

## The True Story of the Three Little Pigs ~ Writing Activities

ALL activities to be handwritten making sure you remember punctuation in particular, your capital letters and full stops and check your spellings. We expect a high standard of presentation – please use a black handwriting pen if you use pen in class or a sharp pencil and write on lined paper.

Over the next few weeks, we are going to be focusing on the story, 'The True Story of the Three Little Pigs'. This story is written from the wolf's perspective of what happened.

You will need to use a thesaurus or an online thesaurus most days to support you to gather a rich bank of vocabulary that you will need to keep each week.

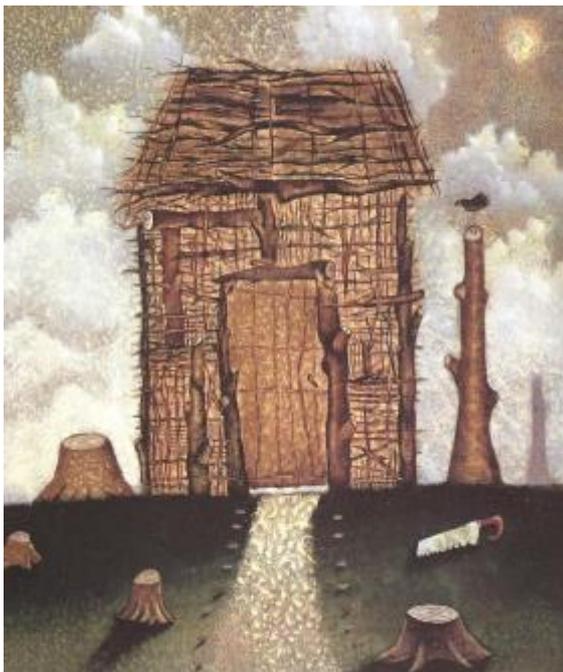
The story of - [The True Story of the Three Little Pigs - YouTube](#)

### Monday – Adverbials

*An adverbial phrase is like an adverb, it adds more information to the sentence, but it uses more than one word to describe the verb.*

*For example: The farmer drove the tractor in the evening.*

*Adverbs and adverbial phrases can describe how, when or where a verb is done.*



Look at the image of the stick house.

Gather 6 **adverbials** that move the story on, for example, a few hours later or later that day.

Opening with your chosen **adverbial** and an alternative **verb** for 'walking' (use your words from last Thursday's session), write two sentences to move the story on and the wolf walking to the second pig's house. Use the modelled sentence below to help you.

***Later that day, the wolf strolled down to the second pig's house.***

## Tuesday – Similes

*Simile – Comparing two unlike things using 'like' or 'as'. For example, Henry's smile beamed as bright as the sun. Mrs Rudge is as busy as a bee.*

Look at this image from yesterday, gather 5 **similes** to describe the brown house, begin with this sentence opener.

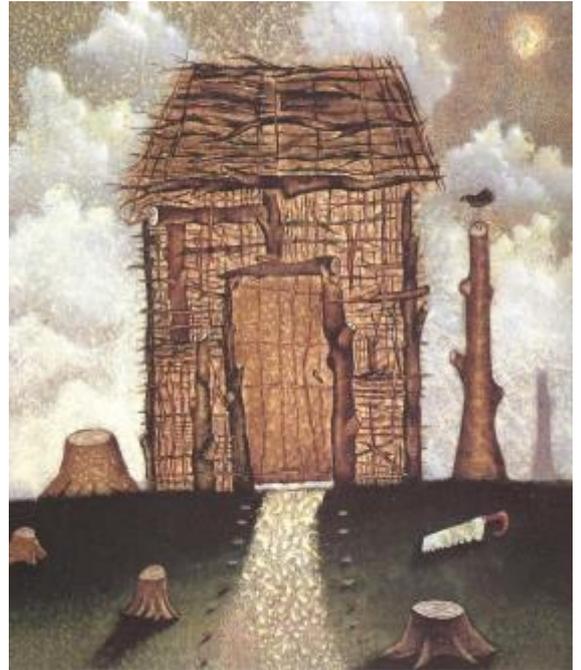
**The house was as brown as ...**

Use a thesaurus or an online thesaurus to look up the colour brown to give you ideas.

Choose one of your **similes** and create a sentence to describe the stick house.

Use the modelled sentence below to help you.

