Fairy tales Unit:
The Three Little Pigs

By: Tina Noiva

FLA 518
July 31, 2008
Introduction
Fairy tales: The Three Little Pig~
Unit Introduction" by: Tina Noiva

Grade level: Kindergarten

Target group: Sheltered content class of students who are all developing their L2 skills

Source of written reading materials:

Source of lessons: Lesson content adapted from Harcourt Trofeos (a Harcourt reading/language arts program), Theme 6, Aventuras de animates, by: Alma Flor Ada and F. Isabel Campoy

Learning goals:
1) I want my students to know the elements of a fairy tale
2) I want my students to know how to organize information in proper sequence to use in a summary or retelling of a fairy tale
3) I want my students to know how to compare and contrast different fairy tales and different versions of the same fairy tale
4) I want my students to know specific vocabulary words that are used in fairy tales

The fairy tales unit is typically a three week unit, during which we study and compare the stories: The Three Billy Goats Gruff, The Three Little Pigs, and Goldilocks and the Three Bears. I have selected the first three lessons from the second week of the unit to showcase for this project.
Lesson 1
**Content Objectives**

1. To review the elements of a fairytale and determine which elements are present in the book, *The Three Little Pigs*.
2. To keep track of story events using the terms "beginning", "middle", and "end" to use in a retelling.

**Language Objectives**

1. During a whole group discussion, students will orally list the elements of a fairytale and orally identify which are present in the book, *The Three Little Pigs*.
2. During a whole group discussion, students will orally retell the story of *The Three Little Pigs* using the words "beginning", "middle", and "end".
3. During a guided whole group discussion, students will orally explain the similarities and differences between the stories, *The Three Little Pigs*, and *The Three Billy Goats Gruff*.

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<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Fluent Bridging Level 5</th>
<th>Expanding Fluency Level 4</th>
<th>Speech Emerging Level 3</th>
<th>Early Production Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking - List elements of a fairytale</td>
<td>Students will identify which fairytale elements are present in the story, <em>The Three Little Pigs</em> by orally contributing to a whole class discussion using complete sentences.</td>
<td>Students will identify which fairytale elements are present in the story, <em>The Three Little Pigs</em> by orally contributing to a whole class discussion using phrases and short sentences.</td>
<td>Students will identify which fairytale elements are present in the story, <em>The Three Little Pigs</em> by using language prompts provided by the teacher.</td>
<td>Students will identify which fairytale elements are present in the story, <em>The Three Little Pigs</em> by giving one-two word responses to teacher questions about the book.</td>
<td>Students will identify which fairytale elements are present in the story, <em>The Three Little Pigs</em>, by pointing to the elements on the classroom chart in response to teacher questions about the book.</td>
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<td>Speaking - Compare and contrast two fairtales</td>
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</table>
# Fairy tales: The Three Little Pigs

**Functional/Notional Chart: Lesson One**

### Sequence

**Three events of the book The Three Little Pigs**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Word/Phrase</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• In the _____, the pigs built houses.</td>
<td>• beginning</td>
<td>nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In the _____, the _____ pig built a house of ___. The _____ pig built a house of ___. The _____ pig built a house of ___.</td>
<td>• first, second, third</td>
<td>ordinals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In the _____, the wolf blew down the houses.</td>
<td>• middle</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In the _____, the wolf blew down the _____ pig's house of ___. The wolf blew down the _____ pig's house of ___. The wolf did not blow down the _____ pig's house of ___.</td>
<td>• first, second, third</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In the _____, all of the pigs lived in the brick house.</td>
<td>• end</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In the _____, all of the pigs lived together in the house of ___.</td>
<td>• end</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The has (a) ___.</td>
<td>• Three Little Pigs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The does not have ___.</td>
<td>• Three Billy Goats Gruff</td>
<td></td>
</tr>
</tbody>
</table>

### Compare/Contrast


<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
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<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• The Three Little Pigs and The Three Billy Goats Gruff are the _____ because they have ___.</td>
<td>• same, different</td>
<td>adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The Three Little Pigs and The Three Billy Goats Gruff are _____ because one has _____ and one has _____.</td>
<td>• special words, good character(s), evil character(s), royalty, castle, magic, problem, solution, three's, seven's</td>
<td></td>
</tr>
</tbody>
</table>
Fairy tales: The Three Little Pigs

Lesson One, Week Two" by: Tina Noiva

Introduction - (Time: 5 minutes)

Refer to the learning and language objectives for the day, (see Lesson One, page 1) which are written on the magnetic write-on/wipe-off thought and speech bubbles daily (see Lesson One Appendix, example A). Read the learning and language objectives, tracking the print as you read and referring to the picture clues to help students differentiate the learning and language objectives. After reading the objectives, paraphrase them for students to clarify meaning and to repeat important vocabulary words.

Before Reading: Introduce the book and develop background knowledge- (Time: 5 minutes)

• Display the cover of the book, The Three Little Pigs, by: Bonnie and Bill Rutherford and Eulalie and track the print of the title as you read it aloud.
• Explain to students that The Three Little Pigs is a fairy tale.
• Remind students that we began learning about fairy tales last week when we read the book, The Three Billy Goats Gruff. Display this book and point to the cover as you refer to it. Hold up the book and say, "The Three Billy Goats Gruff is a fairytale." Hold up the book, The Three Little Pigs, and say: "The Three Little Pigs is a fairytale."
• Remind students that there are certain elements that make a story a fairy tale.
• Inform students to listen carefully (gesture by pointing to your ear) to discover which fairy tale elements (gesture by pointing to the Fairy tale Elements Chart) that the Three Little Pigs contains (gesture by pointing to the cover of the book, The Three Little Pigs).

During reading: Preview Shape-Go Map - (Time: 15 minutes)

• Pause for children to look at and comment on the text and illustrations
• Say the sentences expressively to make the narration more vivid
• Model for children how to keep track of story events by displaying the Shape-Go Map (see Lesson One Appendix, example C).

Model - Point to the green triangle on the shape-go map. Say: 'In the beginning, all of the little pigs are building different houses. Point to the yellow square on the shape-go map. Say: 'In the middle, the wolf comes to the houses to eat the pigs. He breaks the house made out of straw and the house made out of sticks. Let’s keep listening (gesture, pointing to your ear) to see what will happen at the end of the story (point to the red circle on the shape-go map).

After Reading:

Retell the story - (Time: 10 minutes)

• Ask students to orally recall what happened at the beginning of the story (point to the green triangle on the shape-go map, and show the beginning pages of the book, The Three Little Pigs.) Say the phrase 'In the beginning' as you point to the green sentence starter next to the triangle on the shape-go map, and have students repeat this phrase with you. Ask students to orally recall what happened in the middle of the story (point to the yellow square on the shape-go map, and show the middle pages of the book, The Three Little Pigs) Say the phrase 'In the middle': as you point to the yellow sentence starter next to the square and have students repeat this phrase with you. Ask students to orally recall what happened at the end of the story (point to the red circle on the shape-go map, and show the ending pages of the book, The Three Little Pigs. Say the phrase "In the end", as you point to the red sentence starter next to the circle and have students repeat this phrase with you.

Sample Performance Indicators for this task can be seen below:

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For students at Level 1, refer to the sequencing cards in the Lesson One Appendix, example D
• Reiterate/paraphrase student responses by writing the student's dialogue on the shape-go map. Write what occurred at the beginning of the story in the triangle at the top of the chart paper, what occurred in the middle in the rectangle, and what occurred at the end in the circle. This will help students better organize their thinking during a retelling.

Elements of a Fairytale - (Time: 5 minutes)

• Refer back to the "Elements of a Fairytale" chart.
• Point to and read each of the elements listed, and have students confirm which elements were present in the Three Little Pigs and which elements were not.

Sample performance indicators for this task can be seen below:

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</tbody>
</table>

• Have a student volunteer track these elements on the chart, placing an X under each element found in the story.

Compare/Contrast - (Time: 5 minutes)

• Explain to students that they will look at the elements present in the book, The Three Billy Goats Gruff (hold up book and point to each of the elements that it has as you read each aloud) and determine what elements are the same and what elements are different about the book, The Three Little Pigs (hold up book and point to each of the elements that it has as you read each aloud).

