

# Three Little Pigs at Home



**Teachers' Book**

**SHERSTON SOFTWARE**



# **Three Little Pigs at Home**

A topic based package for infants

by Jean Norgate

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The *Three Little Pigs at Home* is a topic based package for infants.

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Teachers' Book: Jean Norgate, Bill Bonham and Lou Bonham

Illustrations: Sally Pead

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First published in 1992 by Sherston Software Limited, Swan Barton, Sherston, Malmesbury, Wiltshire SN16 OLH

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If you have bought a single user copy of The *Three Little Pigs at Home* you may use the package on one machine at a time only.

If you want to use the program on more than one machine at a time then you will need to purchase a school pack containing multiple copies of the discs. Contact Sherston Software for details.

### Acknowledgements

The documentation for The *Three Little Pigs at Home* was produced using *Impression II* and *Expression PS*, both from Computer Concepts.

*With grateful thanks to:*

*Carol Longmore and the infants of Keevil Primary School in Wiltshire.  
Kate, William, Thomas and Martin Norgate.*

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## Introduction

Full of captivating activities for infants this package is based on the story of the Three Little Pigs and can be used either as the central theme to a topic on houses and homes, to complement another topic or simply in its own right. The package is fully compatible with overlay keyboards.

The *Three Little Pigs at Home* provides all sorts of possibilities for work in all areas of the curriculum and supports many language maths and science AT's which are listed in the Teachers' Notes. There are three levels of difficulty making the program suitable for wide range of infant ability and the Teacher Control menu gives teachers a wide degree of control over the program.

In the *Story* section children follow the traditional tale of the Three Little Pigs and are presented with numerous maths and language activities as they help the Three Little Pigs build their houses of straw, sticks and bricks. They had better watch out though as Mr Wolf will huff and he'll puff to try and blow their houses down, but just like in the story he lands in trouble when he climbs down the chimney of the brick house.

With Mr Wolf well and truly cooked, the pigs can settle down in their new house. The first thing they need to do is unpack all the *Boxes*, but who is going to carry what and where will it all go?

When the boxes have been unpacked the kitchen floor could really do with some new *Tiles*, but what design should the pigs choose and how should they lay them?

Finally at the end of a long day it's time for bed, but little pig cannot sleep because he's lost his piglet. It's somewhere in the house but it's too dark to see. Children can help by finding the piglet for him using a torch to light their way around the house '*In the Dark*'.

The *Three Little Pigs at Home* has been designed not only to be educationally sound but also to be as easy to use as possible. We recommend looking at the activities before reading these notes in detail. The Teachers' Notes in this book give ideas for further work that the children can do based on a topic centred around The *Three Little Pigs at Home*.

*The Three Little Pigs at Home* was written by Jean Norgate, author of the best selling and Gold award winning *Teddy Bears' Picnic*, and *Toby at the Seaside*.

## **The Package Contents**

In your The *Three Little Pigs at Home* package you should find:-

Either:

Two 5¼ inch discs. One of these is a floppy and can be turned over. Each side contains a different part of The *Three Little Pigs at Home*. You can !Boot this disc on either side.

Or:

One 3½ inch disc which is an ADFS disc for the Compact or MS128 computers.

(Other disc formats that may be available on special request are not detailed here.)

The Teachers' Book.

The Children's Booklet.

5 Children's Work Cards.

2 A4 Worksheets

1 A3 Overlay Keyboard sheet.

1 A4 Overlay Keyboard sheet.

## Using the Software

### Loading

Place the disc in the disc drive. If it is a floppy disc you can put it in either way up. The program will tell you if you have to turn the disc over. If it is an ADFS disc type **\*MOUNT** and press **RETURN**.

Hold down the **SHIFT** key, press and release **BREAK** and then release the **SHIFT** key. This will automatically start the program.

### Important Note:

The *Three Little Pigs at Home* is a disc driven package and the disc/s **MUST** be left in the drive for the whole time that the program is running.

### Operation

After the title screen is shown the main menu of the disc will appear.

```
Three Little Pigs at Home
press
1  Instructions
2  The Story
3   1st part
4   2nd part
5  Teacher Control
6  Other games

      side 1
```

Main Menu - DFS Side 1

```
Three Little Pigs at Home
press 1  Instructions
      2  The Story
      3   1st part
      4   2nd part
      5  Boxes
      6  Tiles
      7  In the Dark
      8  Teacher Control
```

Main Menu - ADFS version

Different menus, giving access to the currently available activities, will appear depending on which disc is in the drive, however, all menus have the following options.

## Instructions

This goes through the most common keys that the children have to use in the different activities in *The Three Little Pigs at Home*. The children can press them either on the computer keyboard or the Overlay Keyboard.

The keys that children will need to use are as follows:-

**SPACE BAR** when a yellow bar appears at the bottom of the screen;

**ARROW KEYS** when arrows are shown on the screen;

**DELETE** to delete a letter when typing in a name.

**RETURN** when something is right and a R appears on the screen;

**TAB** for help when a T is shown on the screen.

It is worth going through this option with the children to familiarise them with the keys needed before they do any of the activities.

Other keys that have specific uses in *The Three Little Pigs at Home* are:-

**A** for anticlockwise in "*Boxes*".

**M** to move a box in "*Boxes*".

**C** for clockwise in "*Boxes*" and "*Tiles*".

**G** to print with a grid in "*Tiles*".

**P** for print in "*Tiles*".

**D** to leave a room by the door in "*In the Dark*"

**S** to leave a room by the stairs in "*In the Dark*"

The whole alphabet is used when children are asked to type in their names. .

## Teacher Control

Teacher Control allows you to adjust the programs in various ways. For example you can adjust the level of difficulty of the activities within the package, or you can type in a list of children that the computer will automatically call up to play the current activity.

Teacher Control	
Press	
1	Number of players
2	Level of difficulty
3	Sound control
4	Concept Keyboard
5	Make preset sequence
6	Run preset sequence
ESCAPE for Menu	

## 1 Number of players

All games, except "*Tiles*" can be played by either one or two players.

When the program is first loaded the number of players is set to 2. To change the number of players type the number you require (**1** or **2**). Pressing **ESCAPE** will take you back to the Teacher Control Menu.

