

✓ Lesson Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “The Three Little Pigs” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Predict events in “The Three Little Pigs” (RL.P.10)
- ✓ Express a personal opinion (SL.P.6)
- ✓ With prompting and support, provide or join in repeating the refrain in “The Three Little Pigs” (RL.P.10)
- ✓ Provide a story ending consistent with other given story events (RL.P.10)
- ✓ With prompting and support, retell and dramatize “The Three Little Pigs” including characters, a beginning, and an ending (RL.P.2, RL.P.3, W.P.11)

Core Vocabulary

afternoon, *adj.* In the middle of the day, between lunch and dinner

Example: I love to eat apples for afternoon snack.

Variation(s): none

cart, *n.* A wagon with two or four wheels

Example: The donkey pulled the cart of vegetables to the town market.

Variation(s): carts

chimney, n. A tower or pipe above a fireplace that lets smoke from the fireplace leave the house

Example: The smoke from our fireplace leaves through the chimney.

Variation(s): chimneys

continued, v. Kept going

Example: The girl continued walking down the road to get to school.

Variation(s): continue, continues, continuing

hurried, v. Went somewhere quickly

Example: The taxi driver hurried past the other cars to get to the airport.

Variation(s): hurry, hurries, hurrying

lane, n. A small, narrow road in the country

Example: The farmer's hay wagon did not fit down the narrow lane to my house.

Variation(s): lanes

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Repeated Refrain		5
	W Purpose for Listening		
Presenting the Read-Aloud	W "The Three Little Pigs"		15
Discussing the Read-Aloud	W Comprehension Questions		10
Teacher-Led Learning Center	L Art Center	Activity Pages 10A-1, 10A-2; glue; craft sticks	During Center Time
Take-Home Material	T "The Three Little Pigs"; Piggy Questions	Activity Pages 10A-3, 10A-4	*

Advance Preparation

- If needed, cut Activity Page 10A-2 for students. If students are ready, students will cut the page themselves.

Whole
Group

Repeated Refrain

Tell students that they will hear a story about three little pigs who are leaving their mother to go off and live on their own. Tell students that there are some words in this story that are said over and over again. Tell them you want them to help tell the story and you will point to them when it is their turn to help.

Whole
Group

Purpose for Listening

Tell students the title of the read-aloud is “The Three Little Pigs.” Tell them to listen to the story of “The Three Little Pigs” to hear about three different pigs who built three different kinds of houses. Tell students to listen to find out which kind of house was the best and why it was the best.

The Three Little Pigs



◀ SHOW FLIP BOOK PAGE 10A-1: Three Little Pigs leaving mother and home

Once upon a time, there were three little pigs. They lived with their mother. One day, the mother pig said to the Three Little Pigs, “You are all grown up now. It’s time for you to go out into the world and live on your own.”

So the Three Little Pigs gave their mother a hug and set off.



◀ SHOW FLIP BOOK PAGE 10A-2: Pig building house of straw

They walked for a while along a country **lane**. **1** Before long, they saw a man with a horse pulling a wagon full of straw. **2** “I could build a house of straw in no time,” thought the First Little Pig.

“Please, sir, may I have some straw?” asked the First Little Pig. “I would like to build a house.” The kind man gave him the straw, and the first little pig began to build his house. **3**

Before long, he was finished. He even had time to relax in the shade.

The other two pigs **continued** on their way down the lane.



◀ SHOW FLIP BOOK PAGE 10A-3: Pig building house of sticks

It wasn’t long before they passed a man pushing a **cart** full of sticks. “I could build a house of sticks,” thought the Second Little Pig. “It will take a little while longer than my brother’s house of straw,” he pondered. “However, it will be a fine house.”

“Please, sir, may I have some sticks?” asked the Second Little Pig. “I would like to build a house.” The kind man gave him the sticks, and the Second Little Pig built his house. **4**

He finished building his house of sticks in a little while. Then he, too, relaxed in the shade.

- 1** or small, narrow road
- 2** Long pieces of dried grass; also called “hay”
- 3** Do you think straw is a good material for building a house?

- 4** Do you think sticks are good for building a house?



◀ **SHOW FLIP BOOK PAGE 10A-4: Pig building house of bricks**

5 Bricks are heavy blocks made out of clay

The Third Little Pig continued on his way down the lane.

In a little while, he passed a man with a wheelbarrow full of bricks.**5** “I could build a house of bricks,” thought the Third Little Pig. “It will take a lot of time to build such a house,” he considered. “However, it will be worth it.”