***The house was as brown as caramel treacle dripping off ice cream.***



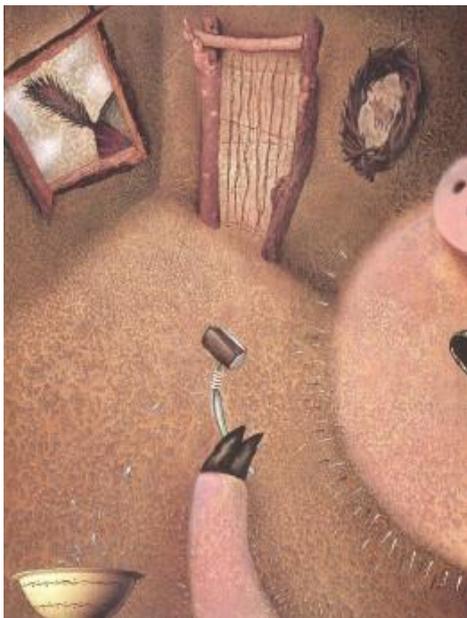
## Wednesday – Adjectives

*Adjectives describe the noun.*

Look at the image of the wolf walking past the window (just his tail) and gather 10 **adjectives** to describe his tail, for example, scraggy, matted and bristly.

Choosing three of your favourite **adjectives**, to say what the pig saw at his window, use them in the final position of your sentence.

Use the modelled sentence below to help you.



***The pig saw a tail in the window – long, scruffy and spiky.***

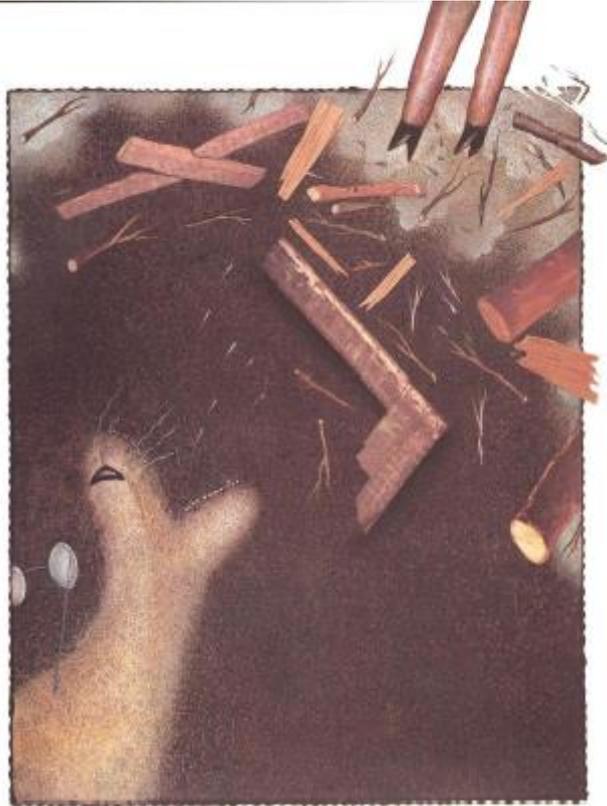
**Thursday – Questions and Adverbs**

*Questions can be used to engage the reader in their thinking.*

Look at the picture of the house and the big sneeze. Write 5 **question** openers, for example, how, what, if.

Choose one of your **question** openers and write a question to engage the reader. Use the modelled sentence below to help you.

***Can you guess what happened next?***



***Adverbs – An adverb is a word that describes a verb (an action or a doing word).  
Adverbs often end in -ly.***

Looking at the sneeze picture, gather 8 'how' **adverbs** to describe how the wolf sneezed, for example, violently, dramatically, wildly.

Choose your most effective **adverb** and decide where to position it in your sentence. Write a sentence to describe how the wolf sneezed. Use ellipses to finish your sentence with. Use the modelled sentence below to help you.

***The wolf sneezed heavily ...***

**Friday – Conjunctions that indicate cause and effect**

*We use cause and effect conjunctions to link two sentences and to show their cause and effect relationship.*

*Cause conjunctions (because, due to / owing to, since / as) are used to introduce the reason of a sentence (the event); effect conjunctions (as a result, so, therefore) are used to show what happened because of the event.*

Following on from your sentence you wrote yesterday about how the wolf sneezed. Write 8 **conjunctions** that show cause and effect, e.g. resulting in, therefore, consequently.

Choose one of your **conjunctions** and finish off the sentence from yesterday by killing off the pig. Use the modelled sentence below to help you.

*...and for that reason the pig crashed in the mud and died.*