The number of players can also be altered when a title screen to an activity is shown. You have to press # (**SHIFT** and the **3** key). This acts like a 'toggle', ie. the number changes each time you press #.

## 2 Level of difficulty

There are three levels of difficulty to each activity. When the program is first loaded the level of difficulty is set to 2. This can be altered by selecting option **2** on the Teacher Control Menu.

Simply type **1**, **2** or **3** and then press **ESCAPE** to return to Teacher Control. When you have selected a level of difficulty every activity chosen from the Main Menu will be given at that level. However, this can be altered on the title screen of each game by pressing \$ (**SHIFT** and the **4** key). See 'Special Keys' for further details.

**DETAILS OF THE LEVELS OF DIFFICULTIES AND THE EFFECT THEY HAVE ARE GIVEN IN THE TEACHERS' NOTES.**

## 3 Sound control

You can alter the volume of the sounds in the various activities. When the program is first loaded the sound level is set to 2 (medium). This can be altered by selecting option **3** in the Teacher Control Menu.

Press **1** for low, **2** for medium or **3** for loud and the **ESCAPE** key to return to the Teacher Control Menu. Please note that there are no sounds in the '*Tiles*' activity.

The sound volume may also be altered on any *The Three Little Pigs at Home* title screen by pressing % (**SHIFT** and the **5** key).

## 4 Concept Keyboard

An overlay keyboard may be used instead of the computer keyboard for the children's inputs. You do not have to select this, simply plug in the Overlay Keyboard and use the A4 or A3 overlay provided.

To disable the User Port and the Overlay Keyboard you can press @ in this option. To reinstate the Overlay Keyboard press @ again here.

Please note that Overlay Keyboards cannot be used to:-

change the number of players on title screens;

change the level of difficulty on title screens;

change the sound volume on title screens;

make selections in Teacher Control;

view or choose the rooms in "*In the Dark*";

**ESCAPE** back to a title screen or Main menu;

**ESCAPE** from printing.

## 5 Make pre-set sequence

You can type in a sequence of up to eight sets of children's' names to play a particular activity at a chosen level of difficulty. The computer can then call up your list of children and give them the activity you have selected without further intervention. To make a pre-set sequence select option **5** on the Teacher Control Menu.

If there is a list already in the memory you are given the opportunity of altering it. Alternatively you can enter a new list.

### Making a new list

If there is a choice available you will be asked to enter the activity number. Type the number you require and press **RETURN**.

You will then be asked to enter the first player's name. You do not need to press **SHIFT** for a capital letter, the computer will automatically start all names with a capital. If you want to include surnames a space is also followed by a capital letter, although there probably won't be enough space to fit both a christian name and a surname. Press **RETURN** when you have typed the name.

The computer will then ask for a name for player 2. You can either type in a name as above or press **RETURN** without entering a name to indicate that there is only one player.

Finally you will be asked to enter the level of difficulty for the activity. Type **1**, **2** or **3**.

```

Which game?
          RETURN after entry
-----
press
  1      The Story
  2      The Story:1st part
  3      The Story:2nd part
  4      Boxes
  5      Tiles
  6      In the Dark
ESCAPE for Teacher control

```

When you have made one selection the bottom of the screen will change:-

Pressing:-

**SPACE** will let you enter the next selection in the list;

**DELETE** will delete what you have just entered and let you enter the current selection again;

**RETURN** will show you the complete list, see below;

**ESCAPE** will return you to the Teacher Control Menu.

### Altering an existing list.

If there is a list already in memory when you enter the Make a pre-set sequence option, or you press **RETURN** at the appropriate time when making a new list, a summary of the list is shown in the top half of the screen.

You may then press:-

**SPACE** to alter the list or add to it;

**DELETE** to delete the whole list;

**ESCAPE** to return to the Teacher Control Menu.

## 6 Run a pre-set sequence

This will start any pre-selected sequence you have entered in option 5 of the Teacher Control Menu. The computer will automatically call up the children you entered in the list and give them the activity you selected at the difficulty levels chosen.

If you press **ESCAPE** while a pre-selected sequence is running you will be presented with the title screen for the current activity. You may alter the level of difficulty and restart with the same player/s or, alternatively, pressing **ESCAPE** again will quit to the Main Menu and exit the sequence. The next time you start the pre-set sequence off it will start with the player/s who were next when **ESCAPE** was pressed.

```
List: 1
Player 1   Steven
Player 2   Kathryn
Level 1 2 3 2
```

```
-----
SPACE for next choice.
DELETE to delete this choice.
RETURN to see list.
ESCAPE for Teacher control.
```

## Other Games

Choosing this option gives you quick access to any of the other activities in *The Three Little Pigs at Home* without having to !BOOT the appropriate disc using **SHIFT** and **BREAK**. Follow the instructions that are given on screen.

## Special Keys

You can alter the number of players, the level of difficulty and the sound volume whenever a title screen is shown by pressing the **SHIFT** key together with **3**, **4** or **5** to give **#**, **\$** and **%**.

The settings are shown at the top of each title screen, together with a reminder of the key you should press to alter the setting.

**SHIFT** and **3** will change the number of players. It acts like a toggle, hold down the **SHIFT** key and then each time you press **3** the number of players will change.

**SHIFT** and **4** changes the level of difficulty. It also operates as a toggle. Hold down the **SHIFT** key and then press **4** until the level you require is shown on the screen.

**SHIFT** and **5** changes the sound volume. Use it as above.

Using the **ESCAPE** key

When the **ESCAPE** key is pressed within an activity you are taken back to the title page where the level of difficulty, number of players and sound may be set. Pressing **ESCAPE** when a title page is shown will take you back to the Main Menu.

@ to see or choose rooms in *"In the Dark"*.

## Teachers' notes

*The Three Little Pigs at Home* contains a series of activities designed for a wide range of infant ability.

The package is probably best used as the central theme to a topic on houses and homes. This is a very attractive topic for infants given the fact that making shelters both indoors and out is one of the most basic play themes for young children and that the theme provides plenty of possibilities for work in all areas of the curriculum. A topic on houses and homes can easily be supported with readily available materials and resources both in and around any school, and relates to every child's personal experience. There are plenty of different buildings which can be visited, and some special museums (see list). We hope that the activities in *The Three Little Pigs at Home* give a fresh view and some new ideas on this topic. Ideas for further work that can be done away from the computer are given at the end of the Teachers' Notes.

