

Name of Teacher Candidate: Ashley Hampton		Date: 11/5/24
Grade Level: 4th		
Title and Author of Children's Literature Selection: The True Story of the 3 Little Pigs by Jon Sieszka		
Check One: Narrative Story <input checked="" type="checkbox"/> Informational Text <input type="checkbox"/> Hybrid <input type="checkbox"/>		
Time Required: 45 min	Instructional Groupings: Whole Group	
Standards: ELAGSE4RL2: Determine a theme of a story, drama, poem, from details in the text; summarize the text.		
As a result of this experience students will...		
Learning Objectives: Students will be able to identify key points of the story, and then will be able use those key points to write a summary. Students will be able to determine the theme of the book.		
Assessment (Each learning objective must be assessed. How will students demonstrate the skills targeted in the learning objectives?)		
Assessment Strategy: -After the book is read, students will be given a worksheet. -On the worksheet they will answer questions about key story points. -They will write their summary on the worksheet. -They will determine the theme and write it on the worksheet.		
Support for Language Development		
Vocabulary: Theme: the main message of a story. Summary: a short explanation of what happened in the text/story. Highlights a stories key points. For us we will write a summary paragraph of what happened in the book we are reading. "dead as a doornail": a figure of speech that means when something is completely dead. "framed": being made to seem guilty of something they did not do		
Steps in the Experience (Include step-by-step directions necessary for implementation of the experience. Use a bulleted format. Include the attention getter or the hook for the experience, the introduction, the procedures, and the closing.)		

Attention Getter or Hook:

Ask students "Do you think you know the story of the three little pigs? Well we are about to discover the real story"

Introduction:

- "What is a summary" > a short explanation of what is happening in a text/story - key points
- "What is the theme of a story" > the main message of a story
- "Today we are going to summarize a book."
- "We are also going to determine the book's theme"
- "So while we are reading, be on the lookout for what you think the theme is, and for the key points of the story"
- "The book we are going to read for this lesson is The True Story of the Three Little Pigs by Jon Sieszka"

Instructional Strategies:

- Teacher shows class cover. Reads title and author. Asks students what image is on the cover, and what they think the story is going to be about. Predicting
- First lines: "Everybody knows the story of the Three Little Pigs. Or at least they think they do."...
- Page 1, after reading the page, teacher emphasizes that there is going to be a twist to the three little pigs story. Activating background knowledge about original story
- Page 5, after reading the page teacher asks the students if they think the wolf is going to tell the truth or not. Predicting
- Page 6, after reading the page, teacher points towards the bowl (specifically the rabbit ears) on the page and says "do ya'll see what is going into this birthday cake!"
- Page 8, after reading the page, the teacher emphasizes that the house is made out of straw which is not very smart. Teacher points to the image of the straw house. Teachers asks students what houses are normally made of. Activating background knowledge
- Page 14, after reading the line "dead as a doornail", teacher asks if students have ever heard that phrase before. Teacher explains that it is a figure of speech, which means that something is completely dead. Vocab
- Page 14, after reading the line "He had been home the whole time", teacher asks students why do they think the pig didn't respond to the wolf asking for sugar. Making inference
- Page 20, after reading the page, teachers asks the class if they think the wolf is acting very sorry for his actions. Making inference
- Page 22, after reading page, teacher draws attention to the fact that the house didn't blow down this time because it was made of brick. Activating background knowledge - referencing earlier in the book as well
- Page 24, after reading "But when somebody talks about my granny like that, I go a little crazy", teachers asks the class if they also get angry if someone speaks poorly about someone they love. Activating background knowledge - personal connection
- Page 24, after finishing the page, ask the class what they think is going to happen next since the cops caught him trying to break down the Pig's door. Predicting
- Page 27, after reading the page, teacher asks if anyone knows what being "framed" means. Teacher explains that it means being made to seem guilty of something they didn't do. Vocab
- Page 28, after reading the page teacher asks the class if they think that the wolf was innocent or not. Making inference
 - After finishing book, teacher will tell the students a short summary of book: "So let me recap what we just read. The wolf needed some sugar for his cake. He went to the pigs houses for the sugar, but since he had a cold he sneezed and two of the houses fell down. The wolf then ate the pigs whose houses fell down. The wolf got caught breaking into the last pigs house, and was sent to jail."
 - Teacher will then highlight the theme: "So I think what the story is telling us is that sometimes things are not always as they seem, and the truth can be distorted. Sometimes the stories we are told are not always the truth."
 - After finishing book, teacher passes out worksheet.

Closure/Wrap up:

- Once students are finished with their worksheet, they will be asked to share with a neighbor the summaries they wrote.
- After this, students will be asked to share with the class what they determined was the theme of the story, and how they figured it out.
- Deeper level question: Students will be asked how the theme of this book differed from the theme of the original three little pigs story.

Instructional Supports

Resources and Materials Used to Engage Students in Learning:

Book: The True Story of the 3 Little Pigs by Jon Sieszka

Pencil

Worksheet (shown below): <https://www.teacherspayteachers.com/Product/Searching-for-Theme-Graphic-Organizer-3458948>

Name: _____ Date: _____ Section: _____

SEARCHING FOR A THEME

Book or Movie Title: _____

Characters

Setting

Conflict

Summary:

A lesson learned by a character (discuss characters, problem (conflict), solution, and summary)

THE Message you can take from the story?