



About the Book

Text Type: Fiction/Fairy Tale Page Count: 12 Word Count: 155

Book Summary

The classic fairy tale *The Three Little Pigs* is retold with rich description—featuring the big, bad wolf huffing and puffing to blow down the straw house, the stick house, and the brick house. As expected, the three little pigs live happily ever after in the brick house. Illustrations support the text. This book is one of three multilevel readers.

Book and lesson also available at Levels I and M.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualizing to understand text
- Sequence events
- Segment syllables
- Identify silent letters
- Recognize and understand the formation of past-tense verbs ending in *-ed*
- Recognize and use antonyms
- Use a thesaurus

Materials

Green text indicates resources available on the website

- Book—*The Three Little Pigs* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries and thesauruses
- Visualize, sequence events, past-tense verbs, antonyms 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.

- High-frequency words: *let*, *little*
- Content words:
 - Story critical: **blow** (v.), **huffed** (v.), **knocked** (v.), **puffed** (v.), **straw** (adj.), **warned** (v.)
 - Enrichment: *blew* (v.), *brick* (adj.)

Before Reading

Build Background

- Discuss traditional fairy tales that students have read or heard of, such as *Goldilocks and the Three Bears* and *Little Red Riding Hood*. Ask students to name some common elements of fairy tales (good and evil characters; magic can happen; characteristics of the plot, setting, and /or characters occur in threes; wise people or other animals help to solve a problem, and so on).

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is and what it might be about.
- Show students the title page. Discuss the information on the page (title, author's name, illustrator's name).

Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while reading. Visualizing is based on the words used in the text and what a person already knows about a topic.
- Instruct students to close their eyes and listen carefully. Read page 3 aloud to them. Model how to visualize.
Think-aloud: Whenever I read a book, I always pause after a few pages to create a picture in my mind of the information I've read. This helps me organize the important information and understand the ideas in the book. For example, on page 3, the author tells about the three little pigs. I pictured three pink pigs, all working hard to build their own houses. I pictured the first little pig building a house of straw, its yellow walls bright in the sun.
- Reread page 3 aloud to students, asking them to use the words in the story to visualize. Introduce and explain the **visualize worksheet**. Have students draw what they visualized from the text on page 3 on their worksheet. Invite them to share their drawings.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that stories are generally told in order from beginning to end.
- Model sequencing the main events of the story *Goldilocks and the Three Bears*. Write key words about each event in order on the board as you describe them to students.
Think-aloud: If I want someone to be able to retell the story of Goldilocks and the Three Bears, certain events need to be included in order to tell the story correctly. In this story, the first event that happens is that Goldilocks goes into the house of the three bears. Next, she tastes three bowls of porridge, but only the third bowl tastes just right. Then, she sits on three different chairs, but only the third chair feels just right. Then, she lies down on three different beds, but only the third one feels so good that she falls asleep. Last, the three bears come home and see what Goldilocks has done with the porridge and the chairs, and they find her asleep in the bed. Goldilocks wakes up and runs away. I will write these events on the board in order.
- Write the headings *One, Two, Three, Four, Five, Six, and Seven* on the board. Read the headings with students. Model how to classify information using the words on the word cards.
Think-aloud: As I thought about how to group these words, I started by asking myself what they have in common. I noticed that the words it and he on the word cards both contain two letters. I will group these words under the heading Two. I noticed that the words can and you on the word cards have more letters. When I count the number of letters in these words, I notice that these words each contain three letters. I will group these words under the heading Three..

Lesson Plan *(continued)*

The Three Little Pigs

- Explain that certain words are often used to explain a sequence of events. Read the list of events on the board in order to students, using words such as *first*, *next*, *then*, and *last*. Ask students to identify the sequencing words used in the example.
- Have a volunteer use the key words on the board to sequence the events of the story out of order. Ask students to explain why the order of the steps is important (the sequence does not make sense out of order).
- Point out the difference between the sequence of events listed on the board and a retelling of *Goldilocks and the Three Bears* (the retelling contains more detail and description; the list shows only the events that are most important for someone to understand the story). Ask students to provide examples of details from the story that are not included in the sequence of events.

Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the pictures. Reinforce the vocabulary words they will encounter in the text.
- Write the following content vocabulary words on the board: *huffed*, *straw*, and *warned*.
- Explain to students that most of the time, good readers use context clues in the pictures and words to help figure out the meaning of an unfamiliar word. However, sometimes they will not find enough context clues to clearly define the unfamiliar word. Model how students can use a dictionary to locate a word's meaning. Have a volunteer read the definition for *straw* in the dictionary. Have students follow along on page 3 as you read the sentence in which the word *straw* is found to confirm the meaning of the word.
- Point to the word *warned* on the board. Repeat the process, reading the definition of *warned* in the dictionary and reading the sentence in which *warned* is found on page 9. Ask a volunteer to explain why it is necessary to look up the root word *warn* in the dictionary instead of *warned*, which contains the *-ed* suffix.
- Point to the word *huffed* on the board. Have students read the definition of *huffed* in the dictionary and locate the sentence in which *huffed* is found on page 11.

Set the Purpose

- Have students read to find out more about the three little pigs. Remind them to stop after every few pages to visualize the most important information in the story and draw on their visualize worksheet what they visualized about it.

During Reading


Student Reading

- **Guide the reading:** Have students read to the end of page 6. Have them draw what they visualized during one or more events of the story on their visualize worksheet. If they finish before everyone else, have them go back and reread.
- Model visualizing.
Think-aloud: *On page 5, I read about the wolf blowing down the straw house. I pictured the wolf blowing all of the air out of his lungs as he aimed right at the little straw house. I pictured the house collapsing into a pile of loose yellow straw. I pictured the wolf smiling happily as the house fell.* Invite students to share their pictures of what they visualized while reading. Have them explain their drawings aloud.
Write the following events on the board: *Three little pigs decided to build their homes. The first pig built his home out of straw. A wolf knocked on his door. He yelled to be let in, but the pig said no. The wolf blew down the house. The little pig ran to his brother's house.*
- Discuss and circle the events that are the most important to correctly tell the story. Model to students how they will sometimes have to take small parts of several sentences to make an important idea. (*Three little pigs decided to build their homes. The first pig built his home of straw but the wolf blew down the house.*)

Lesson Plan *(continued)*

The Three Little Pigs

- Ask students to tell what the story is mostly about so far (three little pigs trying to build safe homes of their own). Review the two circled events on the board. Point out that the other information includes details that make the story interesting but are not important to the little pigs building safe homes.
- Introduce and explain the **sequence events worksheet**. Have students write the two circled events in order on their worksheet. Discuss the correct order and allow students time to make corrections on their worksheet as necessary.
- **Check for understanding:** Have students read to the end of page 8. Have them visualize the information in the text as they read. Ask students to draw what they saw in their mind on their visualize worksheet. Invite them to share what they drew on their worksheet.
- Ask students to write additional important story events in order on their sequence events worksheet. Discuss the important events as a class and write them on the board in order. *(The second little pig built his house out of sticks. He and his brother heard the wolf at the door. The wolf yelled to be let in, but the pigs said no. The wolf blew down the stick house. The pigs ran to their brother's house.)* Allow students to make additions or corrections to their worksheet.
- Have students read the remainder of the book. Encourage them to continue to visualize as they read the rest of the story. Remind them to continue thinking about the important events of the story as they read.

 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

- **Think-aloud:** *On page 12, I read about the wolf trying to blow down the brick house. I pictured a big wolf huffing and puffing, blowing with all of his might. I pictured him red-faced and out of breath, frustrated that his effort was getting him nowhere. I pictured him falling over because he was so tired.*
- Ask students to explain how the strategy of visualizing helped them understand and enjoy the story.
- Have students complete the visualize worksheet. Have volunteers discuss their pictures aloud after everyone has finished.

Reflect on the Comprehension Skill

- **Discussion:** Review the sequence of events students wrote on their worksheet using sequencing words (*first, next, then, after that*, and so on). Point out how they used their own words to write about each event.
- **Independent practice:** Have students complete the sequence events worksheet by identifying the remaining important events of the story. Discuss their answers aloud after students have finished.
- **Enduring understanding:** In this story, three houses were built with three different materials, yielding three different results. The straw house not only was built with the weakest material, it was also constructed too quickly—and was easily destroyed by the wolf. Now that you know this information, why is it important to think projects through? Why is it a good idea to take your time and do things right?

Build Skills


Phonological Awareness: Segment syllables

- Say the word *suddenly*. Tell students you are going to count the syllables, or parts in a word. Repeat the word, clapping each syllable. Explain to students that there are three parts to this word because you clapped three times.
- Write the following words on the board: *brother, unfraid, wolf, happily*. Have students say each word and clap for each syllable.

