

Title: The Three Little Pigs

Author: Walt Disney

Illustrator: Walt Disney Studios

Suggested Grade Level: 2

Strategy: Character Traits

Submitted By:

Planning:

Objective: Using Venn Diagrams and doing a read aloud on Walt Disney's The Three Little Pigs, students will be able to identify different character traits.

Materials:

1. Venn Diagrams
2. The Three Little Pigs by Walt Disney
3. Worksheets
4. Index cards for vocabulary words

Standards: ELA Standard E5a (Responds to non-fiction, poetry, and drama using interpretive and critical responses) and ELA Standard E3a (Participate in group meetings)

Before Reading:

Prepare:

1. Do a mini lesson on character traits. Explain what a character trait is and a list of what they are.
2. Have students fill out a worksheet on character traits. Worksheets will include different traits and the children will match the trait under a category of either a good trait or a bad trait.

Introduction:

1. Introduce vocabulary words to students and explain what they mean. This will help them to have a better understanding of the book when they come across the words. When reading then book, remind students when the word comes across in the text to reinforce it.
2. Ask students if they have ever read The Three Little Pigs. Ask for their opinion of the book, did they like it? Why did they like it? What did they think of the pigs? What did they think of the wolf?
3. Introduce the book to the students by showing them the cover and reading the title and author.
4. Tell students to look at the different character traits of the pigs and the wolf. Students can even look at the different character traits between the pigs. Tell students to think about the traits they used in the previous exercise.

Connection: *Text-to-self*. Ask students to think about some of their own character traits. After the book is read, students can relate to themselves as hardworking like the one pig

who built his house of brick, as lazy and playful as the two other pigs, or mean like the wolf.

During Reading:

Guide: Use different tones and facial expressions throughout the text to show how the characters are in the story. For instance, when the big bad wolf comes, change voice to make him sound mean.

Teach/Model: Use think-alouds to encourage student thinking about the character traits in the book. For instance: “Hmm... this little pig (the one who makes his house out of brick) seems to be working harder than the other pigs”.

Active Engagement: Hand students out the Venn Diagram and draw one on the dry erase board. Then as a class, decide what traits go where.

After Reading:

Extend: Students will go back to their seats and in their independent reading they will list at least four traits that a character of their choice in the book has.

Assess:

1. Evaluate students during their independent reading and make sure they understand the objective and the idea of what a character trait is.
2. Using the character they have chosen in their independent reading, students will be given another Venn Diagram in which they will compare traits of their chosen character to the traits of their own.

Link/Share: Have at least three students, who show that they understand what a character trait is, share their Venn Diagrams with the class.

Vocabulary:

1. Go over the vocabulary words that were introduced at the beginning and their meanings once more. Now that students have heard the story with the words in a sentence, they will have a better understanding of what the words might mean and how it is used.
2. Add words to word wall

Words are:

1. fortunes
2. sober
3. stout
4. squealed
5. furious
6. snarl
7. mortar

Character Traits

Using the words from the list, decide if the traits are either good traits or bad traits.

| Good Character Traits | Bad Character Traits |
|-----------------------|----------------------|
| | |

