

# LESSON 2: THE THREE LITTLE PIGS

# PRIMARY FOCUS OF LESSON

## Speaking and Listening

- Students will recall the meaning of character and plot and will identify straw, sticks, and bricks. [SL.K.1]

## Reading

- Students will describe the plot of a literary text. [RL.K.3]

## Language

- Students will demonstrate an understanding of the Tier 2 word blazing. [L.K.5c]

## Writing

- Students will sequence the events of a literary text. [W.K.3]

## Formative Assessment

- Activity Page 2.1 - Sequencing Events in the Story: Students will sequence images illustrating the plot of "The Three Little Pigs." [W.K.3]

# LESSON AT A GLANCE

|   | Grouping    | Time   | Materials  |
|---|-------------|--------|--|
| Introducing the Read-Aloud                  |             |        |  |
| What Have We Already Learned?               | Whole Group | 10 min | <input type="checkbox"/> pieces of straw<br><input type="checkbox"/> sticks<br><input type="checkbox"/> pieces of brick                            |
| Essential Background Information or Terms   |             |        |  |
| Read-Aloud                                  |             |        |  |
| Purpose for Listening                       | Whole Group | 30 min |  |
| Interactive Read-Aloud                      |             |        |  |
| "The Three Little Pigs"                     |             |        |  |
| Comprehension Questions                     |             |        |  |
| Word Work: <i>Blazing</i>                   |             |        |  |
| This is a good opportunity to take a break. |             |        |  |
| Application                                 |             |        |  |
| Sequencing Events in the Story              | Independent | 20 min | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> scissors<br><input type="checkbox"/> glue<br><input type="checkbox"/> paper |

# CORE VOCABULARY

**blazing, adj.** hot and bright

Example: We settled down to read a book by the blazing fire.

Variation(s): none

**chimney, n.** a hollow passage that allows smoke to escape from a building

Example: When Dad lit the fire, smoke rose up and came out of the chimney.

Variation(s): chimneys

**huff, v.** to blow air out or breathe out heavily

Example: My brother was so angry, you could hear him huff all the way to his room.

Variation(s): huffs, huffed, huffing

**puff, v.** to make a sudden gust of smoke, air, breath, or wind

Example: You can see the train engine puff steam into the air.

Variation(s): puffs, puffed, puffing

Vocabulary Chart for "The Three Little Pigs"

| Type                   | Tier 3<br>Domain-Specific Words      | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|------------------------|--------------------------------------|----------------------------------|---------------------------------|
| Vocabulary             | chimney ( <i>chimenea</i> )<br>huff  | blazing                          |                                 |
| Multiple<br>Meaning    | puff                                 |                                  |                                 |
| Sayings<br>and Phrases | big, bad wolf<br>in the nick of time |                                  |                                 |



# INTRODUCING THE READ-ALoud

## Speaking and Listening:

- *Students will recall the meaning of character and plot and will identify straw, sticks, and bricks. [SL.K.1]*

# WHAT HAVE WE ALREADY LEARNED?

- Tell students that, like “Chicken Little,” today’s story also has talking animals as the main characters.
- Review with students what character means. (A character is a person or animal that a story is about.)
- Remind students that the plot is what happens, or the events, in a story.
  - Explain that the plot of a story has a beginning, middle, and end, which means what happens in a story is usually told in order of what comes first, next, and last.



# ESSENTIAL BACKGROUND INFORMATION OR TERMS

- Pass around pieces of straw. Help students identify the image and material as straw.
  - Explain that straw is dried grass that is sometimes used as animal bedding.





