

### About the Book

Text Type: Fiction/Fantasy    Page Count: 16    Word Count: 743

### Book Summary

This retelling of the *The Three Little Pigs* is told from the wolf's point of view. Readers will sympathize with the homeless, freezing wolf as he suffers a cold and can't stop sneezing. Illustrations support the text.

### About the Lesson

#### Targeted Reading Strategy

- Summarize

#### Objectives

- Summarize to understand text
- Compare and contrast this retelling with the classic story
- Identify initial and final consonant *st*-blends
- Identify adjectives
- Place words in alphabetical order

#### Materials

Green text indicates resources available on the website

- Book—*Three Little Pigs: The Wolf's Story* (copy for each student); classic version of *The Three Little Pigs*
- Chalkboard or dry erase board
- Compare and contrast, adjectives, alphabetical order worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- Content words:

Story critical: *delirious* (adj.), *desperate* (adj.), *inherited* (v.), *ordeal* (n.), *sapped* (v.), *sturdy* (adj.)

Enrichment: *frostbitten* (adj.), *modern* (adj.), *quaint* (adj.), *unconscious* (adj.), *vegetarian* (n.)

### Before Reading

#### Build Background

- If possible, read a classic version of *The Three Little Pigs* prior to this lesson.
- Ask student volunteers to recall the story of *The Three Little Pigs*. Discuss the plot, as well as the point of view from which the classic version is written (the pigs' point of view).

## Preview the Book

### Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have them discuss what they see on the covers, offering ideas as to what kind of book this is and what it might be about. Have students predict what they think will happen in the story.
- After introducing the book and building some background, invite students to continue previewing the book.

### Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember information in a book is to write a summary, or a brief overview, of the most important information in a section. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*.
- Model how to summarize the main points in a familiar story, such as *The Three Little Pigs*.  
**Think-aloud:** *In the story The Three Little Pigs, three pigs each decide to build a house. The first pig builds his house out of straw. The second pig builds his house out of sticks. The third pig builds his house out of bricks. One day, a big, bad wolf comes and blows down the houses of the first two little pigs. The wolf also tries to blow down the brick house of third little pig, but it is too strong. The three little pigs live happily ever after, safe in the brick house.*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Have students find the bold word *inherited* on page 3. Tell students that they can look at the letter the word begins with and then use what they know about syllables and vowels (one vowel sound per syllable) to sound out the rest of the word. Tell students to first look for a clue to the word's meaning in the sentence. Explain that they will not always find a context clue in the sentence containing the unfamiliar word, but that other information in the paragraph or elsewhere in the book might explain the meaning of the word. Model how they can use the glossary or a dictionary to find the word's meaning. Have a volunteer read the definition for *inherited* in the glossary. Have students follow along on page 3 as you read the sentence in which the word *inherited* is found to confirm the meaning of the word.
- Preview other vocabulary words, such as *delirious*, *sturdy*, and *ordeal*, in a similar fashion before students begin reading.

### Set the Purpose

- Have students read the book to find out what happens to the wolf in this version of the story. Remind students to stop after every few pages to summarize the story in their mind.

## **During Reading**

### Student Reading

- **Guide the reading:** Have students read to the end of page 8. Remind them that saying the words aloud, even at a whisper, will help them listen to the words and ensure that they make sense. If students finish before everyone else, they should go back and reread.
- Model summarizing the story.  
**Think-aloud:** *I made sure to stop after the first three pages to summarize what I'd read so far. First, I decided what was important and what wasn't. Then, in my mind, I organized the important information into a few sentences. I thought about the poor sickly wolf and how he was trying to find food and shelter.*

Lesson Plan (*continued*)

# Three Little Pigs: The Wolf's Story

- **Check for understanding:** Encourage students to summarize what they have read. Ask students to look back at pages 6, 7, and 8, and think again about the important information. Have students work with a partner and tell a three-sentence summary for pages 6, 7, and 8. Ask a volunteer to share a summary about these three pages.
- Have students read the remainder of the story. Remind them to think about what happens to the characters and why so they can summarize, or review, the events in their mind.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

## Reflect on the Reading Strategy

- Discuss how stopping to review what is happening in the story helps students remember and better understand the events in the story.
- Ask students to share other important parts of the story from pages 9 through 16. Ask why they think pausing after every few pages to think about important events is an effective reading strategy.