Kind

Selfish

Hardworking

Lazy

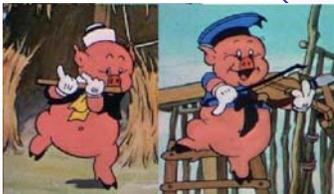
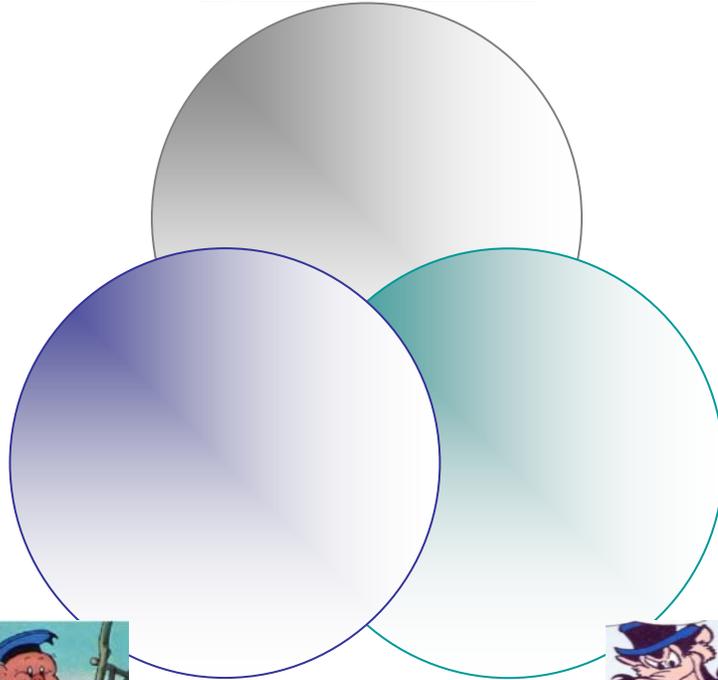
Playful

Mean

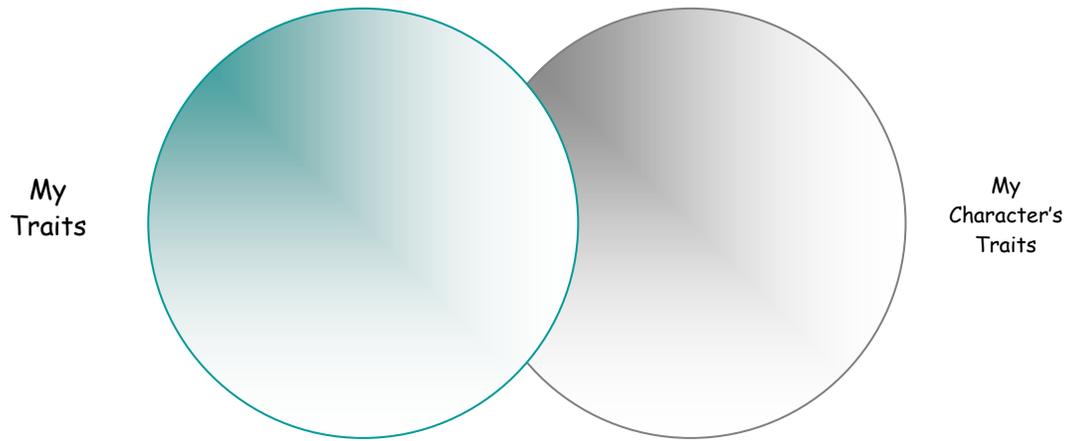
Sneaky

Friendly

Venn Diagram



Venn Diagram



Reflection for The Three Little Pigs Lesson Plan on Character Traits

My lesson plan for this reflection is based on character traits using Walt Disney's book The Three Little Pigs. In my lesson plan I think that there are things that would work well with the students and things that may not work as well.

Some of the things that I think would work well would be the mini lesson on character traits. This would help students to have a better understanding of the objective. It would also help them in doing the assignment after the reading, and knowing what to look for during the read-aloud. The next thing that I think would work well would be the vocabulary lesson. I think that reinforcing the word in the text will remind students what the word means and see how it is used in a sentence. Another thing I think would work well would be to change my voice and maybe make facial expressions to show the way the character in the story would sound or look.

Some of the things that I might do to improve the lesson would be to include more activities that might enhance critical thinking. Another way to improve the lesson can be to include more interdisciplinary material in the materials provided for them for the lesson.

Title: The Little Fish That Got Away

Author: Bernadine Cook

Illustrator: Crockett Johnson

Suggested Grade Level: 2

Strategy: Story Retelling

Submitted By: Christine Bonner

Planning:

Objective: By doing a read-aloud and following it up with a story retelling chart, students will be able to retell a story by using the beginning, middle and end.