Alternatively the program can be used to complement another topic, such as traditional stories or simply in its own right. However you use *The Three Little Pigs at Home* it is very important that whenever appropriate two children are allowed to tackle the activities in the program together as they will benefit greatly from the discussion and co-operation involved.

The children can either use the standard computer keyboard or an overlay keyboard when doing any of the activities in the package. The children will need to know a few keys before they attempt the activities. The easiest way to familiarise them with the keys they need to use is to select option 1 (Instructions) from any of the main menus.

## Players' Names

The children will be asked to enter their names from time to time. There is no need for them to press **SHIFT** for a capital letter as the computer will automatically start all names with a capital.

## The Levels of Difficulty

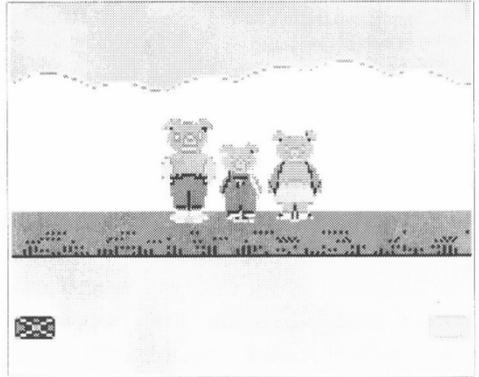
The different levels of difficulty available for each activity make *The Three Little Pigs at Home* suitable for a wide range of abilities of infants. The specific differences between the levels of difficulties in each activity are detailed below.

## Three Little Pigs at Home activities

### Story: Part 1

Time needed for two players - about 30 minutes

In part one the children help the pigs to build the first two houses in the story. The first house is a simple "beehive" hut made out of straw with a door hole, a type still built as a temporary shelter in parts of the world. This involves counting at the different levels as follows;



Level 1 - Counting up to 4 or 5 and saying how many are used and how many are left.

Level 2 - Introduces the tally system and counting in multiples of 5 to a maximum of 20. This level also asks children to estimate whether or not you have reached half way.

Level 3 - Includes tally charts up to a maximum of 35. At level 3 the children are also asked to estimate how many more bundles of straw will be needed to finish the hut. (35 bundles are actually used altogether, excluding the door.)

When the hut is blown down by the wolf, the pig survives and a bird finds some use for the straw.

The second house is a more organised structure, with a frame supporting a tent shaped roof, plank walls, hinged door and a window hole. First the children have to choose sticks from the **top** of a mixed up pile which is more complex at harder levels. Then they are asked to pick out triangles for the roof and fill them with sticks of decreasing length.

The wolf finds it harder to blow this house down.

## Story: Part 2

Time needed for two players - about 30 minutes

All the pigs help to build the brick house which is a far more complicated affair needing plans to be drawn first.

In Levels 2 & 3 a suitable site is chosen giving due consideration to roads, water and other possible residents - people, extinct animals (Level 2) or animals needing a different habitat (Level 3) & insects.

The children help little pig to draw a plan of the house by sliding the roof, door and windows to the right places and then colour it in.

Next the children help to mix the mortar. First they have to mix the cement and sand in given ratios - in Level 1 this is 1:3, otherwise it is between 1:4 and 1:6. Then they have to add the water which involves tallies again in levels 2 & 3.

Having mixed a batch of mortar they start to build up the wall in stretcher bond where they must complete the pattern by suitable choice of whole or half bricks, keeping the joints offset for a strong wall. The **TAB** key enables a line of bricks to be re-laid if a mistake has been made.

Before the house can be completed another batch of mortar must be mixed, using the same proportions as before, but this time doubling the quantities. At levels 2 and 3 this is used to illustrate the link between addition and multiplication.

The house is then completed, which shows the different materials used; bricks for the walls and chimney, wood for the door, window frames and roof structures and tiles for the roof and porch. In levels 2 & 3 the window panes are counted (linking addition and multiplication again). Finally wires, aerial, gutters and house numbers are added and the house is finished, and in the nick of time as the pigs come running into the house, followed by the wolf.

This time, try as he might, the wolf just cannot blow the house down and he collapses from the effort. The pigs inside the house try to make it secure by locking the door. They must choose the right key from a variety of patterns (depending on the level) The wolf, not being one to give up easily, climbs a ladder outside the house. However the pigs see this and light a fire under the pot of water in the fireplace and the story finishes when the wolf tumbles into it as he comes down the chimney.

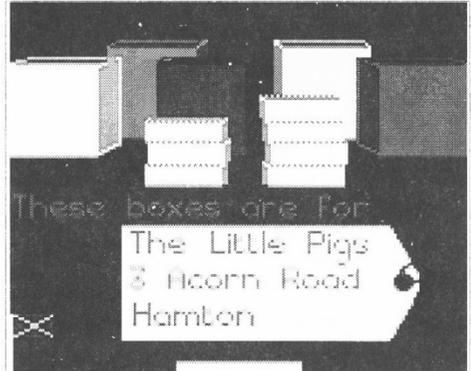


## Boxes

Time needed for two players - 30 minutes.

Having sorted out their problem with the wolf the pigs can settle down in their new home!

A delivery of boxes arrives and the little pigs need help to carry them in and unpack them.



The main ideas in this activity are:-

**Addresses:** At Level 2 & 3 this points out the need to look at an address in reverse order of town, road, number when looking for a house.

**Number bonds:** At Level 1 adding to make a fixed total of 4, 5, or 6 summing two items. At Levels 2 & 3 adding to make fixed totals of 7, 8, 9 or 10 summing two then three items.

**Clockwise and Anticlockwise:** Levels 2 & 3 only. Level 3 also involves reverse ordering of the stack of boxes and some strategy involving heavy boxes.

**Guessing:** Using shape and size to guess what the wrapped items are (cups, plates or knives), sorting them and comparing the height of the crockery with the height of the shelf.

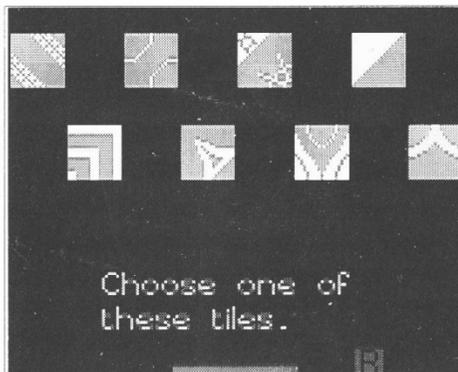
**Simple Puzzle:** Reassembling a broken plate, from 3, 4, or 5 pieces (levels 1, 2, or 3). Note, the pieces do not have to be turned to fit them together.

