



The Three Little Pigs

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✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the story “The Three Little Pigs”
- ✓ Identify the sequence of events in the story “The Three Little Pigs”
- ✓ Identify the plot of the story “The Three Little Pigs”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Retell “The Three Little Pigs” by sequencing four to six pictures illustrating events in the story (RL.K.2)
- ✓ Describe images of straw, sticks, and brick in “The Three Little Pigs,” using the images to check and support comprehension of the read-aloud (RL.K.7)
- ✓ Describe familiar things, such as straw, sticks, and bricks, and with prompting and support, provide additional detail (SL.K.4)
- ✓ While listening to “The Three Little Pigs,” orally predict what will happen in the read-aloud based on pictures and text heard thus far

Core Vocabulary

blazing, *adj.* Hot and shining brightly

Example: We settled down to read a book by the light and warmth of the blazing fire.

Variation(s): none

chimney, *n.* A hollow passage through which smoke escapes 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 or breathe in and out heavily

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

Variation(s): huffs, huffed, huffing

plot, *n.* The events of a story


Example: The plot of a story is what happens in the beginning, middle, and end of a story.

Variation(s): none

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

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Do We Know?	pieces of straw, sticks, and bricks	10
	Interactive Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Three Little Pigs		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Blazing		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sequencing Events in the Story	Instructional Master 2B-1	15



The Three Little Pigs

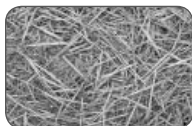
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Introducing the Read-Aloud

10 minutes

What Do We Know?

Tell students that today's story also has talking animals as the main characters. Review with students what *character* means. Remind students that characters are the people or animals that a story is about. Tell students that the **plot** is what happens, or the events, in a story. 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.



← **Show image 2A-1: Straw**

Pass around the pieces of straw that you have brought in to show students. Help students to identify the image and material as straw, or dried grass that is sometimes used as animal bedding.



← **Show image 2A-2: Sticks**

Pass around the sticks that you have brought in to show students. Help students to identify the image and material as sticks. Discuss with students where sticks come from.



← **Show image 2A-3: Bricks**

Pass around the pieces of brick that you have brought in to show students. Help students to identify the image and material as bricks. Bricks are made from clay. When the clay dries, the bricks become very hard. Discuss with students the uses of bricks.

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.”

Purpose for Listening

Tell students that 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 chose a different building material. Ask them to listen carefully to the plot, or the events of the story, to find out which pig made 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.)



The Three Little Pigs

◀ Show image 2A-4: Mother pig with her children

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.



◀ Show image 2A-5: First pig building a straw house

They walked down the road and soon saw a man with a wagon full of straw.¹ “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.

1 [Point to the straw in the image and remind students of the straw they handled earlier.]



◀ Show image 2A-6: Second pig building a stick house

The other two pigs continued on their way. It wasn’t long before they passed a man with a cart full of sticks.² “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.” 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.

2 [Point to the sticks in the image and remind students of the sticks they handled earlier.]



◀ Show image 2A-7: Third pig building a brick house

The third little pig continued on his way. In a little while, he passed a man with a wheelbarrow full of bricks.³ “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.”⁴

3 [Point to the bricks in the image and remind students of the bricks they handled earlier.]

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

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.



◀ **Show image 2A-8: First pig and wolf**

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.



◀ **Show image 2A-9: Wolf outside straw house**

Now the big, bad wolf knocked at the door and said, “Little pig, little pig, let me come in.”⁵

“Not by the hair of my chinny chin chin,” answered the first little pig.⁶

“Then I’ll **huff** and I’ll **puff** and I’ll blow your house down,” said the wolf.⁷ And he huffed and he puffed, and he blew the house down. As the straw blew everywhere, the first little pig ran away.

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.”⁸

“Not by the hair of my chinny chin chin,” answered the second little pig.⁹

“Then I’ll huff and I’ll puff and I’ll blow your house down,” said the big, bad wolf.¹⁰

5 Do you think the little pig should let the wolf in?

6 [Encourage students to repeat the refrain, “Not by the hair of my chinny chin chin.”]

7 [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.”]

8 Do you think the second little pig should let the wolf in?

9 [Encourage students to repeat the refrain.]

10 [Encourage students to repeat the refrain.]



← **Show image 2A-10: Wolf and the stick house**

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!

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.



← **Show image 2A-11: Three little pigs in the brick house**

The big, bad wolf knocked on the door and said, "Little pig, little pig, let me come in."¹¹

"Not by the hair of my chinny chin chin," answered the third little pig.¹²

"Then I'll huff and I'll puff and I'll blow your house down," said the big, bad wolf.¹³ 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.

"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."¹⁴

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.¹⁵

← **Show image 2A-12: The wolf in the pot**

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.

11 Do you think the third little pig should let the wolf in?

12 [Encourage students to repeat the refrain.]

13 [Encourage students to repeat the refrain.]

14 A chimney is the structure that allows the smoke from a fire to go out of the house.

15 When something is blazing, it is hot and bright, so the fire was hot and bright.



Comprehension Questions

10 minutes

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who are the characters in this story? (The three little pigs and the big, bad wolf are the characters in this story.)
2. *Literal* What did the three little pigs use to build their houses? (The three little pigs used straw, sticks, and bricks to build their houses.)
3. *Inferential* 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.)
4. *Inferential* 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.)
5. *Evaluative* Which one of the three pigs do you think was the smartest? Why? (The third pig was wise to choose to build his house with bricks. Bricks are heavier and harder to lift, so it took longer to build the house, but it was the strongest house.)
6. *Literal* What happens at the end of the story? (The pigs outsmart the wolf and he runs away, never to be seen again.)
7. *Inferential* What is plot? (Plot is what happens or the events in a story.) 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.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* If you could make up a new ending for the story, what would it be? Share your new ending with your partner. (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Blazing

5 minutes

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 shining brightly.
4. The blazing fire was very, very hot.
5. What kinds of things do you think could be blazing? Try to use the word *blazing* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I think a _____ could be blazing because . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: 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.” Remind students that the definition of blazing is “hot and shining brightly.” Remember to answer in complete sentences.

1. the sun (That’s blazing!)
2. the ocean (That’s not blazing.)
3. a fire (That’s blazing!)
4. ice (That’s not blazing.)



Complete Remainder of the Lesson Later in the Day



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Extensions

15 minutes

10 Sequencing Events in the Story (Instructional Master 2B-1)

You may choose to have students complete this activity individually, or use it as a small-group activity. Remind students that the events in a story are called the plot. Review the story events pictured in each of the four images on the page. Ask students to cut them out and arrange them in order to show the proper sequence of events. Tell 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. Check to see if students are able to correctly sequence the pictures. You may want to have students glue the pictures on paper once they have been sequenced.

As students complete this activity, have individual students retell the story “The Three Little Pigs,” referring to their sequenced pictures.