



TITLE: THE THREE LITTLE PIGS
LEVEL: H



INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book is about three little pigs that left home. They want to make their own home."
- "Turn to pages 2 and 3. What did the three little pigs make their houses out of?"
- "Turn the page. A big bad wolf came along and he is going to huff and puff and blow the house down."
- "Turn the page and see what happens."
- "Turn back to the beginning and read about the three little pigs."

READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level H Prompting Guide for a list of desired reading behaviors and suggested actions to take.

DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- Talk about the different materials each pig chose to build their house.
- Discuss other versions of the story students have heard.

FOLLOW-UP TEACHING

Based on your observations of the students' reading, select one or two teaching points that will be most helpful to all of the students. You might:

- Have the students locate the word *knocked*. Talk about the silent *k* in *knocked*. Show the students other words like *knocked* (*knot*, *know*, *knee*).
- Practice reading together and making it sound like talking.



You Will Need:

- Chart paper
- Marker

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students listen for long and short vowel sounds.

Steps:

1. Explain to the students that they are going learn about the vowel a.
2. Ask the students to think of words with the vowel a in them.
3. Record the words they come up with in two lists: long vowels and short vowels.
4. If the students come up with words that are neither long nor short (*tall, was, water*) place them in a separate column.
5. As the students notice that you are categorizing their suggestions, ask them what they notice.
6. Ask for more suggestions and ask which column to place words in.

SUPPORTING ENGLISH LANGUAGE LEARNERS

Consider what additional challenges the lesson might present for second language learners.

- Check to see that the students are familiar with the story of *The Three Little Pigs*.
- You may want to practice several structures, such as *I'll huff and I'll puff and I'll blow your house down*.

For the Lesson Extension Activity for this book, go to pioneervalleybooks.com/pawprints.