

## 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 – Synonyms:**

*Synonyms are words with the same or similar meaning.*

Imagine you are the angry wolf and the third pig has been very rude about your grandma. Mind map 10 **synonyms** for the word ‘angry’. You could use a thesaurus to help you.

For example, irate, cross, enraged, furious.

Now order your words from strongest to weakest intensity. This means number 1 being the strongest intensity and 10 being the weakest words to describe the wolf’s rage.

1. enraged 2. irate 3. furious ..... 10. cross

Choose three of these words to write three short and effective sentences with the intensity of anger increasing. Use the modelled sentence below to help you.

***The wolf was cross. The wolf was angry. The wolf was livid.***

**Tuesday – Nouns and Repetition**

*A noun is a name of a person, place or thing.*

Mind map 8 **nouns** for groups of people who might come to see the commotion the wolf is causing, for example, neighbours, children, reporters.

Now mind map 10 alternative words (synonyms) for ‘commotion’, for example, hubbub, scene, riot.

Choose three **nouns** and write three sentences with one **noun** in each sentence to show the wolf causing a scene. Use the modelled sentence below to help you.

***He caused a commotion and the neighbours came.***

***He caused a scene and the reporters came.***

***He caused a riot and the police came.***

## Wednesday – Complex Sentence and Verb

*A complex sentence is formed when you join a main clause (main clause can make sense on their own) and a subordinate clause. The subordinate clause is one that relies on a main clause to make sense.*

*For example,*

*After she picks me up* , *Mum is taking me to buy shoes.*  
*Subordinate clause*      *comma*      *Main clause*



Imagine you are the wolf. Write 5 things to describe how he is feeling and how he might act towards the police. For example, 'The wolf was angry.', 'The wolf felt it was unfair.', 'The wolf was planning on getting his own back.'

Using the subordinate clause as the opener to your sentence, write a main clause (purple part of the sentence) to finish the sentence so it becomes a **complex sentence**. Use the modelled sentence below to help you.

A subordinate clause starts with a **subordinate conjunction**. Here is a list to help you:

**Even though, although, because, before, after, while, since, until, in order that, as**

***Although he knew he was wrong, the wolf complained to the police.***

## Verb

***Verbs, verbs are doing words (they describe an action)***

Play this [siren sound clip](#) and look at the image of the police car. Mind map 10 alternative **verbs** for 'pushed' to show the police pushing the wolf into the police car, for example, shoved, bundled, forced.

Including one of your **verbs**, write a sentence to describe how the wolf was pushed into the police car and use the conjunction 'because' to explain why this happened. Use the modelled sentence below to help you.

***The wolf was shoved into the police car because he had committed a terrible crime.***



## Thursday – Repetition

*Using the same word or phrase over and over again for effect.*

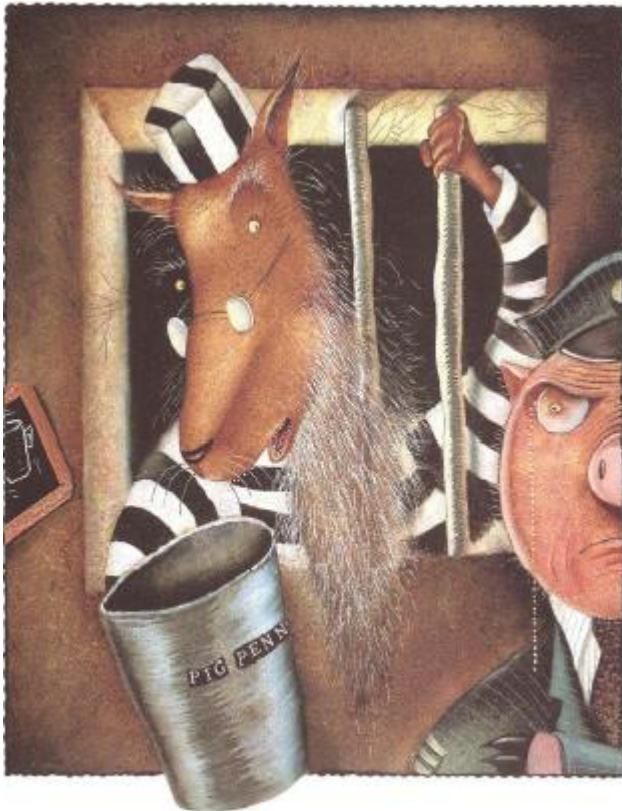
Listening to the [siren sound clip](#) again, mind map 5 **adverbs** and 5 **verbs** to describe the sound of the sirens, for example, verbs – wailing, screeching and adverbs – loudly, deafening.

Write 3 sentences using **repetition** for effect. For each sentence choose one sound verb and one adverb to describe the sirens. Use the modelled sentence below to help you.

***The sirens were shrieking. The sirens were shrieking loudly. The sirens were shrieking very loudly indeed.***

## Friday – Metaphor

*A metaphor is a word or a phrase used to describe something as if it were something else. It is different from a simile because it pretends the object IS the thing it is compared to.*



Imagine you are the wolf now trapped in jail. Think about the concept of being trapped or caged. Write down 8 scenarios where people or animals are trapped, for example, an insect trapped in a web, explorer in a collapsed cave, fish in a tank.

Choosing one of your scenarios, describe what it is like for the wolf in jail compared to your scenario. Use the modelled sentence below to help you.

***Caged in a cell, the wolf was a decaying apple core in a rotting compost bin.***