Model for students -

• Say: "The Three Billy Goats Gruff (pointing to book) has 3's (pointing to element on chart). The Three Little Pigs (pointing to book) has 3's (pointing to element on chart). They are the same (shake head yes). Point to an element that is not the same about the two books. Say: "The Three Billy Goats Gruff (pointing to book) does not have Special Words (pointing to element on chart). The Three Little Pigs (pointing to book) has Special words (pointing to element on chart). They are not the same (shake head no), they are different."
• Have students look at the chart, for a few minutes and make their own observations about what is the same and what is different. After a few minutes, they can then orally share their ideas about the similarities and differences of the two books.

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<td>Students will compare and contrast two stories by giving one-two word responses to teacher questions about the books.</td>
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**Conclusion - (Time: 5 minutes)**

Refer back to the learning and language objectives posted for the day. Ask students to show you a thumbs up to indicate if the objective was done during the lesson, and a thumbs down to indicate if it was not done. Re-read each objective aloud and remind students of some of the activities that were done throughout the lesson to accomplish that objective. If all students have a thumbs up, place a check mark next to the objective on the write-on/wipe-off chart to show that it was completed. If students have their thumbs down, this may indicate that a part of the lesson was not understood. If this is the case, allow time to question students and talk about their misunderstanding for further clarification of the lesson.
In order to help English language learners succeed during a unit on fairy tales (with a focus on the book, The Three Little Pigs); it is important to create both clear content and language objectives for each lesson. Think to yourself "What do I want my students to know?" and "What do I want my students to show so that they know what I want them to know?" Once you have established this, it is also important to be explicit about these learning and language objectives with your students each day so that they have a clear understanding of what is expected of them during the lesson and what language functions they will need to use during the lesson.

Another important component of this unit for ELL's is to build background for the students - linking prior knowledge and past learning experiences to new learning. This will help students to create meaning and help them to practice any key vocabulary that they will need during the lesson (for example, reviewing the elements of a fairy tale that were introduced during the previous week, and introducing the words "beginning," "middle," and "end" to use during the retelling of the story The Three Little Pigs).

Lastly, using a variety of techniques to make talk comprehensible is another way to promote success for English language learners during this lesson and throughout the entire fairy tales unit. To accomplish this, use a variety of visuals and gestures throughout the lesson (for example, holding up the book as you refer to it, pointing to your ear to indicate "listening", or having picture clues to accompany text). I also suggest using the "I do, we do, you do" approach to learning by modeling tasks for students so that they have a clear understanding of what is expected of them when they do the task (for example, model how to compare and contrast the book, The Three Billy Goats Gruff, and the Three Little Pigs before asking students to do this independently). Repeating phrases, adding extended pauses to slow down the pace of your speech, and reviewing/paraphrasing frequently throughout the lesson will also help to make talk comprehensible to ELL's throughout this lesson/unit.
Thought and Speech Bubbles:

To be used during the introduction and closing of the lesson to reinforce the learning and language objectives for the students and to reinforce that these objectives were met during the lesson.
The Elements of a Fairy Tale Chart
~ What makes a story a fairytale? ~

Use this chart with books from the genre of fairy tales. Place an X under each element you find in each story.

<table>
<thead>
<tr>
<th>Name of Fairy Tale</th>
<th>Special Words</th>
<th>Good Character</th>
<th>Evil Character</th>
<th>Royalty and/or Castle</th>
<th>Magic</th>
<th>Problem/Solution</th>
<th>3's or 7's</th>
</tr>
</thead>
</table>
**Shape-Go Map:**

The Shape-Go Map below was created by Vicki Benson and Carrice Cummings (2000) to help readers organize their thinking and retelling. The triangle, a square, and a circle represent the beginning, middle, and end of a story. For young students, the shapes can be color coded using traffic-light colors: green for Beginning, yellow for Middle, and red for End (for example).

**Sentence Starters:**

- In the beginning ________.
- In the middle ________.
- In the end ________.

From *The Power of Retelling* by Vicki Benson and Carrice Cummings (Wright Group, 2000).
Sequencing Cards:

Card #1

In the **beginning**, the pigs built houses.

Card #2

In the **middle**, the wolf blew down the houses.

Card #3

In the **end**, all the pigs lived in the brick house.

Visual aids from Sparkle Box

http://www.sparklebox.co.uk/thumbs401-405/sb405prev.html
Lesson 2
Fairy tales: The Three Little Pigs
Lesson Two ~ by: Tina Noiva

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) To review the elements of a fairy tale and determine which elements are present in the book, The Three Little Pigs.</td>
<td>1) During a whole group discussion, students will orally list the elements of a fairy tale and orally identify which are present in the book, The Three Little Pigs.</td>
</tr>
<tr>
<td>2) To make and confirm predictions about the events that will occur in a new version of the book, The Three Little Pigs.</td>
<td>2) Students will confer with a student partner to discuss the similarities and differences that they predict will occur between two versions of the book, The Three Little Pigs. During a whole group discussion, students will then orally explain what they think will be similar or different about the new version of the book and why.</td>
</tr>
<tr>
<td>3) To keep track of story events using the terms &quot;beginning&quot;, &quot;middle&quot;, and &quot;end&quot; to use in a retelling.</td>
<td>3) During a whole group discussion, students will orally retell the story of The Three Little Pigs using the words &quot;beginning&quot;, &quot;middle&quot;, and &quot;end&quot;.</td>
</tr>
</tbody>
</table>

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<td>Students will identify which fairytale elements are present in the story, The Three Little Pigs, by pointing to the elements on the classroom chart in response to teacher questions about the book.</td>
<td></td>
</tr>
<tr>
<td>Speaking - Compare/Contrast &amp; Make Predictions</td>
<td>Students will compare illustrations from two versions of the book, The Three Little Pigs by circling the similarities and differences with a partner before orally predicting what will occur during a whole group discussion using complete sentences.</td>
<td>Students will compare illustrations from two versions of the book, The Three Little Pigs by circling the similarities and differences with a partner before orally predicting what will occur during a whole group discussion using phrases and short sentences.</td>
<td>Students will compare illustrations from two versions of the book, The Three Little Pigs by circling the similarities and differences that they find and discussing them with a partner using language prompts provided by the teacher.</td>
<td>Students will compare illustrations from two versions of the book, The Three Little Pigs by circling the similarities and differences that they find and discussing them with a partner by using one-two word responses in L2 with L1 support.</td>
<td></td>
</tr>
<tr>
<td>Speaking - Sequence events to retell the story</td>
<td>Students will sequence three story events in order using the words &quot;beginning&quot;, &quot;middle&quot;, and &quot;end&quot;. Students will use complete sentences and include vocabulary words specific to fairytales.</td>
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# Fairy tales: The Three Little Pigs

Functional/Notional Chart: Lesson Two ~ by: Tina Noiva

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<th>Situation</th>
<th>Expressions</th>
<th>Word/Phrase</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare/Contrast and Predict</td>
<td>Similarities &amp; differences between two versions of the book, The Three Little Pigs</td>
<td>• I think the pig(s) will __________.</td>
<td>• leave their mother, build houses, live in the brick house, get eaten by the wolf, cook the wolf, eat the wolf</td>
<td>nouns, adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I think the wolf will __________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequence</td>
<td>Three events of the book The Three Little Pigs</td>
<td>• In the ______, the pigs built houses.</td>
<td>• beginning</td>
<td>nouns, ordinals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In the ______, the _____ pig built a house of _____.</td>
<td>• beginning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The _____ pig built a house of _____.</td>
<td>• first, second, third, straw, sticks, bricks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In the ______, the wolf blew down the houses and ate the pigs.</td>
<td>• middle</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In the ______, the wolf blew down the _____ pig's house of _____.</td>
<td>• middle</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The wolf blew down the _____ pig's house of _____.</td>
<td>• first, second, third, straw, sticks, bricks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The wolf did not blow down the _____ pig's house of _____.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In the _____, the wolf was cooked by the last pig.</td>
<td>• end</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In the _____, the pig in the house of _____ cooked the wolf when he came down the chimney.</td>
<td>• end, bricks</td>
<td></td>
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Fairy tales: The Three Little Pigs
Lesson Two, Week Two ~ by: Tina Noiva

Introduction - (Time: 5 minutes)

Refer to the learning and language objectives for the day, (see Lesson Two, page 1) which are written on the magnetic write-on/wipe-off thought and speech bubbles daily (see Lesson Two Appendix, example A). Read the learning and language objectives, tracking the print as you read and referring to the picture clues to help students differentiate the learning and language objectives. After reading the objectives, paraphrase them for students to clarify meaning and to repeat important vocabulary words.