**Nesting Boxes:** This activity illustrates the reverse ordering in nesting, finding a box in a box (in another box in levels 2 & 3). Children have to consider carefully which box they would actually see. This also involves recognition of colours red, blue, green, white and yellow.

## Tiles

Time needed - about 20 - 30 minutes. Only one player at a time.

This activity involves making patterns with a chosen tile. There are 8 tiles to choose from at each level, of increasing complexity, and, in Level 3, the mirror image tile is offered too where it is different. At level 1 the tiles all make interesting patterns even when none are turned round. The grid to be filled is 4 x 4 in Levels 1 & 2, and 6 x 4 in Level 3.



The tiles may be picked up, moved about, put down, turned using key **C** for clockwise; they may be slid over each other but not put down on top of another tile. The arrow keys may be held down for repeated movement. If 2 boxes of tiles are offered (mirror images) then the tiles may be put back into their (correct ) boxes. The instructions come in the form of a demonstration which shows how to use the tiles.

When the children have finished their tiling pattern it can be printed out on an Epson type printer with or without the dotted grid lines. Printing takes approximately 30 seconds and occupies 1/3 sheet of A4 paper. To get a print of the pattern children have to press **P**; when the printer is ready, press **P** again (or **G** if a grid is required).

Particular tiles can be used to support tessellations with different shapes as follows;  
Triangles; use Level 1 tile 1 or Level 2 tile 4.  
Octagons & Squares; use Level 1 tile 7 or level 2 tiles 2 and 3.  
Hexagons; use level 3 tile 6.

The symmetries of the various tiles are as follows;

Rotational symmetries:

Level 1 tiles 1 to 8; Level 2 tiles 1 & 2 and Level 3 tiles 4 & 5 all have 2 fold rotational symmetry. (ie. 2 quarter turns make the tile look like the original)

Level 3 tile 3 has 4 fold rotational symmetry. (ie. 1 quarter turn makes it look like the original)

The other tiles have no rotational symmetry.

Reflective symmetries:

Level 1 tiles 1 to 8, Level 2 tiles 1 to 8, and Level 3 tiles 1 & 2 all have reflective symmetry.

The other tiles have no reflective symmetry and the mirror image tile is needed.

## In the Dark

Time needed - due to the nature of this activity it is not possible to give an estimate of the time needed.

If there are two players they will take turns of about 30 seconds each, and change when a new room is entered. The change is marked by a sound.

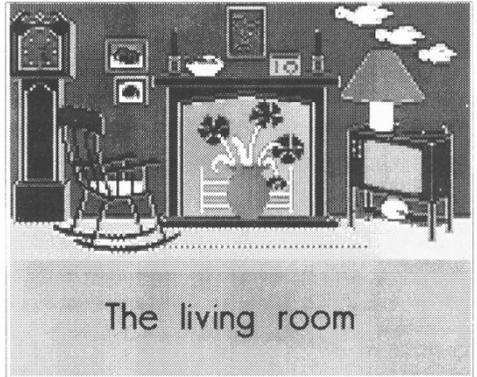
In this activity children can explore the four rooms of the house with a torch. The smallest pig can't sleep because he's lost his piglet which is hidden in one of the rooms. The children can help by trying to find the piglet for him. The game encourages observation and recognition of the whole from the visible part. The vocabulary includes furniture and household items and also prepositions.

Level 1: The children are told which room the piglet is in and are given a clue as to whereabouts in the room the piglet may be found, which could be one of 4 possible places in each room. At this level as soon as children press D to go to another room from the bedroom they will go to the correct room.

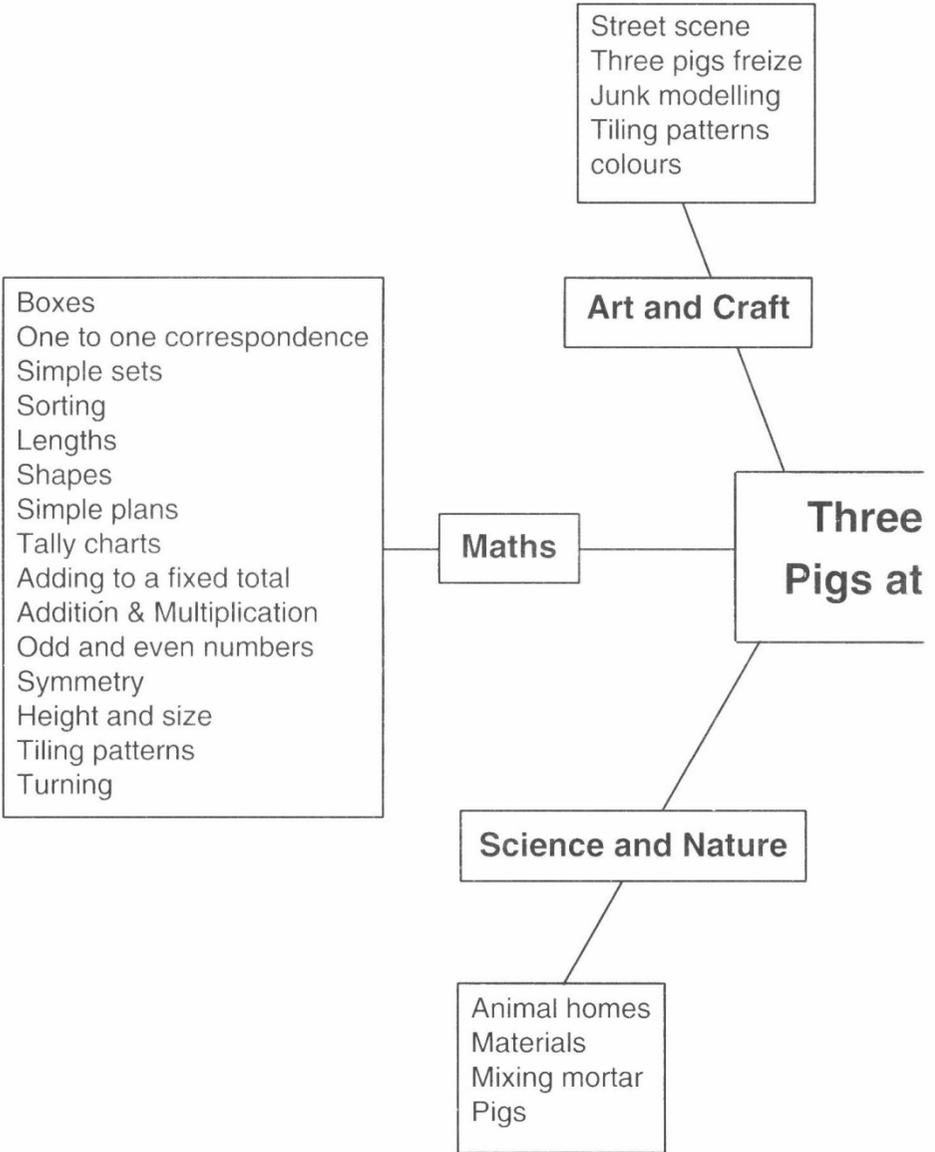
Level 2: The children are given a clue and told which room the piglet is in, but they have to find the room for themselves by using D to go to another room and S to up and down the stairs. The piglet can be in any one of 8 possible hiding places in each of the rooms. Children should be encouraged to try and visualise the relationship of the rooms to each other.

