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| About this Resource:*This text set centers around the topic of a high-quality read aloud anchor text, in order to build students’ knowledge and vocabulary. Anchor texts are a part of Student Achievement Partners’ Read Aloud Project and full lesson plans are hyperlinked. Each Related Text is a suggested lightweight resource that connects to the topic of the read aloud and builds student knowledge and vocabulary. Also included are high-interest, topically related Optional Supporting Resources and Writing/Culminating Tasks in varied genres. Suggested resources are free or almost free (requiring a teacher license or sign on) and can be used as read aloud texts or for small group or independent reading depending on their complexity. All are intended to be optional resources for the classroom and teachers are encouraged to modify, adapt, or supplement these text sets with related resources. Text Sets are intended to support approximately two weeks of instruction. For additional suggestions for use, read this blog post:* [*https://achievethecore.org/aligned/reading-to-learn/*](https://achievethecore.org/aligned/reading-to-learn/)*.* |

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| **Key Content (Synopsis of two weeks)** |
| Read Aloud:The True Story of the Three Little Pigs<http://achievethecore.org/page/2817/the-true-story-of-the-three-little-pigs> | **Synopsis of Text:**This is another version of the classic story*, The Three Little Pigs,* told from A. Wolf’s point of view. A. Wolf travels from house to house on the pretense of borrowing a cup of sugar to make a cake for his granny’s birthday cake. He seems to have a cold at each of the houses. |
| Related Text 1:All Kinds of Homes<https://www.readinga-z.com/books/leveled-books/book/?id=1833&lang=English> | **Synopsis, highlighting related learning:**This short book offers an introduction to different types of homes, as well as a description, with images, of six different types of home. |
| Related Text 2:Types of Houses Around the World<http://www.nlb.gov.sg/sure/wp-content/uploads/2013/11/Cheatsheet_house_Final_lowres.pdf> | **Synopsis, highlighting related learning:**The first two pages of this document offer additional information about seven types of houses that people live in around the world. This will further student vocabulary as well as knowledge about the diversity of different homes. *Teacher’s note: The third page of this text will likely not be useful or informative for students, and can be omitted.* |
| Related Text 3:Types of Homes<http://easyscienceforkids.com/types-of-homes/> | **Synopsis, highlighting related learning:**This website tells about different types of houses and the reasons for them in different parts of the world. This will provide students will more background about the different types of houses that people live in. |

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| **Optional Supporting Resources** |
| Build a House<http://www.abcya.com/build_a_house.htm> | **Description/rationale for inclusion:**This website allows for students to build an electronic house using different tools. It would be a fun extension activity for students learning about how houses are built. |
| **Writing/Culminating Tasks** |
| Text Type 1:Informative/Poetry | **Description of task:**Write a poem for two voices with a partner. Select two home to write about. Write the poem to show the similarities and differences between two types of homes that you read about. *Teacher’s note: If needed, refer to “A Poem for Two Voices” (*[*http://writingfix.com/PDFs/Comparison\_Contrast/Poem\_Two\_Voices.pdf*](http://writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf)*) for examples of two voice poetry and resources to support students in writing their own two voice poem.*  |
| Task Type 2:Opinion | **Description of task:**Imagine you could spend a month in a new home. Which type of home that you read about would you choose? Choose one of the home types you read about that is different from where you currently live, and explain why you’d like to live there. Be sure to:* Describe the home
* Explain how it is different from your own home
* Give 1-2 reasons for why you chose it.
* Provide a conclusion for your writing
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