

The Three Little Pigs

Reading Unit for First Grade

by

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illustration from *The Three Little Pigs, a Little Golden Book*, as told by Eliabeth Ross, illus. by ROFry, Western Publishing, New York, 1973

Objectives:

The student will listen to several selections presented orally and identify the characteristics that make each a fairy tale as evidenced by orally completing the *It's A Fairy Tale-Characteristics of Fairy Tales* chart.

The student will orally compare and contrast several versions of *The Three Little Pigs* by completing a chart on the key elements of each story.

The student will practice putting events and ideas into a logical sequence using teacher-made activities and the 1-2-3 Sequence Me computer program.

The student will illustrate and put story events in sequence to retell one version of *The Three Little Pigs* for a HyperStudio program.

The student will use a variety of reading skills and strategies to independently read a simple version of *The Three Little Pigs*.

The student will read with expression and fluency one section of a retelling to record into a HyperStudio program.

Standards:

Oral Language

- 1.1 The student will continue to demonstrate growth in the use of oral language
- Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate publications.
 - Retell stories in logical order
 - Participate in a variety of oral language skills
- 1.2 The student will continue to expand and use listening and speaking vocabularies.
- 1.3 The student will adapt or change oral language to fit the situation.
- Use appropriate voice level in small-group settings.
 - Ask and respond to questions in small-group settings.

Reading/Literature

- 1.5 The student will apply knowledge of how print is organized and read.
- 1.7 The student will use meaning clues when reading.
- Use knowledge of the story and topic to read words.
- 1.9 The student will integrate phonetic strategies, meaning clues, and language structure when reading.
- Set a purpose for reading.
 - Read with accuracy and self-correct when reading
- 1.10 The student will read familiar stories with fluency and expression.
- 1.11 The student will read and comprehend a variety of fiction and nonfiction selections.
- Identify characters and setting
 - Retell stories and events, using beginning, middle, and end.

Writing

- 1.12 The student will write to communicate ideas.
- Focus on one topic
 - Use complete sentences in final copies.
 - Begin each sentence with a capital letter and use ending punctuation in final copies.
 - Share writing with others
 - Use available technology

Teacher Strategies/Tasks

- The teacher will introduce students to the genre of fairy tales by listing basic key elements.
- The teacher will read a variety of traditional fairy tales to the students and record student responses for each story on the *It's A Fairy Tale* chart.
- The teacher will provide several different versions of The Three Little Pigs.
- The teacher will provide copies of illustrations and sentences from a easy-to-read version of The Three Little Pigs for students to put in sequential order.
- The teacher will make a chart for comparing key elements of different versions of The Three Little Pigs.
- The teacher will provide students with a Story Map to use in retelling a selected version of the Three Little Pigs.
- The teacher will design a HyperStudio program to present the retelling of one version of The Three Little Pigs with student illustrations and student recordings of the reading of the student written text.

Student Strategies/Tasks:

Direct Instruction Strategy

- **Drill and Practice**

The student will practice putting ideas in logical sequence using the computer program *1-2-3 Sequence Me* by Sunburst

- **Compare and Contrast**

The student will identify similarities and differences in versions of The Three Little Pigs using criteria developed along with the teacher.

- **Guide for Reading, Listening**

The student will use charts of key elements of The Three Little Pigs stories to search out important details in stories heard and read.

The student will use a Story Map to identify main points of a selected version of The Three Little Pigs to include in a retelling of the story.

- **Explicit Teaching-Independent Practice**

The student will take at least one story event and write it into a complete sentence.

Indirect Instruction Strategy

■ Concept Mapping

The student will use a chart of key elements of fairy tales to identify the elements present in a variety of fairy tales.

■ Listening/Reading for Meaning

The student determine the settings in different versions of the The Three Little Pigs read or heard.

The student will use the text to make inferences as necessary to fill in information on a story map and to complete a timeline for a selected story.

■ Reflective Discussion

The student will be involved in small-group discussions about settings and time periods of versions of the Three Little Pigs.

Interactive Instruction Strategy

■ Peer Practice

The student will work with peers to practice reading a simple version of The Three Little Pigs.

The student will work with his/her peers to arrange events from a selected version of The Three Little Pigs in chronological order.

The student will work with his/her peers to practice orally reading a section of the retelling for recording into the HyperStudio program.

■ Brainstorming

The student will brainstorm to activate prior knowledge about key elements of fairy tales.

The student will brainstorm to identify key events from the version of The Three Little Pigs chosen for retelling.

Experiential Instruction Strategy

■ Illustrating images

The student will illustrate a section of the retelling to show his/her ideas.

Resources

Books

Read aloud

The True Story of the Three Little Pigs by Jon Scieszka, et al.

The Three Little Pigs and the Fox: An Appalachian Tale by William H. Hooks, S. D. Schindler (Illustrator)

Three Little Hawaiian Pigs and the Magic Shark by Donivee Laird

The Fourth Little Pig by Teresa Clesi, et al

The Three Little Javelinas by Susan Lowell, Jim Harris (Illustrator)

The Three Little Pigs by Steven Kellogg (Illustrator)

The Three Little Pigs by James Marshall (Illustrator)

The Three Little Wolves and the Big Bad Pig by Eugene Trivigas, Helen Oxenbury (illustrator)

Ziggy Piggy: And the Three Little Pigs by Frank Asch

The Three Little Pigs: An Old Story by Margot Zemach

Shared Reading

We Both Read: The Three Little Pigs by Deu Ross, Erin Marie Mauterer (Illustrator)

Beginning Readers for Independent Reading

The Three Little Pigs (Modern Curriculum Press Beginning to Read series), Margaret Hillert

The Three Little Pigs (Puffin Easy-to-Read, Level 2) by Harriet Ziefert, Laura Rader (Contributor)

The Three Little Pigs (Ready-To-Read). Paul Meisel (Illustrator), Betty Miles- told primarily through dialogue

The Three Little Pigs, Keep Books, Early Learning Initiative at The Ohio State University

Software

HyperStudio- full edition for teacher; player for students
1-2-3 Sequence Me by Sunburst

Hardware

1 computer (minimum)
with microphone

Printer

Digital camera/scanner for putting student illustrations into
HyperStudio program

Charts (teacher-made)

Elements of Fairy Tales to display in class

It's A Fairy Tale chart to note elements of fairy tales contained in
variety of selections read to the students

Chart to compare versions of *The Three Little Pigs*

Story Map - classroom size

Assessment

Formative

The teacher will monitor all class discussions/activities to informally
assess

level of student interest,
student comprehension of selections presented,
understanding of fairy tale elements,
ability to note likenesses and differences among several versions
of the same fairy tale,
ability to support inferences with details from texts,
accuracy in putting events in logical/chronological order, and
ability to read and understand emergent/easy text

Summative

Student writing will be evaluated to see if student has written a
complete sentence with beginning capitalization and ending
punctuation.

Student illustration will be evaluated to see if it matches and supports
the given text.

Independent reading will be evaluated for level of accuracy (95%),
fluency, and expression.

The story map will be evaluated to see that it matches the order of events
presented in the text.

