



Read Aloud
The True Story of the Three Little Pigs
 Read 1 of 5

Big Ideas	People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Questions	What processes help people construct structures, ideas, and works of art?
Content Objectives	I can ask and answer questions about key details as well as questions about words and phrases in the story. (R.4.K, R.7.K)
Language Objective	I can clarify the text by asking questions about key details from the story in a group discussion. (SL.2.K.a)
Vocabulary	<p>secret: something not told or shown to other people</p> <p>at fault: responsible for causing harm or causing an accident</p> <p>bright: smart</p> <p>rude: very impolite, offensive</p> <p>perspective: a way to see or think about something, point of view</p> <p>clear(ed): to remove things that are blocking a place</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The True Story of the Three Little Pigs</i>, Jon Scieszka Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins “Everybody knows the story...” ● <i>The True Story of the Three Little Pigs</i> vocabulary cards ● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3 ● chart paper and marker

Prepare a Today's Question survey chart using an adjective chosen by the children in Week 1 Day 4.

Is the wolf in <i>The Three Little Pigs</i> bad or mean?	
Yes	No

At the beginning of the day, post the Today's Question chart. As children come into the room, or during morning meeting, ask children, "Is the wolf bad or mean?" Have children sign their names under their responses.

Note: Because of personal experiences, some children may find the reference to jail on the final page distressing. Other children will have limited or no exposure to these realities and may offer responses based on stereotypes. Either way, young children grapple, developmentally and appropriately, with ideas of good and evil, reward and punishment; this is visible in their play, their conversations, and their responses to text and other media. Think carefully about your own ideas about policing, wrongdoing, punishment, and community safety. Come to this lesson sensitive to families' realities, and recognize that some children's responses will be surprising, potentially referencing experiences they and their families have not previously revealed. Be prepared to welcome and respond to all children's ideas and perspectives without making broad statements, and provide additional time outside of the lesson for strategically facilitated conversations about this complex topic.

Opening
1 minute

Gather the class to review the Today's Question chart and introduce the text.

This morning you gave your opinions about the wolf from The Three Little Pigs. We're going to read another version of this fairytale, and at the end of the week we will do this survey again to see what you think.

Share the results of the survey and invite children to notice trends. Prompt children to share why they responded as they did.

This story is called The True Story of the Three Little Pigs. The author of the story is Jon Scieszka and he wrote the story as if the wolf was telling the story. See how it says here, "By A. Wolf?"

Refer to cover.

	<p><i>I see here in the title that it says the “true” story. When something is true, it means that it’s real—it really happened. I thought we knew what really happened when we read The Three Little Pigs last week, but maybe we do not really know! Sometimes different people have different ideas of what is true, they have different perspectives.</i></p> <p>Set a purpose for reading. <i>After we read the story today you will share your questions about the events to make sure we really understand the wolf’s version of this story.</i></p>
<p>Text and Discussion 12 minutes</p> <p>page 1</p>	<p>Secret means something you don’t tell or show other people. The wolf is telling us that his version of the story is a secret—nobody knows it! I can’t wait to keep reading to find out what he has to say!</p>
<p>page 3</p>	<p><i>The wolf said, “Hey, it’s not my fault wolves eat cute little animals like bunnies and sheep and pigs. That’s just the way we are.” What does he mean here?</i></p> <p>Elicit ideas and prompt as needed by defining fault. Highlight children’s ideas that connect the text to factual information about wolves.</p>
<p>page 8</p>	<p><i>The wolf said the pig “wasn’t too bright.” Bright means very smart. Based on what we learned about the properties of straw last week, do you agree with the wolf? Why or why not?</i></p> <p>Harvest ideas and prompt as needed by reminding children of the values of straw as a building material.</p> <p><i>This wolf sure doesn’t seem to know all the benefits of straw as a material! I heard some of you say it’s a bad idea because it’s not as strong as something like brick, but some of you mentioned that all materials have different benefits.</i></p>
<p>page 15</p>	<p><i>Wait a minute...this is not the same as the other version we know! According to the wolf, why did he eat the first little pig?</i></p> <p>Harvest ideas and prompt as needed by rereading page 15 or referring to the illustration on page 14.</p>
<p>page 16</p>	<p><i>Do you agree with the wolf? Does he seem to know a lot about the properties of building materials? We know it can be really smart to build out of wood!</i></p>
<p>page 20</p>	<p><i>“To be the brains of the family” is an expression to say someone is clever. It can be clever to build out of bricks, but it depends on what kind of structure you want to build.</i></p>

<p>page 27</p>	<p>After reading the page, clarify the ending of the text by inviting children to analyze key words and phrases.</p> <p><i>When the wolf said the reporters “jazzed up the story with all that huff and puff and blow your house down,” what did he mean? Let’s look at the newspaper more closely as we think about that question.</i></p> <p>Read the headlines on the newspaper article and prompt children to respond to the question by referring to the illustration, as needed.</p> <p><i>He means they lied, that’s what he means by “I was framed.” They made up a story about him being bad!</i></p> <p>As noted in the materials section of this lesson guide, address this part of the text with particular sensitivity and awareness.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Gather children in a circle for a whole group discussion.</p> <p><i>This version of the story was different than the one we read last week. Is there anything that you are finding confusing about the wolf’s story? Do you have questions, or are you wondering about anything? If one friend asks a question that someone else has an idea about, raise your hand and you can respond to her question.</i></p> <p>Have an open discussion, using the Sentence Frames for Discussion to surface children’s wonderings and responses. If children do not voice questions, model a wondering, such as: <i>Why did the third little pig not want to give the wolf sugar?</i> Turn to the page of the text where that event happened and invite children to respond to the question.</p> <p>Use children’s wonderings as a time to surface any misconceptions that can be addressed in the following lessons. As children share questions, turn to the pages of text that correspond to their questions to allow for deeper and more specific wonderings.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we’ll read this story again. Some of your questions might be answered when you hear the story for a second time.</i></p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.7.K With prompting and support, ask and answer questions about unknown words in a text.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the partner and whole group share.</p> <p>Do children use details from the text and illustrations to support their thinking?</p> <p>Do children ask questions about key details, words and phrases?</p>

	<p>Do children identify and articulate their wonderings? Do children use details from the story to respond to the questions of peers?</p>	
<p>Center Activities</p>	<p>Art Table</p>	<p>Children create clay sculptures.</p>
	<p>Art Easel</p>	<p>Children draw with pastels inspired by <i>Our Town</i>.</p>
	<p>Blocks</p>	<p>Children work on the stability challenge.</p>
	<p>Dramatization</p>	<p>Children act out <i>The Three Little Pigs</i>.</p>
	<p>Library & Listening</p>	<p>Children research for inspiration.</p>
	<p>Discovery Table</p>	<p>Children construct the pigs' houses.</p>
	<p>Writing & Drawing</p>	<p>Children create construction drawings.</p>

Notes: