

Little pig



By **Linda Puia**
Pictures by **Jackson Onahikeni**

Nguzu Nguzu Reading Books

Original edition 1995

Second edition 2015

Third edition 2017

Review and re-development project

Coordinated by Deborah Kole, Marie Quinn and Joanna Kelman
under the Literacy Programme Management Unit (LPMU)
within the Ministry of Education and Human Resource Development

Series editor: Marie Quinn

Development team: Joanna Kelman, Clement Balea, Sonia Basile &
Christopher Mali

Teachers' Notes for this book: Marie Quinn

Book Code: Y1018T

©Copyright Ministry of Education and Human Resource
Development 2015

All rights reserved. Any parts of the book may be copied,
reproduced or adapted to meet local needs without permission from
the authors, provided that parts reproduced are distributed free for
educational purposes only. Written permission should be obtained
from the Curriculum Development Division if the book is reproduced
to make profit.

Little pig



By **Linda Puia**
Pictures by **Jackson Onahikeni**



**Little pig ran away
from home.**

**“Go home little pig,”
said the hen.**



“No,” said little pig.

**“Go home little pig,”
said the duck.**



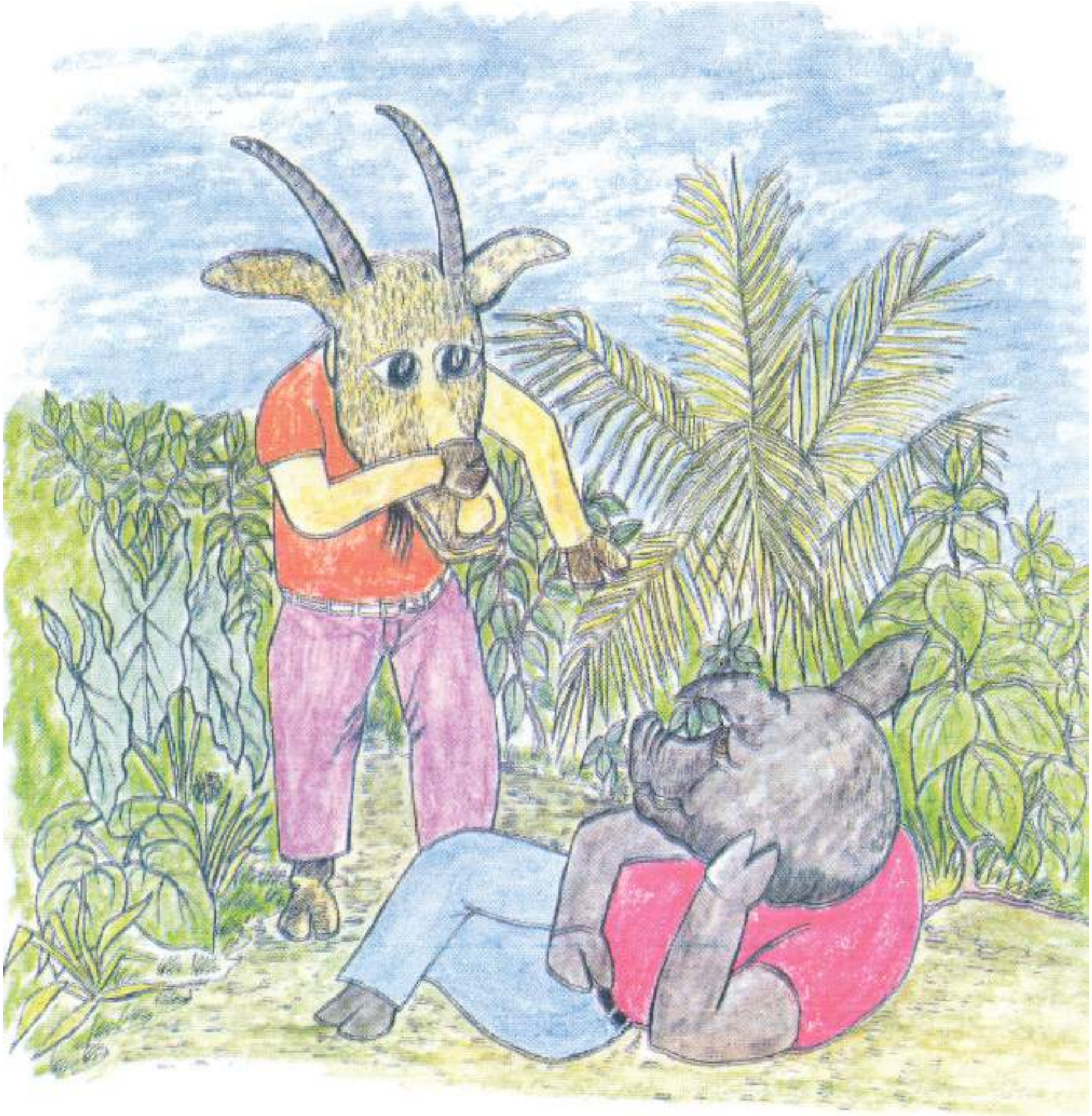
“No,” said little pig.

