



ArtsforLearning Online Curriculum

Unit 1 **Character Clues in Action!**

Part 1 Learning

Unit 1: Lesson 2

Investigate Story Elements for The True Story of the Three Little Pigs

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Investigate Story Elements For *The True Story Of The Three Little Pigs*

LITERACY OBJECTIVES

By the end of this lesson students will be able to identify the basic story elements of setting, characters, plot, problem, and resolution. They will be able to determine the sequence of events in the story.

LITERACY "I CAN" STATEMENTS

"I can identify the basic story elements of setting, characters, plot, problem, and resolution. I can identify the sequence in which events occurred in the story."

LESSON OVERVIEW

STEPS	PACING: 30-40 minutes
<p>Step 1: Introduce Lesson 2 Step 2: Pre-read <i>The True Story of the Three Little Pigs</i> by Jon Scieszka</p>	

Step 3: Read Aloud *The True Story of the Three Little Pigs* & Act It Out! with Sitting Statues

Step 4: Discuss *The True Story of the Three Little Pigs* & Record Story Elements

Step 5: Close Lesson 2

30-40 Minutes

STANDARDS ALIGNMENT

TARGETED CCSS

Reading: Literature

RL 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL 3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL 3.6: Distinguish their own point of view from that of the narrator or those of the characters.

RL 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL 4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL 5.6: Describe how a narrator's or speaker's point of view influences how events are described.

Writing & Language

WL 4.9a: Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

W 5.9a: Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

Speaking & Listening

SL 3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL 3.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL 3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

SL 4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)

SL 4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-

led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL 4.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL 5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL 5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

SECONDARY CCSS

Writing & Language

WL 4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

SL 3.1a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 3.1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL 3.1d: Explain their own ideas and understanding in light of the discussion.

SL 4.1a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 4.1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL 5.1a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 5.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL 5.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

TEACHING RESOURCES

CLASSROOM CHARTS

-Class Story Map for *The Three Little Pigs*

-Class Story Map for *The True Story of the Three Little Pigs*

TEXTS

The True Story of the Three Little Pigs, by Jon Scieszka

A4L STUDENT NOTEBOOK

This Student Notebook will be used throughout Unit 1.

LIFE & LEARNING SKILLS

Unit 1 includes the following Life & Learning Skills:

- Reflective thinking
- Creative problem-solving
- Critical and analytic thinking
- Collaboration Communication



DIFFERENTIATION OPTIONS

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.



Highest level of scaffolding. Select this option if students are learning strategies for the first time, if the text is challenging for them, or if students require more guidance during activities. The Unit is written for the highest level of scaffolding.



Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.



Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.



LEVERAGING MOMENTS

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with . Smaller leveraging moments also occur throughout the lessons.

Step 1: Introduce Lesson 2

Process: Give an overview of the lesson objectives. Read *The True Story of the Three Little Pigs* with sitting statues and track story elements.

Suggested Dialogue

INTRODUCTION

"In today's lesson, we are going to read another version of *The Three Little Pigs* in which we'll get a different take on what happened. We'll use theater as we read to help us think about the characters and what's happening in the story. Then, we will identify the story elements and compare the characters, setting, events, problem, and resolution to the original version of the story."

"By the end of today's lesson, you will be able to say, 'I can identify the basic story elements of setting, characters, plot, problem, and resolution. I can identify the sequence in which events occurred in the story.'"

Step 2: Pre-Read *The True Story Of The Three Little Pigs* By Jon Scieszka

Process: Introduce Jon Scieszka's work. Preview *The True Story of the Three Little Pigs* by talking about the cover, and discuss potential differences with the classic tale. Display copies of Scieszka's books, such as *The Stinky Cheese Man*, *Guys Read: Funny Business*, and *The Time Warp Trio* series. If students have done the A4L unit Authors and Actors, remind them of reading "Who Did It?" in Scieszka's *Knucklehead*.

Suggested Dialogue

INTRODUCTION TO THE TEXT AND AUTHOR

"Today, we're going to read a story from a book by Jon Scieszka. Scieszka (shesh-ka) sounds like 'Fresca.' Have you heard of Jon Scieszka or read *The Stinky Cheese Man* or *The Time Warp Trio*? What do you know about these books?" (If students haven't heard of Scieszka or any of his books, tell them that he writes humorous books.)

"Let's look at the cover. What do you see? (Students respond.) What's the headline on the newspaper? Who wrote the article? How do you think this story might differ from the other story we read?"

Step 3: Read Aloud *The True Story Of The Three Little Pigs* & Act It Out! With Sitting Statues

Process: Read aloud *The True Story of the Three Little Pigs*. Read the story twice, once to introduce the story and track story elements and a second time in the next lesson to study character traits and perspective. While reading the story, engage students in Sitting Statues. Sitting statues are statues students make with the upper half of their bodies while at their desks or in the reading area. Before reading the story to the class, mark the book for sitting statue stopping points with a pencil or sticky notes. Suggested stopping points are in the dialogue and the teaching tip menus below and illustrate key events, character perspectives, and character traits.

DEFINITION: SITTING STATUES

A statue is a frozen silent picture an individual actor makes with his or her whole body to represent a moment in time. Statues may show characters, setting details, emotions, objects, and ideas within a story. In this unit during read-alouds, actors make Sitting Statues with the upper half of their bodies while in a reading area, at desks, or in a circle.

