

PIG THE PUG,
PIG THE REBEL

THE BAD GUYS
EPISODE 1



SCROLL

to take a look inside!



MULTISTAGE K-2 UNIT 7 TERM 2B

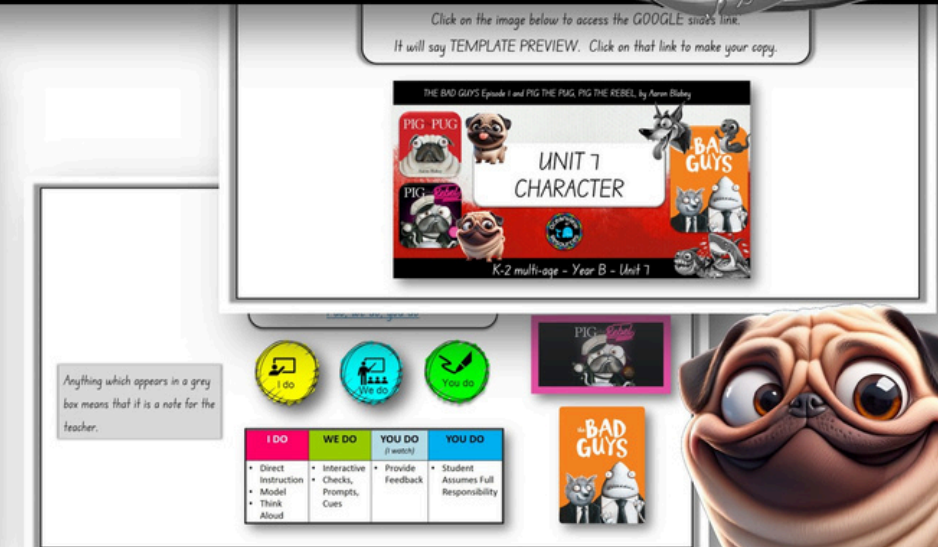
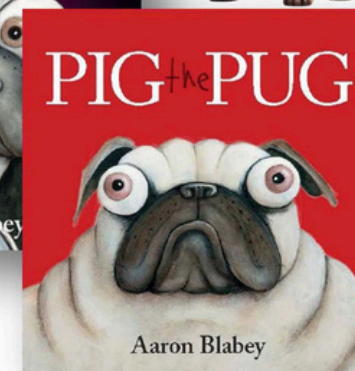
NSW Aligned Units

