



**Read Aloud**  
*The True Story of the Three Little Pigs*, Read 4 of 5  
 Writing in response to text

<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 Objective</b>	I can write, draw, and talk about my opinion of a character from a story using details from the story to support my ideas. (W.3.K.b, W.1.K.b)
<b>Language Objective</b>	I can share my opinion orally and support it with a detailed drawing. (SL.3.K.b)
<b>Vocabulary</b>	<p><b>opinion:</b> what a person thinks or believes</p> <p><b>reason:</b> why the audience should do or think something</p> <p><b>convince:</b> to persuade someone else think, believe, or do something</p> <p><b>debate:</b> 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>
<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>● written responses sheet, one copy for each child</li> <li>● writing tools</li> </ul> <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>

- Today’s Question chart, from Day 1
  - chart paper
- Prepare the following Today’s Question chart with space for listing children’s reasons under the space for names.

Is the wolf in <i>The Three Little Pigs</i> bad or mean?	
Yes	No
(names)	(names)

At the beginning of the day, post the new Today’s Question chart next to the Today’s Question chart from Day 1. As children come into the room, or during morning meeting, ask the children to reconsider their opinion about whether the wolf is (bad, cruel, mean), now that they have read A. Wolf’s account. Invite children to sign their name in the column that expresses their opinion.

If all the children sign the same side, the teacher(s) should sign the opposing side so that a debate can occur.

**Opening**  
3 minutes

Review the text and set a purpose for the lesson.  
*Today we will have an opportunity to communicate our opinions. Let’s take a look at our survey.*

*The wolf in both versions of The Three Little Pigs has had a history being called “The Big Bad Wolf.” Look, that’s the headline in the newspaper.*

Refer to page 26 in *The True Story of the Three Little Pigs*.

Invite children to notice trends in the Today’s Question survey and to compare the new survey to the previous survey.  
*Today, like before, you shared your opinion of the wolf by signing our survey. What do you notice about our chart today?*

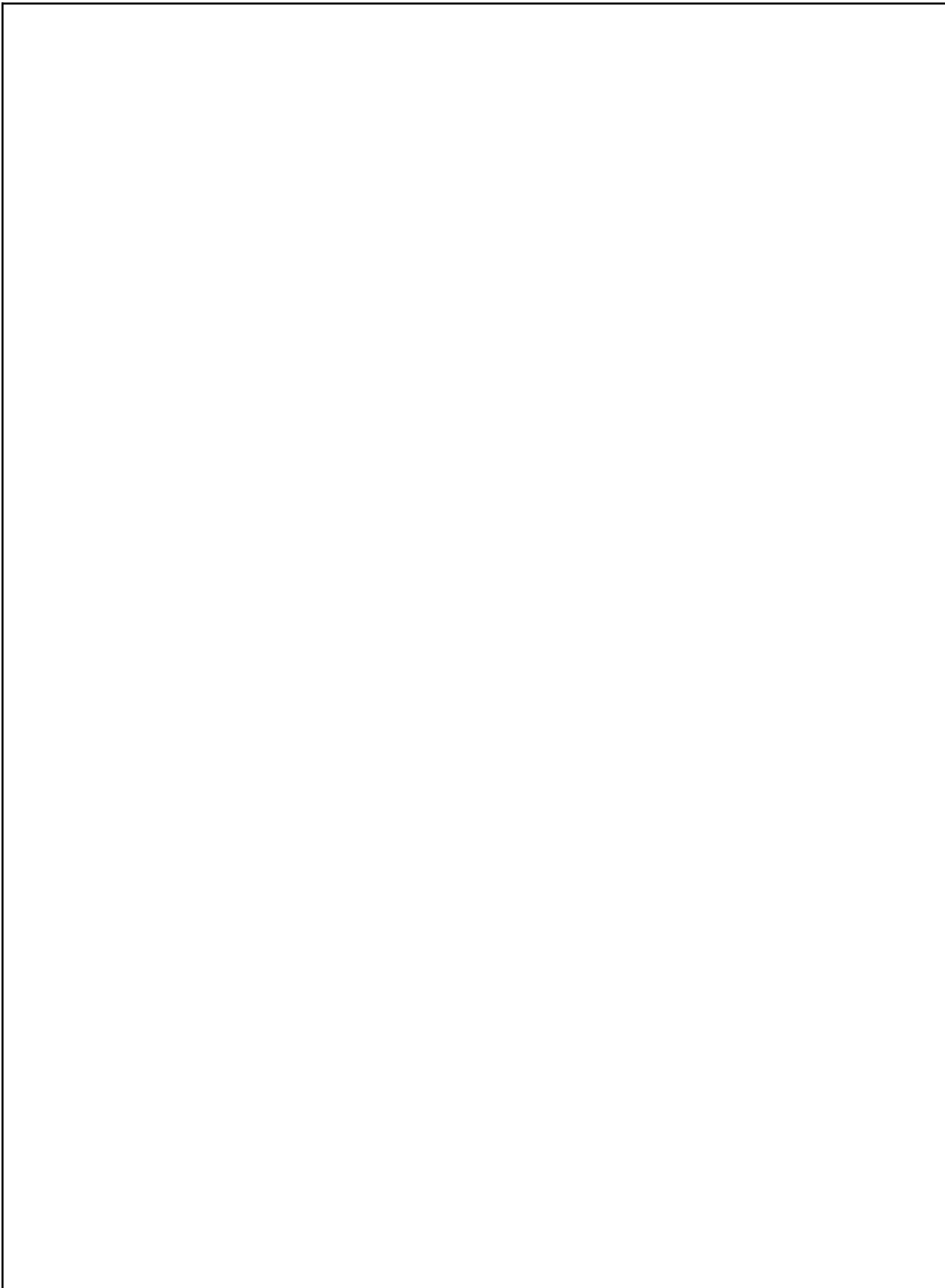
*Has anything changed from earlier in the week?*