# ESSENTIAL BACKGROUND INFORMATION OR TERMS

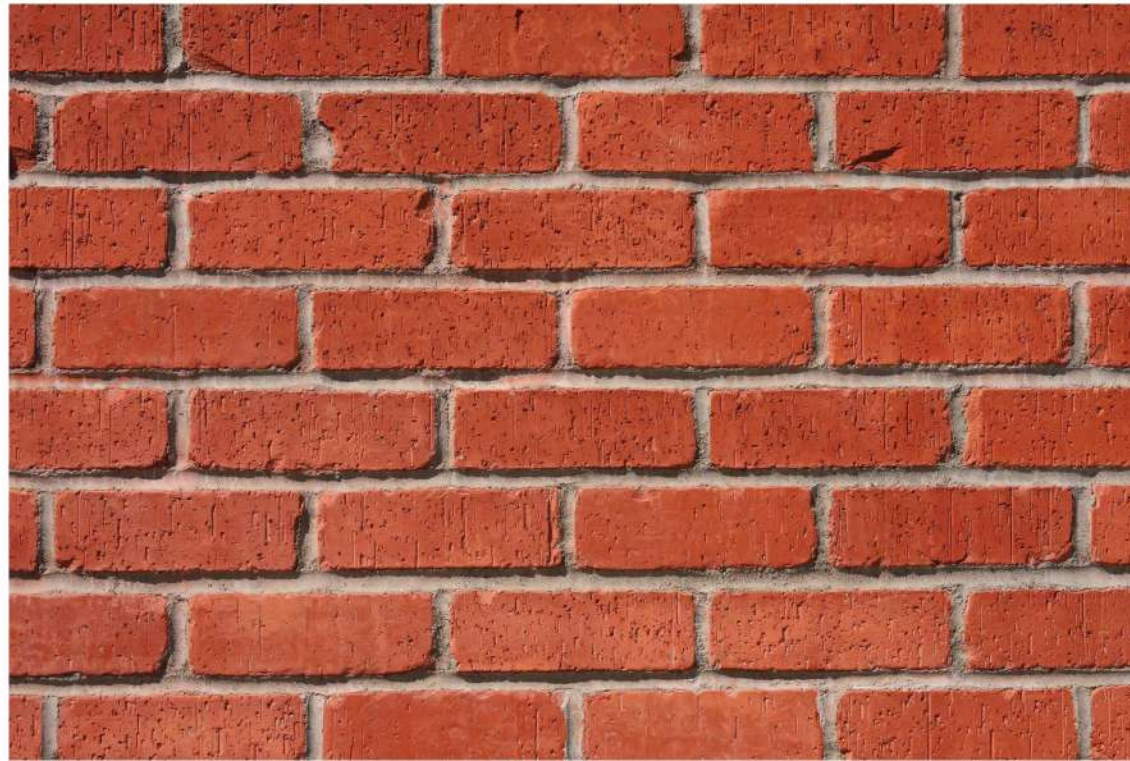
- Pass around sticks. Help students identify the image and material as sticks.
  - Discuss with students where sticks come from.





# ESSENTIAL BACKGROUND INFORMATION OR TERMS

- Pass around pieces of brick. Help students identify the image and material as brick.
  - Explain that bricks are made from clay. When the clay dries, the bricks become very hard. Discuss with students the uses of bricks.

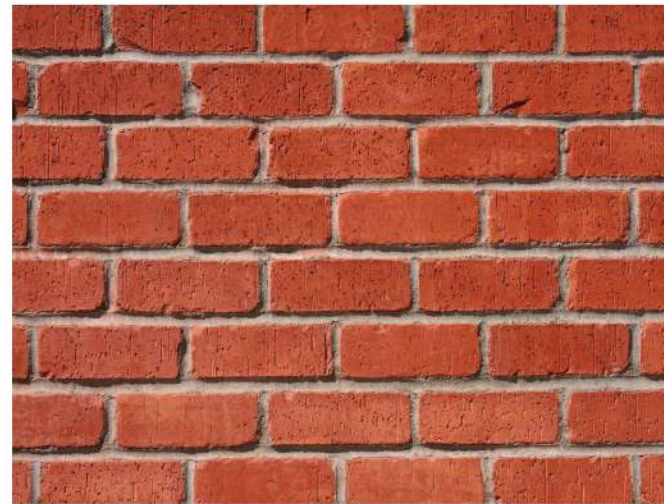




# CHECK FOR UNDERSTANDING

## Point and Say it:

Have students point to straw, sticks, and brick and say the name of each.



# READ-ALLOUD

## Reading

- *Students will describe the plot of a literary text. [RL.K.3]*

## Language

- *Students will describe the plot of a literary text. [L.K.5c]*

# PURPOSE FOR LISTENING

- Tell students they are going to hear a story about three pigs who are planning to build three separate houses for themselves.
- Tell students that each pig chooses a different building material.
- Ask them to listen carefully to the plot, or the events of the story, to find out which pig makes the best choice, especially when they encounter the big, bad wolf.
- If some students are already familiar with this story, tell them to listen to see how this version might be different from the one they know.



# INTERACTIVE READ-ALoud

- Tell students that you will need their help during the read-aloud.
- Preview refrains that you would like them to repeat either as a whole class or in groups during the read-aloud:
  - One of the little pigs will say, “Not by the hair of my chinny chin chin.”
  - Then the big, bad wolf will say, “Then I’ll huff and I’ll puff and I’ll blow your house down.”

# THE THREE LITTLE PIGS

Once upon a time, there were three little pigs who lived with their mother. One day the mother pig said to the three little pigs, "You are all grown up now. It's time for you to go out into the world and live on your own." So the three little pigs gave their mother a big hug and kiss and set out to find their own places to live.



# THE THREE LITTLE PIGS

They walked down the road and soon saw a man with a wagon full of straw. "Why, I could build a house of straw in no time," thought the first little pig. So the first little pig said to the man, "Please, sir, may I have some straw so that I may build a house?" The kind man gave him the straw, and the first little pig quickly built his house. He finished so quickly that he lay down contentedly in the shade to take a nap for the rest of the day.





# THE THREE LITTLE PIGS

The other two pigs continued on their way. It wasn't long before they passed a man with a cart full of sticks. "Hmm, I could build a house of sticks," thought the second little pig. "It will take a little more time than my brother's house of straw, but it will be a fine house."





# THE THREE LITTLE PIGS

So the second little pig said to the man, "Please, sir, may I have some sticks so that I may build a house?" The kind man gave him the sticks, and the second little pig set about building his house. He finished the house in a little while and then he, too, lay down contentedly in the shade to take a nap.



# THE THREE LITTLE PIGS

The third little pig continued on his way. In a little while, he passed a man with a wheelbarrow full of bricks.

“Aha, I could build a house of bricks,” thought the third little pig. “It’s true that it will take more work than the houses of my brothers, but it will be well worth it.”

*When something is well worth it, it may not be easy to get or make, but it is important or useful.*





# THE THREE LITTLE PIGS

So he said to the man, "Please, sir, may I have some bricks so that I may build a house?" The kind man gave him the bricks, and the third little pig set about building his house. He worked and worked in the hot afternoon sun, taking care to lay each brick just so.



# THE THREE LITTLE PIGS

At about this time, a big, bad wolf came trotting down the lane. He saw the first little pig napping in the shade of his straw house. "Yum, yum, that pig would make a tasty bite to eat," thought the big, bad wolf. But the little pig saw him coming and ran inside his house of straw, slamming the door behind him. The little pig breathed a sigh of relief because he remembered that his mother had always said that wolves were not to be trusted.





# THE THREE LITTLE PIGS

Now the big, bad wolf knocked at the door and said,  
“Little pig, little pig, let me come in.” *Do you think the little pig should let the wolf in?*

“Not by the hair of my chinny chin chin,” answered the first little pig. *[Encourage students to repeat the refrain, “Not by the hair of my chinny chin chin.”]*



# THE THREE LITTLE PIGS

"Then I'll huff and I'll puff and I'll blow your house down," said the wolf. *[Demonstrate huffing and puffing while reading the story, and encourage students to repeat the refrain, "Then I'll huff and I'll puff and I'll blow your house down."]* And he huffed and he puffed, and he blew the house down. As the straw blew everywhere, the first little pig ran away.