6 Do you think bricks are good for building a house?

So he said to the man, “Please, sir, may I have some bricks? I would like to build a house.” The kind man gave him the bricks, and the Third Little Pig set to work.**6**

He worked hard in the **afternoon** sun.



◀ **SHOW FLIP BOOK PAGE 10A-5: Wolf approaching sleeping pig**

7 or yummy

At the same time, a big, bad wolf came trotting down the lane. The wolf saw the First Little Pig napping in the shade. “That pig would make a tasty**7** bite to eat,” thought the Big Bad Wolf.



◀ **SHOW FLIP BOOK PAGE 10A-6: Wolf at door of straw house**

8 Should the pig open the door?

But the little pig saw him coming and ran inside his house of straw. He slammed the door behind him.

Now the Big Bad Wolf came right up to the house of straw. He knocked at the door and said, “Little pig, little pig, let me come in.”**8**



◀ **SHOW FLIP BOOK PAGE 10A-7: Wolf blowing apart straw house**

9 [Have students practice the wolf’s part so that they can say it the next time.]

The little pig answered, “Not by the hair of my chinny-chin-chin.”

“Then I’ll huff and I’ll puff and I’ll blow your house down,” said the wolf.

And he huffed, and he puffed, and he blew the house down.**9**

As the straw blew everywhere, the First Little Pig ran away.

10 or walked

The Big Bad Wolf was even hungrier than before. He strode**10** further down the lane. Soon he came upon the Second Little Pig. The Second Little Pig was also napping in the shade. The little pig saw him coming and ran inside.



◀ **SHOW FLIP BOOK PAGE 10A-8: Wolf blowing apart house of sticks**

The Big Bad Wolf came right up to the house of sticks. He knocked on the door and said, “Little pig, little pig, let me come in.”

“Not by the hair of my chinny-chin-chin,” answered the little pig. **11**

“Then I’ll huff and I’ll puff and I’ll blow your house down,” said the Big Bad Wolf.

And he huffed and he puffed, and he blew down the house of sticks. The little pig ran away just in time.

Now the wolf’s stomach growled loudly. He continued down the lane.



◀ **SHOW FLIP BOOK PAGE 10A-9: Wolf at window of brick house**

Soon he saw the Third Little Pig. The Third Little Pig had just finished his house of bricks. The little pig looked up. There were his two brothers, running toward him. And right behind them was the Big Bad Wolf! All three pigs **hurried** into the house of bricks and locked the door.

The Big Bad Wolf came right up to the house of bricks. He knocked on the door, and once again he said, “Little pig, little pig, let me come in.”

“Not by the hair of my chinny-chin-chin,” answered the little pig. **12**

“Then I’ll huff and I’ll puff and I’ll blow your house down,” said the Big Bad Wolf. Well, the wolf huffed and puffed, but he could not blow down that house of bricks.

“My house is too strong for you to blow down,” shouted the Third Little Pig.

But the wolf had a plan. “I’ll climb up onto the roof and get into the house through the **chimney**,” he said to himself. **13** Now, the Third Little Pig had guessed the wolf’s plan. He already had a fire blazing in the fireplace. A big pot of water was heating up over the fire. **14**

11 [Cue students to say the wolf’s part.]

12 [Cue students to say the wolf’s part.]

13 A chimney is a tower or pipe that comes out of a fireplace so that smoke from the fire can leave the house

14 What do you think will happen to the wolf?



◀ **SHOW FLIP BOOK PAGE 10A-10: Wolf in boiling water over fire**

The wolf jumped down the chimney and *splash!* He fell right into the hot water.

“Ouch!” yelled the wolf. “That water is hot!” He jumped out of the pot and ran right out the door.

That was the end of the Big Bad Wolf. And the Three Little Pigs lived happily ever after.

The End

Discussing the Read-Aloud

5 minutes

Whole
Group

Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand students’ responses using richer and more complex language. Sample responses are given below. As you model responses for students, try to include the **bolded** words so that students have an opportunity to hear these key words used correctly.

1. *Literal* Who are the characters in this story?
 - The characters are the **mother**, the **Three Little Pigs**, and the **Big Bad Wolf**.
2. *Literal* What happened to the pigs’ houses that were made out of straw and sticks?
 - The wolf **huffed and pluffed and blew them down**.
3. *Literal* Why couldn’t the wolf blow down the house made of bricks?
 - The house made of bricks was **too strong**.
4. *Literal* How did the wolf get into the brick house?
 - The wolf got into the brick house **by climbing up onto the roof and falling down the chimney**.
5. *Literal* What happened to the wolf at the end of the story?
 - The wolf **fell into a boiling pot of water and then ran away**.