Before Reading: Introduce the book and develop background knowledge- (Time: 15 minutes)

• Display the cover of the book, The Three Little Pigs, by: Bonnie and Bill Rutherford and Eulalie and remind students that we read this book together yesterday. Track the print of the title as you read it aloud. Remind students that this book is a fairy tale

• Next, display the cover of the book, The Three Little Pigs by: Yuri Salzman and read the title of this book aloud as you track the print. Explain to students that this book has the same title as the book that we read yesterday (point again to the title of both books) because it is another version of the same fairytale. Point to the "Elements of a Fairytale" chart (see Lesson Two Appendix, example B) and read the title aloud. Remind students that there are 7 elements that make a story a fairytale. Read the elements aloud as you point to each one.

• Ask students to raise their hand (gesture by raising your own hand) and tell you (gesture by pointing to your mouth) the fairy tale elements (point to chart) that The Three Little Pigs has (hold up book and/or point to the title of the book already written on the “Elements of a Fairy tale” chart). Model this by pointing to your head (gesturing thinking) and saying “I remember that The Three Little Pigs (hold up book) has the magic words, Once Upon a Time (point to this element on the chart). Now it's your turn (pointing to students), what do you remember (pointing to head)?”

Sample performance indicators for this task can be seen at the top of the following page:
• Remind students that because fairytales (point to the books and/or the "Elements of a Fairy tale" chart) have an oral tradition (point to your mouth) that there are usually many different versions of the same story. Due to this, the events in the story might be a little bit different in each version.

• **Explain to students that we are going to** take a picture walk through the pages of the second version of the book, The Three Little Pigs (hold up book).

• **Explain to students that as you flip the pages of the book (model flipping the pages) that they need to look at the pages (point to your eyes) and think (point to your head) about what might be the same and what might be different about this version of the story in comparison to the version that was read yesterday (hold up the book that was read yesterday).**

• **Begin the picture walk - allowing significant wait time for students to look at and make observations about what they are seeing in the illustrations.**

• **After the picture walk, pair students with their assigned partner at the carpet (heterogeneous by language proficiency levels) and distribute photocopies of each of the two versions of The Three Little Pigs that have been read together in class (see Lesson Two Appendix, examples C-J).**

• **Have each pair look at the illustrations in the two books and discuss the similarities and differences that they observe between the two stories. Once the group has agreed upon one similarity or difference, both members of the group must raise their hands and touch their thumbs together to show that they are ready to share their prediction with the rest of the class.**

• **Call two students to the front of the classroom to model this procedure so that everyone has a better understanding of what they need to do with their partner when they begin the activity.**

• **Once the activity has been modeled and you have checked for student understanding, have students begin their partner work.**

• **As students interact with their partners, monitor their group work and encourage participation by asking open ended questions, such as "What do you notice in this illustration? Can you tell what is different about this part of the story?"**
• Once all groups have their hands up and thumbs touching, call upon each group of students to share their predictions with the whole class as you write the prediction on chart paper.

• At the top of the chart paper, write the sentence frame, “I think the _____ will ______.” Read this sentence aloud as you track the print and encourage students to use this sentence frame when they orally give their own prediction about the story.

Sample performance indicators for this task can be seen below:

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Fluent Bridging Level 5</th>
<th>Expanding Fluency Level 4</th>
<th>Speech Emerging Level 3</th>
<th>Early Production Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking -</td>
<td>Students will compare illustrations from two versions of the book, The Three Little Pigs by circling the similarities and differences with a partner before orally predicting what will occur during a whole group discussion using complete sentences.</td>
<td>Students will compare illustrations from two versions of the book, The Three Little Pigs by circling the similarities and differences that they find and discussing them with a partner using language prompts provided by the teacher.</td>
<td>Students will compare illustrations from two versions of the book, The Three Little Pigs by circling the similarities and differences that they find and discussing them with a partner using one-two word responses in L2 with L1 support.</td>
<td>Students will compare illustrations from two versions of the book, The Three Little Pigs by circling the similarities and differences that they find and discussing them with a partner by pointing to the picture clues and using L1 support.</td>
<td></td>
</tr>
<tr>
<td>Compare/Contrast</td>
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<td></td>
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<tr>
<td>&amp; Make Predictions</td>
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</tbody>
</table>

• Last, set a purpose for reading - inform students that they will read this new version of the story (hold up the second version of the book) to confirm their predictions (point to their predictions on the chart paper) about the similarities and differences of this story to the first version of the book (point to the first book).

During Reading: Confirm predictions - (Time: 15 minutes)

• Pause for children to look at and comment on the text and illustrations
• Say the sentences expressively to make the narration more vivid
• Model for children how to confirm their predictions

Model - Say: "I see (pointing to eyes) that there is an apple tree in this story (point to the apple tree in the illustration). Was there an apple tree in the story that we read yesterday? (gesture hands out to ask a question and hold up the first version of the book, The Three Little Pigs) No, (shake head to gesture no), that is something different about this version of the book. (Student names) you mentioned the apple tree in your prediction before we started to read, Point to the predictions on chart paper and read this particular predictions aloud. Say: “Your prediction was correct! (Give a thumbs up) What else has been different about this book so far?”
After Reading:

Compare/Contrast: (Time - 5 minutes)

- Allow further opportunity for the students to confirm their predictions about the text (see model at the bottom of the previous page)
- After reading through and confirming the predictions on the chart paper (using a thumbs up), discuss any other similarities and differences between the two versions of The Three Little Pigs that were not predicted prior to reading the text.
- Next, discuss what surprised them about this version of the story and why.

Retell the story: (Time 10 minutes)

- Refer to the shape-go map that was created yesterday (see Lesson Two Appendix, example K).
- Inform students that you need their help to create a new shape-go map in order to retell the new version of the book, The Three Little Pigs.
- Ask students to orally recall what happened at the beginning of the story (point to the green triangle on the shape-go map, and show the beginning pages of the book, The Three Little Pigs.) Say the phrase “In the beginning” as you point to the green sentence starter next to the triangle on the shape go map, and have students repeat this phrase with you. Ask students to orally recall what happened in the middle of the story (point to the yellow square on the shape-go map, and show the middle pages of the book, The Three Little Pigs) Say the phrase “In the middle”, as you point to the yellow sentence starter next to the square and have student repeat this phrase with you. Ask students to orally recall what happened at the end of the story (point to the red circle on the shape-go map, and show the ending pages of the book, The Three Little Pigs. Say the phrase “In the end”, as you point to the red sentence starter next to the circle and have students repeat this phrase with you.

Sample Performance Indicators for this task can be seen below:

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Fluent Bridging Level 5</th>
<th>Expanding Fluency Level 4</th>
<th>Speech Emerging Level 3</th>
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<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking - Sequence events to retell the story</td>
<td>Students will sequence three story events in order using the words “beginning”, “middle”, and “end”. Students will use complete sentences and include vocabulary words specific to fairytales.</td>
<td>Students will sequence three story events in order using the words “beginning”, “middle”, and “end”. Students will use phrases and short sentences.</td>
<td>Students will sequence three story events in order by using language prompts provided by the teacher.</td>
<td>Students will sequence three story events in order using the support of picture cards and giving one-two word responses to teacher questions about the cards.</td>
<td>Students will sequence three story events in order using the support of picture cards and repeating the words “beginning”, “middle”, and “end” after the teacher while pointing to each card.</td>
</tr>
</tbody>
</table>

For students at Level 1, refer to the sequencing cards in the Lesson Two Appendix, example L.
• Remind students to use the words beginning, middle, and end during their retelling to help you to know where to write the words on the story map (point to these words, which are highlighted on the sentence strips next to the shape-go map). Also, encourage students to use vocabulary words specific to fairy tales in their retelling (if they do not do so independently). Refer to the “Elements of a Fairy tale” chart to remind students of the special words that a fairy tale often contains.

