



**Read Aloud**  
***The True Story of the Three Little Pigs***  
 Read 3 of 5

<b>Big Ideas</b>	People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.
<b>Unit Question</b>	What processes help people construct structures, ideas, and works of art?
<b>Guiding Questions</b>	What processes help people construct structures, ideas, and works of art?
<b>Content Objectives</b>	I can identify perspectives in order to describe and compare the wolf character from two tales. (R.6.K.a, R.6.K.b, R.11.K.b, R.11.K.d)
<b>Language Objective</b>	I can listen to and build on the ideas of my peers in a group discussion. (SL.1.K.b)
<b>Vocabulary</b>	<p><b>secret:</b> something not told or shown to other people</p> <p><b>at fault:</b> responsible for causing harm or causing an accident</p> <p><b>bright:</b> smart</p> <p><b>rude:</b> very impolite, offensive</p> <p><b>perspective:</b> a way to see or think about something, point of view</p> <p><b>clear(ed):</b> to remove things that are blocking a place</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>The True Story of the Three Little Pigs</i>, Jon Scieszka</li> <li>● <i>The Three Little Pigs</i>, Paul Galdone</li> <li>● <i>The True Story of the Three Little Pigs</i> vocabulary cards</li> <li>● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3</li> <li>● <i>The Three Little Pigs</i> Story Elements chart from Week 1, Day 1</li> <li>● “Perspective” slides</li> </ul>
<b>Opening</b>	Gather children to engage with the concept of “perspective.”

<p>5 minutes</p>	<p><i>We have read two versions of the Three Little Pigs story.</i></p> <p>Show both texts.</p> <p><i>The perspective in these two versions is different. <b>Perspective</b> means a point of view. How one person or animal sees something or thinks about something can be different than how someone else does.</i></p> <p>Display slides.</p> <p><i>Let’s look at these photographs to help us think about perspective. These slides do not have anything to do with our stories, rather they just help us understand what perspective means.</i></p> <p>Discuss the different points of view.</p> <p><i>How do the first two photographs show the perspective of a human adult?</i></p> <p>Harvest children’s ideas and prompt their thinking by inviting specific observations of the photographs.</p> <p><i>How do the second two photographs show the perspective of an ant?</i></p> <p>Harvest children’s ideas and prompt their thinking by inviting specific observations of the photographs.</p> <p><i>These photos show different perspectives of the same grassy field. Our two books here show different perspectives of the same fairy tale. The True Story of Three Little Pigs is told from the perspective of the wolf. In The Three Little Pigs, the storyteller shares the perspective of the pigs; it’s how the pigs see the story.</i></p> <p>Hold up each text.</p> <p>Set a purpose for reading.</p> <p><i>Today we will read the wolf’s version of the story again in order to really understand how the wolf feels. When we finish reading, we will discuss whether or not you believe his version of the story.</i></p>
<p><b>Text and Discussion</b> 7 minutes pages 1-14</p>	<p>Read the beginning pages without stopping.</p>
<p>page 15</p>	<p>Stop after reading page 15 to determine the problem in the story.</p> <p><i>Let’s look at our Story Elements chart to see what the problem in the story was in The Three Little Pigs. It says the problem was that the wolf wanted to eat the pigs. Is that a true statement in this version of the story? Did the wolf want to eat the pigs? What makes you</i></p>

	<p><i>think that?</i></p> <p>Harvest children’s ideas and prompt them to use key details from the text to support their ideas. As needed, ask the following scaffolded questions:  <i>Why did the wolf go to the pig’s house? Why does the wolf eat the pig in the wolf’s version of the story?</i></p>
page 20	<p>Stop after reading the page to determine the wolf’s problem.  <i>I think this version of the story has a different problem! It’s not the pigs’ problem, rather it is the wolf’s problem because it’s the wolf’s perspective! What is the wolf’s problem in the story so far?</i></p> <p>Harvest children’s ideas and prompt as needed by rereading “and I still didn’t have my cup of sugar.”</p>
page 22	<p><i>Oh my! Sit on a pin—that would hurt the wolf’s granny! How did the rude pig’s comment make the wolf feel?</i></p> <p>Read through to the end of the text.</p>
page 28	<p>Invite children to turn and talk to determine the wolf’s feelings.  <i>How did the wolf feel when the reporters called him the Big Bad Wolf?</i></p> <p><i>That’s right, he felt like it wasn’t true, like he was called a name that didn’t match what really happened.</i></p>
<b>Key Discussion and Activity</b> 6 minutes	<p>Gather children in a circle for a whole group discussion and display the Sentence Frames for Discussion chart.  <i>Now that we’ve heard his side of the story, do you believe the wolf? Why or why not? Remember to use our silent discussion signals and our discussion prompts to grow our ideas together.</i></p> <p>As children share their opinions, prompt them to support their ideas with key details from the text.</p>
<b>Closing</b> 1 minute	<p><i>You may or may not believe him, but at least we know the wolf’s perspective! Tomorrow we’ll have a chance to keep or change our opinion on the Today’s Question chart.</i></p>
<b>Standards</b>	<p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>R.11.K.b</b> With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p><b>R.11.K.d</b> With prompting and support, compare and contrast two texts on the same topic.</p> <p><b>SL.1.K.b</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>

<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during the partner and whole group share.          Do children support an opinion with details from the text and illustrations?          Do children make connections and comparisons between the two versions of the tale?          Do children listen and build on the ideas of their peers in a group discussion?</p>														
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 506 678 573"><b>Art Table</b></td> <td data-bbox="678 506 1406 573">Children create clay sculptures.</td> </tr> <tr> <td data-bbox="451 573 678 640"><b>Art Easel</b></td> <td data-bbox="678 573 1406 640">Children draw with pastels, inspired by <i>Our Town</i>.</td> </tr> <tr> <td data-bbox="451 640 678 707"><b>Blocks</b></td> <td data-bbox="678 640 1406 707">Children work on the stability challenge.</td> </tr> <tr> <td data-bbox="451 707 678 774"><b>Dramatization</b></td> <td data-bbox="678 707 1406 774">Children act out <i>The Three Little Pigs</i>.</td> </tr> <tr> <td data-bbox="451 774 678 884"><b>Library &amp; Listening</b></td> <td data-bbox="678 774 1406 884">Children research for inspiration.</td> </tr> <tr> <td data-bbox="451 884 678 993"><b>Discovery Table</b></td> <td data-bbox="678 884 1406 993">Children construct the pigs’ houses.</td> </tr> <tr> <td data-bbox="451 993 678 1102"><b>Writing &amp; Drawing</b></td> <td data-bbox="678 993 1406 1102">Children create construction drawings.</td> </tr> </table>	<b>Art Table</b>	Children create clay sculptures.	<b>Art Easel</b>	Children draw with pastels, inspired by <i>Our Town</i> .	<b>Blocks</b>	Children work on the stability challenge.	<b>Dramatization</b>	Children act out <i>The Three Little Pigs</i> .	<b>Library &amp; Listening</b>	Children research for inspiration.	<b>Discovery Table</b>	Children construct the pigs’ houses.	<b>Writing &amp; Drawing</b>	Children create construction drawings.
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