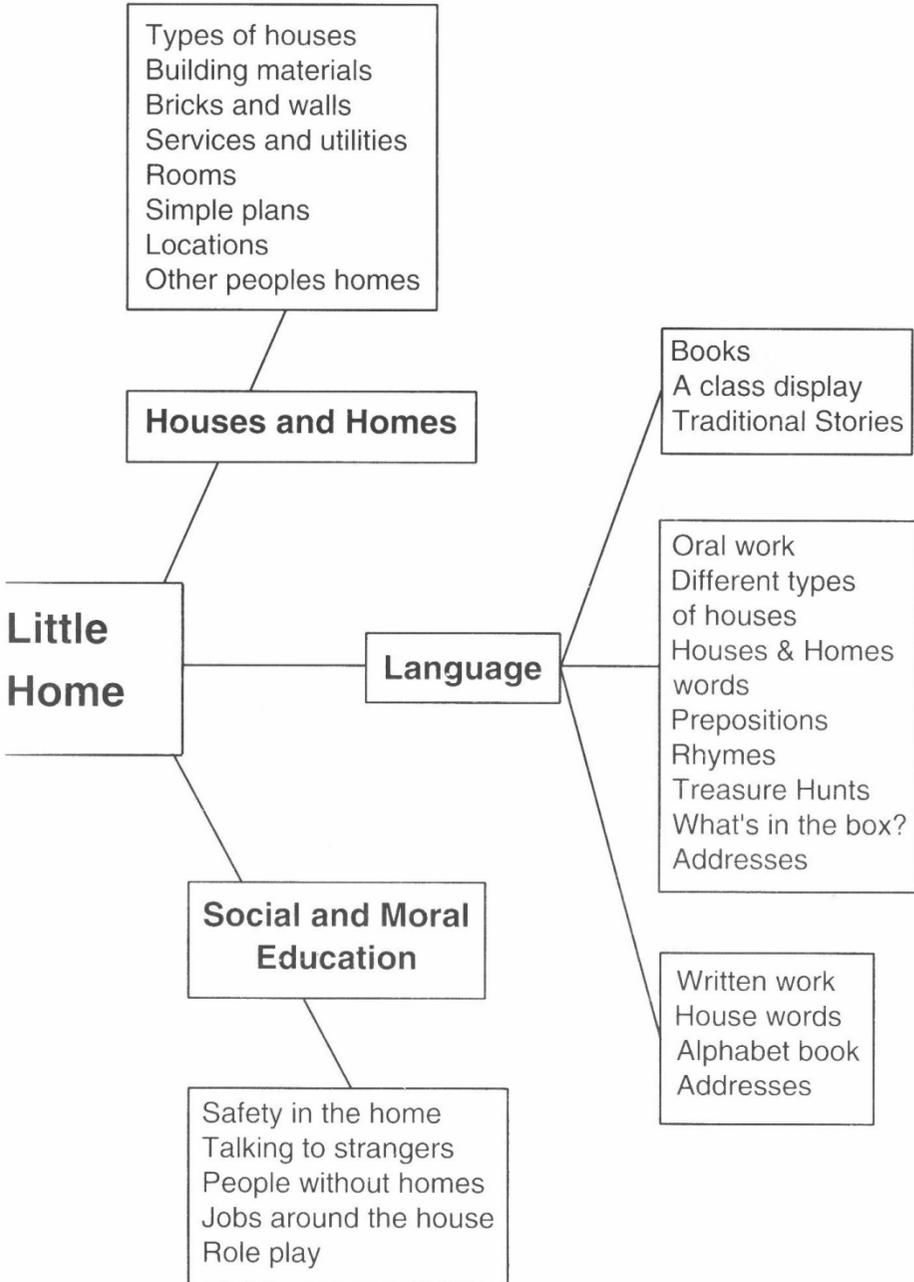
Level 3: The children are only given a clue and are not told which room the piglet is in. The piglet can be in any one of 8 possible hiding places in each of the rooms. As in Level 2 the children should be encouraged to try and visualise the relationship of the rooms to each other.

There is a special key for teachers @ which allows you to view the rooms and to choose one for the piglet to be hidden in. (If a room is chosen it will remain the choice until it is changed or the menu is displayed or a different game is played, when it will revert to any room.



# Flow Diagram





## Ideas for further work

The three levels of difficulty make *The Three Little Pigs at Home* suitable for a wide range of infant abilities. The ideas for further work given below are not meant to be a definitive guide as to what you ought to do with your children when using the program in your classroom, they are only meant to give you ideas and you should only choose those that you think are appropriate to your pupils' age group, ability and time available.