MULTISTAGE K-2

PIG THE PUB

THE BAD GUYS

CHARACTER



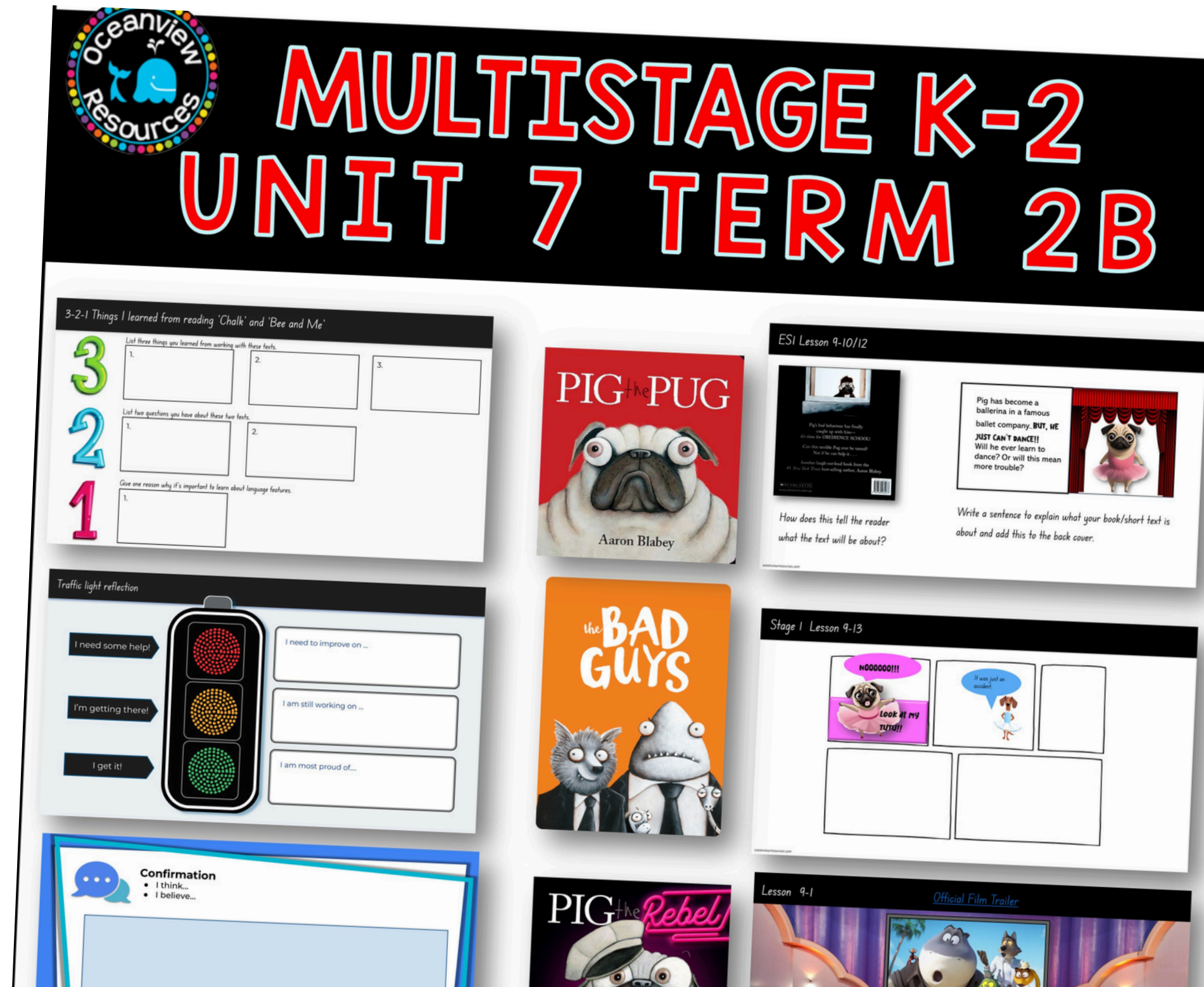
MULTISTAGE TERM 2B

YEAR K-2 UNIT 7

★ Huge powerpoint to support the teaching of this unit.