	<p><i>That's right, some people thought the wolf was bad before but changed their opinion of him. Now they say he is not bad. If you are someone who changed your opinion, what made you do that?</i></p> <p>Invite a few children to share their reasoning.</p> <p>Add children's reasons to the chart under the space for names.</p> <p><i>When you share why you believe the wolf is bad, or why you do not think he is bad, you are giving your reasons.</i></p> <p><i>When we share an opinion, we try to convince someone to believe us by giving reasons. For example, I think apples are better than oranges, because they are less juicy and messy. My opinion is "Apples are better than oranges." What's the reason I think apples are better? ... That's right, my reason is that they are less juicy and messy than oranges.</i></p> <p><i>Let's continue to think of reasons that support our opinions about the wolf.</i></p>
<p><b>Text and Discussion</b> 4 minutes</p>	<p><i>What are some reasons some people still think the wolf is bad? Remember, you can use details from both the versions of The Three Little Pigs.</i></p> <p>Display both texts. Invite children to share reasons and chart their responses in list form on the chart.</p> <p><i>What are some reasons that could convince someone the wolf is not bad?</i></p> <p>Invite children to share reasons and chart their responses in list form on the chart.</p> <p>If children struggle to think of evidence-based reasons, refer back to specific pages of the texts as a scaffold. For example, a child might say the wolf is "not bad" but struggle to say why. In this scenario, turn to page 13 as evidence that the wolf sneezed and prompt the child by asking:</p> <p><i>What happened here?</i> <i>How does this help you know he is not bad?</i></p> <p>If a child says the wolf is bad, and struggles to provide a reason, turn to page 20 when he eats the second pig and ask:</p> <p><i>What happened here?</i> <i>How might this event make you think he is bad?</i></p> <p>Another way to support opinions that he is "bad" is to turn to key events in <i>The Three Little Pigs</i>.</p> <p>Set a purpose for writing.</p>

