

# SPARK

## Creating a Sensory Story with *The Three Little Pigs*

Teachers' Resource



# Introduction

## Welcome to *The Three Little Pigs* teachers' resource.

This resource aims to inspire a love of stories and books in children with additional needs through resources designed to support practitioner engagement with reading for pleasure in the classroom.

This particular resource is based on the traditional tale of *The Three Little Pigs*. It proposes using a Sensory Story to bring the tale to life. We hope that it will be useful for students operating between P1 and P8, inclusive\*

**\*We have included links to the P scales as a flexible guide to support your planning and assessment.**

## Resource Contents

This resource contains everything you need to know about how to run the session:

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## Introduction to Sensory Stories

Sensory Stories represent an ideal way of engaging many special school audiences with books and reading. A Sensory Story is a short story of a few lines (or a longer story which has been pared down to a few lines) brought to life through a selection of meaningful sensory props. You may well develop your own ideas for sensory stimuli but this resource contains an initial selection of suggestions and how to source and use them. It also contains a range of ways in which you can build on the basic Sensory Story experience with movements and various other possible activities. You can also find lots more detail on Sensory Stories in the generic *A Guide to Sensory Stories*, which accompanies these resources.

# Objectives

The overall aim of the activity is to generate engagement with, and a deeper understanding and enjoyment of *The Three Little Pigs*, by using the Sensory Story approach. You know your students best and will be able to create appropriate individual objectives for your students. These will depend on the individuals concerned but might include, for example:

## Literacy objectives:

- P1** - To encounter activities to do with *The Three Little Pigs*.
- P2** - To begin to show interest in *The Three Little Pigs*.
- P3** - To sustain concentration for a short while on *The Three Little Pigs* Sensory Story.
- P4** - To listen and respond during activities relating to *The Three Little Pigs*.
- P5** - To show curiosity about *The Three Little Pigs*, by answering simple questions during related activities, eg pointing when asked, 'Where's the pig?'
- P6** - To ask simple questions to get more information about *The Three Little Pigs* or related activities, eg 'Where's a pig?'
- P7** - To use plurals correctly when talking about the story of *The Three Little Pigs*, eg by saying, 'pigs,' when referring to more than one pig and, 'pig,' when referring to just one pig.
- P8** - To link four key words when talking about *The Three Little Pigs*, eg 'The bad wolf climbed the chimney.'

**NB:** Detailed information on objectives, assessment and evaluation are provided in the Assessment and Evaluation resource.

## Timing and Resources

### Timing

Approximately one hour for a single session, however, you may want to approach this material over several sessions.

### Resources

- A copy of the story of *The Three Little Pigs*.  
NB: Retellings of the story can vary and books will not necessarily feature the famous lines, 'I'll huff and I'll puff...' and, 'Not by the hairs on my chinny chin chin'. Don't worry about this - you can use the text provided here in the Sensory Story as a basis. You might also try the book, *The Three Little Pigs* by Nosy Crow and Ed Bryan (published by Nosy Crow, 2015) or the interactive App *The Three Little Pigs* by Nosy Crow, available to purchase from the App Store/iTunes.'
- Toy pig/s – ideally three
- Sensory stimuli (see list at the end of this guide)

### Further activities

(You will only need these if you choose to do the specific activities that they each relate to.)

- Box or container of straw or shredded paper
- Toy pigs small enough to hide within the box
- Large cardboard box
- Long sticks
- Pink ball pool-balls
- Grey pencils

See 'Sourcing and Delivering the Sensory Stimuli', page 10, for detailed advice.

