Thematic Unit Copy 3, Grid 3, Joann van der Putten, The Three Little Pigs

Teacher: Joann van der Putten
Unit Title: The Three Little Pigs
Author: Paul Galdone
Unit Objectives: Story Comprehension, story sequencing, setting, characters, etc.
CA State Standards Addressed:

2.0 Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* (California Department of Education, 2002) illustrate the quality and complexity of the materials to be read by students.

Comprehension and Analysis of Grade-Level-Appropriate Text
2.2   Use pictures and context to make predictions about story content.
2.3   Connect to life experiences the information and events in texts.
2.4   Retell familiar stories.
2.5   Ask and answer questions about essential elements of a text.

3.0 Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text
3.1   Distinguish fantasy from realistic text.

3.3   Identify characters, settings, and important events.

NETS Addressed:
(# 4) In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1,2,6)
(#7) Demonstrate safe and cooperative use of technology. (5)
(#9)Communicate about technology using developmentally appropriate and accurate terminology. (6)
(#10)Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (6)

Online story: http://www.mediainformatics.biz/kidsbook/pigs.html
http://math-www.uni-paderborn.de/~odenbach/pigs/pigs.html
interactive http://www.bbc.co.uk/cbeebies/tweenies/storytime/stories/3littlepigs/
Audio version of story: http://storynory.com/2008/02/25/the-three-little-pigs-2/

        I propose to teach reading comprehension through familiar stories. We do one story a month that we theme art projects around. For the purpose of this assignment, I will make a thematic unit for The Three Little Pigs. Kindergarten is about learning vocabulary, sequencing a story, orally retelling a story, explaining whether a story is real or fantasy, observing the world around us, and learning that other people have feelings too. This unit serves to meet the many needs of kindergarten with the main goal of understanding the story.

        Before starting the unit assignments, I will read the version of the story by Paul Galdone about 2 or 3 times. Between each reading, I will read online versions, explaining that there are many different versions of the same story available. I will talk about the differences with the students to help them better comprehend the story we are

reading. We will then talk about why hard work is such an important concept (if you don't work hard, you get eaten by a wolf).

After completing our readings and discussions, we will move into the Bloom/Gardner grid and further address the CA state standards and NETS listed above. At the end of the unit, the students will really understand story comprehension, retell this story, state the characters, setting, and important events, and be able to answer questions about the essential elements of a text

Bloom Gardner	Remember	Understand	Apply	Analyze	Evaluate	Create
Verbal/ Linguistic	Write or orally retell the story If oral model is chosen, record into the program Audacity	answer who, what, when, questions about the story orally into Audacity	Tell about how each character was feeling on each page read	Tell them part of the story has changed. Have them orally tell you what could happen next	Oral if/then statements about the characters	rewrite/retell the story either using different characters or a different setting
Interpersonal	Talk with a partner about the story's order	use puppets in groups of 4 and act it out as a team	tell a friend about the wolf & why you like/ dislike him	use sequence cards in a team & talk about why the cards have to go where they go to tell the story	tell a friend what you would do if you were the wolf in the story	small group project on who would be what character in the story & why
Bodily/ Kinesthetic	Act out the story using masks & a lot of floor space	as a group, make 3-D models of the houses & try to blow them down	make a small house individually of the one you think is the best	move like a wolf to the house that is easiest to destroy. Pretend to destroy it	act like a different animal that you think could catch all three pigs. Show us through movement how it could catch them	make up a dance or motion for each character in the story video record these motions and dances to show the class
Intrapersonal	internalize & then share with the teacher how the story made you feel & why	draw or tell how this story makes you feel using the computer program Kidpix	tell or draw what kind of house you would build if you were a pig	tell which character you are most like and why	tell why you don't want to be like a certain character	Photo of students' faces & then draw a body of one of the characters around them

Bloom Gardner	Remember	Understand	Apply	Analyze	Evaluate	Create
Naturalist	use items from nature that teacher provides to put the story in order	try to break a stick, straw, & a brick	find other items in nature that would be good to build a house out of	explain why it's ok to have a house made of ice in Alaska, a hut in Hawaii, etc	Draw what you would build your house out of if you lived in the dessert, mountains, by a lake, etc...	Draw or build a model of your dream house using items from nature
Visual-Spatial	Make a map of the setting	Scan the map into Notebook software on the Smart board & use clipart characters on the map to tell the story	change the setting to a city & then change your map using Notebook software and the Smart board	compare/ contrast the old & new visual versions of your story	draw a new ending to the story	draw new characters with the same personality traits as the old characters
Musical/ Rhythmic	sing the Greg & Steve 3 Little Pigs song using either the cd or dvd on the Smart board	pick different sounds for the wolf's feelings at different parts of the story go to a free mp3 sounds site to find sounds	pick sounds for the wolf if he was feeling different emotions	sing through or chant the story	What else do you remember that you learned in school because of a song?	make up a sound or song for each character
Logical/ Mathematical	sequence pictures from the story on the Smart board. Talk about them whole group	sequence pictures from the story & pull out all the pictures that don't belong in the sequence	play memory with matching cards of different elements of the story	graph how many times you see each character on the pages in the book	make a class graph of the student's favorite characters using excel on the Smart board	have kids help make a large board game using the elements of the story