	<p><i>Tomorrow, we will have a debate. You will try to convince other people to believe what you believe about the wolf! In order to get ready for our debate, you will write and draw about your opinion of the wolf. You will also include reasons you have that opinion by using details from the stories we read.</i></p>
<p><b>Key Discussion and Activity</b> 12 minutes</p>	<p>Invite children to Think, Pair, Share about their plans for drawing and writing in response to the focus question. Refer to the question on the whiteboard: Is the wolf in <i>The Three Little Pigs</i> (bad, mean, cruel)? Why or why not?].</p> <p><i>How will you show in a drawing whether or not you think the wolf is bad?</i></p> <p>Highlight a few of the children’s plans in the whole group before reviewing the task. Encourage children to use the reasons created by the class as inspiration and to draw an event from the story that supports whether or not they think the wolf is bad.</p> <p><i>After you draw, write a sentence that shares your opinion and reason. Here are some sentence frames that can help you once you are ready to write your sentence.</i></p> <p>The wolf is _____, because _____.</p> <p>The wolf is not _____, because _____.</p> <p>Send children to work at tables or on clipboards on the rug. Circulate to support children or support a strategic small writing group. As children work, prompt them to add details to their pictures that convey their opinion about the wolf. Use the sentence frames not only to help children write their opinion statements, but also to orally rehearse as they work. When circulating, ask questions, such as:</p> <p><i>What is your opinion about the wolf?</i></p> <p><i>What detail from the story can you add to your picture that will convince others he is bad/not bad?</i></p> <p>Allow children to look at illustrations in the two texts to gather key details for their drawings. Pause the class to highlight children’s work that shows a clear opinion and includes at least one convincing detail in an illustration. Continue to circulate or support a small group. This activity can be continued during stations as needed.</p>
<p><b>Closing</b> 1 minute</p>	<p>Gather children in the meeting area to close the lesson.</p> <p><i>You all worked hard to prepare for our debate. Tomorrow we will bring our work to the meeting area so you can refer to it when you try to convince others of your perspective.</i></p>

<b>Standards</b>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>W.1.K.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>														
<b>Ongoing assessment</b>	<p>Listen and take notes on how children speak about their drawing and writing.</p> <ul style="list-style-type: none"> <li>Do children orally express a clear opinion about the wolf?</li> <li>Do children include key details from the text when speaking about their drawing and writing?</li> <li>Do children share how their illustration supports their opinion?</li> </ul> <p>Observe and take notes on children’s writing and drawing.</p> <ul style="list-style-type: none"> <li>What do you see in children’s drawing, labeling, and writing?</li> <li>Do children’s sentences and their drawing match their orally stated opinion?</li> <li>What do you notice about children’s use of conventions in their written sentence?</li> </ul>														
<b>Center Activities</b>	<table border="1"> <tr> <td data-bbox="451 957 678 1024"><b>Art Table</b></td> <td data-bbox="678 957 1406 1024">Children create clay sculptures.</td> </tr> <tr> <td data-bbox="451 1024 678 1092"><b>Art Easel</b></td> <td data-bbox="678 1024 1406 1092">Children draw with pastels inspired by <i>Our Town</i>.</td> </tr> <tr> <td data-bbox="451 1092 678 1159"><b>Blocks</b></td> <td data-bbox="678 1092 1406 1159">Children work on the stability challenge.</td> </tr> <tr> <td data-bbox="451 1159 678 1226"><b>Dramatization</b></td> <td data-bbox="678 1159 1406 1226">Children act out <i>The Three Little Pigs</i>.</td> </tr> <tr> <td data-bbox="451 1226 678 1335"><b>Library &amp; Listening</b></td> <td data-bbox="678 1226 1406 1335">Children research for inspiration.</td> </tr> <tr> <td data-bbox="451 1335 678 1444"><b>Discovery Table</b></td> <td data-bbox="678 1335 1406 1444">Children construct the pigs’ houses.</td> </tr> <tr> <td data-bbox="451 1444 678 1541"><b>Writing &amp; Drawing</b></td> <td data-bbox="678 1444 1406 1541">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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**Notes:**



Read Aloud U3 W2 D4