• Reiterate/paraphrase student responses by writing the student’s dialogue in the appropriate location on the shape-go map. This will help students better organize their thinking during a retelling.

• Re-read each section of the story map each time that you add on to the story for context.

**Conclusion - (Time: 5 minutes)**

Refer back to the learning and language objectives posted for the day. Ask students to show you a thumbs up to indicate if the objective was done during the lesson, and a thumbs down to indicate if it was not done. Re-read each objective aloud and remind students of some of the activities that were done throughout the lesson to accomplish that objective. If all students have a thumbs up, place a check mark next to the objective on the write-on/wipe-off chart to show that it was completed. If students have their thumbs down, this may indicate that a part of the lesson was not understood. If this is the case, allow time to question students and talk about their misunderstanding for further clarification of the lesson.
Narrative:

Many of the strategies and modifications that I incorporated into this lesson are very similar to those used in lesson one of this unit. I in no way want to sound redundant, however, I feel as though these modification and strategies are not only beneficial to this particular lesson on The Three Little Pigs, nor to this particular unit on fairy tales, but that they are beneficial to ALL lessons and units created for English language learners.

In order to help English language learners succeed it is important to create both clear content and language objectives for each lesson that you create. Think to yourself “What do I want my students to know?” and “What do I want my students to show so that they know what I want them to know?” Once you have established this, it is also important to be explicit about these learning and language objectives with your students each day so that they have a clear understanding of what is expected of them during the lesson and what language functions that they will need to use during the lesson. I have modeled this in my own lesson during the introduction and conclusion with the use of the magnetic speech and thought bubbles, and I would like to begin using this approach every day with my students!

Another important component of this unit for ELL’s is to build background for the students - linking prior knowledge and past learning experiences to new learning. This will help students to create meaning and help them to practice any key vocabulary that they will need during the lesson (for example, reviewing the fairy tale elements that were found to be present in the story of The Three Little Pigs during lesson one of this unit, and reviewing the words “beginning,” “middle,” and “end” to use during the retelling of the story The Three Little Pigs).

Using a variety of techniques to make talk comprehensible is another way to promote success for English language learners. To accomplish this, use a variety of visuals and gestures throughout the lesson (for example, holding up the book as you refer to it, pointing to your ear to indicate “listening”, or having picture clues to accompany text). I also suggest using the “I do, we do, you do" approach to learning by modeling tasks for students so that they have a clear understanding of what is expected of them when they do the task (for example, model how to recall story elements from the book and the language used to complete this task before asking students to do this independently). Repeating phrases, adding extended pauses to slow down the pace of your speech, and reviewing/paraphrasing frequently throughout the lesson will also help to make talk comprehensible to ELL’s throughout this lesson/unit.

In addition to these modifications, I also added more opportunities for student interaction during this lesson. Students have the opportunity to work with a partner to compare and contrast illustrations from two different versions of the book, The Three Little Pigs in order to form predictions about what might be the same or different about the new version of the story (prior to reading the text). This opportunity is beneficial to English language learners because it allows them time to discuss, share ideas, negotiate meaning, and clarify using their native language.
Thought and Speech Bubbles:

To be used during the introduction and closing of the lesson to reinforce the learning and language objectives for the students and to reinforce that these objectives were met during the lesson.
The Elements of a Fairy Tale Chart

~ What makes a story a fairytale? ~

Use this chart with books from the genre of fairy tales. Place an X under each element you find in each story.

<table>
<thead>
<tr>
<th>Name of Fairy Tale</th>
<th>Special Words</th>
<th>Good Character</th>
<th>Evil Character</th>
<th>Royalty and/or Castle</th>
<th>Magic</th>
<th>Problem/Solution</th>
<th>3's or 7's or</th>
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</tbody>
</table>
Compare/Contrast Illustrations and Make Predictions with a Partner:

Directions:

- Sit with your partner.
- Look at the illustrations from the two versions of The Three Little Pigs.
  - Circle the things that are the same with a red crayon
  - Circle the things that are different with a blue crayon.
- Discuss what you see with your partner.
- Raise your hand when you are done.
Once upon a time there were three little pigs. They lived with their mother in a little house.

Down the road lived a hungry old wolf. He said to himself: "Someday I will eat those little pigs."

One day Mother Pig said, "Our house is too small for us all. You must go out and find a house of your very own."

The next day the hungry wolf knocked on the door. "Hello, little pig. May I come in?" he asked.

"Please may I have the straw?" asked the first little pig. "I want to build a house." The man gave him the straw, and the first little pig built his house of straw.

"Please may I have the wood?" asked the second little pig. "I want to build a house." The man gave him the wood.

So the second little pig built his house of wood.

The next day the wolf came. "Little pig, let me in," said the wolf.
"No, by the hair of my chinny-chin, chin. I will not let you come in," said the second little pig. Then the wolf huffed and he puffed and blew the house down. The second little pig ran home to Mother Pig.

The very next day the wolf called, "Little pig, I know where we can get some fine apples.

"Will you come with me at five o'clock?" asked the hungry wolf. "I will be ready," said the pig. But the little pig went to the orchard at four o'clock.

He climbed a tree and picked many apples. The wolf came along. "Let me give you a nice sweet apple," said the little pig. He threw the apple down the hill. The wolf ran after the apple.

The little pig had fun riding on the merry-go-round. He bought an ice cream cone. Then he saw a barrel. "I can keep my apples in the barrel," he said.

The little pig bought the barrel and started home. Just then he saw the wolf coming. The little pig jumped into the barrel to hide. The barrel rolled down the hill toward the wolf. How the wolf ran!

"May we come in?" they asked. The little pig said, "By the hair of my chinny-chin, chin, I will let you come in!"

So the three little pigs all lived together in the little brick house.
Compare/Contrast Illustrations and Make Predictions with a Partner:

Directions:

- Sit with your partner.
- Look at the illustrations from the two versions of The Three Little Pigs.
  - Circle the things that are the same with a red crayon
  - Circle the things that are different with a blue crayon.
- Discuss what you see with your partner.
- Raise your hand when you are done.
Once upon a time there was a mother pig who had three little pig children.

One day she said to them, "It is time for you to go out into the world and make your fortune."

The three little pigs packed their bags and said goodbye to their mother. They left the house and each went along a different path.

The first little pig soon met a man with a load of straw. "Please, mister, will you give me some straw to build a house?"

The man did, and the little pig quickly built himself a straw house. It was not a very strong house, but the little pig was so happy that he began to dance and sing.

Along came a hungry and wicked wolf who knocked at the door and called out in a gruff voice, "Little pig, little pig, let me come in."

"The little pig grunted and answered, "No, no, by the hair of my chinny, chin, chin, I will not let you in."

"You will be sorry," growled the wolf, "I will huff and I will puff, and I will blow your house in."
So the wolf huffed, and he puffed, and he blew the house of straw right down. Then he ate up the first little pig.

Now, the second little pig walked along the path until he met a man with a load of twigs. "Would you be so kind, sir, as to give me some twigs so I can build a little house?"

Then along came the hungry and wicked wolf. He knocked at the door and called out in a gruff voice, "Little pig, little pig, let me come in."

The little pig grunted and answered, "No, no, by the hair of my chinny, chin, chin, I will not let you in."

"You will be sorry," growled the wolf, "I will huff, and I will puff, and I will blow your house in!"

The man did, and the little pig quickly built himself a house of twigs. It was not a very strong house, but the little pig was so happy that he began to dance and play his flute.
The third little pig walked along until he met a man with a load of bricks. "Please, sir, would you give me some bricks to build a house?"

Along came the hungry and wicked wolf. He knocked at the door and called out in a gruff voice. "Little pig, little pig, let me come in."

The man did, and the little pig built himself a brick house. It took him a long time, but it was a lot stronger than a straw house or a house of twigs. The little pig was very happy. He sat down and played the piano and sang.

