

**IDEAS AND ACTIVITIES TO USE WITH  
WAIT! NO PAINT!  
WRITTEN AND ILLUSTRATED BY BRUCE WHATLEY**



**Before Reading:**

1. Read the title, show the cover and ask, “What do you think this story is about? What might happen? Point out the red paint. Why do you think this is here? What do you notice about it? What might it have to do with the story?”

2. Discuss colors. Name the primary colors. (Red, Yellow, Blue) How are others made? Talk about which colors make the secondary colors (Violet, Green, Orange). How are colors lightened and darkened? Share the **Primary Colors** poem with younger students.

**During Reading:**

3. When the glass spills, stop and ask what is happening. Use the **Predicting Grid** as you read.

4. When the illustrator says he has run out of red paint, what effect will this have? Which pig will it affect the most? What if the illustrator had run out of white paint?

5. After reading the ending, ask students how they feel about it. Were they surprised? Did the pigs get what they asked for? Did the pigs get what they expected?

**After Reading:**

6. Find out if the students realize who makes the pictures for the book. What is the job of an illustrator? What is the job of the author? Are they different people or does one person do both jobs? Look at the different styles of illustration of the other books nominated for the Patricia Gallagher Award. See if anyone in the class has a favorite illustrator.

7. Have the students look at the illustrations carefully. How are they different from James Ransome’s illustrations for *Under the Quilt of Night*? What word might you use to describe them? Notice the difference in the way the pigs and wolf are illustrated and the way the glass, brush and pencil are illustrated. What is the illustrator trying to show? How does color, or the lack of color affect the story?

8. Let students pair up and think of three questions they could ask Bruce Whatley about his illustrations or his illustrating process. In groups of four or five, have students share their questions and choose the best five. Come back together as a class and list at least ten possible questions.

a. If you want to continue this activity, model a letter to Bruce Whatley by writing it with the students. Show students how to combine comments about his books with their questions so the letter is not just a list of questions. They also shouldn’t list Bruce’s books because he knows them quite well. They can write about favorite parts of the book, and with Bruce, can write about both the text and the illustrations. Then let students choose a favorite author or illustrator and write a short letter to him or her.

9. Talk about cause and effect. Hand out the **Cause or Effect?** page, have students cut apart the strips, and then pair up the causes with the effects. There may be some situations where an effect is also a cause for another effect so they can form a chain. Students’ combinations may differ and still be correct.

a. An alternate activity is to use the **Cause and Effect** page. The teacher can fill in part of it.

10. Have the students imagine the story continues. What happens? Have students write a short continuation. They may want to share with the class and/or illustrate their story and display it.

11. Let students experiment with mixing paints. Have them use only the primary colors and practice mixing different amounts of different ones. Then they can try adding white or black to each of the primary colors. Have them paint a picture using just combinations of primary colors, white, and black.

12. Read one of the more traditional versions of *The Three Little Pigs*:

*The Three Little Pigs* illustrated by Marie-Louise Gay

*The Three Little Pigs* by James Marshall

*The Three Little Pigs* retold and illustrated by Barry Moser

*The Three Little Pigs and the Big Bad Wolf* written and illustrated by Glen Rounds

Compare one of these versions with *Wait! No Paint!* Use a **Venn Diagram** or other comparison sheet.

13. Read some of the “fractured” versions of *The Three Little Pigs*:

*Three Three Little Pigs* by Steven Kellogg

*Alaska’s Three Pigs* by Alrene Laverde

*The Three Little Javelinas* by Susan Lowell

*The True Story of the Three Little Pigs* by Jon Scieszka

*The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas

*The Three Pigs* by David Wiesner

Have students pick a favorite and write a paragraph telling why it was their favorite. Encourage them to be specific about writing style, words used by the author, what impressed them about the illustrations, and so forth rather than saying, “It was funny” or “I liked it the most.”

14. Read: *The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear* by Don and Audrey Wood.

Notice how the narrator enters this story. How is that different from the illustrator entering *Wait! No Paint!*? How does the narrator affect the story line in *The Little Mouse . . .*?

15. Read: *My Penguin Osbert* by Elizabeth Cody Kimmel.

In this book and in *Wait! No Paint!* the characters wish for something that they **think** they want and then realize that it wasn’t exactly what they expected. Think of a time when you REALLY wanted something and then when you actually got it, it turned out differently than you expected. It could be something small like a pen or toy or something big like a trip or party. Share your story with a friend.

a. Alternate Activity: Tell students to think about this expression: “Be careful what you wish for.” What do you think it means? Write about it.

16. Read: *You Read to Me, I’ll Read to You* by Mary Ann Hoberman.

This is a collection of very short Fairy Tales told in two voices. Have a couple of volunteers practice reading the Three Little Pigs and then share it with the class. Afterwards students may want to choose other fairy tales to read together.

17. Bruce Whatley is both the author and the illustrator. Make a list of the things illustrators and authors do. Learn more about the jobs of illustrators and authors by reading the following books:

*How a Book is Made*, Written and Illustrated by Alike

*What Do Authors Do?* Written and Illustrated by Eileen Christelow

*What Do Illustrators Do?* Written and Illustrated by Eileen Christelow

*A Book Takes Root: The Making of a Picture Book*, Written and Illustrated by Michael Kehoe

*From Pictures to Words*, Written and Illustrated by Janet Stevens (my favorite)