

The Story of the Three Little Pigs

There was an old sow with three little pigs, and as she had not enough to keep them, she sent them out to seek their fortune. The first that went off met a man with a bundle of straw, and said to him, "Please, man, give me that straw to build me a house." Which the man did, and the little pig built a house with it.

Presently came along a wolf, and knocked at the door, and said, "Little pig, little pig, let me come in."

To which the pig answered, "No, no, by the hair of my chiny chin chin."

The wolf then answered to that, "Then I'll huff, and I'll puff, and I'll blow your house in." So he huffed, and he puffed, and he blew his house in, and ate up the little pig.

The second little pig met a man with a bundle of furze [sticks], and said, "Please, man, give me that furze to build a house." Which the man did, and the pig built his house.

Then along came the wolf, and said, "Little pig, little pig, let me come in."

"No, no, by the hair of my chiny chin chin."

"Then I'll puff, and I'll huff, and I'll blow your house in." So he huffed, and he puffed, and he puffed, and he huffed, and at last he blew the house down, and he ate up the little pig.

The third little pig met a man with a load of bricks, and said, "Please, man, give me those bricks to build a house with." So the man gave him the bricks, and he built his house with them.

So the wolf came, as he did to the other little pigs, and said, "Little pig, little pig, let me come in."

"No, no, by the hair of my chiny chin chin."

"Then I'll huff, and I'll puff, and I'll blow your house in."

Well, he huffed, and he puffed, and he huffed and he puffed, and he puffed and huffed; but he could *not* get the house down. When he found that he could not, with all his huffing and puffing, blow the house down, he said, "Little pig, I know where there is a nice field of turnips."

"Where?" said the little pig.

"Oh, in Mr. Smith's home field, and if you will be ready tomorrow morning I will call for you, and we will go together and get some for dinner."

"Very well," said the little pig, "I will be ready. What time do you mean to go?"

"Oh, at six o'clock."

Well, the little pig got up at five, and got the turnips before the wolf came (which he did about six) and who said, "Little pig, are you ready?"

The little pig said, "Ready! I have been and come back again, and got a nice potful for dinner."

The wolf felt very angry at this, but thought that he would be up to the little pig somehow or other, so he said, "Little pig, I know where there is a nice apple tree."

"Where?" said the pig.

"Down at Merry Garden," replied the wolf, "and if you will not deceive me I will come for you, at five o'clock tomorrow and get some apples."

Well, the little pig bustled up the next morning at four o'clock, and went off for the apples, hoping to get back before the wolf came; but he had further to go, and had to climb the tree, so that just as he was coming down from it, he saw the wolf coming, which, as you may suppose, frightened him very much.

When the wolf came up he said, "Little pig, what! Are you here before me? Are they nice apples?"

"Yes, very," said the little pig. "I will throw you down one." And he threw it so far, that, while the wolf was gone to pick it up, the little pig jumped down and ran home.

The next day the wolf came again, and said to the little pig, "Little pig, there is a fair at Shanklin this afternoon. Will you go?"

"Oh yes," said the pig, "I will go. What time shall you be ready?"

"At three," said the wolf. So the little pig went off before the time as usual, and got to the fair, and bought a butter churn, which he was going home with, when he saw the wolf coming. Then he could not tell what to do. So he got into the churn to hide, and by so doing turned it around, and it rolled down the hill with the pig in it, which frightened the wolf so much, that he ran home without going to the fair. He went to the pig's house, and told him how frightened he had been by a great round thing which came down the hill past him.

Then the little pig said, "Ha, I frightened you, then. I had been to the fair and bought a butter churn, and when I saw you, I got into it, and rolled down the hill."

Then the wolf was very angry indeed, and declared he *would* eat up the little pig, and that he would get down the chimney after him. When the little pig saw what he was about, he hung on the pot full of water, and made up a blazing fire, and, just as the wolf was coming down, took off the cover, and in fell the wolf; so the little pig put on the cover again in an instant, boiled him up, and ate him for supper, and lived happily ever afterwards.

- Source: Joseph Jacobs, [*English Fairy Tales*](#) (London: David Nutt, 1890), [no. 14, pp. 68-72](#).
- Jacobs' source: An earlier edition of James Orchard Halliwell, [*The Nursery Rhymes of England*](#) (London and New York: Frederick Warne and Company, 1886), [pp. 37-41](#). This author is also known by the name James Orchard Halliwell-Phillipps.