Material:

1. The Little fish That Got Away by Bernadine Cook
2. Story Retelling Chart

Standards: ELA Standard E5a (Responds to non-fiction, poetry, and drama using interpretive and critical responses) and ELA Standard E3a (Participate in group meetings)

Before Reading:

Prepare: Ask students if they have ever liked a book enough to want to share it with a family member or friend. What did they mention about the book? Did they mention characters? Did they state what was the main idea of the story? Explain that when they tell this person about the book that they have read, it is another way of retelling the story. Students will be taught that in retelling a story it is important to know who the main character is, what the problem is, what the solution is, and what the ending was.

Introduction:

1. Introduce the book by showing the picture on the front cover and reading the title and author. Ask students if they know what the story may be about just by reading the title.
2. Tell students to pay attention to what is going on in the story. What problem is the main character having? How is the problem solved? What happens at the end?

Connection: *Text-to-self.* Ask students if they have ever gone fishing. Do they share a similar story that relates to the title of the book? What did they do about it?

During Reading

Guide: Students will use the pictures in the book to help identify what is going on in the story.

Model/Teach: Use think-alouds to help students think about the events in the story in order to help them retell the story later.

Active Engagement:

1. Stop midway in the book right before the boy starts catching any fish and have students go into groups of two. Here students should be able to fill out the who and the problem part of the retelling chart.
2. After the completion of the book students will go back with their partners and fill out the rest of the story retelling chart, which would be the solution and end.

After Reading:

Extend: Students will go to the classroom library and pick out a book on their reading level to do independent reading. Students will be given their own story retelling charts to use for their own story.

Assess:

1. Evaluate students during their independent reading and see who has understood the concept of story retelling.
2. Students will draw a picture from the story using the main character and a problem he had, a solution to a problem, or the ending.

Link/Share: Students will share their story retelling charts and pictures with the rest of the class.

Story Retelling Charts

| | |
|-----------------------------------------------------------|-----------------------------------------------|
| Who was the MAIN CHARACTER in the story? | What was the PROBLEM in the story? |
| | |
| What was the SOLUTION to the problem in the story? | What happened at the END of the story? |
| | |

Reflection for The Little Fish That Got Away Lesson Plan on Story Retelling

My lesson plan for this reflection is based on story retelling using the book The Little Fish That Got Away, by Bernadine Cook. In my lesson plan I think that there are things that would work well with the students and things that may not work as well.

Some of the things that I think would work well would be the prepare part when I ask then students about a book they liked and how they retold it to someone. This would engage the students and be able to let them relate to the objective by coming up with the strategies they use to retell a story. I also think that by showing the students the front cover and title of the book students can make a prediction of what the story is going to be about and even what the problem of the story might be. Another thing that may work well would be to remind them what they are going to be looking for in the text and stopping midway and allow them to work on their story retelling charts. This will help the students so that they do not forget what they are looking for or confuse them in what they are looking for.

Some of the things that I think should be included in the lesson are more one on one conferences between teacher and student. I would also include more activities that would enhance the students' critical thinking skills. I would also allow students to maybe draw a picture from the read-aloud so that this way it is more enjoyable and not just writing.

Folktales > European folktales > English fairy tales > The Three Little Pigs at World of Tales - Stories for children from around the world!Â Now the eldest pig went first, and as he trotted along the road he met a man carrying a bundle of straw. So he said very politely: "If you please, sir, could you give me that straw to build me a house?" And the man, seeing what good manners the little pig had, gave him the straw, and the little pig set to work and built a beautiful house with it. Now, when it was finished, a wolf happened to pass that way; and he saw the house, and he smelt the pig inside. So he knocked at the door and said: "Little pig! Little pig! Let me in! Let me in!" But the little pig saw the wolf&apo