## Teach the Comprehension Skill: **Compare and contrast**

- **Discussion:** Ask students what they think the author's purpose was for writing the book and what they thought of this version of *The Three Little Pigs*.
- **Introduce and model the skill:** Review or explain what it means to compare and contrast two things. Explain that to *compare* means to examine for similarities—to look for how the two things are the same. Explain that to *contrast* means to examine for differences—to look for how the two things are different.
- Discuss with students the plot of the classic story of *The Three Little Pigs*. If necessary, read the original story aloud. Point out that there are things about the two stories that are alike (the three pigs are brothers, the three pigs build homes made out of different materials), and there are things about the stories that are different (the wolf wants to eat the pigs in the classic, while the wolf is a vegetarian in this version).
- Model how to use a Venn diagram to compare and contrast the two versions of the story. On the board, draw two circles side by side that overlap in the center. Above the left-hand circle, write *The Three Little Pigs*, and above the right-hand circle, write *The Three Little Pigs: The Wolf's Story*. Review or explain that on a Venn diagram, comparisons or similarities are listed where the circles overlap. The remainder of each circle is used to write the differences between the two things, each under the corresponding title.
- **Check for understanding:** Ask students to compare the endings of the two tales, starting with what they have in common (the three pigs survive, the three pigs end up in the brick house). Write student responses in the center section of the Venn diagram. Have students contrast the endings of the two tales (the wolf crawls down the brick fireplace and lands in a scalding pot of water, the weasel rescues the wolf and nurses him back to health). List student responses under the appropriate title.
- **Independent practice:** Give students the [compare-and-contrast worksheet](#). Have them share their answers aloud when they have finished working independently.


## Build Skills

### Phonics: Initial and final consonant *st*-blends

- Write the words *sturdy* and *first* on the board and say them aloud with students.
- Have students say the /st/ sound aloud. Then run your finger under the letters in the words as students say each word aloud. Ask students which two letters together stand for the /st/ sound in the words *sturdy* and *first*.
- Explain to students that the *st* letter combination represents the /st/ sound in the words *sturdy* and *first*.
- **Check for understanding:** Write the following words that contain the /st/ sound on the board, leaving off the initial or final blend: *story*, *cast*, *stool*, *stop*, *dust*. Say each word, one at a time, and have volunteers come to the board and add the *st*-blend to each word. Have students practice blending the sounds together to say each word.

### Grammar and Mechanics: Adjectives

- Review or explain that *adjectives* are words that describe nouns or pronouns. An adjective tells *which one*, *how many*, or *what kind*.
- Tell students that this story is rich in descriptive words. Write the following sentences from the story on the board. Read each sentence aloud, then have students hold up the same number of fingers as there are adjectives in the sentence (2, 1, 4).  
*Once there lived three little pigs.*  
*He built a sturdy house.*  
*In the cold, damp forest lived a poor, old wolf.*
- Have individual students come to the board and circle the adjective(s) in each sentence. Then have them underline the noun that each adjective describes. (Sentence one: *three* and *little* are circled, *pigs* is underlined; sentence two: *sturdy* is circled, *house* is underlined; sentence three: *cold*, *damp*, *poor*, and *old* are circled, *forest* and *wolf* are underlined.) Point out that in the third sentence, two different nouns are described (*forest* and *wolf*).
- **Check for understanding:** Have students work in pairs to reread page 6 and find all of the adjectives on the page. Discuss the results as a group, identifying the nouns that each adjective describes.
- **Independent practice:** Have students complete the [adjectives worksheet](#). Read and discuss the correct answers once all students have finished working independently.

 Have students use the inside back cover of their book to write *adjective* along with the definition of the term (a word describing a noun or pronoun that tells which one, how many, or what kind) in order to help them remember the terminology.

### Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letter of two words is the same, they must compare the next two letters instead.
- Write the words *healthy* and *sneeze* on the board. Have a volunteer explain which word would appear first in alphabetical order (*healthy*) and why (because *h* comes before *s* in the alphabet).
- Write the words *shock* and *stick* on the board. Point out that the words begin with the same letter (*s*). Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*shock*, because the second letter, *h*, in *shock* comes before the second letter, *t*, in *stick*).
- **Check for understanding:** Write the words *sturdy* and *swine* on the board. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). Discuss their answers aloud after they are finished.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their books to take home to read with parents, caregivers, siblings, or friends.

## Extend the Reading

### Fantasy Fiction Writing Connection

Review the plot of another classic tale, *Little Red Riding Hood*, or read the story aloud. Have students write a new version from a different perspective (*Little Red Riding Hood: The Wolf's Story*). Remind students to use what they know about paragraph formation and to write at least four paragraphs in their story.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

### Social Studies Connection

Discuss the topic of homelessness and the organizations in place to help those who are without a home. Point out the empathy displayed in the weasel's efforts to save the homeless wolf and the neighbors' help to build him a new home and plant a garden. Relate this to real-life situations, and ask students what they might do to help people less fortunate than themselves.

### Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

## Assessment

### Monitor students to determine if they can:

- consistently use the strategy of summarizing to comprehend the text
- accurately compare and contrast the events in this retelling with a classic version of the story in discussion and to complete a worksheet
- recognize initial and final consonant *st*-blend
- correctly identify adjectives
- understand the process of arranging words in alphabetical order during discussion and on a worksheet

### Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)