

The Three Little Pigs ELD Kindergarten Lesson

Lesson 1: Building Background

- Introduce vocabulary: first, second, third, straw, twigs, bricks – introduce the words in no particular order. Post the words and pictures.
- Word study: notice the beginning letter of the vocabulary words. Talk about “th” sound and difference between “s” in second and straw (second letter, long vs. short word)
- Access background knowledge: Have students tell each other what order first, second and third go in. Ask them which numbers go with which words. Show the cover of the book and have them tell their partner what they may already know about this story.
- Set a purpose for reading: Describe each pig’s home. Ask them to listen carefully to how each pig chooses to build a home.
- Quick read story: read through book, emphasizing the vocabulary words. Do they have any predictions they want to share?
- Conclude with purpose: Go back to the page of each different house and have students describe to their neighbor what each home was like. Bring out your realia of each home building material, so they can touch it. Were there any predictions to confirm?

Lesson 2: Teaching Vocabulary

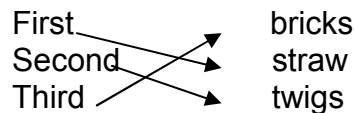
- “play” with vocabulary: pass out pictures/realia and vocabulary words and have children find their match. Be sure to match your handouts with the number of children in your group
- Word study: play the “mystery word” game. Vocabulary words are inside an envelope and the envelope has an opening in the side. Be sure you pull the words out facing the right direction. Tell the children they will try to guess the vocabulary word just by looking at one letter at a time. There will be two “s” and “t” words. They can guess which word it is and then ask “if this word is “second”, what letter would you expect to see after the “s”? Help them think about more than just the beginning letter.
- Access background knowledge: ask children to tell a partner what happened to each house. (When the wolf blew down the straw/twig house? When the wolf *couldn’t* blow down the brick house?) Try to get them to talk about the qualities of each house.
- Set purpose for reading: Label the description of each house. Introduce the words strong, stronger and strongest with pictures.
- Read story: Right before the story moves to the next pig, have students tell their neighbor which word best describes that house. (If they argue that the straw house was not strong, you can say it was strong enough to stand on it’s own, where toilet paper wouldn’t do that, it just isn’t strong enough to outlast the wolf.) Let them label the picture of the house.
- Review purpose: Go back to the labeled pictures and have student explain to their partner how they know. When they share out to whole group use the

sentence frame “That house is ____ because__.” Help them practice using full sentences and the appropriate vocabulary.

- Deepen comprehension of story and vocabulary: ask children to get in lines of three and tell which student is first, which is second and which is third

Lesson 3: Writing about the Text

- Play with vocabulary: hand out the vocabulary words without the pictures and see if they can find their match (first/straw-second/twigs-third/bricks)
- Word study: on chart paper have children interactively write first, second, third in a column. Then write the words bricks, straw and twigs in a second column. Choose children to come up and draw a line, matching the order and materials.



- Access background knowledge: who can think of other materials that homes might be made of?
- Set purpose for reading: tell them you want to know if they can sequence the events of the story after reading it again
- Read story: Pass out vocabulary words and pictures. Let children hold them up when their part of the story comes
- Review purpose: ask the children to use puppet pictures (from take home book?) to retell the story by themselves
- Organize the text: give children the pages to the story that they'll take home. Ask them to get them compiled into the right order from the story

Lesson 4: Fluent Reading

- Students read text: children can negotiate parts of the story and recreate it on a flannel board or with puppet
- tell children the boys will be responsible to say the wolf's lines (little pig, little pig, let me come in)(then I'll huff and I'll puff and I'll blow the house in) and the girls will say the pigs lines (not by the hair on my chinny, chin, chin). Talk about voice and enunciation.

Lesson 5: Writing from the Text

- Quick “Play” with vocabulary: ask “which pig am I?” examples of things to say “I’m in the middle”, “I’m the last”, “I belong at the beginning”, “what building material am I?” “I am the leftover pieces from wheat that’s cut down”, “I am a rectangular solid and I’m hard as a rock”, “I’m little pieces from the branches of a tree”
- Word Play: Have students circle ALL the vocabulary words throughout the take home story
- Access background knowledge: who are the characters in this story? What would happen if they changed the ending? How would they change it?

- Read story: Read the take home book and stop on page 20. Do a shared writing for students to help you rewrite the ending. Have students decide if they want the ending to be happy or sad for the wolf and then get their ideas. Have the children act out the story with the new ending.
- Writing from the text: color the small book to share at home with the families. Read through it together before sending them home. You could create a final page for students to now write their own new ending as you did whole group.



straw



twigs



bricks



first





second



third

first

second

third





3 pigs story on-line: <http://kizclub.com/pigstory/print/pigprint1.html>: print out and copy for students

