

ENGLISH WITH THREE LITTLE PIGS - THREE LITTLE PIGS*

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1 ENGLISH FIRST ADDITIONAL LANGUAGE

2 English with the three little pigs

3 EDUCATOR SECTION

4 Memorandum

5 Introduction

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

5.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

“The home” is the topic introduced with the story of the three little pigs.

The sequential pictures will help the learners to retell the story in the correct order once they have listened to the story several times.

Vocabulary about the house is introduced as well as the family living in the house. Learners are exposed to “reading” and “writing” with activities relating to number, shape, direction and ordering.

The lists of words introduced in this module serve to consolidate the speaking vocabulary rather than to facilitate their reading ability. Many learners will however pick up “reading” incidentally.

*Version 1.1: Jun 2, 2009 8:17 am -0500

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5.2 Integration of themes

- Social Justice

In the context of the home all learners should be able to live in a respectable home with electricity and running water available.

- Human rights

All learners should be made aware of abuse even in the context of home and family life. It is primarily the parents responsibility to feed and clothe the learners to the best of their ability.

- A healthy environment

The rights of people to homes, food and clothes are subject to keeping the environment they live in, healthy and safe.

6 LEARNER SECTION

7 Content

- Listen to the story.
- Look at the pictures.

7.1 The Three Little Pigs

Once upon a time there were three little pigs. 1, 2, 3.

The first little pig left home. He met a man with some straw. He said, "Please, Sir, sell me some straw for a house." And he did. So the little pig built his house of straw.

The next day the second little pig left home. He met a man with some sticks. He said, "Please, Sir, sell me some sticks for a house." And he did. So the little pig built his house of sticks.

Then the third little pig left home. He met a man with some bricks. He said, "Please Sir, sell me some bricks for a house." And he did. So the little pig built his house of bricks.

Along came Mr Wolf. He saw the straw house and said, "Little Pig, Little Pig, let me in!" "No, no, no, said the little Pig. "By the hair of my chimney chin chin, I will not let you in!"

"Then I'll huff and I'll puff and I'll blow your house in!" So he huffed and he puffed and he blew in the straw house. The first little pig ran to the second little pig's house of sticks.

Along came Mr Wolf. He saw the house of sticks and said, "Little Pig, Little Pig, let me in." No, no, no, "said the second little pig, " By the hair of my chimney chin chin, I will not let you in!"

"Then I'll huff and I'll puff and I'll blow your house in!" So he huffed and he puffed and he blew in the house of sticks. The two little pigs ran to the third little pig's house of bricks.

Along came Mr Wolf. He saw the house of bricks and said, "Little Pig, Little Pig, let me in!" No, no, no," said the third little pig." By the hair of my chimney chin chin, I will not let you in!" Then I'll huff and I'll puff and I'll blow your house in!" So he huffed and he puffed and he huffed and he puffed, but he could not blow in the house of bricks.

Mr Wolf climbed onto the roof. He went down the chimney, but the little pigs lit a fire and boiled a big pot of water. Splash! Mr Wolf fell into the water and that was the end of him.

The three little pigs joined hands and danced around in a circle singing, "Who's afraid of the big bad wolf, the big bad wolf, the big bad wolf? Who's afraid of the big bad wolf?"

Tra - la - la - la - la.

Table 1

- Look at the pictures.
- Say the story with your teacher.
- Now you can tell us the story. Begin with Once upon a time . .

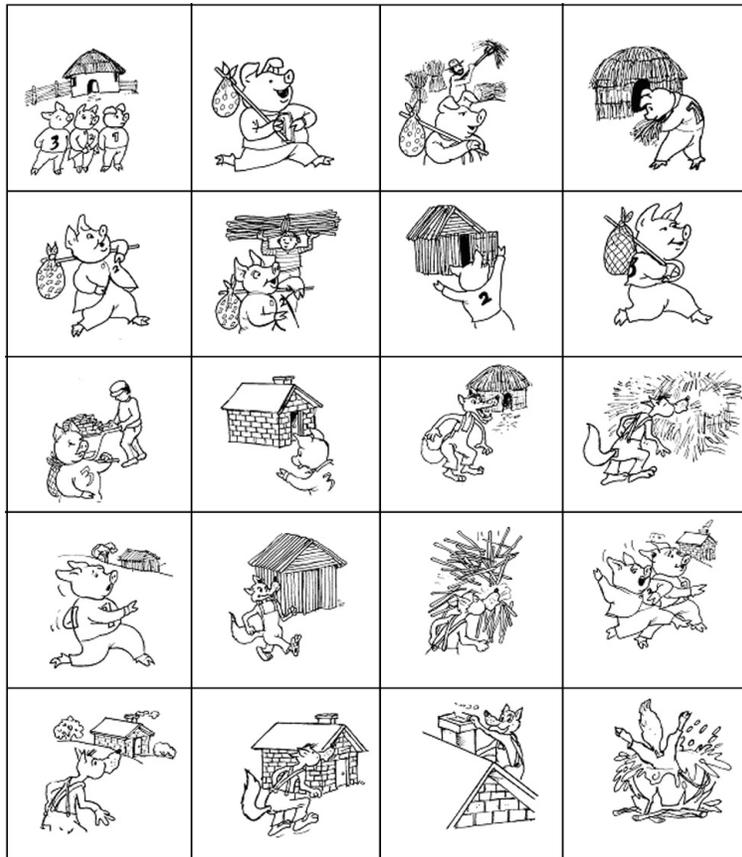


Figure 1

LO 1.5	LO 2.2	LO 2.6	LO 3.1.1	
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Table 2

- How well did you listen?
1. How many pigs were there?
There were
 2. The three little pigs left . . .

- their car / their trees / their home
3. The first little pig built his house with . . .
bricks / straw / sticks
 4. The second little pig built his house with
 5. What did the third little pig use to build his house?
He used
 6. Who wanted to eat the little pigs?
The
 7. Mr Wolf fell into the pot of . . .
tea / water / soup
 8. Sing the song that the three little pigs sang. Sit in a circle O.
Who's

LO 2.1		LO 6.1		LO 5.1.8	
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Table 3

9. NOW LET US ACT OUT THE STORY.

We need:

..... little pigs, men and wolf

- Draw the pictures
- Cut them out
- Paste them in the correct order.

<p>The house of bricks. </p>	<p>The three little pigs. </p>
<p>Who's afraid of the big bad wolf? </p>	<p>The house of straw. </p>
<p>The house of sticks. </p>	<p>The end of the big bad wolf.</p>

Figure 2

LO 1.1.3	LO 1.1.4
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Table 4

8 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

- 1.1.2 joins in choruses at appropriate points;
- 1.1.3 draws a picture of the story;
- 1.1.4 puts pictures in the right sequence;

Assessment Standard 1.5: We know this when the learner shows respect for classmates by giving them a chance to speak, and by listening to them.

Learning Outcome 2:SPEAKING: The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standard 2.1: We know this when the learner responds appropriately to simple questions with single words or formulaic phrases;

Assessment Standard 2.2: We know this when the learner memorises and performs songs and action rhymes with the right intonation, rhythm and pronunciation;

Assessment Standard 2.6: We know this when the learner pronounces familiar words clearly;

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner use pictures to understand written texts:

3.1.1 makes sense of a picture story;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.8 sequence: first, second, third;

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.1: We know this when the learner understands question forms in oral texts.