# THE THREE LITTLE PIGS

Rubbing his stomach and now feeling even hungrier, the big, bad wolf strolled farther down the lane and soon came upon the second little pig napping in the shade of his stick house. The little pig saw him coming and ran inside his house of sticks. The big, bad wolf knocked on the door and said, "Little pig, little pig, let me come in." *Do you think the second little pig should let the wolf in?*



# THE THREE LITTLE PIGS

Rubbing his stomach and now feeling even hungrier, the big, bad wolf strolled farther down the lane and soon came upon the second little pig napping in the shade of his stick house. The little pig saw him coming and ran inside his house of sticks. The big, bad wolf knocked on the door and said, "Little pig, little pig, let me come in." *Do you think the second little pig should let the wolf in?*

"Not by the hair of my chinny chin chin," answered the second little pig. *[Encourage students to repeat the refrain.]*

"Then I'll huff and I'll puff and I'll blow your house down," said the big, bad wolf. *[Encourage students to repeat the refrain.]*



# THE THREE LITTLE PIGS

And he huffed and he puffed, and he blew down the house of sticks. The little pig ran away just in the nick of time. Now the wolf's stomach growled loudly. He was feeling so hungry!



# THE THREE LITTLE PIGS

Soon the wolf came upon the third little pig, who had just finished building his brick house. The little pig looked up. There were his two brother pigs, running toward him, and right behind them was the big bad wolf! All three pigs hurried into the house of bricks and locked the door behind them.





# THE THREE LITTLE PIGS

The big, bad wolf knocked on the door and said, "Little pig, little pig, let me come in." *Do you think the third little pig should let the wolf in?*

"Not by the hair of my chinny chin chin," answered the third little pig. *[Encourage students to repeat the refrain.]*





# THE THREE LITTLE PIGS

“Then I’ll huff and I’ll puff and I’ll blow your house down,” said the big, bad wolf. *[Encourage students to repeat the refrain.]* Well, the wolf huffed and he puffed, and he huffed and he puffed, and then he puffed and he huffed and he puffed some more, but he could not blow down that house of bricks.

“You can’t get me. My house is too strong,” shouted the third little pig from inside his house.



# THE THREE LITTLE PIGS

“Ha!” said the wolf. “I’m stronger and smarter than you. I’m on my way up the roof, and I’ll come down the chimney to get you.” *A chimney is the structure that allows the smoke from a fire to go out of the house.*

Now the third little pig was no fool. He had already guessed that the wolf might try to come down the chimney, so he already had a blazing fire in the fireplace and a big kettle of boiling water heating over the fire. *When something is blazing, it is hot and bright, so the fire was hot and bright.*

# THE THREE LITTLE PIGS

Thinking that he was as clever as could be, the big, bad wolf jumped down the chimney. Splash! Ouch! The big, bad wolf jumped right out of that boiling hot water, and ran away, never to be seen again. And the three little pigs lived happily ever after.





# CHECK FOR UNDERSTANDING

Recall:

What did the three little pigs use to build their houses?

# CHECK FOR UNDERSTANDING

Recall:

What did the three little pigs use to build their houses?

straw, sticks, and bricks



# COMPREHENSION QUESTIONS

*(Literal)*

1. Who are the characters in this story?



# COMPREHENSION QUESTIONS

*(Literal)*

1. Who are the characters in this story?

The three little pigs and the big, bad wolf are the characters in this story.

# COMPREHENSION QUESTIONS

*(Inferential)*

2a. What is the plot of the story "The Three Little Pigs"?