### A topic on Houses & Homes

● **Different Types of Houses.** Talk to the children about houses and homes. How many different types of homes do they know about? Your local area may be able to provide examples of houses of different ages, from flats to mansions, built of a variety of different materials; brick, stone, wood, concrete and roofed with tiles, slate or even thatch. How long a list can the class make of the different types of houses and homes they know of? Pictures of houses are available from estate agents and magazines; old photographs can provide interesting comparisons with the present day. At the end of these teachers' notes there is a list of museums with collections of houses.

● **Building Materials.** What materials are used to make the houses we live in? How many different materials can the children think of that are used to make their homes? If there are any houses being built locally take the children to have a look. A house being built or extended can show the 'skeleton' of the building and illustrate clearly the different materials used. (Lofts can also give a useful view of this). Discuss with the children why different materials are used (eg. wood for roofs, bricks for the chimney) etc.

● **Bricks & Walls.** Bricks have been made of clay for many centuries and vary on colour and quality. Talk to the children about the patterns they are laid in. These are called "bonds" and there are structural reasons for using them. The work card on bricks could be used to try out building walls with suitably proportioned wooden bricks (ie. length = 2 x width) or lego.

The first discovery should be that offsetting the joints gives a stronger wall. For a single thickness brick wall, including modern cavity walls, we use 'stretcher bond'. All bricks are laid lengthwise, as 'stretchers'. This is the bond that the children use in the 'story' when they help to build the brick house. Half bricks may be needed at windows and doors but corners can be made by turning some bricks sideways as 'headers'.

A double thickness brick wall is more likely to be found in an older house or a garden

wall and has more possibilities, for example the Flemish bond and English bond shown on the workcard, where the use of headers strengthens the wall. Bricks can even be used to form an arch above windows and make amazing curved tunnel roofs eg. on canals.

An old wall can sometimes reveal filled in doors and windows to the observant, as well as repairs and often a variety of bonds.

● **Services and Utilities.** Do the children know where the water in the tap comes from? What about the electricity and gas? Where does the waste water go? What happens when you flush the toilet? Children should be aware of electricity, water supply, drains and other rubbish collection or recycling, telephones, aerials and satellite dishes. How are our homes heated? Do the children know anything about energy conservation? Much of this can be gained from Brian Read's book 'The Wonder Why book of how your house works'. See the book list for details.

● **Inside Houses - Rooms.** What are the various rooms in houses used for and what furniture would you expect to find in them? Shopping catalogues can provide lots of useful pictures to use. An historical perspective can be gained from items in museums or pictures in republished Victorian shopping catalogues, or photographs.

● **Plans.** What is on the other side of the wall? Which room is above this one? This can lead to simple plans of familiar rooms and how they fit together, showing routes taken from one room to another, 'In the Dark' levels 2 and 3 provide opportunities to discuss this. If there are any houses being build close-by the foundations of new houses show clearly the ground plan of the downstairs rooms.

● **Addresses.** Children should know their own address and what it means. Why is it important that they do? The idea of 'homing in' on a house which is illustrated in 'Boxes' can also be explored. This can be extended, starting with a country, perhaps ending in a box, in a room, in the house.

● **Locations of houses.** Where do people people build houses? What makes somewhere a good place to build a house? What would make it a bad place? What do people need close-by? Why were towns built where they were?

● **Other people's houses and homes.** What other types of houses do people live in? Which are permanent and which are temporary. Why would people want to live in temporary houses?

## Language

### Books

- **Many children's books** feature houses and homes in one way or another. Make a special display of them and encourage the children to look at or read them if they are able and to talk about them. Can the children distinguish between fiction and non-fiction?
- **Traditional stories.** What other traditional stories do the children know? Which are their favourites? Get the children to bring in their favourite books from home and read out selected ones at story time.

### Discussion - oral work

Much of the work that arises from a topic based on *The Three Little Pigs at Home* will take the form of oral work with young infants and could lead onto written work at the appropriate level.

- **Houses and homes vocabulary.** Play an alphabet game with the children. I'm thinking of something in my house that begins with the letter ... How many things can the children think of that they could find in a house that begin with each letter of the alphabet?
- **Adapt the 'I went to market game'.** This is a memory game where the children have to try and remember an alphabetical list of items found in the home and is only suitable for slightly older infants. The first child may say something like, "In my house I've got an apple." The second child has to remember 'apple' and then add an object of his or her own starting with b and so on. It may help if the alphabet is on display somewhere.
- **Prepositions.** Use the rooms in the "In the Dark" game to let the children practice their prepositions. Let the children try and describe where they think the piglet has been hidden by using prepositions.
- **Rhymes.** In the story the wolf says "Little Pig, little pig, let me come in.", to which the pig replies, "No, no by the hair on my chinny, chin, chin." What else could the pig have replied? Can the children think of any other rhymes? Do they have any favourite rhymes? Can they say them for the other children?
- **Treasure hunt.** Hide something in the classroom and give an explanation of where it is. Eg. It is next to the large blue book on the bottom shelf of the red cupboard by the door. See if any of the children can go straight there and find it. Ask a child to hide something and see if they can describe its location.

- **What's in the box?** Take a shoe box and put a number of everyday items in it. Describe the objects to the children and see who is the quickest to guess what is in the box. Let the children put things in the box and describe them.

### Written work

- **Words about houses.** Get the children to label a big picture of a house on the wall. You could do the same with an open fronted house, labelling the rooms and the furniture in them.
- **House alphabet book.** Produce a class book with pictures about houses and homes and things found in houses for each letter of the alphabet where possible.
- **Addresses.** Can the children write their own addresses?

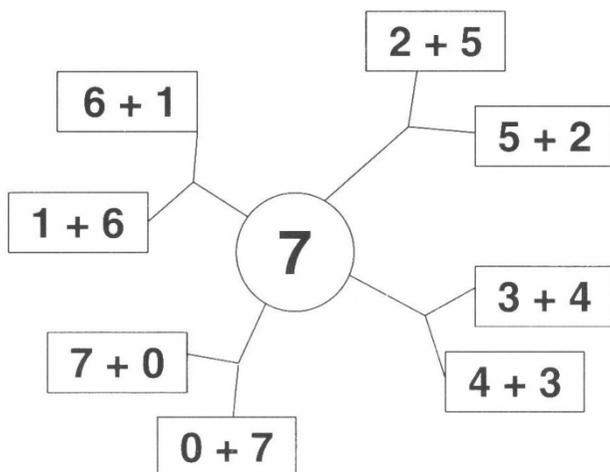
### Maths

There is a great deal of maths work that can arise out of *The Three Little Pigs at Home*.

