



Read Aloud
The True Story of the Three Little Pigs
 Read 2 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 retell the key events in a story. (R.5.K.a, R.5.K.b) I can identify and describe characters in a story by acting out the story. (R.6.K.a, R.6.K.b)
Language Objective	I can speak audibly and clearly when acting out a story. (SL.4.K)
Vocabulary	secret: something not told or shown to other people at fault: responsible for causing harm or causing an accident bright: smart rude: very impolite, offensive perspective: a way to see or think about something, point of view clear(ed): to remove things that are blocking a place
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The True Story of the Three Little Pigs</i>, Jon Scieszka ● <i>The True Story of the Three Little Pigs</i> vocabulary cards <p>See the note in Day 1.</p>
Opening	Introduce the text and set a purpose for reading.

1 minute	<i>Today we will read this new version, possibly the true version, of the Three Little Pigs, again. We will act out the important characters and the events in the story as we read today and then retell the story with a partner.</i>
Text and Discussion 12 minutes page 1	Gather children in a circle to dramatize <i>The True Story of the Three Little Pigs</i> . As in Storytelling and Story Acting, invite children on stage to dramatize while reading the story.
page 6	Invite children to use key details to describe the wolf and inform how he should be played by the actors. <i>What have we learned about the wolf so far from the words and from the illustrations?</i> Harvest children’s ideas and prompt children, as needed, to reference illustrations. <i>Yes, he has small teeth, and he is making a cake, with a bunny in it, since wolves eat bunnies. If he’s making a cake for his granny, that shows he’s caring. We also learned that he has a cold. Let’s try to show that when we act out his character.</i>
pages 13-15	Use story acting to clarify the wolf’s actions and intentions for going to the pig’s house. For example, encourage the child acting the wolf’s part to think about how this wolf, verses the wolf in the classic version, would eat the pig if he didn’t mean to kill it. Ask children probing questions like, <i>Would this wolf gobble the pig, or sit down properly with a fork and knife?</i>
page 21	<i>The wolf said the third little pig was rude. If you act rude, it means you are not using manners and you might be hurting someone’s feelings.</i>
page 24	<i>The wolf was “making a scene,” which is an expression that means he is acting so loud and crazy that it almost looks like a show, or a scene from a movie.</i> <i>How do you think the wolf feels if he is “making a scene?”</i>
page 28	Invite children to play the parts of the newspaper reporters. As noted in Day 1, be sensitive to the fact that the concept of jail and arrest may bring up trauma for some children. Facilitate discussions that move children away from bias-filled stereotypes of these concepts. <i>Was it fair that the wolf was put in jail? What do you think?</i>

	Harvest ideas and allow children’s concerns or questions about jail to surface. As noted in Day 1, allow time at another time of day for further and deeper discussion of the concepts of jail, justice, and whether how and who goes to jail is fair or not fair.												
Key Discussion and Activity 6 minutes	Invite children to retell key events by talking with partners. Have children identify themselves as Partners A and B. <i>What happened in the story?</i> <i>Partner A, tell the first thing you remember that happened in the story.</i> <i>Partner B, tell what happened next.</i> <i>Continue taking turns to retell the events of the story so far.</i> Circulate with the text and prompt children, as needed, to reference illustrations.												
Closing 1 minute	<i>Tomorrow we will continue working with this book and learning about the wolf.</i>												
Standards	R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how. R.5.K.b Retell key details of text with prompting and support, including the main topic. R.6.K.a With prompting and support, identify characters settings and major events in a story. R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.												
Ongoing assessment	Listen to children’s responses during the whole group share and Turn and Talk. Do children identify key events in the story? Do children retell the story in sequence?												
Center Activities	<table border="1"> <tr> <td>Art Table</td> <td>Children create clay sculptures.</td> </tr> <tr> <td>Art Easel</td> <td>Children draw with pastels, inspired by Boston.</td> </tr> <tr> <td>Blocks</td> <td>Children work on the stability challenge.</td> </tr> <tr> <td>Dramatization</td> <td>Children act out <i>The Three Little Pigs</i>.</td> </tr> <tr> <td>Library & Listening</td> <td>Children research for inspiration.</td> </tr> <tr> <td>Discovery Table</td> <td>Children construct the pigs’ houses.</td> </tr> </table>	Art Table	Children create clay sculptures.	Art Easel	Children draw with pastels, inspired by Boston.	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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Notes