Phonics: Silent letters

- Write the letter *k* on the board and ask students to say the sound the letter *k* makes.
- Write the letter *n* behind the letter *k* and say: *When the letter k is followed by the letter n, the k is silenced and you only hear the /n/ sound.*
- Have students turn to page 4 and have them underline the word with the silent *k* (*knocked*).
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant: *knife, knot, kite, knight, kick, knee*. Invite volunteers to come up to the board and add the initial consonant *Kk* to each word. Have them tell whether the *Kk* is silent or not.

Grammar and Mechanics: Past-tense verbs

- Direct students to the sentence on page 11. Ask them to identify the verbs in the sentence (*huffed, puffed*). Explain that these are past-tense verbs that describe something that happened in the past. Write the term *past tense* on the board.
- Write the term *present tense* on the board. Explain that present-tense verbs describe something that is happening in the present, or right now. Ask students to name the present-tense forms of *huffed* and *puffed* (*huff, puff*).
- Explain that when adding the *-ed* suffix to make a regular past-tense verb, sometimes it is necessary to double the consonant before adding the *-ed*. If the word's last two letters are a vowel followed by a consonant, the final consonant is doubled before adding the suffix. For example, the present-tense verb *tug* has a vowel followed by a consonant at the end. So when changing the verb to the past tense, the final consonant (*g*) is doubled before adding the *-ed* to make *tugged*. Create *Present Tense* and *Past Tense* categories on the board, and write the verb *tug* and its past-tense form, *tugged*, in the appropriate categories.
- Explain that when adding the *-ed* suffix to a verb ending in *-y*, such as *carry*, the *-y* is first changed to *-i* before adding the *-ed*. Write the word *carry* and its past tense form, *carried*, in the appropriate categories on the board.
- Explain that when adding the *-ed* suffix to a verb ending in *-e*, such as *move*, the *-e* remains, and a *-d* is added. Write the word *move* and its past-tense form, *moved*, in the appropriate categories on the board.
- Have students turn to page 3 and read the first sentence. Have a volunteer identify the past-tense verb (*lived*). Point out that the present tense of the verb ends in *-e* (*live*) and add the examples to the chart on the board.
-  **Check for understanding:** Ask students to turn to page 10 and underline the regular past-tense verbs (*yelled, shouted*). Have them write the present tense of these verbs (*yell, shout*) in the left-hand margin of the page. Discuss their answers aloud, and write these examples on the board under the *Present Tense* and *Past Tense* headings.
- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). Discuss their answers aloud after students have finished.

Word Work: Antonyms

- Write the word *beautiful* on the board. Ask students to suggest a word that means the opposite of *beautiful* (*ugly, hideous*). Review or explain that a word that means the opposite of another word is called an *antonym*.

- Have students turn to page 9 and reread the first sentence. Write the sentence on the board: *The third little pig built a brick house.* Ask them to find the word that describes the size of the pig (*little*). Ask students to suggest a word that means the opposite of *little* (*big, large, huge*).
- Show students a thesaurus. Use the example above to explain how a thesaurus is used, and write the antonyms for *little* on the board.
- **Check for understanding:** Give pairs of students a thesaurus. Ask them to find the word *angry* and name the antonyms listed. If needed, provide additional practice using a thesaurus.
- **Independent practice:** Introduce, explain, and have students complete the [antonyms worksheet](#). Discuss their answers aloud after students have finished.

Build Fluency

Independent Reading

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

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice visualizing the story with someone at home and then compare the pictures they created in their minds.

Extend the Reading

Fairy Tale Writing and Art Connection

Encourage students to write a story about three little rabbits leaving home for the first time. Have them choose a natural predator that causes problems for the rabbits (a fox or a bear, for example). Have them write in the same style as *The Three Little Pigs*, personifying the animals with dialogue and feelings. If time allows, encourage students to illustrate their work. Have students read their final story aloud to their classmates. Bind their final copies together, title it *Our Book of Fairy Tales*, and add a copy of the book to the class library.

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

Science Connection

Supply materials necessary for students to perform a scientific experiment to compare the strength of different building materials. Have them build four different cubes, each with one of the following materials: straws, toothpicks, modeling clay, and penne noodles. Supply materials such as glue, masking tape, duct tape, string, and staples, and allow students to choose how to hold the individual cubes together. Have students discuss their results as a group.

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 visualizing to comprehend the text during discussion and on a worksheet
- accurately sequence events in the text during discussion and on a worksheet
- understand and explain segmenting syllables
- identify and understand the use of silent *k* during group discussion
- identify and understand the formation of past-tense verbs during discussion and on a worksheet
- identify, select, and use antonyms during discussion and on a worksheet
- understand how to use a thesaurus

Comprehension Checks

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