- **Boxes.** Count their faces, sides and corners. What is the difference between cubes and cuboids? Shapes of other containers. The language of comparisons between boxes using height, width and depth. Ordering by size.
- **One to one correspondence.** Laying a table with knives, forks and spoons etc.
- **Simple Sets.** Things that are found in different rooms. What do you do with those items that are found in more than one room? Intersecting sets.
- **Sorting.** Cut out as many pictures of furniture as you can find and get the children to sort them into different 'rooms'.
- **Lengths.** The children have to select the sticks for the roof of the stick house in order of length. This could lead to a great deal of work about comparisons.
- **Shapes.** The children come across triangles and rectangles a great deal in the different activities in *The Three Little Pigs at Home*. Can they spot triangles and rectangles around the classroom? Around the school? What things can they think of in their houses that are triangles or rectangles? See the work card included in the pack.
- **Simple plans.** In part 2 of the story the children 'help' little pig draw a plan of the brick house. Get the children to draw a plan of the front of their house and then take it home with them to check to see if they've got the right numbers of windows, doors etc.
- **Tally Charts.** These are used at Levels 2 and 3 in several parts of the program. Get the children to produce their own tally charts.

● **Bar graphs.** Make simple bar graphs of anything to do with houses and homes. Eg. How many live in a flat? In a bungalow? A semi-detached etc.

● **Adding to make a fixed total.** This features in boxes. How many numbers can the children think up that will add up to 4, 5, or 6? The number patterns shown below are a good way of reinforcing this and children enjoy doing them. You could make a class display to show the story of 5, the story of 7 etc.



● **Addition and Multiplication.** The link between addition and multiplication is pointed out at difficulty Levels 2 and 3 when the children mix the mortar and count the windows and should be reinforced.

● **House Numbers.** Odd and even numbers.

● **Three times table.** For older ones you could do work on the three times table based on The Three Little Pigs. Eg. 3 beds, 6 shoes, 9 wheels on their tricycles etc.

● **Symmetry.** There is huge potential for work on symmetry from the "tiles" activity if the children are capable. There is also symmetry involved when the children choose the key to lock the door at the end of the story. You may like to point out the the correct key has to be symmetrical so that it can work from both sides of the door.

● **Height and size.** Higher and lower than, from the boxes section. Perhaps both: higher and taller, smaller and lower.

● **Tiling Patterns.** What shapes are best for making tiling patterns? Use plastic shapes to let the children make their own patterns . Which shapes tessellate and which don't?

● **Turning.** Clockwise and anticlockwise - only if the children are able.

## Science and Nature

- **Animal Homes.** Different types of animal homes and their names. Which animals have permanent homes? Which have temporary ones? Do any animals not have homes at all? What about humans?
- **Materials used by animals to make their homes.** The bird in part one of the story picks up a bit of straw when the wolf has blown down the first house. What do the children think the bird is going to do with it? What other materials do birds use to make nests from? Can the children try and make a nest of their own?
- **Mixing Mortar.** If you are feeling ambitious you could do an experiment mixing up mortar using different ratios of cement, sand and water to see which works best.
- **Pigs.** Is there a farm nearby where you can take the children to see some pigs? Although pigs were once common in England until quite recently, even in towns, it is unlikely that many urban children will have seen one nowadays.

## Art and Craft

- **A Street.** Get all the children to draw or paint a picture of their house and then use them all to make a 'street' on the wall. The children could write their names to label their own houses.
- **A Frieze.** Get the children to draw different scenes from the story of '*The Three Little Pigs*' and make a class frieze to show the story with the three different houses.
- **Junk modelling with boxes.** Children can make all sorts of things using cardboard boxes, but it may be appropriate if they were to make models of their houses or the houses in the story of *The Three Little Pigs at Home*.
- **Tiling Patterns.** Brick patterns etc. Potato prints are a good way of doing these.
- **Colours.** In the programs they have to colour in the brick house. What colours do they think are good for houses, which would look silly? Get them to paint a picture of a house with silly colours.
- **Cardboard cut-outs.** The two A4 worksheets contain pictures which can be copied and pasted onto card and then cut out. Get the children to paint a map with roads, woods etc. to stand the pictures on and act out the story.

## Social Education

- **Safety in the Home.** What mustn't the children touch in the home? Do they know where the dangers are? Use the rooms in '*In the dark*' to ask the children where the dangers are.
- **Talking to strangers.** Should the children ever let strangers into the house? Why not?
- **People without homes.** Talk to the children about the people who haven't got any homes in Britain. Where do they think they sleep? How do they try and keep warm in winter? What about other countries?
- **Jobs around the house.** What jobs need to be done around the house on a regular basis? Who does what? How can the children help? Why should they help?
- **Role play.** There are numerous opportunities for role play related to houses and homes.

## The Three Little Pigs at Home Words

All the words used in *The Three Little Pigs at Home* are listed below. Words at each level are those not already listed in the present game, and not in previous games at this level or below. Plurals are not included if the singular is there. The words shown in brackets will only be met occasionally.

### Story Part 1

**Level 1:** A, at, blow, build, bundles, by, chin(ny), come, door, down, hair, have, hello, home, house, huff, I, I'll, in, left, let, little, long(est), make, me, more, Mr, my, need, no, no, of, pick, pig, please, puff, roof, some, stick, straw, thank, the, then, triangle, up, use(d), wall, we, will, window, you, your.

**Level 2:** Bird, less, many, one, others, right, than, three, two, were, where.

**Level 3:** Between, point, shape.

### Story Part 2

**Level 1:** Again, are, as, bag, black, brick, buckets, can, cement, chimney,

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(downstairs), draw, fill, fire, for, goodbye, grass, help, how, is, it, key, light, like, lock, look, lots, (low), move, much, now, out, paint, press, quickly, red, remember, safe, same, sand, side, sky, space, start, this, to, (too), (try), up, want, water, which, white, yes.

**Level 2:** Add, ants, any, dinosaurs, get, glass, good, have, lid, live, mammoths, mix, mortar, panes, people, pipe, place, pot, put, rectangle, road, shall, splash, there, under, we, well, wood, worms.