★ Year B MULTISTAGE

★ Years K-2



Aligned to NSW curriculum

✓ 170+ Page PPT

✓ embedded videos

✓ teaching notes

✓ interactive contents

✓ differentiated

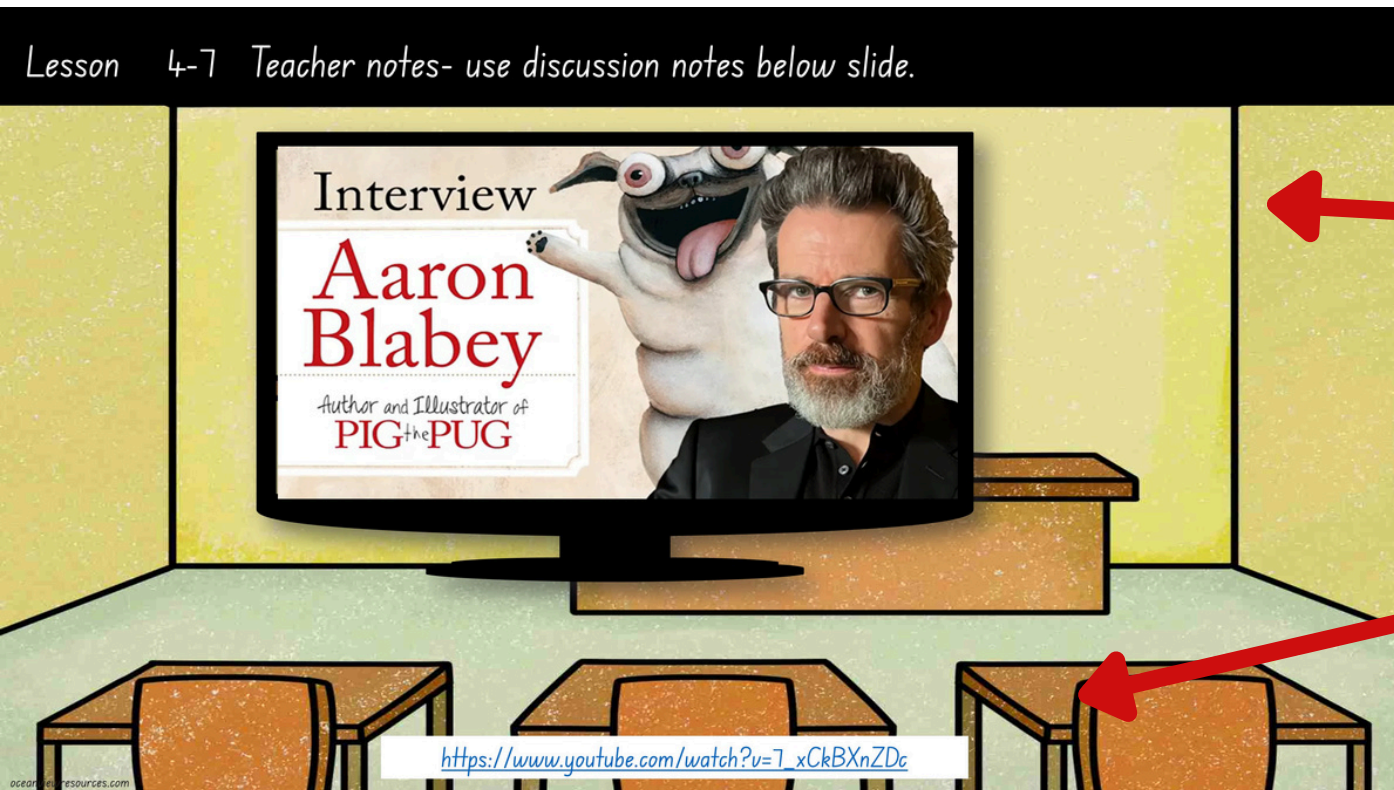


- ✓ use with IWB
- ✓ pdf and ppt version
- ✓ click and go links
- ✓ teaching notes below each slide
- ✓ engaging