So the wolf huffed, and he puffed, and he huffed and puffed some more, and at last he blew the house of twigs right down. Then he ate up the second little pig.

The little pig grunted and answered, "No, no, by the tain of my chimney, chin, chin, I will not let you in!" "You will be sorry," growled the wolf. "I will huff, and I will puff, and I will blow your house in!"
The wolf got mad. "Little pig, little pig, I will catch you anyhow. I am going to climb up on the roof and come down the chimney and eat you up!"

"Come down," said the little pig. "Hurry up!"

So the wolf huffed, and he puffed, and he huffed, and he puffed again and again. But he could not blow the house in.

The wolf came down the chimney and fell right into a pot of water boiling over the fire. The little pig quickly popped the cover over the pot—and that was the end of the wicked wolf!

And the third little pig lived happily ever after in his house of bricks.
**Shape-Go Map:**

The Shape-Go Map below was created by Vicki Benson and Carrice Cummings (2000) to help readers organize their thinking and retelling. The triangle, a square, and a circle represent the beginning, middle, and end of a story. For young students, the shapes can be color coded using traffic-light colors: green for Beginning, yellow for Middle, and red for End (for example).

**Beginning**
- Character(s)
- Setting
- Plot/Problem

**Middle**
- 4 events from story

**End**

**Sentence Starters:**

- In the beginning ________.
- In the middle ________.
- In the end ________.

From *The Power of Retelling* by Vicki Benson and Carrice Cummings (Wright Group, 2000).
In the **beginning**, the pigs built houses.

Card #1

In the **middle**, the wolf blew down the houses and ate the pigs.

Card #2

In the **end**, the pig cooked the wolf.

Card #3

Visual aids from Sparkle Box

[http://www.sparklebox.co.uk/thumbs401-405/sb405prev.html](http://www.sparklebox.co.uk/thumbs401-405/sb405prev.html)
Lesson 3
**Fairy tales: The Three Little Pigs**  
Lesson Three ~ by: Tina Noiva

<table>
<thead>
<tr>
<th><strong>Content Objectives</strong></th>
<th><strong>Language Objectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) To review the elements of a fairytale and use those elements when retelling the story, The Three Little Pigs.</td>
<td>1) During a whole group discussion, students will orally list the elements present in the fairytale, The Three Little Pigs, and orally discuss how to incorporate those elements into a retelling of the story.</td>
</tr>
<tr>
<td>2) To keep track of story events using the terms “beginning”, “middle”, and “end” to use in a retelling.</td>
<td>2) During a class role play, students will listen to and act out the story of The Three Little Pigs as the narrator orally retells the story events using the words “beginning”, “middle”, and “end”.</td>
</tr>
<tr>
<td>3) To compare and contrast two retellings/role plays of the story, The Three Little Pigs</td>
<td>3) During a whole group discussion, students will orally explain the similarities and differences between the two role play versions of the story.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Domain/Topic</strong></th>
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<th><strong>Preproduction Level 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking - List elements of a fairytale</td>
<td>Students will identify which fairytale elements are present in the story, The Three Little Pigs by orally contributing to a whole class discussion using complete sentences.</td>
<td>Students will identify which fairytale elements are present in the story, The Three Little Pigs by orally contributing to a whole class discussion using phrases and short sentences.</td>
<td>Students will identify which fairytale elements are present in the story, The Three Little Pigs by using language prompts provided by the teacher.</td>
<td>Students will identify which fairytale elements are present in the story, The Three Little Pigs, by pointing to the elements on the classroom chart in response to teacher questions about the book.</td>
<td>Students will identify which fairytale elements are present in the story, The Three Little Pigs, by pointing to the elements on the classroom chart in response to teacher questions about the book.</td>
</tr>
<tr>
<td>Speaking - Sequence events to retell the story</td>
<td>Students will sequence three story events in order using the words “beginning”, “middle”, and “end”. Students will use complete sentences and include vocabulary words specific to fairtales.</td>
<td>Students will sequence three story events in order using the words “beginning”, “middle”, and “end”. Students will use phrases and short sentences.</td>
<td>Students will sequence three story events in order by using language prompts provided by the teacher.</td>
<td>Students will sequence three story events in order using the support of picture cards and giving one-two word responses to teacher questions about the cards.</td>
<td>Students will sequence three story events in order using the support of picture cards and repeating the words “beginning”, “middle”, and “end” after the teacher while pointing to each card.</td>
</tr>
<tr>
<td>Speaking - Compare and contrast two fairytales</td>
<td>Students will compare and contrast two stories by orally contributing to a whole class discussion using complete sentences.</td>
<td>Students will compare and contrast two stories by orally contributing to a whole class discussion using phrases and short sentences.</td>
<td>Students will compare and contrast two stories by using language prompts provided by the teacher.</td>
<td>Students will compare and contrast two stories by giving one-two word responses to teacher questions about the books.</td>
<td>Students will compare and contrast two stories by pointing to similarities and differences that they observe on the classroom chart.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expressions</td>
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<td><strong>In the _____, the pigs built houses.</strong></td>
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<tr>
<td>Sequence</td>
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<td><strong>In the _____, the wolf blew down the houses and ate the pigs.</strong></td>
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<td><strong>In the _____, all of the pigs lived in the brick house.</strong></td>
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<td><strong>(In the _____, the wolf was cooked by the last pig.)</strong></td>
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<td><strong>(In the _____, the pig in the house of _____ cooked the wolf when he came down the chimney.)</strong></td>
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<td><strong>The parenthesis and bold print indicate what dialogue would be used if the second version of the story was used during the role play</strong></td>
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<td></td>
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<td><strong>In the _____ version of The Three Little Pigs we used ________</strong></td>
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<tr>
<td>Compare/Contrast</td>
<td></td>
<td><strong>In the _____ version of The Three Little Pigs we did not use ________.</strong></td>
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<td><strong>The first and second versions of The Three Little Pigs were the _____ because they both had ________.</strong></td>
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<td><strong>The first and second versions of The Three Little Pigs were _____ because one had _____ and one had ______.</strong></td>
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<td><strong>first, second</strong></td>
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<td><strong>special words, good character(s), evil character(s), royalty, castle, magic, problem, solution, three's, seven's</strong></td>
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<td><strong>same, different</strong></td>
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<td><strong>special words, good character(s), evil character(s), royalty, castle, magic, problem, solution, three's, seven's</strong></td>
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Fairy tales: The Three Little Pigs
Lesson Three, Week Two ~ by: Tina Noiva

Introduction - (Time: 5 minutes)

Refer to the learning and language objectives for the day, (see Lesson Three, page 1) which are written on the magnetic write-on/wipe-off thought and speech bubbles daily (see Lesson Three Appendix, example A). Read the learning and language objectives, tracking the print as you read and referring to the picture clues to help students differentiate the learning and language objectives. After reading the objectives, paraphrase them for students to clarify meaning and to repeat important vocabulary words.

Before Role Play: Provide background information about the activity and vote on which version of the story to act out during the role play (Time: 10 minutes)

• Inform the students that today, they are going to remember (gesture to head as though you are thinking) the story of the Three Little Pigs (hold up the two versions of the book, The Three Little Pigs) and that they are going to tell the story (point to mouth) as they act it out.

• Show students the masks of the three little pigs, and the wolf; and the necklaces depicting the houses of straw, sticks, and bricks (see Lesson Three Appendix, examples B-F). Inform students that some of them (pointing to students) are going to wear the masks and the necklaces (model this by placing one of the masks on your own face) and the necklaces (model this by placing one of the necklaces around your own neck) and act out the story (model this by standing up and changing your voice while saying: "I am the first little pig, I want to build my house of straw.")

• Inform students that the first thing that they need to do is to decide which version of the story that they would like to tell - the version from day one, (hold up the book from day one) or the version from day two, (hold up the book from day two).

• To aid in the decision process, hold up the first book and paraphrase the story as you flip through the book to allow students to view the illustrations.

• Next, hold up the second book and paraphrase the story as you flip through the book, once again allowing the students to view the illustrations.

• Ask students to think for a moment (gesture by pointing to your head) about which version that they like the best.