Sample Literary Theme Bank

Love	Hatred
Freedom	Restraint
Happiness	Sadness
Acceptance	Discrimination
Perseverance	Hopelessness
Persistence	Oppression
Friendship	Anonymity
Honesty	Falsehood
Compassion	Lost Honor
Kindness	Change vs. Tradition
Courage	Beauty of Simplicity
Cooperation	Desire to Escape
Responsibility	Fear of Failure
Self-reliance	Renewal
Hope	Dangers of Ignorance
Immortality	Heartbreak of Betrayal
Loss of Innocence	Injustice
Manipulation	Loneliness

Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research

Skill: Identify theme/central idea (author's claim)

<u>INSTRUCTIONAL STRATEGY</u>	<u>DIFFERENTIATION SUGGESTIONS</u>	<u>RESOURCE(S)</u>
<p>DETAIL, THEME, OR MAIN IDEA Short (roughly one-half page) passages from various content areas. The first question after each passage contains one statement that is the main idea, another that is too narrow (a detail) and a third that is too broad. This statement that is too broad relates to the theme of the passage. Learners are asked to determine which statement belongs in each category.</p>	<p>Scaffolding instruction using this resource can be an effective way to teach the concepts of theme and main idea, as well as how to differentiate between them.</p> <ul style="list-style-type: none"> ● Whole class activity ● Small group activity ● Partner activity ● Independent study 	<p>6-Way Paragraphs from Jamestown (focus on the 1st question)</p> <p>NOTE: Preview texts & questions – not every statement that is too broad is clearly the theme of the text</p>
<p>SORT HEADLINES Cut out newspaper headlines and sort them according to themes</p>		<p>Newspapers</p>
<p>UNDERSTANDING THEME Read short fables/fairy tales; Identify theme</p>	<ul style="list-style-type: none"> ● Brainstorm themes in text ● Identify themes from a provided “theme bank” list 	<p>List of common themes; short readings (ex. Aesop’s Fables)</p>

Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research

Skill: Analyze connections

INSTRUCTIONAL STRATEGY	DIFFERENTIATION SUGGESTIONS	RESOURCE(S)
<p>CREATE TIMELINES</p> <p>Develop visual timelines to organize events in history;</p> <p>Display a large timeline in the classroom; Students can keep a personal sized timeline copy with them</p> <p>As students study new people or events, they can add them to the timeline</p>	<p>LARGE GROUP ACTIVITY:</p> <p>BEFORE CLASS: Write the names of the people, events, court cases, etc. on short strips of paper. (You may choose to color code people, wars, court cases, etc. if you wish.) Tape several pieces of paper together to make one, long strip of paper for the timeline. Create the timeline with markings for each decade, starting in 1770.</p> <p>CLASS ACTIVITY: Randomly hand out the short strips of paper to students and instruct them to look up the year of each event. Students can work individually or in pairs. As students complete each strip, have them write the year on the strip of paper and tape it to the timeline.</p> <p>INDIVIDUAL ACTIVITY: Hand out a list of events and people to the student. Have the student look up and record the year for each term. Then, have the student create a timeline in his/her notebook (it will span several pages) that names these events in order. This activity can be on-going and does not need to be completed in one session.</p>	<p>Assessment Guide - List of events & people</p>
<p>THEMED READERS</p> <p>Read 2 similarly themed stories (eg. Jamestown - Heroes, Daredevils, etc)</p> <p>Use Venn Diagram to show similarities/differences</p>	<ul style="list-style-type: none"> For lower readers, provide shorter leveled stories 	<p>Jamestown Readers or other short stories with similar themes</p>

Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research

Skill: Summarize without personal opinion

<u>INSTRUCTIONAL STRATEGY</u>	<u>DIFFERENTIATION SUGGESTIONS</u>	<u>RESOURCE(S)</u>
<p>5-FINGER MODEL Using your hand as a mnemonic, compose a 1-paragraph summary</p> <ul style="list-style-type: none"> ● 1 - (Answer) What is the main idea? ● 2 - (More) What does the text say to prove that? ● 3 - (More) What else does the text say to prove it? ● 4 - (More) What's one more thing to prove it? ● 5 - (Summarize) What was the main idea again? 	<ul style="list-style-type: none"> ● For lower levels: Create a graphic organizer that resembles a hand – have students fill in the hand & then transfer to a paragraph format ● For higher levels: Create or have students create an outline before writing their paragraph 	
<p>SOMEBODY WANTED... BUT... SO... Read a current event; Identify who the story is about and what they wanted, what happened instead, and what they did about it using the frame "Somebody wanted _____. but _____. So _____."</p>		current event stories/articles
<p>5Ws & AN H Read short 1 paragraph passage. Identify the 5Ws & H of the text:</p> <p style="padding-left: 40px;">Who? What? When?</p> <p style="padding-left: 40px;">Where? Why? How?</p> <p>Use sentence frame to create short summary.</p>		Short passage Sentence frames for summaries