Teacher-Led Learning Center



Art Center

Note: *If students are not ready to use scissors to cut out squares, cut the Activity Page images for students prior to beginning the activity.*

Provide students with **Activity Page 10A-1: Follow the Pigs** and **Activity Page 10A-2: Follow the Pigs Cutouts** in the Art Center. Have students cut out characters and glue them on to craft sticks to make puppets. As students make their puppets, tell them, “These pigs are the characters in our story. They are who the story is about.” As students finish their puppets, hold each one up and ask the students, “Which character is this? What did he use to build his house?” Then, have students act out the story using **Activity Page 10A-1: Follow Those Pigs** as a backdrop.

Take-Home Material



“The Three Little Pigs”; Piggy Questions

Give students the following materials to complete at home with an adult:

Activity Page 10A-3: The Three Little Pigs

Activity Page 10A-4: Piggy Questions

✓ Lesson Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to the illustrated book, *The Three Horrid Little Pigs* (RL.P.5)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about a fiction read-aloud (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ With prompting and support, listen to and then compare and contrast different versions of the same story by different authors (RL.P.9)
- ✓ Express a personal opinion (SL.P.6)
- ✓ With prompting and support, dictate a Venn Diagram comparing two versions of “The Three Little Pigs,” naming the topic and supplying some information about both stories (W.P.2, W.P.8)

Core Vocabulary

horrid, *adj.* Really, really awful

Example: “When she was good, she was really, really good; but when she was bad she was horrid.”

Variation(s): none

pesky, *adj.* Annoying

Example: We would have enjoyed our picnic if it weren’t for all the pesky flies buzzing around our food.

Variation(s): none

rude, *adj.* Not polite

Example: My mom says it is rude for me to interrupt her when she is already talking to someone else.









Variation(s): none

sturdy, *adj.* Strong

Example: The tables in the library are big and sturdy so kids can put their heavy books on top.

Variation(s): sturdier, sturdiest

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	 What Have We Already Learned?		5
	 Sharing the Cover of the Book	<i>The Three Horrid Little Pigs</i> by Liz Pichon	
	 Purpose for Listening		
Presenting the Read-Aloud	 <i>The Three Horrid Little Pigs</i>	<i>The Three Horrid Little Pigs</i> by Liz Pichon	10
Discussing the Read-Aloud	 Comprehension Questions		10
 Complete remainder of lesson later in the day			
Extension Activity	 Comparing Two Stories	Image Card 10B-1; chart paper; marker	15
 Complete <i>Classic Tales</i> Domain Assessment 2: “The Three Little Pigs”			

Advance Preparation

- Number the pages of the book *The Three Horrid Little Pigs* by Liz Pichon. Begin numbering from the front of the book (page 1 is page facing the inside front cover). Continue by numbering every single page until you reach the end of the book.
- If you find it helpful, write the Guided Listening Supports from Teacher Guide pages 158 and 159 on sticky notes and affix them to the appropriate pages of the book, *The Three Horrid Little Pigs* by Liz Pichon.
- Create a Venn diagram on chart paper by drawing two large, intersecting circles.

Whole
Group

What Have We Already Learned?

Remind students that they just heard the story of “The Three Little Pigs.” Ask students whether the pigs were nice or mean in the story. Ask students whether the wolf was nice or mean in the story.

Whole
Group

Sharing the Cover of the Book

Tell students they are going to hear a different version of this story. The characters are the same, but the story is different. The story they are going to hear has three little pigs and a wolf, but different things happen.

Show students the cover of *The Three Horrid Little Pigs*. Read the title and tell students that *horrid* means really, really awful. Tell students that in this story, the three little pigs are not nice; they are horrid. Show students the picture of the three pigs on the cover and ask students if they can tell just by looking at them that they are horrid. Point out the pigs’ mean faces, their messy eating, and the way one of them is crossing his arms while another is sticking out his tongue.

Whole
Group

Purpose for Listening

Tell students that the wolf in *The Three Horrid Little Pigs* is very different from the mean wolf they heard about in yesterday’s story of *The Three Little Pigs*. Tell students to listen to find out whether the wolf in this story is mean or nice.