• Form a T-Chart on chart paper (see Lesson Three Appendix, example G). On the left side of the T-chart, write the words, "Version 1" and place the first version of the book on the ledge of the chart under this column. On the right side of the T-
Inform students that each of them will come up to the chart and vote for which version that they would like to act out by placing a tally mark under the title "Version 1" or "Version 2". Model this by giving your own vote, Say: "I like Version 2 (pointing to the right side of the T-Chart) of the story, because the three pigs don't get eaten by the wolf." Then, draw your tally mark under "Version 2" to show that you are giving your vote on this side.

Next, call student volunteers to the chart to cast their individual votes for the class role play.

After everyone has had a chance to vote, count the tally marks for Version 1 of the story, and Version 2 of the story, and write the numerical number of votes on the right and left sides of the T-chart. Announce which version received more votes and inform students that this will be the version that they will role play during class today.

Review the elements of a fairy tale - (Time: 5 minutes)

Point to the "Elements of a Fairytale" chart (see Lesson Two Appendix, example H) and read the title aloud.

Tell students that it will be important to remember (gesture pointing to your head as though you are thinking) which elements (point to the row of elements on the chart) are present in the story of The Three Little Pigs (hold up book and/or point to the title of the book already written on the "Elements of a fairy tale" chart) in order to retell the story correctly during the role play.

Ask students to raise their hand (gesture by raising your own hand) and tell you (gesture by pointing to your mouth) the fairy tale elements (point to chart) that The Three Little Pigs has (hold up book and/or point to the title of the book already written on the "Elements of a fairy tale" chart). In addition to this, ask students to explain how that element is present in the story.

Model this task by pointing to your head (gesturing thinking) and saying "I remember that The Three Little Pigs (hold up book) has an evil character (point to this element on the chart). The evil character is the wolf. Draw a picture of the wolf under this column on the "Elements of a fairy tale" chart to help students remember to include this when they retell the story during the role play.

Invite the students to suggest other elements that are present in The Three Little Pigs. Say: "Now it's your turn (pointing to students), what do you remember (pointing to head) about this story?"
Retell the story - (Time: 5 minutes)

- Once again, refer to the shape-go map (see Lesson Three Appendix, example I).
- Inform students that you will use the shape-go map (point towards the map) to retell the story of The Three Little Pigs (hold up book) using the elements on the chart that were just discussed (point to the elements and the illustrations under each, which represent how those elements are present in the story).
- Ask students to orally recall what happened at the beginning of the story (point to the green triangle on the shape-go map, and show the beginning pages of the book, The Three Little Pigs.) Say the phrase "In the beginning" as you point to the green sentence starter next to the triangle on the shape-go map, and have students repeat this phrase with you. Ask students to orally recall what happened in the middle of the story (point to the yellow square on the shape-go map, and show the middle pages of the book, The Three Little Pigs) Say the phrase "In the middle", as you point to the yellow sentence starter next to the square and have student repeat this phrase with you. Ask students to orally recall what happened at the end of the story (point to the red circle on the shape-go map, and show the ending pages of the book, The Three Little Pigs. Say the phrase "In the end", as you point to the red sentence starter next to the circle and have students repeat this phrase with you.

Sample Performance Indicators for this task can be seen below:

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Fluent Bridging Level 5</th>
<th>Expanding Fluency Level 4</th>
<th>Speech Emerging Level 3</th>
<th>Early Production Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking - Sequence events to retell the story</td>
<td>Students will sequence three story events in order using the words &quot;beginning&quot;, &quot;middle&quot;, and &quot;end&quot;. Students will use complete sentences and include vocabulary words specific to fairytales.</td>
<td>Students will sequence three story events in order using the words &quot;beginning&quot;, &quot;middle&quot;, and &quot;end&quot;. Students will use phrases and short sentences.</td>
<td>Students will sequence three story events in order using the support of picture cards and giving one-two word responses to teacher questions about the cards.</td>
<td>Students will sequence three story events in order using the support of picture cards and repeating the words &quot;beginning&quot;, &quot;middle&quot;, and &quot;end&quot; after the teacher while pointing to each card.</td>
<td>Students will sequence three story events in order using the support of picture cards and repeating the words &quot;beginning&quot;, &quot;middle&quot;, and &quot;end&quot; after the teacher while pointing to each card.</td>
</tr>
</tbody>
</table>
• Remind students to use the words beginning, middle, and end during their retelling to help you to know where to write the words on the story map (point to these words, which are highlighted on the sentence strips next to the shape-go map).

• Reiterate/paraphrase student responses by writing the student's dialogue in the appropriate location on the shape-go map. This will help students better organize their thinking during the retelling and the role play.

• Re-read each section of the story map each time that you add on to the story for context.

• Afterwards, refer back to the "Elements of a fairy tale" chart and make sure that students included all of the important elements that were present in the Three Little Pigs.

• Point to each element present in The Three Little Pigs, and have students give a thumbs up/thumbs down to show if that element was included in the retell. If it was, place a check mark next to the element. If it was not included, have students give suggestions for where it can be added.

Assign parts to the role play - (Time: 5 minutes)

• Now that the retell is complete, it is time to assign parts to the role play. Hold up the first pig masks and its corresponding necklace for the role play. Ask students to raise their hand (gesture raising your hand) if they would like to wear the mask (hold up the mask again) and act out the part of the first little pig.

• Call upon one student volunteer and distribute the mask and necklace.

• Continue with this procedure until all of the masks and necklaces have been distributed for the three little pigs and the wolf.

• Next, hold up an apron, and ask students to raise their hand (gesture raising your hand) if they would like to wear the apron and act out the part of the mother pig (point to a picture of the mother pig in one of the books).

• Call upon one student volunteer and distribute the apron.

• Finally, hold up a pretend microphone and inform students that you will be the narrator of the story (point to yourself). Explain to students that the narrator is the storyteller that explains/tells (gesture to mouth) the events of the story (gesture to shape-go map) to help the characters (point to the students participating in the role play) act out their parts.

• Inform students to watch (point to eyes) the role of the narrator carefully (pointing to yourself), because after you model it for them the first time, one of them (pointing to students) will get to have the microphone (point to microphone) and tell (gesture to mouth) the events of the story.

• Explain to the remainder of the students (pointing to students), that their role is the audience. The audience looks (point to eyes), listens (point to ears) quietly (gesture quiet by touching your index finger to your lips and using a whispering voice as you speak). The audience also shows the characters (pointing to students with roles in the play) that they like their work by clapping (gesture clapping) at the end.
During the role play: (Time: 10 minutes)

- Frequently gesture to cue students when it is their turn to act out their role in the story.
- Allow the audience to provide student assistance and negotiate meaning if the characters are missing key parts or phrases during the role play.

After Role Play: (Time: 20 minutes)

- Ask the audience to comment on the role play. Say: "What did you (point to the audience) think (point to your head to gesture thinking) about the role play? Ask: "What did you like about the play?", "What would you do differently?"
- Afterwards, assign new roles, including the role of narrator, and repeat the role play.
- Allow the narrator to use the "Elements of a fairy tale" chart, the shape-go map, The Three Little Pigs book, the sequencing cards, or the photocopies of the book (used during lesson two) in order to assist them in retelling the story.
- Ask students to watch carefully (point to eyes) for differences between the first version of the role play and the second version of the role play.
- After the two role plays have been performed, discuss the differences and similarities between the two versions.