# COMPREHENSION QUESTIONS

*(Inferential)*

2a. What is the plot of the story "The Three Little Pigs"?

A wolf tries to blow down the houses of the three little pigs. He is able to blow down the houses made of straw and sticks, but not the house made of bricks. At the end, the pigs trick the wolf so that he will never bother them again.



# COMPREHENSION QUESTIONS

*(Inferential)*

**2b. What is plot?**

# COMPREHENSION QUESTIONS

*(Inferential)*

2b. What is plot?

Plot is what happens or the events in a story.

# COMPREHENSION QUESTIONS

*(Inferential)*

2c. Which houses could the wolf blow down?

Why?



# COMPREHENSION QUESTIONS

*(Inferential)*

2c. Which houses could the wolf blow down?  
Why?

The wolf could blow down the houses made of straw and sticks because they were not strong.

# COMPREHENSION QUESTIONS

*(Inferential)*

2d. Which house could the wolf not blow down?  
Why?

# COMPREHENSION QUESTIONS

*(Inferential)*

2d. Which house could the wolf not blow down?  
Why?

The wolf could not blow down the house made of brick because the bricks made the house very strong.



# COMPREHENSION QUESTIONS

*(Evaluative) Think Pair Share*

3. Which one of the three pigs do you think is the smartest? Why?

# COMPREHENSION QUESTIONS

*(Evaluative) Think Pair Share*

3. Which one of the three pigs do you think is the smartest? Why?

The third pig is wise to choose to build his house with bricks. Bricks are heavier and harder to lift than straw or sticks, so it takes longer to build the house, but it is the strongest house.

# WORD WORK: BLAZING

1. In the read-aloud you heard, ““[The third little pig] had already guessed that the wolf might try to come down the chimney, so he already had a blazing fire in the fireplace and a big kettle of boiling water heating over the fire.””
2. Say the word **blazing** with me.
3. When something is blazing, it means it is hot and bright.
4. I stayed away from the blazing fire in the fireplace because it was so hot.
5. What kinds of things do you think could be blazing? Try to use the word blazing when you tell about them. “I think a \_\_\_\_ could be blazing because ...”
6. What’s the word we’ve been talking about?



# WORD WORK: BLAZING

Making Choices activity for follow-up:

I am going to name some objects. If the object I name is something that could be described as blazing, say, “**That’s blazing!**” If not, say, “**That’s not blazing.**”

- the sun

# WORD WORK: BLAZING

Making Choices activity for follow-up:

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- the sun (**That’s blazing!**)
- the ocean

# WORD WORK: BLAZING

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- the ocean (**That’s not blazing.**)
- a fire



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- the ocean (**That’s not blazing.**)
- a fire (**That’s blazing!**)
- ice

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- the sun (**That’s blazing!**)
- the ocean (**That’s not blazing.**)
- a fire (**That’s blazing!**)
- ice (**That’s not blazing.**)

Writing

- *Students will sequence the events of a literary text.*  
[W.K.3]

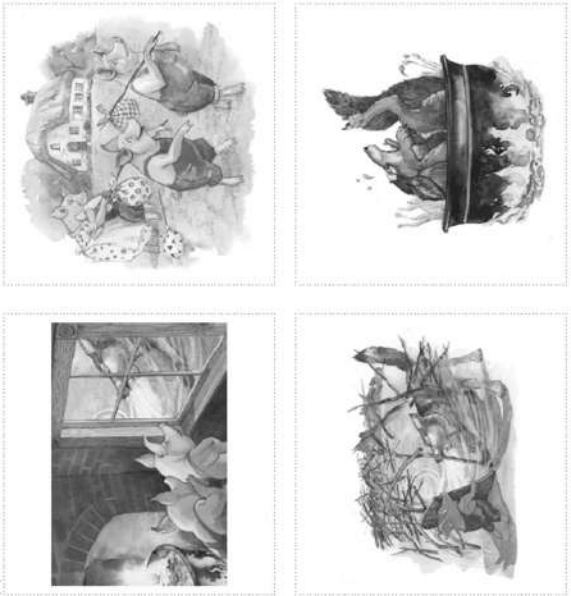


# SEQUENCING EVENTS IN THE STORY

- Have students turn to Activity Page 2.1, and call students' attention to the four pictures.
- Explain that each of the four pictures shows a different point in the plot of "The Three Little Pigs."