The Three Horrid Little Pigs by Liz Pichon

Below are Guided Listening Supports to be used while reading the trade book *The Three Horrid Little Pigs* by Liz Pichon. The prompts below are listed by page number. The end of the relevant sentence from the read-aloud is given in bold as the cue for when to use the prompt.

Page 9

- **FIRST READ** ► ... *(who just happened to be a builder) was passing by.*
THEN DISCUSS ► ***What does a builder do?***
 - A builder is someone who constructs or builds houses.

Page 11

- **FIRST READ** ► ... ***KICK YOU OUT!***
THEN DISCUSS ► ***Who said “huff and puff” in the last story we heard?***
 - The Big Bad Wolf.

Page 12

- **FIRST READ** ► ... *even lazier than his brother...*
THEN DISCUSS ► ***Lazy means not wanting to do much work***

Page 16

- **FIRST READ** ► ... *a house at all.*
THEN DISCUSS ► ***What kind of house did the third pig build in the last story?***
 - A brick house

Page 19

- **FIRST READ** ► ... *very strong indeed.*
THEN DISCUSS ► ***Did the wolf have his own house in the last story?***
 - No.

Page 25

- **FIRST READ** ► ... *slide down the chimney.*
THEN DISCUSS ► ***What are the three horrid pigs trying to do?***
 - Trying to get inside the wolf's house.

Page 26

- **FIRST READ** ► ... *loveliest wolf ever.*
THEN DISCUSS ► ***Is this a mean wolf or a nice wolf? Is he the same as or different from the wolf in our last story?***
 - This is a nice wolf. The wolf in the last story was a mean wolf.

Page 28

- **FIRST READ** ► ... *lived happily ever after.*
THEN DISCUSS ► ***Did all the characters in the last story live happily ever after?***
 - No. The wolf got burned in a pot of boiling water and ran away.

Discussing the Read-Aloud

10 minutes

Whole
Group

Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the trade book and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand the students' responses using richer and more complex language. Sample responses are given below. As you model responses for your students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* Was the wolf in this story nice or horrid?
 - The wolf in this story was **nice**.
2. *Inferential* Was the wolf in the last story nice or horrid?
 - The wolf in the last story was **horrid**.
3. *Literal* Who lived in the brick house in the last story?
 - The **third pig** lived in the brick house in the last story.
4. *Literal* Who lived in the brick house in this story?
 - The **wolf** lived in the brick house in this story.

5. *Literal* What was in the pot at the bottom of the chimney in the last story?
 - **Hot water** was in the pot in the last story.
6. *Literal* What was in the pot in this story?
 - The wolf made **soup** in the pot in this story.
7. *Evaluative* Which version of the story do you like better? Why?
 - Answers may vary.



Complete Remainder of Lesson Later in the Day



Comparing Two Stories: Venn Diagram

Tell students that you want them to think about the two versions of *The Three Little Pigs* they heard—thinking especially about the ways in which the stories are the same and ways in which they are different.

Show students the chart paper where you have drawn a Venn diagram (see **Advance Preparation**). Explain that the circle on the left is for things that happened in “*The Three Little Pigs*.” Use **Image Card 10B-1: Three pigs leaving mother and home** as a header for this circle. Tell students that the circle on the right is for things that happened in *The Three Horrid Little Pigs* by Liz Pichon. Use the *Three Horrid Little Pigs* book itself as a header for this circle. The circle in the middle is for things that happened in both stories. As you ask students to compare the stories, write one or two words from their answers in the correct position on the Venn diagram. Ask the following questions:

1. Were the characters in the stories the same or different?

- different

Were there pigs in both stories?

- yes

Were there wolves in both stories?

- yes

2. Did the pigs act the same in both stories?

- no

What were the pigs like in the first story?

- nice

What were the pigs like in the second story?

- horrid

3. Did the wolf act the same in both stories?

- no

What was the wolf like in the first story?

- mean

What was the wolf like in the second story?

- nice

4. Were the materials used for building houses the same in both stories?
 - yes for straw and sticks, no for bricks
5. Who said “I’ll huff and puff” in the first story?
 - the wolf

Who said “I’ll huff and puff” in the second story?

- the pigs

6. What happened to the wolf in the first story?
 - he landed in a pot of boiling water and ran away

Did the pigs land in a pot of water in the second story?

- no; they ate soup out of the pot



Complete *Classic Tales* Domain Assessment 2: “The Three Little Pigs”