



WEEK 1 Day 2

**Read Aloud**  
***The Three Little Pigs***  
 Read 2 of 4, Pages 21-37

<b>Big Ideas</b>	<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>
<b>Unit Question</b>	What processes help people construct structures, ideas, and works of art?
<b>Guiding Questions</b>	How do people use different tools and materials for different purposes?
<b>Content Objectives</b>	<p>I can identify the characters, setting, and key events of the story, including the story’s solution. (RL.K.3)</p> <p>I can retell the key events in <i>The Three Little Pigs</i>. (RL.K.2)</p>
<b>Language Objective</b>	I can answer questions about key details from the story in a group discussion. (SL.K.2)
<b>Vocabulary</b>	<p><b>bundle:</b> a group of things, all tied together</p> <p><b>load:</b> a heavy thing that is carried</p> <p><b>straw:</b> a long, hard, dried piece of grass</p> <p><b>brick:</b> a rectangular-shaped material for building</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>The Three Little Pigs</i>, Paul Galdone</li> <li>● <i>The Three Little Pigs</i> vocabulary cards</li> <li>● <i>The Three Little Pigs</i> Story Elements chart, from Day 1</li> </ul> <p>Add onto the Story Elements chart (complete italicized responses with children at the end of the read).</p>

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<p><b>Opening</b> 1 minute</p>	<p>Re-introduce the text.  <i>Yesterday we read the beginning of The Three Little Pigs. We met the three little pigs and the wolf yesterday. The three little pigs each built a different house, a house made of straw, stick, and bricks. Remember, we charted that the problem was that the wolf wanted to eat all three little pigs!</i></p> <p>Set a purpose.  <i>Today we will finish reading the story. As we read today, let's pay close attention to how the problem is resolved. We will retell the story to a partner at the end of today's lesson.</i></p>												
<p><b>Text and Discussion</b> 12 minutes</p> <p>page 19</p>	<p>Reread page 19 for review.</p>												
<p>page 21</p>	<p><i>What do you predict will happen? Do you think the little pig will go and meet the wolf in the field of turnips? Why or why not?</i>          Harvest ideas and prompt as needed by rereading key details.</p>												
<p>page 32</p>	<p><i>How did the pig escape the wolf this time?</i></p>												

	<p>Invite a few children to retell in order to clarify and confirm comprehension.</p> <p><i>This wolf is not giving up! He really wants to eat the last little pig! The little pig has escaped from him so many times. The wolf must be feeling so frustrated!</i></p>		
<p><b>Key Discussion and Activity</b> 6 minutes</p>	<p>Invite children to Think, Pair, Share.          Prompt 1: <i>What key events happened in the middle and at the end of the story? Don't forget, you can use words like "first," "next," and "then" when you retell the story.</i></p> <p>Prompt 2: <i>How did the third little pig solve the problem in the end?</i>          Circulate with the text. Prompt children as needed to reference illustrations.</p> <p>Use modeled writing to complete the "Resolution" part of the chart. [The little pig put a pot of boiling water underneath the fireplace so the wolf fell into the pot when he climbed down the chimney. The little pig boiled the wolf and ate him for supper!]</p>		
<p><b>Closing</b></p>	<p><i>Tomorrow we'll read this story again and think more about the characters.</i></p>		
<p><b>Standards</b></p>	<p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.  <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.  <b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how  <b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.  <b>SL.2.K.a</b> 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><b>Ongoing assessment</b></p>	<p>Listen to children's responses during the whole group share, Turn and Talk, and Think, Pair, Share.</p> <p>Do children identify the characters, setting, problem, and solution in the story?          Do children retell the full story in sequence?          Do children use key details to answer questions about the text?</p>		
<p><b>Center Activities</b></p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;"><b>Art Table</b></td> <td>Children begin to explore clay.</td> </tr> </table>	<b>Art Table</b>	Children begin to explore clay.
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	<b>Art Easel</b>	Children paint, inspired by our Town.
	<b>Blocks</b>	Children build, inspired by our Town..
	<b>Dramatization</b>	Children act out <i>The Three Little Pigs</i> .
	<b>Library &amp; Listening</b>	Children create a book inventory.
	<b>Discovery Table</b>	Children construct with sand.
	<b>Writing &amp; Drawing</b>	Children create construction drawings.

**Notes**