# Session Plan

Session	Suggested Activity
<b>1. Start</b>	<ul style="list-style-type: none"> <li>• Cue the start of the session – for example, pass around a little pig!</li> </ul>
<b>2. Circle</b>	<ul style="list-style-type: none"> <li>• Continue to remind children of the objectives as they take part in the activity.</li> <li>• Familiarise students with the story <i>The Three Little Pigs</i>.</li> <li>• You may want to introduce students to the concept of the Silent Star (see the Assessment and Evaluation resource).</li> </ul>
<b>3. Sensory Story</b>	<ul style="list-style-type: none"> <li>• Share the Sensory Story together.</li> <li>• According to the needs of your students you may want to choose to structure the session around the movement sequence (page 6) instead of the Sensory Story.</li> </ul>
<b>4. Activities</b>	<ul style="list-style-type: none"> <li>• Choose from the activities listed in this resource.</li> <li>• Remind students of their individual learning objectives as they move to their activity.</li> <li>• Students can work individually or in small groups.</li> <li>• You can assess whether to expect students to complete one or several activities. You could ask a student to work independently on an exploratory activity and then in a small group on a focus activity.</li> <li>• If creating a series of lessons you may choose to repeat activities week on week to allow students to deepen their understanding and involvement or to rotate activities providing different options for different weeks.</li> </ul>
<b>5. Circle</b>	<ul style="list-style-type: none"> <li>• Talk about how the session went (see 'Assessment and Evaluation,' page 10). You may also find it useful to refer to our detailed 'Assessment and Evaluation' resource.</li> <li>• Enjoy sharing the Sensory Story again.</li> </ul>
<b>6. End</b>	<ul style="list-style-type: none"> <li>• Finish the session with your chosen cue, for example, by closing the book or putting away the pig toy/s.</li> </ul>

# Sensory Story

The following represents an abridged version of the story *The Three Little Pigs*.

Underlined words indicate cues for the sensory experiences that follow (in purple). When you reach each line in black between the verses, marked 'visual narrative', this is when to deliver the sensory stimulus of trying to blow each house down.

Details of how to source and deliver these experiences can be found at the end of this resource in 'Sourcing and Delivering the Sensory Stimuli', page 10.

## The Three Little Pigs

The first little pig built his house out of straw,  
Said the wolf to the pig, 'You'd better run for the door,  
**Straw - Smell**

'Else I'll huff and I'll puff and I'll blow your house down.'

'No, No, No!' Said the pig with a frown.

'Not by the hairs on my chinny chin chin,

'I'll not be letting YOU get in!'

### Shaving brush

#### Multisensory narrative: Bellows – Straw blown away

The second little pig built his house out of sticks,  
Said the wolf to the pig, 'let me show you a trick,

### Sticks - Touch

'I'm going to huff and I'll puff and I'll blow your house down.'

'No, No, No!' Said the pig with a frown.

'Not by the hairs on my chinny chin chin,

'I'll not be letting YOU get in!'

### Shaving brush

#### Multisensory narrative: Bellows – Sticks blown away

The third little pig built his house out of bricks,  
Said the wolf to the pig, 'You'd better get out quick,

### Bricks - Sound

'Else I'll huff and I'll puff and I'll blow your house down.'

'No, No, No!' Said the pig with a frown.

'Not by the hairs on my chinny chin chin,

'I'll not be letting YOU get in!'

### Shaving brush

#### Multisensory narrative: Bellows – Bricks standing firm

Said the wolf to the pig, 'I can still get in.'

'Not,' said the pig, 'by the hairs on my chinny chin chin!'

### Shaving brush

As the wolf climbed higher,

The pigs lit the fire.

### Heat

Squeezing down the chimney made the wolf much thinner,  
Just right for the pigs' noodle dinner!

### Noodles

# Movement Sequence

Using these movements will aid recall of the story. Some of the movements are much simpler to perform than they are to describe in words. Read through them yourself before the session so that you can demonstrate them yourself, rather than asking students to interpret the descriptions.

Perform with some students in threes and others as individuals to the first three verses of the story. Individuals represent wolves and threes represent pigs.

## Pigs:

- Move round the room in a 'follow my leader' style.
- Copy what the pig at the front of the line is doing.
- First pig mimes collecting materials and building a house of straw. Second and third pigs follow, copying the mime.
- When the house is blown down, the first pig moves to the end of the line.
- Second pig then heads the line and mimes building house of sticks.
- Finally, third pig takes a turn and mimes building a house of bricks.