CONNECTING LITERACY & ART: SITTING STATUES

- Statues while reading keep students actively engaged in the story.
- Statues can be used to draw students' attention to traits and perspective through specific character descriptions, actions, and dialogue.
- Statues can be used to make predictions about what characters are going to do.

TEACHING TIP: SITTING STATUES

Sitting Statues Stopping Points The True Story of the Three Little Pigs

Stop right after reading each of these lines:

"...I ran out of sugar."

"...'Little pig, Little pig, are you in?' No answer."

"...And I sneezed a great sneeze."

"...dead as a doornail."

"...I was feeling a little better."

"...shaving the hairs on my chinny chin chin."

"...but I sneezed a great sneeze."

"...Wolf's honor."

"...Talk about impolite!"

"...I go a little crazy."

"...But maybe you could loan me a cup of sugar?"

Suggested Dialogue**READING STATUE EXERCISE**

"Today, we're going to read a story from a book by Jon Scieszka. As I read, I'll ask you to make silent sitting statues of characters and events in the story as a way for you to actively engage using your body to help you understand the story better. Listen to how Scieszka describes the characters. Sitting statues are just like the statues we just made, but we will be at our desks. Focus on your facial expression and your upper body."

Begin reading. Stop at a key moment.

"Show me a sitting statue of _____. (Students make statues.) I see...I see...I see...Relax."

Read. Stop at a key moment.

"Show me a sitting statue of _____. (Students make statues.) I see...I see...I see...Relax."

Read. Stop at a key moment.

"Show me _____. (Students make statues.) I see...I see...I see...Relax."

Complete the read-aloud with stopping points for sitting statues.

"During our reading of the story, you became the characters by making statues and thinking about what the characters were thinking and feeling. Next we'll track the story elements."

Step 4: Discuss The True Story Of The Three Little Pigs & Record Story Elements

Process: Engage students in a discussion of The True Story of *The Three Little Pigs* by comparing it to the original tale. As the discussion unfolds, record the story elements: characters, setting, problem, events, and resolution on story maps. Have students work in pairs to record story elements in their A4L Student Notebooks Class Story Map for *The True Story of the Three Little Pigs*. Have a brief discussion about the characters and record a few character traits. In-depth exploration of character traits and perspective comes in the following lesson. Here is a sample Class Story Map for *The True Story of the Three Little Pigs*.

Suggested Dialogue

CLASS STORY MAP DISCUSSION

"Let's talk about what happened in this story and compare it to the version we read in our last lesson. This time, you will work with a partner to record the characters, problem, setting, events, and resolution."

"Some things are the same and some are different. In the original version of the tale, we met the three little pigs at the beginning. This version of the story is told by Al, the wolf. What is the wolf like? What makes you say that? Record "Wolf" and talk with your partner about his character traits. Write them in your A4L Student Notebooks on page 3. (Students pair-share & record.) Let's share out." (2-3 students share. Record on Class Story Map for *The True Story of the Three Little Pigs*.)

"Who are the other characters in this story? Make a list of characters in your character chart. (Students record characters.) We'll spend lots of time in our next lesson looking for clues about these characters' traits. For now, let's get down our list."

"Where does this story take place? There might be more than one setting. Talk with your partner and record your ideas on your story maps. (Students pair-share & record.) Let's share out." (2-3 students share. Record on Class Story Map for *The True Story of the Three Little Pigs*.)

"What is Al's problem? Talk with your partner and write down your ideas under Problem on your story map. (Students pair-share & record.) Let's share out." (2-3 students share. Guide students to notice that the wolf has two problems--he needs a cup of sugar to make his granny's birthday cake and he needs to convince his readers that he is innocent. Record on Class Story Map for *The True Story of the Three Little Pigs*.)

"As the wolf tells us his story, what is the same and what is different from the original? Talk with your partner about the characters and events in this story. As you talk, fill in your story maps. (Students pair-share & record.) Let's share out--who has a character or event to add to our Class Story Map for *The True Story of the Three Little Pigs*?" (Students share. Guide students to notice that the basic events play out in the same way, but that the wolf provides an explanation to prove his innocence. If students do not identify any character traits, guide them to notice textual evidence).

"Is the problem resolved at the end of the story? Talk with your partner. (Students pair-share.) Let's share out." (Students share. Guide students to notice that the wolf's problem is not solved--he still needs a cup of sugar and his innocence is still uncertain.)

"Tracking story elements helps a reader understand how one event leads to another as the characters go about solving the problem."

Step 5: Close Lesson 2

Process: Close the lesson with a statue of the resolution, a look forward describing the next lesson, and an optional closing ritual.

Suggested Dialogue

CREATING A STATUE OF THE RESOLUTION

"Let's close our lesson with a statue of the resolution--Al, the wolf, asking for a cup of sugar, 1-2-3-Freeze!" (Students make statues.)

LOOKING FORWARD

"In our next lesson, we'll read like detectives and use theater to explore character traits and perspectives in this story."

PERFORMING THE CLOSING RITUAL (OPTIONAL)

"Let's appreciate our work and each other with a unified clap. 1-2-3 (clap) Huh!"

CONGRATULATIONS ON COMPLETING LESSON 2! YOU ARE NOW READY TO MOVE ONTO LESSON 3 OF UNIT 1.

Is this Lesson Public or Members only?:
Members Only