



WEEK 1 Day 5

Read Aloud
The Three Little Pigs
 Read 4 of 4

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 compare the wolf character in two fairy tales. (R.11.K.b, R.11.K.d)</p> <p>I can describe how the characters and story events show the perspective of the author and illustrator. (R.9.K.a, R.9.K.b)</p>
Language Objective	I can build on the ideas of my peers in a group discussion about a text. (SL.K.1b)
Vocabulary	<p>bundle: a group of things, all tied together</p> <p>load: a heavy thing that is carried; to put a lot of things in or on something</p> <p>straw: a long, hard, dried piece of grass</p> <p>brick: a rectangular-shaped material for building</p> <p>perspective: a way to see or think about something, point of view</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Three Little Pigs</i>, Paul Galdone ● <i>Lon Po Po</i>, Ed Young ● Unit Question chart ● Sentence Frames for Discussion Prompts chart, from Unit 2, Week 2 <p>On the whiteboard, write:</p>

	<p>How is the wolf in <i>The Three Little Pigs</i> similar to wolf characters in other fairy tales we read? What is the author’s perspective about wolves?</p>
<p>Opening 2 minutes</p>	<p>Review the text and set a purpose. <i>We acted out The Three Little Pigs and described the third little pig. Today we will use our discussion prompts to grow our ideas about the wolf, and about the author of the text. We will discuss these two questions:</i></p> <p><i>How is the wolf in The Three Little Pigs similar to wolf characters in other fairy tales we read?</i></p> <p><i>What is the author’s perspective about wolves?</i></p> <p>Perspective means the point of view. How one person or animal sees something or thinks about something can be different than how someone else does. Authors of stories have perspectives; their opinions about things show in the way they write about characters and events. For example, we saw that from Gail Gibbons’ perspective, wolves should be protected. From a hunter who is losing their crops to a wolf, he might think we should get rid of wolves. They have different perspectives.</p> <p>Provide a quick relevant example of varying perspectives on a classroom topic. <i>Let’s reread The Three Little Pigs to see what Paul Galdone’s perspective on the wolves might be.</i></p>
<p>Text and Discussion 8 minutes</p>	<p><i>As I read, pay attention to how the wolf behaves on these pages.</i> Reread pages 14 through 26 without pausing.</p> <p><i>What words could you use to describe the wolf? What details in the text make you think this?</i></p> <p>As children share their responses, ask them which story events make them describe the wolf as mean or hungry. Turn back to specific pages of the text to find evidence that matches children’s ideas. For example, on page 14 the wolf eats the second pig and on page 25 the wolf attempts to trick the pig to meet him at Merry Garden.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to have a whole group discussion using the Sentence Frames for Discussion chart. <i>I heard you say the wolf was sneaky and mean in The Three Little Pigs because he ate the first two pigs and tried to trick and eat the third little pig.</i></p>

	<p><i>Now let's think about this question: How is the wolf in The Three Little Pigs similar to wolf characters in other fairy tales we read?</i></p> <p>Encourage children to support their ideas with examples from Little Red Riding Hood and <i>Lon Po Po</i> and have the texts available for reference.</p> <p><i>Now let's think about our second question: What is the author's perspective about wolves?</i></p> <p>Invite children to build on each other's ideas in a group discussion. As needed, prompt children by asking scaffolded questions such as, <i>How is the wolf in the story different from real wolves? How did the author portray the wolf?</i></p> <p>Continue the discussion.</p> <p><i>Do you think the author really feels negatively about real wolves? Why might he want to portray the wolf like this?</i></p>
<p>Closing 1 minute</p>	<p><i>Our new unit is called Construction. Just as people construct structures with different materials, like bricks, straw and sticks, author's construct stories. Next week we'll have a chance to read a version of this story from a different perspective.</i></p>
<p>Unit Question Chart 3 minutes</p>	<p>Introduce the Unit Question chart.</p> <p><i>Over the next several weeks, we will be thinking about this question: What processes help people construct structures, ideas, and works of art? At the end of each week, we'll revisit this chart and see how our ideas have grown.</i></p> <p>Reread the Unit Question. Think aloud about the question, reflecting on experiences throughout the week, and suggest an idea that answers or is connected to the question. Ask for children's input, and decide together on one or two ideas to write on the chart.</p> <p>Some emerging ideas might include: people use different building materials for different purposes and in different situations; stories are a type of construction.</p>
<p>Standards</p>	<p>R.9.K.a With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.</p> <p>R.9.K.b With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others</p>

	and taking turns speaking about the topics and texts under discussion).														
Ongoing assessment	<p>Listen to children’s responses during the partner and whole group share. Do children use details from the text and illustrations to support their thinking? Do children identify the author’s portrayal and perspective of wolves? What connections do children make across fairy tales?</p>														
Center Activities	<table border="1"> <tr> <td>Art Table</td> <td>Children begin to explore clay.</td> </tr> <tr> <td>Art Easel</td> <td>Children paint, inspired by our Town.</td> </tr> <tr> <td>Blocks</td> <td>Children build inspired by our Town.</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 create a book inventory.</td> </tr> <tr> <td>Discovery Table</td> <td>Children construct with sand.</td> </tr> <tr> <td>Writing & Drawing</td> <td>Children create construction drawings.</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.	Dramatization	Children act out <i>The Three Little Pigs</i> .	Library & Listening	Children create a book inventory.	Discovery Table	Children construct with sand.	Writing & Drawing	Children create construction drawings.
Art Table	Children begin to explore clay.														
Art Easel	Children paint, inspired by our Town.														
Blocks	Children build inspired by our Town.														
Dramatization	Children act out <i>The Three Little Pigs</i> .														
Library & Listening	Children create a book inventory.														
Discovery Table	Children construct with sand.														
Writing & Drawing	Children create construction drawings.														

Notes