**“Go home little pig,”
said the cow.**



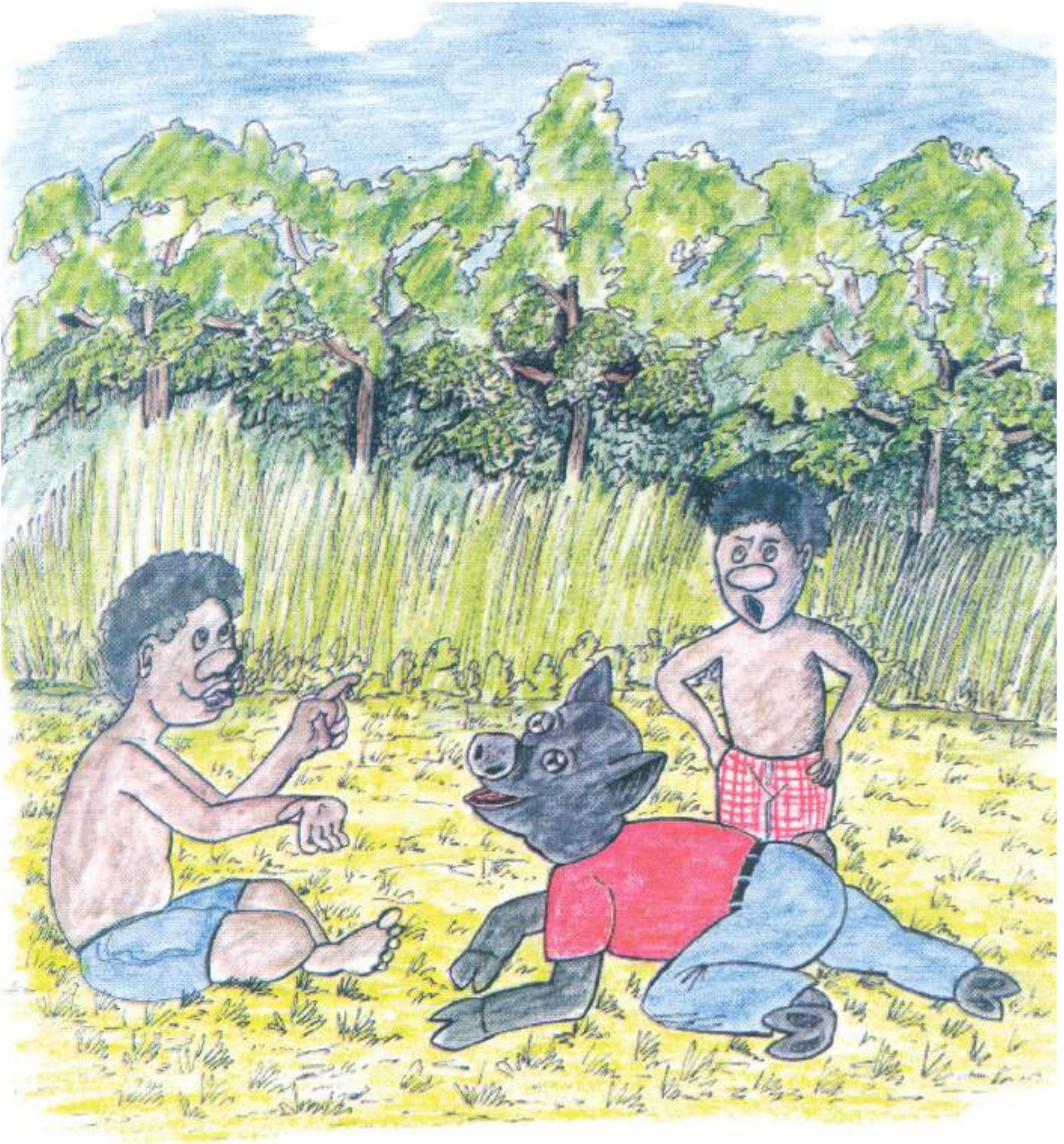
“No,” said little pig.