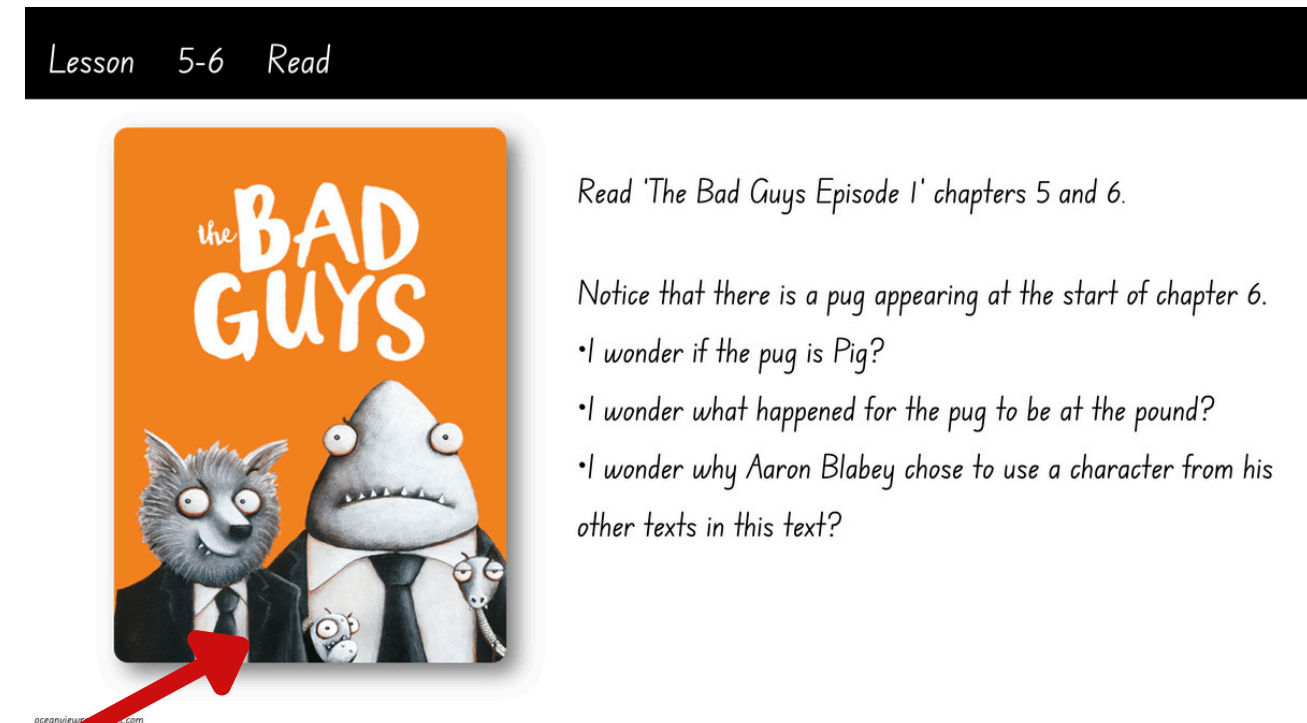
time saving for
easy planning



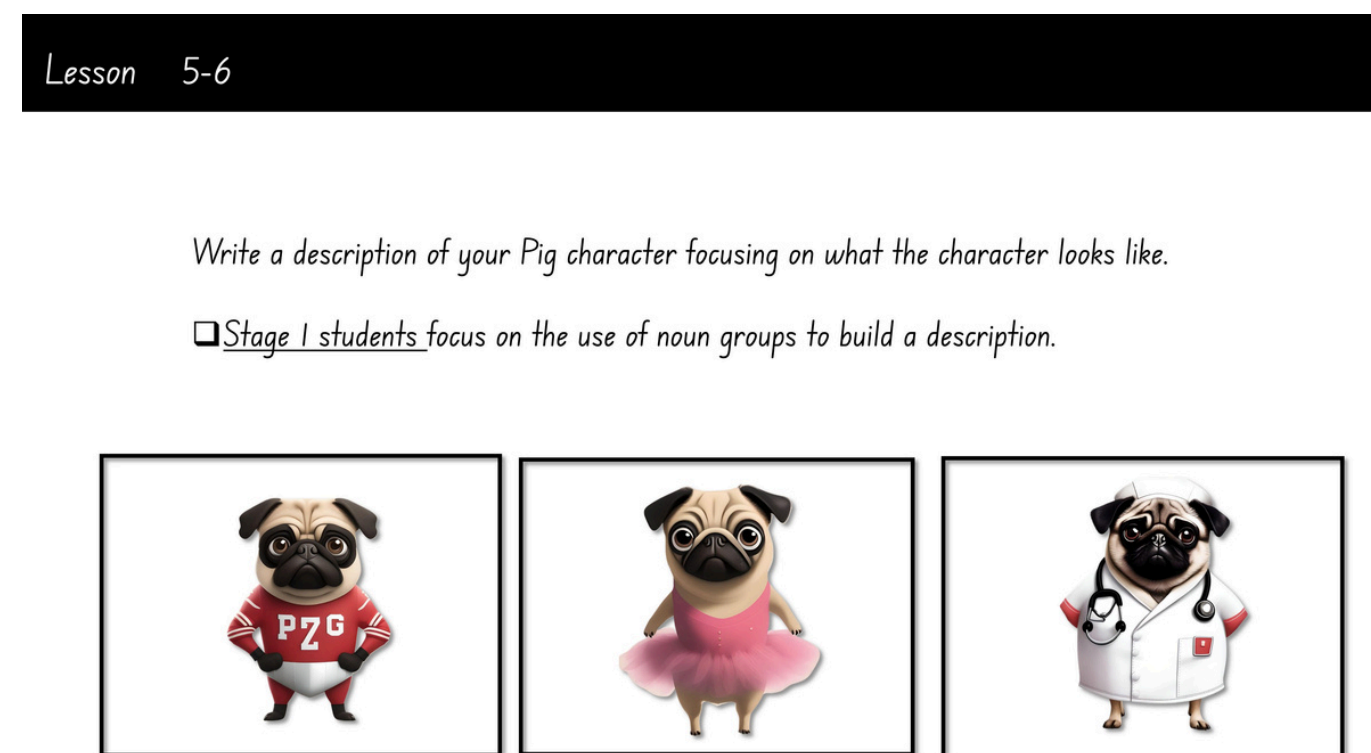
What's inside?



