



WEEK 1 Day 1

Read Aloud
The Three Little Pigs
 Read 1 of 4, Pages 1-19

Big Ideas	<p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p> <p>People use tools and materials for specific purposes.</p>
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Questions	How do people use different tools and materials for different purposes?
Content Objectives	<p>I can use the illustrations and text to describe the characters, settings, and major events in <i>The Three Little Pigs</i>. (RL.K.3)</p> <p>I can retell the key events in <i>The Three Little Pigs</i>. (RL.K.2)</p>
Language Objectives	<p>I can answer questions about key details from the story in a group discussion. (SL.K.2)</p> <p>I can categorize a group of words as types of materials. (L.K.5a)</p>
Vocabulary	<p>bundle: a group of things, all tied together</p> <p>load: a heavy thing that is carried</p> <p>straw: a long, hard, dried piece of grass</p> <p>brick: a rectangular-shaped material for building</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Three Little Pigs</i>, Paul Galdone Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins “Once upon a time...” ● <i>The Three Little Pigs</i> vocabulary cards ● Sentence Frames for Discussion Chart from Unit 2 Week 3

- Chart paper and marker
Prepare the following Story Elements chart (complete italicized responses with children at the end of the read)

Story Elements	
<i>The Three Little Pigs</i> , Paul Galdone	
Orientation:	
Characters <i>the three little pigs</i> <i>the wolf</i>	Setting <i>country</i> <i>the straw house</i> <i>the stick house</i> <i>the brick house</i>
Sequence of Events:	
Problem <i>The wolf wants to eat all three little pigs.</i>	Resolution

Opening
1 minute

Introduce the text and set a purpose.

Today we are starting a new unit: Construction! To construct means to create and build. Over the course of our unit we'll grow our understanding of this word together.

To begin, we will read a fairytale called The Three Little Pigs. A fairytale is a type of folktale. It's a story that has been told for generations and generations. The original version of the tale comes from England over two hundred years ago. Paul Galdone is both the author and illustrator of this version of The Three Little Pigs.

As we read today we will pay close attention to find out who the characters are, the setting- where the story takes place, and what the problem in the story is.

Refer to story elements chart.

We'll read half of the story today and then retell it with our partner.

<p>Text and Discussion 10 minutes</p> <p>page 1</p>	<p><i>The author uses a phrase to start the story that gives us a clue it's a fairytale. What's that phrase?</i></p> <p>Harvest ideas and allow children to chime in.</p>
<p>page 2</p>	<p>Bundle means a group of things, all tied together. Here Paul Galdone drew a bunch of straw, or dried up grass, all tied together. That is a bundle of straw.</p>
<p>page 5</p>	<p><i>We've met a new character. Who are the important characters in our story so far?</i></p> <p>Invite children to chime in. Begin to complete the story elements chart.</p>
<p>page 9</p>	<p><i>A stick is a small part of a tree.</i></p> <p><i>In this text we see that the pigs buy whatever materials they come across. In real life, we know that people select materials for building after thinking very carefully about their environment and the purpose of their structure. We will continue to learn about how people choose materials for building throughout our unit.</i></p>
<p>page 15</p>	<p><i>This is a brick [point to picture]. A brick is very strong and heavy, and it's usually made of clay.</i></p> <p>Invite children to categorize vocabulary.</p> <p><i>So far we've been introduced to three important words for our new unit of study: straw, sticks and brick. What do these three words have in common?</i></p> <p>Harvest ideas and prompt as needed to support the idea that all are materials used for building, and all come from natural resources.</p>
<p>page 19</p>	<p><i>Something different happened here! Why do you think the straw house and the stick house fell, but not the brick house?</i></p> <p>Harvest ideas and facilitate a brief discussion about the properties of various materials and how the materials are used. Clarify for children that straw can be a very strong material if used in certain ways.</p> <p><i>Later this week we will have an opportunity to look at some real buildings made of straw!</i></p> <p><i>We will stop here today.</i></p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Invite children to Think, Pair, Share to retell key events:</p> <p><i>What happened in our story so far? Don't forget, you can use words like "first," "next," and "then" when you retell the story.</i></p> <p>Circulate with the text. Prompt children as needed to reference illustrations</p>

	<p>After the share, invite children to make predictions. <i>What do you think will happen next, since the wolf could not blow down the brick house?</i></p> <p>Gather children back in a whole group to chart the story elements: <i>When you all were retelling, I also heard you talk about the characters, the setting, and the problem. Let's put those story elements on our chart.</i></p> <p>Invite children to share what should be charted for the characters, setting and problem of the story. Synthesize children's ideas by modeling writing each element.</p>						
Closing	<p><i>Tomorrow we will read to the end of the story and find out how the problem is solved!</i></p>						
Standards	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when, where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</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>L.5.K.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>						
Ongoing assessment	<p>Listen to children's responses during the whole group share and turn and talk.</p> <p>Do children identify the characters, setting, and problem in the story?</p> <p>Do children retell the story in sequence?</p> <p>Do children categorize the key vocabulary as building materials?</p>						
Center Activities	<table border="1"> <tr> <td data-bbox="451 1619 678 1688">Art Table</td> <td data-bbox="678 1619 1406 1688">Children begin to explore clay.</td> </tr> <tr> <td data-bbox="451 1688 678 1757">Art Easel</td> <td data-bbox="678 1688 1406 1757">Children paint, inspired by our town.</td> </tr> <tr> <td data-bbox="451 1757 678 1818">Blocks</td> <td data-bbox="678 1757 1406 1818">Children build inspired by our town.</td> </tr> </table>	Art Table	Children begin to explore clay.	Art Easel	Children paint, inspired by our town.	Blocks	Children build inspired by our town.
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	Dramatization	Children act out <i>The Three Little Pigs</i> .
	Library & Listening	Children create a book inventory
	Discovery Table	Children construct with sand.
	Science & Engineering	Children observe wood.
	Writing & Drawing	Children create construction drawings.

Notes