**“Go home little pig,”
said the goat.**



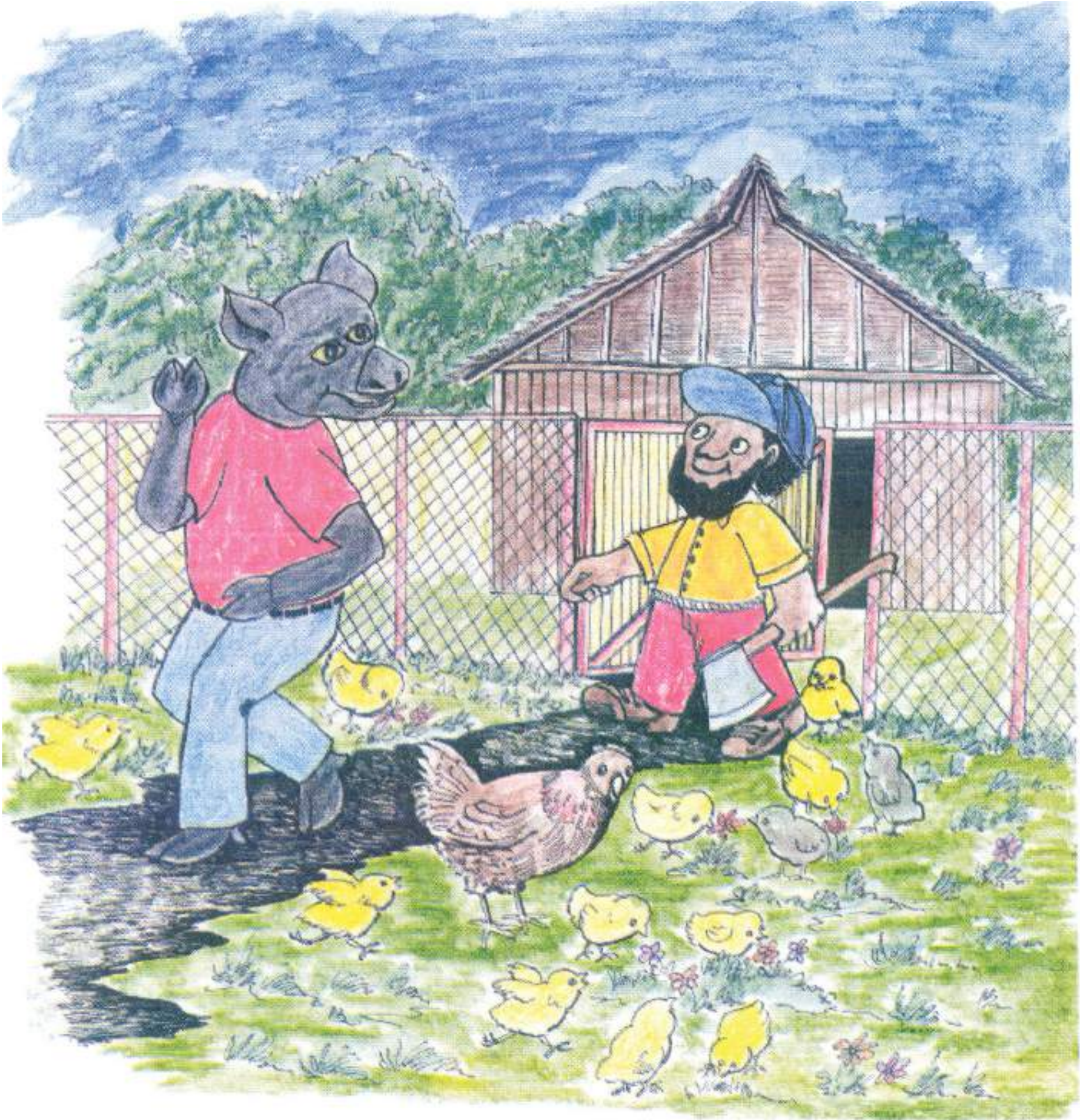
“No,” said little pig.

**“Go home little pig,”
said the children.**



“No,” said little pig.

**“Come here little pig,”
said the farmer.**



“No,” said little pig.



“I’m going home.”

Text:	<i>Little Pig</i>
Level:	Year 1
Message:	Home is safe
Discussion focus:	Why people run away
Vocabulary focus:	Names of animals
Letter and sound focus:	Letter matching
Print focus:	Speech marks
Writing opportunity:	Insertion of new animals