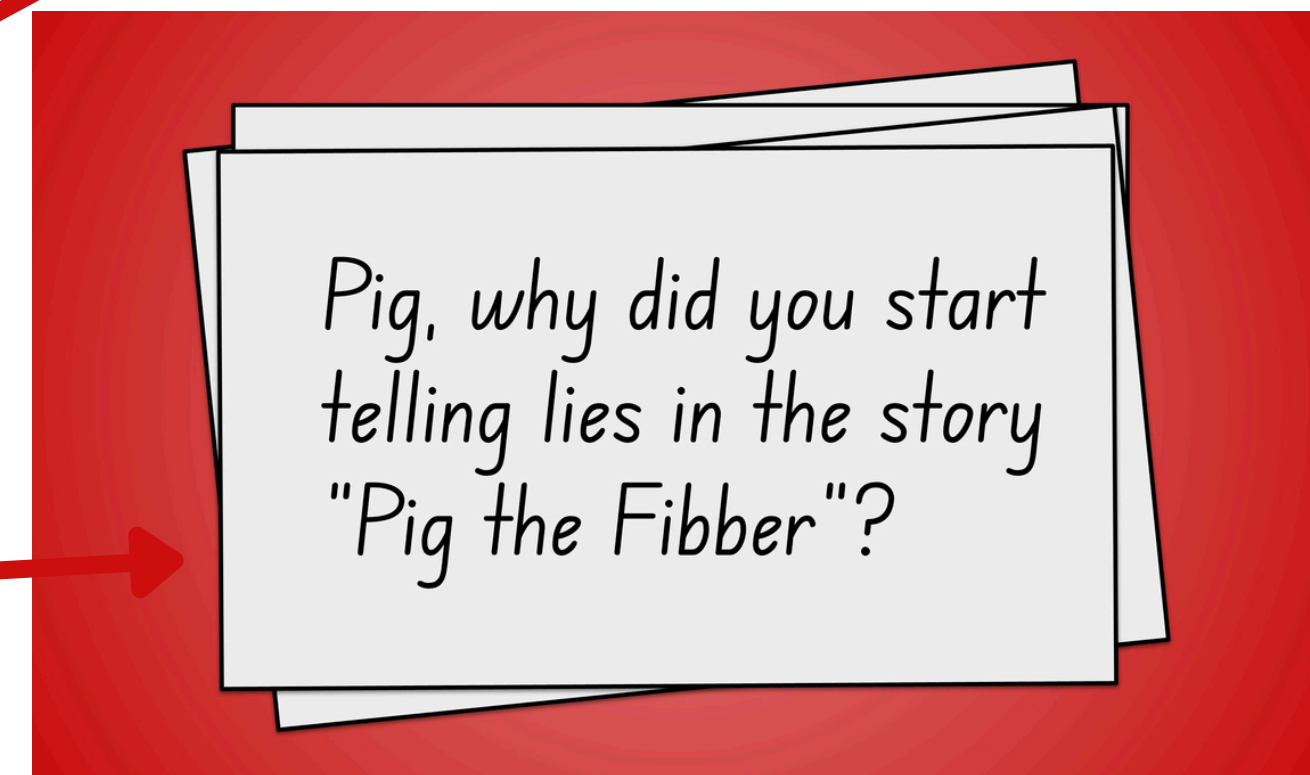
student
worksheets
landscape



Colourful images

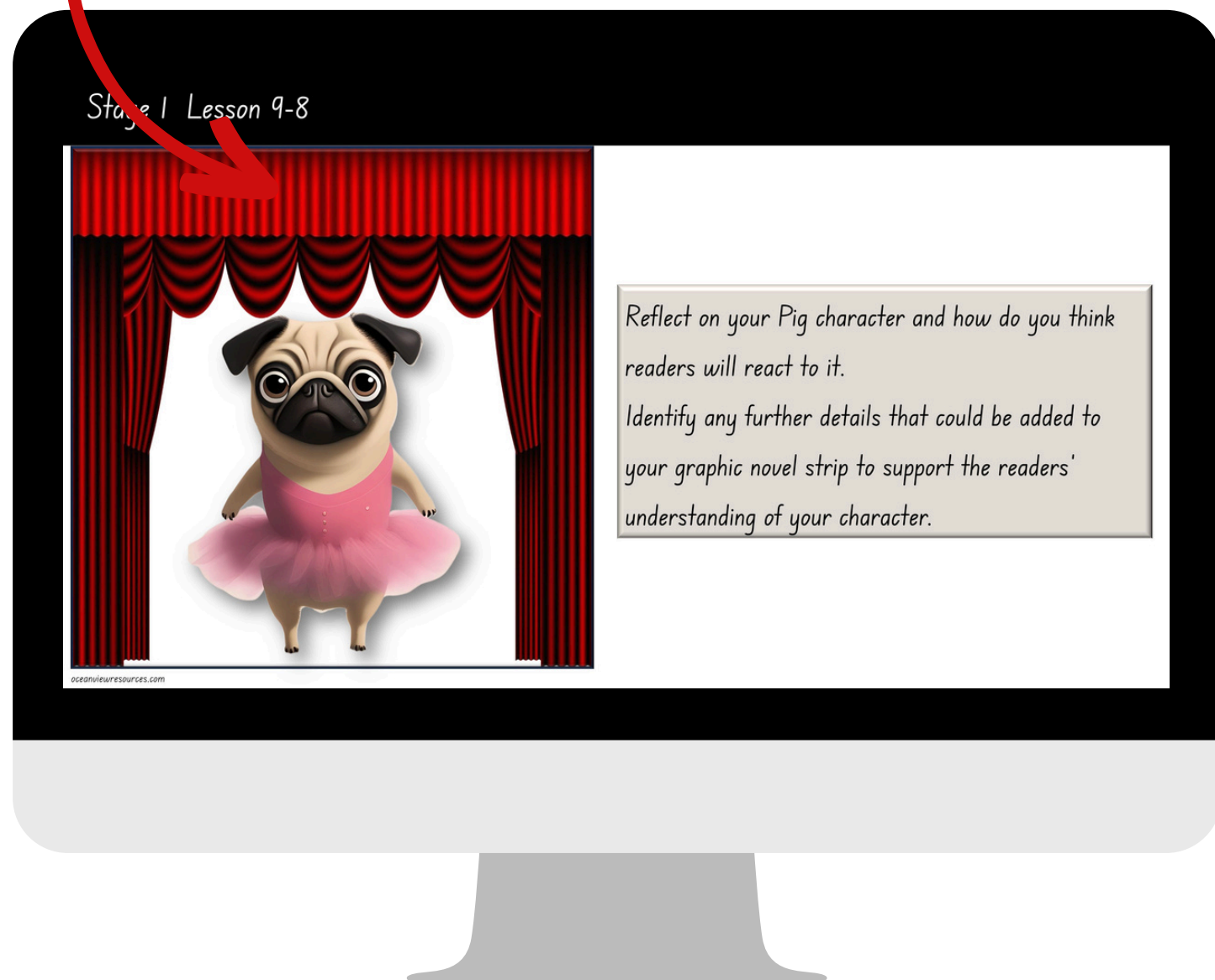


support the NSW
DET units



Interactive Slides

linked to units



print and go



embedded videos

NSW Aligned Units

MULTISTAGE K-2

UNIT 7 TERM 2B

Lesson 3-1

How many Pigs?
Number of Pigs
Number of Characters
PA

FAIL

FAIL

What does this mean for Pig that he has this printed on his certificate?

What do you already know about the character Pig? What do you think Pig might do, say, or think in this text?

Turn and talk to share your predictions with a partner

Lesson 3-5

PIG + PUG

Aaron Blabey

How is the character Pig the same in both books? How do you know?

How is the character Pig different in 'Pig the Rebel'?

How do you know?

Lesson 3-16

Read the Bad Guys

Lesson 4-5

What will your new Pig the Pig character look like, behave like and say?

Share your ideas with your partner

Lesson 5-4/5

Task

- Draw a picture showing one of the things that Pig does in 'Pig the Rebel'. For example, run away from day school.
- In pairs, take turns asking each other who is in their drawing and what they are doing.
- Write a simple sentence describing the action in your picture.

Talk me about your picture


 NSW Aligned Units 



MULTISTAGE K-2

UNIT 7 TERM 2B

3-2-1 Things I learned from reading 'Duke and the Life'

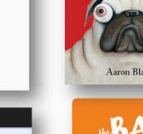
3
2
1

On the flip side, I learned that reading with my friends.