**Level 3:** Aerial, also, altogether, an, back, bear, beetle, dolphin, gutter, polar, rain, site, spider, telephone, wire.

## Boxes

**Level 1:** "Acorn Road", all, best, big, blue, but, can('t), carry, choose, count, dear, go, goes, green, "Hamton", here, kitchen, look, lost, oh, piglet, place, put, "Removals", see, something, them, what, which, yellow.

**Level 2:** Anticlockwise, away, care, clockwise, inside, knife, leave, number, paper, pieces, plate, (recycle), small, these, throw, together, town, unpack, unwrap, when,

**Level 3:** Heavy.

## Tiles

**All levels:** Colours, do, fill, floor, instructions, live, space, turn, with.

## In the Dark

**Level 1:** (Above), back, (basin), (bath), (bathroom), bed, (beside), (clock), coming, (cups), find, (fireplace), good night, (kettle), (living), (mat), must, (near), on, (room), (rug), (shower), (sink), sleep, someone, switch, (table), take, torch, (TV).

**Level 2:** (Basket), bed, bedtime, (behind), (bucket), (chair), (front), (frying), (near), off, (pan), (shelf), stairs, (toothbrush), (top), (towels), up.

**Level 3:** (Clothes), (mantle-piece), (next), (rocking), (saucepan), (toilet).

## Books for children

The following are just a few books that you may find suitable for your children if you are doing a topic on houses or homes or following up one of the activities in the program.

Bruna, Dick	Poppy Pigs Garden	Methuen ISBN 0 416 86430 9
Hughes, Shirley	Moving Molly	Picture Lions (Fontana) ISBN 0 00 661782 4
Kilpatrick, Cathy	Let's look at Animal Homes	Ward Lock Ltd ISBN 0 7063 5331 5
Macdonald Starters	Boxes	Macdonald ISBN 0 356 04648 6
Maris, Ron	Are you there, Bear?	Julia Macrae Books ISBN 0 86203 1745
McClure, Gillian	What's the time Mr Wolf?	Andre Deutsch ISBN 0 233 98595 6
Rayner, Mary	Garth Pig and the Ice Cream lady	Macmillan ISBN 0 333 22040 4
Rayner, Mary	Mr and Mrs Pig's Evening out	Piccolo (Pan) ISBN 0 330 25549 4
Read, Brian	Wonder Why book of how your house works	Transworld ISBN 0 552 57022 2
Scarry, Richard	Please and Thank you book	Picture Lion (Collins) ISBN 0 00 660671 7
Uttley, Alison	Adventures of Sam Pig	Puffin
Uttley, Alison	Sam Pig goes to the Seaside	Puffin ISBN 0 14 03 0999 3
Willis, Jeanne	The Tale of Mucky Mabel	Beaver Books (Arrow)
Chamberlain, Margaret		ISBN 0 09 939820 6

## Books for Teachers

Teachers may find the following books useful when planning further work based on *The Three Little pigs at Home*.

Brunskill, R	English Brickwork	Wardlock Ltd
Clifton Taylor, A		ISBN 0 7063 50871
Hulme, Susan	Book of the Pig	Spur publications
		ISBN 0 904558 444
Prizeman, John	Your house, the outside view	Hutchinson & Co
		ISBN 0 09 122380 6
Yarwood, Doreen	The British Kitchen	Batsford
		ISBN 0 7134 1430 8

## Museums of Houses

The following museums have a wide variety of houses re-erected from other places.

Ulster Folk Museum, Cultra ,Holywood, Belfast BT18 OEU

Tel: 0232 428428

Highland Folk Museum, Duke Street, Kingussie, Inverness-shire PH21 1JG

Tel 0540 661307

Auchindrain Open Air Museum of Country Life, Auchindrain, Inverary, Argyll

PA32 8XN

Tel: 0499 5235

Weald & Downland Open Air Museum, Singleton, Chichester, West Sussex

PO18 OEU

Tel: 0243 63348

New Lanark Conservation Village, New Lanark Mills, Lanark, Strathclyde ML11 9DB

Tel: 0555 61345

Black County Museum, Tipton Road, Dudley, West Midlands DY1 4SQ

Tel: 021 557 9643/4

Ryedale Folk Museum, Hutten-le-Hole, North Yorkshire YO6 6UA

Tel 0751 5367

Welsh Folk Museum, St Fagins, Cardiff CF5 6XB

Tel 0222 569441

Avoncroft Museum of Buildings, Stoke Heath, Bromsgrove, Hereford & Worcester

B60 4JR

Tel: 0527 31363

North of England Open Air Museum, Beamish, County Durham DH9 ORG

Tel: 0207 231811

Cregneash Village Folk Museum, Cregneash, Isle of Man

Tel: 0624 75522

Maritime Museum and Village Display, Buckler's Hard, Near Beaulieu, Hampshire

Tel: 0590 636203

## Trouble Shooting

### Loading Problems

- ✓ If the disc won't load check:- That you have a 40 track disc for 40 track drives or a 80 track disc for 80 track drives. If your drive is switchable, is it set correctly? (Note:- 40 track discs are despatched unless 80 track are specifically requested. 80 track discs are labelled 80 track.)
- ✓ If you are using a Master 128 and the disc supplied is DFS is the computer configured to DFS? If not type \*DISC, press RETURN and then !BOOT the disc. Do not try to run the program using the CONVERT program provided with the Master. If the disc supplied is an ADFS disc and it won't !BOOT try typing \*ADFS, press RETURN and then !BOOT the disc.
- ✓ Is your equipment all switched on and connected properly? If the disc still doesn't work try it, if possible, on another computer and disc drive. (Disc drives need a service now and then.)
- ✓ If you still have no luck you can either telephone for advice or simply return the disc for replacement. Please make a note of any screen messages etc. so that we can try to identify the problem.
- ✓ It may be that you have a non-standard DFS which is the cause of the problem. Alternatively you may have some other ROMs plugged into your computer that are causing difficulty. If this is the case we will be happy to give a refund.

### Back Ups

- ✗ Sorry, but you won't be able to make one. The disc is protected to enable us to run our very popular approval system. Don't worry, all our discs come with life time guarantees. If you want the security of a back up disc you can purchase one from Sherston Software for a small fee.

### Corrupted Discs

- ✓ If your disc corrupts in any way after purchase, return it and we will send a replacement free of charge.



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