## Wolves:

- Move around the room avoiding pigs as they build.
- Blow the houses down on cue!

## Possible extensions:

- Encourage different movements for straw, sticks and bricks, eg gathering straw in arms from the ground, snapping sticks from trees, and lifting heavy bricks.
- Encourage wolves to act out their sections of the story, eg standing with a domineering stance when threatening to blow the houses down, and puffing up the whole body and bending forwards to blow!
- Change pigs to become wolves once they've had their house blown down, with wolves joining the back of the pigs' line to get ready for being a pig.
- Have the pigs say the 'no's on cue. All three pigs could say all three 'no's or for an extra challenge, pigs could take it in turns to say 'no'.

## Add the final verse –

The first movement for this verse shows the wolf climbing up on to the roof of the house. Three pigs stand up and hold hands, wolf crouches in the centre of the trio. As the wolf climbs, the pigs gradually lower themselves to the floor and sit cross legged. The wolf straightens up to his full height. Then, this process is reversed as the wolf mimes squeezing down the chimney (circle could close in) and the pigs stand up slowly.

End with pigs miming eating wolf noodle soup!

Here is the text without the sensory stimuli:

**The first little pig built his house out of straw,  
Said the wolf to the pig, 'You'd better run for the door,  
'Else I'll huff and I'll puff and I'll blow your house down.'  
'No, No, No!' Said the pig with a frown.  
'Not by the hairs on my chinny chin chin,  
'I'll not be letting YOU get in!**

**The second little pig built his house out of sticks,  
Said the wolf to the pig, 'let me show you a trick,  
'I'm going to huff and I'll puff and I'll blow your house down.'  
'No, No, No!' Said the pig with a frown.  
'Not by the hairs on my chinny chin chin,  
'I'll not be letting YOU get in!**

**The third little pig built his house out of bricks,  
Said the wolf to the pig, 'You'd better get out quick,  
'Else I'll huff and I'll puff and I'll blow your house down.'  
'No, No, No!' Said the pig with a frown.  
'Not by the hairs on my chinny chin chin,  
'I'll not be letting YOU get in!**

**Said the wolf to the pig, 'I can still get in.'  
'Not,' said the pig, 'by the hairs on my chinny chin chin!'  
As the wolf climbed higher,  
The pigs lit the fire.  
Squeezing down the chimney made the wolf much thinner,  
Just right for the pigs' noodle dinner!**

# Further Activities

The following activity ideas are divided into exploratory and focus activities. Exploratory activities can be done with minimal adult support and are intended to be student-led. Focus activities will need an adult to direct them.

You may want to arrange your classroom such that some students can be taking part in exploratory activities whilst small groups of students work on focus activities. Students can then rotate through a mixture of exploratory and focus activities during the session, or over a number of sessions.

## Exploratory activities

These activities are designed to be fun opportunities to chat about the story of *The Three Little Pigs*, including activities based on the three materials used in the story. See 'Sourcing and Delivering the Sensory Stimuli', page 10, for more details.

### Straw:

Fill a large container with straw and hide pigs in it. Students pretend to be the wolf and search for the pigs. If your school has a paper shredder, using shreds could be an alternative to straw.

### Sticks:

Try making 'Piggy Kerplunk' - a classroom version of the classic game. Use pink poolballs as pigs, draw on snouts and tails with a marker pen. Choose a large cardboard box and puncture holes in the side for sticks to go in. Pigs go into their house at the top, and wolves pull out the sticks in turn until all the pigs have fallen down.

### Bricks:

Paint bricks onto the outside of a box. Pierce the top of the box with pencil-sized holes (or a variety of sizes) - these will be the chimneys. You could paint chimney pots around them if you want. Use short grey pencils to be wolves. You can mark eyes on the exposed wood near the pencil tip, and add grey paper ears and a tail. Students 'post' wolves down the chimneys. This can be done individually or as a turn taking game.

