



Read Aloud
The True Story of the Three Little Pigs, Read 5 of 5
 Writing in response to text/Discussion

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 provide reasons, based on key details from a text, to support my opinion about a character. (R.4.K, W.3.K.b)
Language Objective	I can express my opinion audibly and clearly in a class debate. (SL.4.K)
Vocabulary	<p>opinion: what a person thinks or believes</p> <p>reason: why the audience should do or think something</p> <p>convince: to persuade someone else think, believe or do something</p> <p>debate: a discussion about a topic in which participants try to convince others to do or believe something; a discussion in which not all participants agree</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The True Story of the Three Little Pigs</i>, Jon Scieszka ● <i>The Three Little Pigs</i>, Paul Galdone ● writing tools ● written responses sheets, from Day 4 ● Sentence Frames for Discussion Prompts chart, from Unit 2, Week 2, Day 3 ● Today’s Question chart, from Day 4 ● Unit Question chart

	<p>On the whiteboard, write: Is the wolf in <i>The Three Little Pigs</i> bad or mean? Why or why not? The wolf is _____, because _____. The wolf is not _____, because _____.</p>
<p>Opening 1 minute</p>	<p><i>Today we will have a debate! Yesterday you prepared for our debate by writing and drawing in response to this question: Is the wolf in <i>The Three Little Pigs</i> bad or mean? Why or why not?</i></p> <p><i>Today, your job is to convince the people who have a different opinion than you to change their opinion of the wolf. When you share your opinion, be sure to share your reasons. Your reasons should be based on details from the two versions of <i>The Three Little Pigs</i>. Remember, you can use these sentence frames to help you share your ideas.</i></p> <p>Refer to the whiteboard. <i>The wolf is _____, because _____. The wolf is not _____, because _____.</i></p>
<p>Pre-Discussion 4 minutes</p>	<p><i>Before we talk in the whole group, you will practice sharing some of your ideas with a partner. It's ok if your partner shares your opinion.</i></p> <p>Have children identify themselves as Partners A and B before beginning the Turn and Talk. The goal for the partner share is not to provide feedback on their written work, but to allow children to orally warm up for the debate. <i>Partner A, share your opinion and reasons with your partner. Use the details from your drawing for ideas. When I signal that it's time to switch partners, Partner B will do the same thing, and Partner A will listen.</i></p>
<p>Key Discussion and Activity 10 minutes</p>	<p>Gather children in a circle for the debate, and remind them to use the Sentence Frames for Discussion chart, in addition to the specific sentence frames, for the debate. <i>Who would like to start off our debate? The first person who speaks will share her opinion and reasons to support that opinion.</i></p> <p><i>When you hear an idea, you can respond by agreeing or disagreeing. If you disagree, try to convince your classmates of your opinion by providing as many reasons as you can! If you agree, you might add on to a classmate's ideas with even more reasons. Your reasons come from details in the texts we read.</i></p> <p>As children debate, facilitate the discussion by redirecting children back to key details from the text. Have the texts available for reference if children want to show their classmates a particular illustration or part of a text. Encourage equitable participation by continuously inviting new voices into the discussion.</p>

<p>Closing 2 minutes</p>	<p>Revisit the most recent Today’s Question chart and invite children to change their opinion. <i>After hearing your classmates’ ideas, does anyone want to change their opinion?</i></p> <p>Invite children to come up to the chart, cross off their names, and rewrite their name in their new opinion.</p> <p><i>It is really powerful to use details from the text to convince other people to believe something about a character.</i></p>												
<p>Unit Question Chart 3 minutes</p>	<p>Refer to the Unit Question Chart. <i>What processes help people construct structures, ideas, and works of art?</i></p> <p>Invite children to think about stories as works of art that involve processes of construction. Share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: authors construct ideas for stories by choosing a perspective of one or several of the characters.</p>												
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how. W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p>												
<p>Ongoing assessment</p>	<p>Listen and take notes on how children engage in the whole group discussion.</p> <ul style="list-style-type: none"> Do children orally express a clear opinion about the wolf? Do children include key details from the text when providing reasons? Do children use their writing and drawing to generate ideas for discussion? How do children build off the ideas of their peers? 												
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1398 678 1465">Art Table</td> <td data-bbox="678 1398 1406 1465">Children create clay sculptures.</td> </tr> <tr> <td data-bbox="451 1465 678 1533">Art Easel</td> <td data-bbox="678 1465 1406 1533">Children draw with pastels, inspired by Our Town.</td> </tr> <tr> <td data-bbox="451 1533 678 1600">Blocks</td> <td data-bbox="678 1533 1406 1600">Children work on the stability challenge.</td> </tr> <tr> <td data-bbox="451 1600 678 1667">Dramatization</td> <td data-bbox="678 1600 1406 1667">Children act out <i>The Three Little Pigs</i>.</td> </tr> <tr> <td data-bbox="451 1667 678 1776">Library & Listening</td> <td data-bbox="678 1667 1406 1776">Children research for inspiration.</td> </tr> <tr> <td data-bbox="451 1776 678 1877">Discovery Table</td> <td data-bbox="678 1776 1406 1877">Children construct the pigs’ houses.</td> </tr> </table>	Art Table	Children create clay sculptures.	Art Easel	Children draw with pastels, inspired by Our Town.	Blocks	Children work on the stability challenge.	Dramatization	Children act out <i>The Three Little Pigs</i> .	Library & Listening	Children research for inspiration.	Discovery Table	Children construct the pigs’ houses.
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	Writing & Drawing	Children create construction drawings.
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