Title/Author: *The True Story of the 3 Little Pigs* by Jon Scieszka

Suggested Time to Spend: 5 Days (Recommended: 1 session per day 20-30 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.1.1, RL.1.2, RL.1.3, RL.1.7; W.1.1, W.1.8; SL.1.1, SL.1.2, SL.1.6; L.1.1, L.1.2, L.1.4

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

Every situation has more than one point of view. It’s important for us to listen to all sides before coming to conclusions or making final determinations about situations.

Synopsis

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.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. **It is important as a pre-reading activity to read a classic version of *The 3 Little Pigs* to your students so that they will have the original point of view in their minds.** Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *You may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work. (This book does not have page numbers.)*
3. Consider pairing this series of lessons on *The True Story of the 3 Little Pigs* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/2817/the-true-story-of-the-three-little-pigs-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

|  |  |
| --- | --- |
| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:**   * Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. * Activity * Create 3 Finger puppets for the 3 Little pigs with the base of their bodies shaped like their homes   <https://www.education.com/worksheet/article/three-little-pigs-finger-puppets-1/%20house%20tabs%20for%20puppets.docx>   * Create a hand puppet for A. Wolf (make a sample for the students to see)   <http://www.dltk-teach.com/rhymes/paper_bag_wolf_puppet.htm> | The reading goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them the context and sense of completion before they dive into examining the parts of the book more carefully.  The activity goal is for the students to become familiar with the characters and take ownership with them. They begin to feel connected to A. Wolf and are ready to perform each section of the read aloud. |
| **SECOND READING:**   * Read the first 12 pages of the text. The focus is on setting up A. Wolf’s point of view through the visit to the first Pig. It is also to help with clarifying vocabulary and questions to help focus the students towards A. Wolf’s point of view. * **Questions**  1. A. Wolf decides to tell a little “secret”. Why is the information that A. Wolf shares considered a secret? 2. A. Wolf continues by saying it’s not his “fault” he likes eating cute little animals. How might this relate to his secret? 3. Finally he says the Big Bad wolf thing is all “wrong”. What does this mean? 4. A. Wolf says the real story is about a “sneeze” and a cup of “sugar.” How might these two things be connected to each other? 5. A. Wolf realizes he doesn’t have enough sugar so he decides to go visit his nearest “neighbor” which happens to be Pig 1. Why did A. Wolf choose to try to get sugar from this particular neighbor. 6. A. Wolf says that Pig 1 was not too “bright” for building his house out of straw. What made him draw this conclusion? 7. The door fell in when knocked and his nose began to “itch”. What might have caused his nose to itch? 8. What caused the house to fall down in one sneeze? 9. Then he saw Pig 1 “dead as a doornail” in a pile of straw. What did he decide to do? How does this relate to what he said was not his fault? What else could he have done when he found the pig?   **Activities**   * Act Out Scene One ~ Wolf Setting Up his Story   Students pair and take turns in their own words reenact A. Wolf’s first scenes   * Act Out Scene Two ~ Visiting the Neighbor   Students pair and take turns in their own words reenact A. Wolf’s visit to Pig 1 | Today’s Goals:   * Understand this version of the story from A. Wolf’s point of view. * Understand vocabulary through questioning and direct instruction.  1. It is a secret because he has never shared it with anyone else before now. 2. His fault is that he eats meat because this is his diet. 3. It is wrong because he believes the reporters told the incorrect version of the story. 4. He had a cold and was making a cake for his granny so they really have nothing to do with each other. 5. The neighbor is someone who lives nearby. He could have gone to the store but he liked the fact that one of his favorite little animals a Pig lived nearby. 6. Not too bright meant that the Pig was not smart to build his home out of a not sturdy material. 7. He smelled something tasty which was the Pig. 8. It was made of something not sturdy. 9. The Pig got hurt and he figured it was a good meal so since he didn’t really cause his death. He could have called an ambulance or tried to revive the Pig.  * The students will use their Puppets to Act out Scenes one and two in their own words. |
| THIRD READING:   * Review what has happened so far using a Flow Map   <https://studenthandouts.com/graphic-organizers/processes/five-steps-flow-chart-diy-printable.html>   * Begin read aloud on page 16 to page 20 stop at the end of “But my cold was feeling a little better.”  1. A. Wolf says he is feeling better. Is this because he sneezed a lot or because he had a ham dinner? Have students turn and talk to a partner to share why they made their choice. (Graph results see attached form use as created or cut out and attach on chart paper.)   ***Shown below***   1. He visited the Pig 2 for his sugar, but felt another sneeze coming on. He “huffed” and “snuffed” which caused him to do what? 2. A. Wolf notices that the pig is once again “dead as a doornail” and decides to eat him because food will “spoil”. He says call it a second “helping.” What does he mean by this?   Activity:   * Graphing Decisions   The teacher will use voting devices such as Plickers (<https://www.plickers.com/> ) to poll the students and determine whether the students believe that the sneeze or the thought of a ham dinner made him feel better.  The teacher and students will graph the results  <https://www.education.com/worksheet/article/blank-bar-graph/> | Today’s Goals:  Sequence the events so far in the story.  Understand A. Wolf continues to tell his side of the story but it is not looking good. (He doesn’t seem to be telling the whole truth.)   * Students will make their own decision about why A. Wolf is feeling better. * Students start to get the idea that A. Wolf seems to be eating the pigs at will.   Answers to questions   1. This is students’ choice 2. He blew the house down which he says was an accident. 3. Spoil means to go bad or the meat will not be fresh. So then he eats the next pig which his second helping or 2nd piece of food. |
| FOURTH AND BEYOND:   * Summarize through Day 3 continue using Flow Map   <https://studenthandouts.com/graphic-organizers/processes/five-steps-flow-chart-diy-printable.html>   * Begin reading at “And I still didn’t have that…” to the end of the story.  1. A. Wolf now visits Pig 3 to get his cup of sugar but encounters a “rude” little “porker”! What does he do when then this happens? 2. After he talks to himself about this, A. Wolf’s cold “comes back” again. What do you think is really going on here? 3. A. Wolf says the newspapers “jazzed up” the story since borrowing a cup of sugar was not that interesting. What does this mean? 4. A. Wolf says he was “framed”. What is meant by his statement? 5. Finally, A. Wolf is still trying to get a cup of sugar. Why would he need it in jail? Would you give it to him now?   Activities:   * Work with the class to write a letter to A. Wolf in jail. Have them create a bubble map to think about what more they would like to know about this wolf. What questions would they like to ask him about what happened to the pigs?  1. Bubble map ~ Questions about A. Wolf; Questions about what really happened to the Pigs; Questions about what the reporters asked him 2. Use the information from the Bubble Map to write the letter to Mr. A, Wolf | Today’s Goals:   * Understanding A. Wolf’s views to this point. * Students will analyze the final Wolf’s view and make a determination as to whether they believe that he is telling the truth or not.   Answers to questions   1. The porker or pig talks back and is mean to A. Wolf and so he gets a bit angry with the Pig and starts talking to himself about the situation. 2. He decides to huff and puff to get back at the Pig for being rude to him. 3. The newspapers added more information is what A. Wolf says but, is this what the students think this means? 4. Framed means that someone made it looks like A. Wolf meant to eat the Pigs. 5. Student choices…  * Students will get to question the wolf by writing to him with things they would like to clarify. |

