

Lesson Plan #1

Grade: 2nd grade

Estimated Time: 45 minutes (20 minutes read-aloud; 25 minutes activity)

Connections to Standards and Lesson Objectives:

Common Core Standards:

- ***2.RIT.2: Recount stories including fables and folk tales and determine their central message, lesson and morals***
- ***2.RIT.3: Describe how characters in a story respond to major events and challenges***
- ***2.RIT.7: Used information gained from the illustrations and words in the text to demonstrate understanding of its character setting or plot***
- ***2.RIT.9: Compare and contrast two or more versions of the same story***

Materials and Supplies:

- ***Tooth picks***
- ***Sugar cubes***
- ***Elmer's glue***
- ***Straw***
- ***Tape***
- ***Fan***

Literary Selection: The Three Pigs

Author: David Wiesner

Illustrator: David Wiesner

Publication Date: 2001

Genre: Myth

Key Vocabulary:

- Refuses
- Slay
- Purest
- Fate
- Vivid

Reader Response Activity: I would have my students create their own little house. They would have the option of tooth picks, straw, or sugar cubes. Each would be representing their own house apart of the story, sticks, straw and brick. The students get to be creative and test their little homes for the three pigs out with a either a fan, the wind outside or them trying to huff and puff and blow the house down on their own. They would be in groups of three and each person would get a different house to build as to give them the experience of why the first two houses made out of straw and sticks was so easy to blow down versus the house made out of brick or in this case out of sugar cubes. This activity brings the story to life as they get to make their own homes and really get into the story. Students want to be in the story and use their imagination to really connect to what they are reading.

Connection to prior learning/ knowledge/ experience:

Since we have been learning about tall tales this year and this is a story that has been told and retold time and time again to see if they could relate the read aloud to the previous versions of the book read to them. This particular version brings a new twist to this classic tale. I will ask the students to review what they have previously learned and make connections to the key features of a tall tale.

- What is a tall tale, myth, fable, and folk lore?
- How many students have heard the story of the three little pigs?
- What happens in the three little pigs?
- After reading the book ask them if they like this version?
- Key features of tall tales, myths, fables, and folk lore?
- Is this one of their favorite genres of literature?

Lesson Procedures and Activity:

- **Bring students into a circle**
- **Talk about connections**
- **Tell the students that we will be reading the story of the three pigs but with a new twist today**
- **Ask questions for prior knowledge**
- **Talk about different versions of this tale**
- **Followed by an activity**
- **Read *The Three Pigs* and Ask questions to create cliff hangers**
- **Ask for understanding and interact with students**
- **Finish the book and talk about the morals and favorite parts of the book**
- **Discuss how this version is different but still keeps the classic tale in tact**
- **After discussion have them quietly go back to their desks**
- **Introduce activity: making their own straw, stick, and brick houses**
- **Hand out materials**
- **Do Activity**
- **Clean up**
- **Talk about books and what they liked about *The Three Pigs***

Reflection:

Why did I choose to teach this particular literary selection?

I have chosen this book because I knew that it would spark their interest and it made connections to books that they were currently reading. Once I found this version of this classic tale I decided to read this book and found it inviting and intriguing. I thought this book would be excellent to read to the classroom because it shows students strategies it is a timeless classic. The reader response activity that I thought of is to have the student's choose between three choices, of making a straw, stick or brick house. They get to test it out and were able to make realistic connections to the book.

How did the student's respond to the lesson overall?

The students responded great! They really wanted to participate and had an enjoyable time with the read aloud and activity. When I asked them questions before and during the books, a lot of the students wanted to answer the questions and share their own thoughts. They each had their own story about how much they liked this classic tale. During the reader response activity, student's asked questions for clarification and loved making their own houses. I loved hearing their responses to questions and sharing their stories.