ACTIVITIES

	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p>Set the context: Talking with learners</p> <p>Tell the learners: <i>This story is called Little Pig and it is about a little pig who doesn't want to go home. Show little pig on the cover. It is a little bit funny because the animals are dressed like boys and girls, not like animals. Show the pig is wearing jeans and a shirt. He meets lots of other animals who tell him to go home. Show the duck on the front. Why is this a funny picture for a duck? Help learners to talk about how ducks don't row boats.</i></p> <p>Tell the learners: <i>This pig did not want to go home. What are some reasons that someone does not want to go home?</i> Let learners give some reasons.</p> <p>Now walk through the text, showing each picture and asking learners what animal they see. As they tell you the animal, tell the learners the name of the animal in English and ask the learners to repeat the name in English.</p>	V/P	1.3.3.1 1.4.1.4
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English, making sure you use expression when each character is speaking. Be stern when you read "<i>Go home little pig</i>" and strong when you read "<i>No</i>" to help learners understand the feelings in the story. Point to the animal who is speaking.</p>	E	1.6.1.1
<p><u>Review the story: Understanding the story</u> Look at the pages: <i>What was it that everyone told little pig to do? How do we say this in vernacular/Pijin?</i></p> <p>Look at p. 8. <i>What was different about this page? What does it mean "Come here little pig"? What was the farmer going to do?</i> Help learners to answer in sentences and tell what they see in the picture. Encourage them to explain their answers.</p> <p>Read the story again and encourage the learners to say some of the words, maybe replying "<i>NO</i>" in strong voices.</p>	V/P + E	1.4.1.2 1.4.1.4
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners what they liked about the story and why. Prompt them to use extended answers, not just one word.</p>	V/P + E	1.4.3.3 1.1.2.5

<p>Day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners to say what they remember about the story. Help them to retell in their own words (not read). You could turn the pages and ask a learner to tell what happened.</p> <p>Review the names of the animals in English: point to the animals and ask for the name in English. Write these on cards and check recognition with learners.</p> <p>Read the story, giving the learners the chance to say the animal name.</p> <p>eg. "<i>Go home little pig</i>", said the _____.</p>	E	1.4.1.2
<p><u>Focus on letters and sounds: Letter matching</u></p> <p>Use the cards with the animal names. Look at the letters and identify the first letter and any more the learners know.</p> <p>Open at any page in the book and read the text out loud, pointing carefully to each word as you read. Ask the learners to find the word that tells the animal on the page and then match with the card. Do this for all the animals. If you have letter cards, put the animal cards on display and let the learners work in groups to make/spell the words for the animals.</p>	E + V/P	1.4.2.4 1.7.2.1

<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Use the flashcards with the animal names. Give each card to a learner who stands at the front (do NOT put the cards in the same order as the book!). Without looking at the book, the class must remember and decide which order the learners should stand, thinking about who Little Pig meets.</p> <p>Read the book and as you are reading, the learners check the order.</p>	E	1.6.2.3
--	---	---------

ACTIVITIES	LANG.	SYLLABUS
<p><u>Focus on print: Speaking marks</u> Bring learners' attention to the speech marks in the text. Remind them that they saw the same marks in the book <i>Have you seen the crocodile?</i> Explain: <i>These are special marks that tell us someone is speaking. In this story, it is the animals that are speaking! Listen while I just read the words that are speaking and listen for the pattern.</i> Find and read the speaking on pp. 3 – 7. Eg. <i>Go home little pig. No</i> Divide the class into groups and give each group one of the animals in the story. When it is their animal, that group reads the spoken parts for that animal; the teacher reads the other parts. Make sure that the learners are looking to see the words inside the speaking marks. You can use a finger or pointer to show the learners the correct parts. You and the learners could think of some other things that the animals and the pig could say and write these up on the board, using speaking marks. Eg. "You are silly", said the duck. "You are naughty", said the cow.</p>	E + V/P	1.6.1.2 1.4.2.5 1.6.1.4
<p><u>Shared reading: Revisiting the story</u> <u>Acting out the story</u> Day 4: Ask for volunteers to read out a page in the book. The teacher reads one page, a volunteer reads the next one. Continue through the book. Divide the class up into groups and give them a character to be in the story: you might have 4 people being the little pig, 5 people being the hen etc. Stand them in their groups around the room. The group that is the little pig moves around the room and as he comes to a group, they say the words from the book "<i>Go home little pig</i>" and the group who is the little pig replies "<i>No</i>". Change the characters around and act out again. Now think of other animals that are not in the book (eg. monkey, turtle, fly) that the pig could meet and put these around the room. The groups could play with the way they reply to sound like the animal.</p>	E + V/P	1.6.1.1 1.6.1.4
<p><u>Independent Reading</u> Day 5: Provide copies of the book to learners to look at together and read. Encourage them to point and recognize the words, not just recite the story.</p>	E	1.4.3.1
<p><u>Innovating the text: Writing a new version (Shared writing)</u> As a class, suggest that they could write another story like the acting from the previous day, using new animals. Ask the learners to suggest some other animals you could use for a new story. Teach the animal names in English if needed. The learners can suggest how to write it in English and you put it on the board. You can also think of an alternative to the farmer: <i>What animal might frighten Little Pig into going home? A crocodile? A snake?</i> Eg. "<i>Come here little pig</i>", said the crocodile Using one piece of paper for each animal, the learners suggest how to write up the text using the new animals. The learners can tell you the letters or words you have to write. The learners can illustrate the pages, maybe in groups. Make a book and read the new class story. The learners can talk about which version they like better.</p>	E + V/P	1.9.1.4 1.9.1.2 1.7.1.4