## A wolf pencil



### Possible extensions:

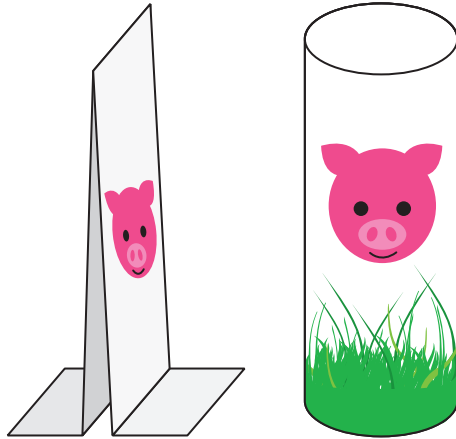
- Make wolf masks to wear when hunting for pigs.
- Have pigs escape around the classroom and hunt them out - these could be toy pigs or just pictures.
- Label pigs with key sounds from three letter words and ask children to find/group particular pigs, eg, 'You've found the 'i-pig' and the 'g-pig,' can you find the 'p-pig'?' - Look, if we put them altogether what do they spell?

### Wolf activity - huff, puff and blow:

Ask students if they can try being a wolf and blowing a house down.

- Present students with a range of things to blow down. You can make items out of folds of paper, as illustrated opposite, or by rolling small pictures into tubes and standing them on end.

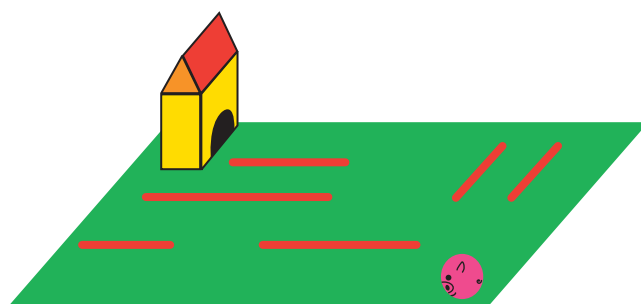




Students can blow directly or use a straw to help concentrate and direct their puff. Exercising the muscles needed to shape the mouth into an 'O' to hold a straw or direct puff helps develop the skills needed for shaping sounds. A great beginner activity would be to blow out a candle - students love this. The candle could represent the fire beneath the pigs' cooking pot.

### **Possible extension: Can you blow a pig home?**

- Use a lightweight pink ball - this could be a ping pong ball if a ball-pool ball is too heavy, although close supervision would be needed as ping pong balls present a significant choking hazard.
- Create a pig home out of a cardboard box large enough to accommodate your pig ball. Cut an opening in the box so that your pig can get in. The challenge is to blow the pig home. You can make it more interesting by creating a course for the pig to be blown down - this could be in the form of a maze. Create the course by taping pencils or rolls of paper to a sheet of card.



## **Focus activities**

### **Movement sequence:**

Introduce the movements listed in the movement sequence, if appropriate. (If you have opted to use the movement sequence as the basis to learning, you can use the Sensory Story as a focus activity.)

### **Comparisons:**

Look at other traditional tales/rhymes and compare their similarities and differences.

### **Possible other text to use:**

Try focusing on the idea of things falling down. For example, you could use *Ring o' Roses* or *London Bridge is Falling Down*. Try supporting this with movement activities - perhaps building a bridge or tower and knocking it down.

### **Science activities:**

Look at the different materials used in the story. Consider what materials the pigs might choose to use when making other items, eg if the three little pigs wanted to make themselves jumpers, one pig might choose spaghetti, one could choose wool and one could choose wood. Explore these items and identify which one would be the best.

### **Big/little:**

Look at ideas of little and large, big and small. You could papier-mâché over a balloon to create a big pig to compare to your 'Kerplunk' pigs. Practise using the language of size, and identifying size, in a variety of situations. Look at height with your students, order students in terms of who is the tallest. Give students toys of different sizes to play with and ask them to share by letting someone else play with the little toy, for example.