NAME: \_\_\_\_\_ 2.1 Activity Page  
DATE: \_\_\_\_\_

Directions: Cut out the four pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue the pictures onto a piece of paper.



Knowledge 3

Knowledge 3 Stories 45

# CHECK FOR UNDERSTANDING

One-Word Answer:

What are the events in a story called?

# CHECK FOR UNDERSTANDING

One-Word Answer:

What are the events in a story called?

plot



# SEQUENCING EVENTS IN THE STORY

- Review the story events pictured in each of the four images on the page. Then, have students cut out the images, and put them in order to show the beginning, middle, and end of the story.
- Remind students that when you sequence events, you put them in order by what happened first, next, and last. It is similar to retelling a story from beginning to middle to end.
- Circulate around the room as students order the four images. As they complete this step, have them retell you the story using the images.
- Once students are sure they have sequenced the images correctly, have them glue the images in order onto a piece of paper.

# USING THE PREPOSITIONS IN AND OUT

- Have students look at the first picture on completed Activity Page 2.1.
- Have students choose a word to orally fill in the blank in this sentence, "What do you think is \_\_\_\_ the bundles the Three Little Pigs are carrying?"



# USING THE PREPOSITIONS IN AND OUT

- Have students look at the first picture on completed Activity Page 2.1.
- Have students choose a word to orally fill in the blank in this sentence, "What do you think is \_\_\_\_ the bundles the Three Little Pigs are carrying? (in)"





# USING THE PREPOSITIONS IN AND OUT

- Ask students what the word in means in that sentence. (It tells where something is.)
- Tell students to look at the third picture in the sequence. Have students choose a word to orally fill in the blank in this sentence, "The Three Little Pigs are \_\_\_\_ the house."



# USING THE PREPOSITIONS IN AND OUT

- Ask students what the word in means in that sentence. (It tells where something is.)
- Tell students to look at the third picture in the sequence. Have students choose a word to orally fill in the blank in this sentence, "The Three Little Pigs are \_\_\_\_ the house." (in)





# USING THE PREPOSITIONS IN AND OUT

- Still looking at the third picture in the sequence, have students choose a word to orally fill in the blank in this sentence, "The wolf is \_\_\_\_ of the house."



# USING THE PREPOSITIONS IN AND OUT

- Still looking at the third picture in the sequence, have students choose a word to orally fill in the blank in this sentence, "The wolf is \_\_\_\_ of the house." (**out**)
- Students may say "outside", which is also correct, but emphasize in vs. out.
- Ask students what the word out means in that sentence. (It tells where something is.)








# USING THE PREPOSITIONS IN AND OUT

- Have students work in pairs to orally create a sentence that uses the preposition **in**. Have pairs share out their sentence with the whole class. Provide support to students who have difficulty creating a complete sentence.
- Ask students to say the word that means the opposite of in. (Out)
- Have students work in pairs to orally create a sentence that uses the preposition, **out**. Have the pairs share out their sentence with the whole class. Provide support to students who have difficulty creating a complete sentence.


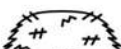

Name: \_\_\_\_\_

### The Three Little Pigs Comprehension

1. Who are the characters of the story?

2. What materials did the three little pigs use to build their houses?




Name: \_\_\_\_\_

### The Three Little Pigs Sequencing

1
2

# ¿NECESITAS ACTIVIDADES COMPLEMENTARIAS?

4. Which house could the wolf not blow down?

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3
4

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