FINAL DAY WITH THE BOOK - Culminating Task

Activity 1 (text-based): Newspaper Article

* Let the students watch this version of the book being read aloud <https://www.youtube.com/watch?v=vB07RfntTvw> or you may read the entire book. The students may use their puppets to follow along as you read. Also read the traditional story of *The Three Little Pigs* to the students to give them the first perspective. This way they are able to form a valid decision when writing their letters to Mr. A Wolf.

Students are to use the answers to their questions from day 4 (teacher has “conveniently” provided answers from A. Wolf) to write a one-paragraph news article about A. Wolf’s innocence or guilt. The basis for this is their belief and the evidence. They can choose one of the options below. The teacher may want them to pre-write before their final write.

* **Innocent:** “I am innocent! All I wanted was a cup of sugar! I would never hurt my neighbors, The Pigs!”
* **Guilty:** “I am a wolf and wolves eat meat! Of course I would not let a perfectly good piece of pig go to waste. Would you leave a good hamburger lying around?”

***\**** *Prompts from Trista Lanette Pollard, NBCT, www.chalkspot.com*

Activity 2 (text-inspired): Creating homes

* The students will work in teams of 3-4 to create one of the homes of the 3 little pigs using the following items
* Straws
* Popsicles sticks
* Legos or similar building materials
* Their Pig finger puppets and A. Wolf hand puppet
* The students will not glue the homes but will carefully stack the materials to the best of their ability to make a square home.
* Then the teacher as A. Wolf will use a hair dryer to test the stability of their homes.
* Students may then rotate as a group to create the other homes
* Discuss with the students using triple bubble maps why it was important to make the structures sturdier

Vocabulary

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| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| 6-granny-grandmother  11-huffed-hard breathing out  11-snuffed-hard breathing in  14-doornail-  15-porker – name for a fat pig  25 – jazzed up – made something really special  25-framed – said they did something wrong | 1-secret – something you are not supposed to tell  3- fault – something you did not cause to happen  4-sneeze – air from the nose  4- sugar – sweetener for baking  6-terrible – a bad thing that happens  8- bright – how smart someone is  8- neighbor – person who lives near your home  11- itch – uncomfortable feeling on the skin  20 – spoil – go bad  20 – helping – more food/fill your plate again  21 – rude – not polite; mean  22 – impolite - not polite; mean |

Extension learning activities for this book and other useful resources

* <http://teacher.scholastic.com/writewit/mff/fractured_fairy_true.htm> ~ great activities we have actually modified some of these to meet our needs on this lesson but there are several more.
* A Reader’s Theatre – <http://thelittleread.net/wp-content/uploads/2009/12/3LP-Script1.pdf>
* Interesting History of Bricks – <http://www.ricks-bricks.com/wolfside.htm>

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

530L

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

The purpose is to help students understand that there is always more than one side to a story and it is important to listen to all versions before coming to a decision.

This story is written in story format in first person point of view.

There is an emphasis on figurative language in this book so the students will be exposed to metaphors and similes as well as idioms, and personification.

The students need to know the structure of a fairy tale and have background knowledge of the classic version of *The 3 Little Pigs* story

**Structure**

**Meaning/Purpose**

**Knowledge Demands**

**Language**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

* The figurative language in this book will most likely cause the students difficulty. Helping the students understand that and the multiple meanings of some of the vocabulary will help them with the readings.

How will this text help my students build knowledge about the world?

* The main emphasis from this text is that students will understand that there are many sides to a story and it is important to listen to all view points.

1. **Grade level**

What grade does this book best belong in? 1st grade as a read-aloud

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