On the positive side, I learned that reading with my friends.

On the most likely, I learned that I love about language features.

Lesson 9: 10/12



PIG & PUG

Aaron Blabey

Play back tomorrow a performance in a business lecture tomorrow. **WELL** all about how I made it! Well, I am very happy to be here. I am very happy to be here. I am very happy to be here.

How does this tell the reader what the text will be about?

Write a sentence to explain what your book/short text is about and add this to the book cover.

Lesson 9: 13



THE BAD GUYS

David Almond

Stage 1: Lesson 9: 13







Respond to my question ...

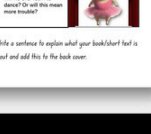
Learn about something new ...

Learn more personal ...



Confirmation

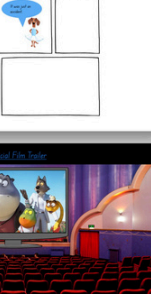
- I finished...
- I believe...



PIG & Rebel

David Almond

Lesson 9: 14



Classroom 21st Century



MULTISTAGE K-2

UNIT 7 TERM 2B

MULTISTAGE K-2

PIG THE PUB

THE BAD GUYS

CHARACTER



THE BAD GUYS Episode 1 and PIG THE PUG, PIG THE PUB



UNIT 7 CHARACTER

K-2 multi-age - Year B - Unit 7



Click on the map below to access the 2022/23 Unit 7 and all 2024/25 REVISION. Click on that to make your copy.



Unit 7 Character

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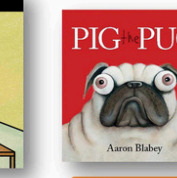
NSW Aligned Units



MULTISTAGE K-2

UNIT 7 TERM 2B

Lesson 4-7 Teacher notes - use discussion notes before slide



Lesson 5-1

Aaron Blabey uses descriptive language to show the actions and dialogue of his character Pig. This effectively shows what kind of character he is.




Let's select different examples from the books *Pig the Dog* and *Pig the Rebel* to see how he uses descriptive language and illustrations that develop character.

Lesson 4-2/4

Task

- Imagine that you are an author **AND** illustrator, just like Aaron Blabey.
- Your task is to use illustrations to re-create *Pig the Pug* with new character traits.
- You can change his physical and non-physical characteristics.
- Example: *Pig the Rebel*, *Pig the Football Star*.
- Think about the use of colour, size and facial expression.



Lesson 5-5



Describe your character to a friend using descriptive language.





Lesson 4-2

What do you know about *Pig the Pug* from the two books you have read about him?

Read and talk to your partner and discuss how you feel about him.

Think how the illustrations and language features have helped you form your opinion.

Do you like *Pig the Pug* why or why not?



I will tell you what I think and then you can share your ideas with me.



Lesson 6-4

THE BOOKS



Identify some of the things that *Pig* did.

NSW Aligned Units

MULTISTAGE K-2

UNIT 7 TERM 2B

Peer to Peer Feedback

Stage 1 Lesson 5-8

Reflect on your pig character and how do you think readers will react to it

Identify any further details that could be added to your graphics novel strip to support the readers' understanding of your character.

Lesson: 9-12

How do the actions and dialogue create a negative or positive response to the characters?

Explain your illustrations and text in your books and graphics novel strips should also create a positive or negative response in your audience.

Stage 1 Lesson 6-8

In pairs, share your work with a partner and ask questions to see how they responded to the character.

What does this character do?

Why/why not?

What makes you feel that way?

Stage 1 Lesson 5-7

Graphics novel strip

My pig seems a little meaner but I think that's good as I am going to draw his feelings in this part of the novel strip.

I can see how much the pig likes the events that are being played.



Extension

- I was thinking about what you said...
- I was wondering, what if...?
- This makes me think...
- Now I am wondering...
- Can you tell me more about...?

“

This was a great resource. My students loved doing the activities and I found it very helpful!

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Fantastic resource! I absolutely love it. Easy to you and very engaging for the students.

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Anything from Oceanview Resources is a must. Resources are to the highest quality and extremely engaging. I highly recommend!

”

”

Hot seat
Pig the Pug



THE BOOKS



