

Lesson Plan by: Leanne Rakestraw

Lesson: The 3 Little Pigs
Age/Grade: 2nd Grade

Length: 20-30 minutes

Academic Standard:

2.3.2 Create different endings to stories and identify the reason and impact of the different ending

2.5.3 Write a friendly letter complete with date, salutation, body, closing, and signature

Performance Objective:

Given a piece of lined paper, the students will make up a different ending to a story with 100% accuracy.

Given a sample letter, the students will write a friendly letter correctly with 100% accuracy.

Advanced Preparation by Teacher: Book: The True Story of the Three Little Pigs, envelopes, lined paper, pens/pencils, sample friendly letter format on piece of paper,

Procedure:

Introduction/Motivation: Start out by making sure every child in your class knows the original story of The Three Little Pigs. If everyone doesn't, do a quick explanation. Then read The True Story of the Three Little Pigs (G-Linguistic)

Step-by-Step Plan:

1. Discuss the differences in the two stories.
 - a. Who are the main characters in both stories? (B-Knowledge)
 - b. How would you compare these two stories? How would you contrast them? (B-Comprehension)
 - c. What questions would you ask in an interview with the wolf? (B-Application)
2. Discuss what perception means.
 - a. Talk about whose perception the original story and The True Story of the Three Little Pigs are told from.
 - b. Compare and contrast these (B-Comprehension)
3. Brainstorm ideas as to what should have happened to the wolf after he went to jail (G-Linguistic)
 - a. Community service, apology letters, stay in jail, other appropriate punishments
4. Have the students write a friendly letter to the wolf
 - a. Pass out a sample of a friendly letter (G-Spatial)
 - b. Go through the letter and explain each part of it
 - c. Tell the students they are going to write a letter to the wolf from one of the three little pigs.

- d. The letter can be about how the character felt about what the wolf did and what they think his punishment should be.
- e. Have them brainstorm ideas between themselves before starting. **(G-Interpersonal)**
- f. Remind them to use their best handwriting.

Closure: When everybody is finished, have each student read their stories out loud. **(G-Linguistic)** This would be a good spot to reinforce the concept of different perceptions. Then place the letters in envelopes and send them to the wolf.

Adaptations/Enrichments: An adaptation for students with special needs would be to have the form already on lined paper and just have them write a letter. An enrichment activity would have the teacher respond to student's letters as the wolf and have the students respond back.

Self-Reflection: Done after the lesson. Ask what went well and what can be improved? Also, check to see if the majority of the students grasped the concept of a friendly letter.

Created by: Debbie Haren