Sample Performance Indicators for this task can be seen below:

<table>
<thead>
<tr>
<th>Domain/Topic</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Students will compare and contrast two stories by orally contributing to a whole class discussion using complete sentences.</td>
<td>Students will compare and contrast two stories by orally contributing to a whole class discussion using phrases and short sentences.</td>
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<td>Students will compare and contrast two stories by giving one-two word responses to teacher questions about the books.</td>
<td>Students will compare and contrast two stories by pointing to similarities and differences that they observe on the classroom chart.</td>
</tr>
<tr>
<td>Compare and contrast two fairytales</td>
<td>Students will compare and contrast two stories by orally contributing to a whole class discussion using complete sentences.</td>
<td>Students will compare and contrast two stories by orally contributing to a whole class discussion using phrases and short sentences.</td>
<td>Students will compare and contrast two stories by using language prompts provided by the teacher.</td>
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<td>Students will compare and contrast two stories by pointing to similarities and differences that they observe on the classroom chart.</td>
</tr>
</tbody>
</table>

- Ask students: "Why do you think (gesture to head as though you are thinking) that both versions of this role play were different?"
- Paraphrase, reiterating/reminding students that fairytales are often told orally (point to mouth) and that each person (point to a few of the students) remembers (gesture to head as though you are thinking) and says the words (point to your mouth) a little bit differently from the last person who told it.
- Point out the elements that remained the same (refer to the "Elements of a fairy tale" chart as you point to and read each of the elements - typically, the special beginning and ending words, the good character(s) and the evil character, the problem and solution)
- Explain that it is these elements (point to elements on the chart once again) that help any retelling of this story to remain a fairytale.
Conclusion - (Time: 5 minutes)

Refer back to the learning and language objectives posted for the day. Ask students to show you a thumbs up to indicate if the objective was done during the lesson, and a thumbs down to indicate if it was not done. Re-read each objective aloud and remind students of some of the activities that were done throughout the lesson to accomplish that objective. If all students have a thumbs up, place a check mark next to the objective on the write-on/wipe-off chart to show that it was completed. If students have their thumbs down, this may indicate that a part of the lesson was not understood. If this is the case, allow time to question students and talk about their misunderstanding for further clarification of the lesson.

Follow Up Activity: (Time: 15-20 minutes)

Provide students with a piece of paper, containing three house shapes. Have students glue straw (raffia), sticks (toothpicks), and bricks (red construction paper rectangles) onto the three houses in proper sequence of the story. Afterwards, conference with students and have them dictate sentences to retell the story of The Three Little Pigs. Write down their responses under each of the houses. See Lesson Three Appendix, example J for a visual of this particular activity.

Use this activity as an assessment tool to monitor individual student progress and development in the use of vocabulary and in the accuracy of sequencing and retelling of story events

** If there is not enough time to complete the follow up activity due to the length of the whole group lesson, this activity may be postponed to Lesson Four **
Once again, many of the strategies and modifications that I incorporated into this lesson are very similar to those used in lessons one and two of this unit. I have done this for two reasons. The first is because I feel as though these modification and strategies are not only beneficial to this particular lesson on The Three Little Pigs, nor to this particular unit on fairy tales, but that they are beneficial to ALL lessons and units for English language learners. The second reason for this, is that English language learners need consistency, repetition, and familiarity in order to succeed in the classroom. Therefore, I have tried to provide these three components throughout all three of the lessons in my unit on The Three Little Pigs in order to make the lessons more comprehensible.

I again would like to state that in order to help English language learners succeed (in this lesson and ALL lessons) that it is important to create both clear content and language objectives for each lesson that you create. Think to yourself “What do I want my students to know?” and “What do I want my students to show so that they know what I want them to know?” Once you have established this, it is also important to be explicit about these learning and language objectives with your students each day so that they have a clear understanding of what is expected of them during the lesson and what language functions that they will need to use during the lesson. I have modeled this in my own lesson during the introduction and conclusion with the use of the magnetic speech and thought bubbles, and I would like to begin using this approach every day with my students!

Another important component of this unit for ELL’s is to build background for the students - linking prior knowledge and past learning experiences to new learning. This will help students to create meaning and help them to practice any key vocabulary that they will need during the lesson (for example, reviewing the fairy tale elements that were found to be present in the story of The Three Little Pigs during lesson one of this unit, and reviewing the words “beginning,” “middle,” and “end” to use during the role play of the story The Three Little Pigs).

Using a variety of techniques to make talk comprehensible is another way to promote success for English language learners. To accomplish this, use a variety of visuals and gestures throughout the lesson (for example, holding up the book as you refer to it, pointing to your ear to indicate “listening”, or having picture clues to accompany text). I also suggest using the “I do, we do, you do” approach to learning by modeling tasks for students so that they have a clear understanding of what is expected of them when they do the task (for example, model how be the narrator of the story before asking a student to take on this role). Repeating phrases, adding extended pauses to slow down the pace of your speech, and reviewing/paraphrasing frequently throughout the lesson will also help to make talk comprehensible to ELL’s throughout this lesson/unit.
In addition to these modifications, I also added more opportunities for student interaction during this lesson. Students get to take some ownership of this lesson by having the opportunity to vote for which version of the story that they would like to role play. Students also get to practice and apply the skills that they have been working on during the two previous lessons and to engage in the activity using hands on materials. These strategies help to create meaning for English language learners, which ultimately helps them to further succeed in the classroom!

I have also included an assessment activity at the end of lesson three to monitor the student's individual progress and development in the use of vocabulary and in the accuracy of their sequencing and retelling of story events. This will later help me to determine which students will need more support in these areas.
Thought and Speech Bubbles:

To be used during the introduction and closing of the lesson to reinforce the learning and language objectives for the students and to reinforce that these objectives were met during the lesson.
Role Play Masks -

Print the masks on a heavier weight paper. Have the children color and cut them out. Have an adult cut out the eyes. You can either staple the masks to paint sticks or hole punch the masks at the sides and use elastic thread to make a band.
Role Play Masks -

Print the masks on a heavier weight paper. Have the children color and cut them out. Have an adult cut out the eyes. You can either staple the masks to paint sticks or hole punch the masks at the sides and use elastic thread to make a band.

For more creative learning ideas check out
www.makinglearningfun.com

Sticks pig
Role Play Masks -

Print the masks on a heavier weight paper. Have the children color and cut them out. Have an adult cut out the eyes. You can either staple the masks to paint sticks or hole punch the masks at the sides and use elastic thread to make a band.

For more creative learning ideas check out www.makinglearningfun.com
Role Play Masks -

Print the masks on a heavier weight paper. Have the children color and cut them out. Have an adult cut out the eyes. You can either staple the masks to paint sticks or hole punch the masks at the sides and use elastic thread to make a band.
Role Play Necklaces -

Print the necklaces on a heavier weight paper. Cut out each of the oval shapes and punch a hole through the top center of each. String a piece of yarn through the hole and tie the string to secure.

- straw
- sticks
- bricks
T-Chart

Have each student vote for which version of The Three Little Pigs that they would like to use in a class role play by placing a tally mark in the appropriate column below.

<table>
<thead>
<tr>
<th>Version 1</th>
<th>Version 2</th>
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<tbody>
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The Three Little Pigs

The Three Little Pigs
Independent Retell Activity -

Provide students with a piece of paper, containing three house shapes. Have students glue straw (raffia), sticks (toothpicks), and bricks (red construction paper rectangles) onto the three houses in proper sequence of the story. Afterwards, conference with students and have them dictate sentences to retell the story of The Three Little Pigs. Write down their responses under each of the houses.
The Elements of a Fairy Tale Chart
~ What makes a story a fairytale? ~

Use this chart with books from the genre of fairy tales. Place an X under each element you find in each story.

<table>
<thead>
<tr>
<th>Name of Fairy Tale</th>
<th>Special Words</th>
<th>Good Character</th>
<th>Evil Character</th>
<th>Royalty and/or Castle</th>
<th>Magic</th>
<th>Problem/Solution</th>
<th>3's or 7's</th>
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Diagram:
- Book
- Once upon a Time
- Heart
- Castle
- Magic wand
- Question mark
- Fingers

Legend:
- Special Words
- Good Character
- Evil Character
- Royalty and/or Castle
- Magic
- Problem/Solution
- 3's or 7's
**Shape-Go Map:**

The Shape-Go Map below was created by Vicki Benson and Carrice Cummings (2000) to help readers organize their thinking and retelling. The triangle, a square, and a circle represent the beginning, middle, and end of a story. For young students, the shapes can be color coded using traffic-light colors: green for Beginning, yellow for Middle, and red for End (for example).

**Sentence Starters:**

- In the beginning ________.
- In the middle ________.
- In the end ________.

- **Beginning**
  - Character(s)
  - Setting
  - Plot/Problem

- **Middle**
  - 4 events from story

- **End**

From *The Power of Retelling* by Vicki Benson and Carrice Cummings (Wright Group, 2000).
In the **beginning**, the pigs built houses.

In the **middle**, the wolf blew down the houses.