# Sourcing and Delivering Sensory Stimuli

## Straw

### Source:

A friendly farmer, or purchase from a pet shop, or create your own by picking grass and letting it dry out in the sun.

If you can't get any natural straw then shreddings from a paper shredder or raffia could be used as an alternative.

### Delivery:

Ideally straw will be a smell activity in this story. As a touch activity it would not be too dissimilar to sticks, but you can use it for touch if you wish. Offer the students the straw to smell on the word 'straw.' Keeping the straw in a sealed container will make the smell stronger as the air in the container will be fragranced and will waft out when you take off the lid. Keeping the straw in a container will also keep the sensory experience of smell to the time in the story when you want to deliver it, rather than having the whole classroom smell of straw all the time.

## Sticks

### Source:

Snap a few off bushes locally. If you want to buy some then shops that do decorations for the home often sell long bundles of coloured sticks for placing in vases.

### Delivery:

Allow students to handle the sticks and to feel the way that when they lift one up the others get tangled around it.

## Bricks

### Source:

Ideally obtain two building bricks. If you are concerned about the safety of having heavy objects in class then children's building bricks would do as a substitute.

### Delivery:

The bricks are intended to be an auditory experience, but you can use them as a touch experience if you wish. As an auditory experience you simply need to tap them together on the word bricks. Tap with the rhythm of the words. (If you're using children's bricks try to choose wooden ones, as Lego or Duplo won't make a very impressive sound.)

## Huff and puff

### Source:

You could huff and puff yourself but you are unlikely to produce a strong sensory experience by doing this (and you may feel faint if you repeat this for every student). The ideal resource would be an old-fashioned bellows, but you are more likely to be able to find a pump for an airbed or for balloons. A possibility if you were working with just a few students would be to use a balloon blown up, held at the neck (not tied) with a tube inserted (to avoid creating extraneous sound). You can use anything you like to create the sensation or the sound of air blowing, but be cautious of objects that make additional noises that are not linked to the story - for instance a plastic bag would crackle.

### Delivery:

Direct a puff of air onto student's face in the pause between verses as the wolf either blows or attempts to blow down the pigs' houses.

## Chinny chin chin

### Source:

Obtain an old-fashioned, bristled shaving brush. The aim is to create a tickly 'hairs on chin' sensation, so if you don't have access to a shaving brush then anything with a few flexible hairs on would do, eg a branch of a synthetic tree, or a piece of tinsel.

### Delivery:

Tickle student's chin as you say the words, 'chinny chin chin'.

## Fire

### Source:

Avoid any source that could potentially cause students to burn themselves. The experience to create is that of having your hands (or feet) warmed as they near fire. You can choose a heat source that is suitable for your classroom, eg a small portable heater, a hair dryer set to blow hot air slowly, or a hot water bottle. For an excellent, portable heat source, try handwarmers. These can be purchased from most camping or outdoor pursuits shops - they are hand-sized packets of liquid that heat using a chemical reaction once a small piece of metal is flexed within them.

### Delivery:

Present to your students on the word 'fire' and allow them to feel the heat in whichever way you have chosen to deliver it to them.

## Noodle dinner

### Source:

Cooked noodles. They can be plain noodles, but flavoured noodles would produce a great scent opportunity, so you may want to choose some with a meaty flavouring.

### Delivery:

This is a great opportunity for a taste experience. Be sure to cook the same flavour of noodles every time you deliver the story. However, it can also be a touch or a smell experience. Whatever you choose to do, present the experience to your student/s at the end of the story.

## Assessment and Evaluation

- At the end of the session, you will want to evaluate its impact, reminding students of the overall aim of the session and then together reviewing individual learning objectives.
- Discuss their reactions to the activity and involve them in discussing how the activity could be improved next time.
- If using the Silent Star, encourage students to Silent Star each other.

(Silent Stars are detailed in the Assessment and Evaluation resource.)

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