of the expressions puzzling. These should be explained before reading.

### Text features/print concepts

- ▶ Have students scan pages 1–3 for examples of quotation marks, exclamation marks, and question marks. Discuss the purpose of the different marks.

*On page 2, I can see the author has used quotation marks when Old McDonald speaks. This helps us to know who is talking.*

### Infering

- ▶ Turn to page 2. Have students look closely at the illustration and ask, “Which pig do you think is Oliver? How can you tell? How is Oliver feeling?” Remind students to look closely at the illustrations as they read.

## Predicting

### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*As you read, pause every few minutes to think about the story. Ask yourself, What's happened so far, and what will happen next? Then, read on and check your prediction. As you get more information, pause and make a new prediction about the next section.*

**Teaching Tip:** You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson plan to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).



## DURING READING

Word solving and building  
Analyzing/predicting

Making connections  
Synthesizing/  
self-monitoring

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them with prompts to clarify the storyline or word meanings as needed. Possible prompts:
  - Does that word remind you of another word?
  - What's happened so far? Who has a problem? How do you think the problem could be solved?
  - What did you already know about this character?
  - What did you find out about Oliver? How about Carl Hambone? Was there anything that surprised you?
- ▶ If students finish early, ask them to identify the characters in the illustrations using background knowledge or descriptions from the text.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

### Predicting

- ▶ Revisit the purpose for reading. Ask students to reflect on the predictions they made throughout the independent reading of the story.

*What did you think was going to happen when...? Is that what happened? Did your predictions change while you were reading?*

Visual literacy/analyzing

Making connections

Predicting/infering

Analyzing/synthesizing

- ▶ Extend comprehension by offering prompts to initiate discussion:
  - Did the art help you understand the story better? Were there any extra details in the art?
  - What connections did you see between this story and other fairy tales you may have read?
  - What do you think some of the characters will say or do as they repair the town? Think about what you already know about the characters from the story.
- ▶ *The Big Bad Pig* has great potential for discussions about how to respond to problems and to solve conflicts. Compare Oliver's problem-solving methods with those of the other characters, and come to a class decision about effective problem solving.

*Let's compare Oliver's ideas with the ideas of the other characters. The frog prince, Prince Charming, and Carl Hambone all wanted to fight the Wolf. What did Oliver want to do? How was his idea different?*

## Self-monitoring

- ▶ Comment on the effective reading strategies you observed.

*I noticed Orla split “lung-powered blast” into three separate words to find out what the phrase meant. Great strategy, Orla!*

## Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

## Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

### **Research**

- ▶ Provide students with fairy tales and fables from around the world, using the internet or physical books. Encourage students to read these stories and do some independent research about the similarities of fairy tales and fables from around the world.

### **Write a Fractured Fairy Tale**

- ▶ Invite students to write their own short fractured fairy tale. Brainstorm fairy tales that they are now familiar with, and discuss how to “fracture” the tale to change it up. Jot down suggestions, including characters, settings, and events. Students can then draw from this list when writing their own stories. Provide time for students to read their stories to others.

### **Dramatize/Pantomime**

- ▶ This story provides many instances of rich, often humorous dialogue for students to practise their fluency, phrasing, and intonation. Ask students to decide on which character they will be, then create a tableau of the characters lazing about in Oliver's living room. Each character says a line from the text that reflects what the Wolf did to him or her.

### **Multi-syllabic Words**

- ▶ Select some multi-syllabic words from the text (e.g., *powered, lousy houseguests, fatigues, courage, sacrifice, nonsense, attitude, scaling, humongous*, etc.). Make a word card for each word and cut each card into syllables. Students can rebuild the words, saying each quietly as they rebuild it. Students can also sort the words into columns based on the number of syllables.

## Word Solving Building

### **ELL Note:**

Carl hambone's exercise regime provides all students with an opportunity to move and ELLs with a natural opportunity to learn about words associated with exercise (e.g., *running, sit-ups, scaling walls, push-ups*, etc.). Create cards with the name of the exercise and a line drawing of the exercise. Hold the card for the group to see, read, and practise.