In the **end**, all the pigs lived in the brick house.

Visual aids from Sparkle Box

http://www.sparklebox.co.uk/thumbs401-405/sb405prev.html
Sequencing Cards:

Card #1

In the beginning, the pigs built houses.

Card #2

In the middle, the wolf blew down the houses and ate the pigs.

Card #3

In the end, the pig cooked the wolf.

Visual aids from Sparkle Box

http://www.sparklebox.co.uk/thumbs401-405/sb405prev.html
Checklists
FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

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<th>Lesson 2</th>
<th>Lesson 3</th>
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</thead>
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<td>II. Make Text Comprehensible</td>
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<td>II.A. Intentional Use of Graphic Organizers</td>
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<td>II.B. Develop Vocabulary</td>
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<td>III.C. Use of Word Walls</td>
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<td>IV. Engage: Opportunities for Output</td>
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<td>V. Engage at Appropriate Language Proficiency Levels</td>
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<td>V.A. Use questions appropriate for language proficiency levels in conversations, activities, and assessments</td>
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<td>3-5</td>
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<td>VI. Give Student’s Voice</td>
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<td>VI.A. Challenge students to produce extended talk</td>
<td>4</td>
<td>4, 7</td>
<td></td>
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<tr>
<td>VI.B. Model Language for Oral and Written Production</td>
<td>3, 4, 5</td>
<td>3-6</td>
<td>3-5</td>
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<td>VI.C. Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>4</td>
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<td></td>
</tr>
</tbody>
</table>
Fairy tales: The Three Little Pigs
Grammar and Functional Checklist ~ by: Tina Noiva

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<th>Grammar</th>
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</thead>
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<td>1,2,3</td>
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<td>Sequence</td>
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<td>Predict</td>
<td>2</td>
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</tbody>
</table>
Original Lessons
Lesson Objectives:

1) To review the elements of a fairytale and determine which elements are present in the book, The Three Little Pigs
2) To keep track of story events using the terms “beginning, middle, and end” to use in a retelling
3) To compare and contrast the book The Three Little Pigs to the book, The Three Billy Goats Gruff

Before Reading:

• Display the cover of the book, The Three Little Pigs, by: Bonnie and Bill Rutherford and Eulalie and track the print of the title as you read it aloud
• Explain to students that The Three Little Pigs is a fairytale
• Remind students that fairytales have an oral tradition and that they usually take place a “long time ago”
• Have students recall other elements that classify a story as a fairytale (they may refer to the “Elements of a Fairytale” chart for assistance, which was created during week 1). Elements include:
  • Special beginning and/or ending words - "Once upon a time...", "They lived happily ever after", "The End"
  • Good character(s)
  • Evil character
  • Problem and a solution
  • Things often happen in "threes" or "sevens"

• Inform students to listen carefully to discover which fairytale elements that the Three Little Pigs contains

During Reading:

• Pause for children to look at and comment on the text and illustrations
• Say the sentences expressively to make the narration more vivid
• Model for children how to keep track of story events

Model - Say: "In the beginning, all of the little pigs are building different houses. In the middle, the wolf comes to the houses to eat the pigs. He breaks the house made out of straw and the house made out of sticks. Let's keep listening to see what will happen at the end of the story."

After Reading:

Retell the story:

• Ask students to orally recall what happened at the beginning of the story, and in the middle of the story (modeled during reading)
• Have students orally describe what happened at the end of the story
• Reiterate/paraphrase student responses by creating a story map - write what occurred at the beginning of the story in the triangle at the top of the chart paper, what occurred in the middle in the rectangle, and what occurred at the end in the circle. This will help students organize their thinking for retelling.

Example of Story Map:

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  △
  □
  ○
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**Elements of a Fairytale:**
- Refer back to the "Elements of a Fairytale" chart
- Point to and read each of the elements listed, and have students confirm which elements were present in the Three Little Pigs and which elements were not
- Have a student volunteer track these elements on the chart, placing an X under each element found in the story

**Compare/Contrast:**
- Have students look at the previous story on the "Elements of a Fairytale" chart, The Three Billy Goats Gruff, and the new story that was just added to the chart, The Three Little Pigs and make silent observations about the two stories
- Have students compare and contrast the two stories - briefly stating their similarities and differences
Lesson Objectives:

1) To review the elements of a fairytale and determine which elements are present in the book, The Three Little Pigs
2) To keep track of story events using the terms "beginning, middle, and end" to use in a retelling
3) To make and confirm predictions about the events that will occur in a new version of the book, The Three Little Pigs
4) To compare and contrast the two different versions of the story, The Three Little Pigs

Before Reading:

- Display the cover of the book, The Three Little Pigs, by: Yuri Salzman
- Remind students that The Three Little Pigs is a fairytale and refer to the "Elements of a Fairytale" chart to review which elements are present in this particular fairytale
- Remind students that because fairytales have an oral tradition that there are usually many different versions of the same story. Due to this, the events in the story might be a little bit different in each version.
- Take a picture walk through the pages of the second version of the book, The Three Little Pigs
- Have students make observations/predictions about what might be similar or different about this version of the story in comparison to the version that was read yesterday
- Set a purpose for reading - inform students that they will read this new version of the story to confirm their predictions about the similarities and differences of this story to the first version of the book

During reading:

- Pause for children to look at and comment on the text and illustrations
- Say the sentences expressively to make the narration more vivid
- Model for children how to confirm their predictions

Model - Say: "I noticed that there is an apple tree in this story. Was there an apple tree in the story that we read yesterday? (No). That is something different about this version of the book. You mentioned that before we started to read, your prediction was correct. What else has been different about this book so far?"

After Reading:

Compare/Contrast:

- Allow further opportunity for the students to confirm their predictions about the text
- Discuss what surprised them about this version of the story and why
- Discuss any other similarities and differences between the two versions of the book
Retell the story:

- Refer to the story map that was created yesterday
- Review that the triangle tells us about the beginning of the book, the rectangle tells us about the middle of the book, and the circle tells us about the end of the book
- Have students help you create a new story map to help you retell the new version of The Three Little Pigs
- Remind students to use the words beginning, middle, and end during their retelling to help you to know where to write the words on the story map
- Write down student responses in the appropriate location on the story map
- Re-read each section of the story map each time that you add on to the story for context

** Encourage students to use vocabulary words specific to fairytales in their retelling if they do not do so independently
Content Objectives:

1) To review the elements of a fairytale and determine which elements are present in the book, The Three Little Pigs
2) To keep track of story events using the terms “beginning, middle, and end” to use in a retelling
3) To compare and contrast two student retellings of the story, The Three Little Pigs

Before Role Play:

- Inform the students that today, they are going to act out the story of The Three Little Pigs
- Show students the masks of the three little pigs, the mother, and the wolf, and the necklaces depicting the houses of straw, sticks, and bricks
- Have students volunteer to wear the masks and necklaces to assist in acting out the story
- Assign a narrator to tell what happened during the beginning, middle, and end of the story
- Decide with the class, which version of the story that they would like to tell (the version from day one, or the version from day two)
- Hold up each book and briefly describe each to aid in the decision process

During Role Play:

- Allow the narrator to describe the events of the story from memory (assistance may be provided by referring to the illustrations of the book, or by asking peers for help)
- Provide teacher assistance if students are missing key elements or struggling with the task

After Role Play:

- Assign new roles and repeat the role play
- Ask students to observe differences between the first version of the story and the second version of the story
- After two role plays have been performed, discuss the differences and similarities between the two versions
- Ask students why they think that both versions were different
- Paraphrase, reiterating/reminding students that fairytales are often told orally and that each person remembers and says the words a little bit differently from the last person who told it
- Point out the elements that remained the same (typically, the special beginning and ending words, the good character(s) and the evil character, the problem and solution)
- Explain that it is these elements that help any retelling of this story to remain a fairytale

Follow Up Activity:

Provide students with a piece of paper, containing three house shapes. Have students glue straw (raffia), sticks (toothpicks), and bricks (red construction paper rectangles) onto the three houses in proper sequence of the story. Afterwards, conference with students and have them dictate sentences to retell the story of The Three Little Pigs. Write down their responses under each of the houses.