

Lesson Guidance 3.3	
<b>Grade</b>	2nd
<b>Unit</b>	4 Module 3
<b>Selected Text(s)</b>	<ul style="list-style-type: none"> <li>• <b>Suggested Texts and Materials:</b></li> <li>• <a href="#">The True Story of the Three Little Pigs</a></li> <li>• <a href="#">3 Little Wolves and The Big Bad Pig</a></li> </ul>
<b>Duration</b>	3 days

*Plan with guidance from the [ELA Instructional Expectations Guide](#)*

### Learning Goal(s)

*What should students understand about today's selected text?*

- Compare and contrast different versions of the same story.
- Understand how and why the wolf's perspective is different from the pigs'.
- Discuss key details in text(s) based on various characters' point of view

### CCSS Alignment

#### Priority Standards:

[CCSS.ELA-LITERACY.RL.2.1](#) Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

[CCSS.ELA-LITERACY.RL.2.4](#) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

[CCSS.ELA-LITERACY.RL.2.9](#) Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

[CCSS.ELA-LITERACY.W.2.1](#) Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

[CCSS.ELA-LITERACY.SL.2.1](#) Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

[CCSS.ELA-LITERACY.L.2.6](#) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

#### Supporting Standards:

[CCSS.ELA-LITERACY.RL.2.6](#) Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.



	<p><b><u>CCSS.ELA-LITERACY.RF.2.3.D</u></b> Decode words with common prefixes and suffixes.</p> <p><b><u>CCSS.ELA-LITERACY.RF.2.3</u></b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b><u>CCSS.ELA-LITERACY.RF.2.3.C</u></b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b><u>CCSS.ELA-LITERACY.RF.2.3.F</u></b> Recognize and read grade-appropriate irregularly spelled words.</p>
 <b>WIDA Alignment</b>	<p><b>ELD-SI.K-3.Explain:</b> Compare and contrast objects or concepts through words, phrases, and structures (e.g., different, believes, thinks, according to, yet, but) to differentiate character attributes and point of view.</p>
<p><b>End of lesson task</b> <i>Formative assessment</i></p>	<ul style="list-style-type: none"><li>• Complete a paragraph explaining the wolf's perspective.</li><li>• Student partner discussions should include details from the text on the wolf's point of view.</li></ul>
<p><b>Knowledge Check</b> <i>What do students need to know in order to access the text?</i></p>	<p><b>Background knowledge</b></p> <ul style="list-style-type: none"><li>• Reflect on the true characteristics of pigs and wolves from the previous lesson as a way to understand preconceived notions or stereotypes.</li><li>• Discuss how authors and storytellers create opposite storylines for the readers to think critically and learn to develop their own opinion.</li></ul> <p><b>Key Terms</b></p> <ul style="list-style-type: none"><li>• Key Details</li><li>• Point of View</li><li>• Word Meaning</li><li>• Retelling of Events</li><li>• Folktale</li><li>• Moral</li><li>• Central Message</li><li>• Compare and Contrast</li></ul> <p><b>Foundational Skills Connections</b></p> <p>Look for ways throughout the text to apply and transfer the learning from your phonics lesson into shared reading. The <a href="#">foundational skills integration document</a> will call out sample teacher moves to incorporate during instruction and add the link to the foundational skills integration document.</p> <p><b>Vocabulary Words</b> (<i>words found in the text</i>)</p> <p>Identify vocabulary based on selected text.</p> <p>Example, from The True Story of the Three Little Pigs</p> <ul style="list-style-type: none"><li>• Pre-teach: terrible, shame, fault, impolite</li><li>• Define while reading: little porker, framed</li></ul> <p> <b>ELD Instructional Practices for Vocabulary:</b> Use the <a href="#">Act It Out!</a></p>



### Total Physical Response (TPR) strategy

“Vocabulary instruction is **throughout** the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include [illustrations/gifs/photographs](#). Utilizing hand signals when targeted vocabulary is heard, cements learning,

- Effective vocabulary instruction for ELs includes:
  - (1) “multiple exposures to target words over several days and across reading, writing, and speaking opportunities” with a variety of instructional activities,
  - (2) “student-friendly” definitions
  - (3) ensuring students can use the terms for “communication and future learning.” (Baker, Lesaux, et al)
  - (4) teaching affixes / words that can be altered by adding prefixes and or suffixes,
  - (5) pointing out cross-language similarities (e.g., cognates),
  - (6) noting multiple meanings across domains (e.g., the definition of “volume” in math and science vs. ELA).
- Students can complete a [Vocabulary Tracker](#), [notebook configuration](#), [vocabulary log](#) or [Frayer Model](#) activity to increase understanding

### **SPED Accommodation/Differentiation:**

- When orally responding to text dependent questions, prompt students to “Turn the Question Around” or provide students with sentence stems/frames to aid their ability to speak and write complete sentences.

## **Core Instruction**

*Text-centered questions and ways students will engage with the text*

### **Opening Activity:**

Start by pre teaching the following vocabulary terms terrible, shame, fault, impolite

ELD

#### [ELD Scaffolds](#)

When reading a text and/or applying what has been learned, students benefit from being able to listen to their classmates’ thoughts/reasoning via a structured, collaborative discussion about the text, concept or ideas.

- [Listening with a Focus](#) is a discourse structure used for bridging, modeling, and schema building. This task requires students to listen with a specific purpose in mind, guiding their understanding of the text and alerting them to pertinent information.
- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.

### **Content Knowledge:**



- Good vs Evil
- Sharing
- Being Kind
- Actions have consequences
- Stereotypes

## Shared Reading:

### Engaging with Texts:

- Share the purpose:
  - Explain and understand how the point-of-view of situations can cause various opinions.
    - Example: *think of a time when you had a situation with another person (friend, sibling etc.) when you thought about it one way and they thought about it another way and you had to explain your point of view (your thoughts) of the situation. How were you able to convince someone of your perspective?*
    - Discuss the STOP, LOOK and LISTEN Technique for better understanding of relaying your point of view or perspective. STOP: Be clear, calm, and concise about your claim. LOOK: Find your sources and be clear about your retell. LISTEN: Having an open mind, listen to all sides respectfully before making a decision.
  - Discuss how learning about the wolf's side of the story can create generalizations and opinions that differ from others.
    - Text to Text Connection: have students select a scene from the story and develop and re-enact through the use of Reader's Theater (skit) to help develop an understanding of the Wolf's perspective in this matter.
    - Text to Self Connection: have students develop a skit based on real life experiences that may offer multiple perspectives as viewed by the audience (jury).
    - Text to World Connection: referring back to the Student Bill of Rights, select a specific scenario and have students give the rationale for their point of view and how it applies to that scenario.
- Read text aloud; Sample text dependent questions:
  - What are some of the ways the wolf portrays himself as innocent?
  - What is the reason why the wolf blows down the house?
- Practice and apply skills; Students will:
  - Talk with classmates about the wolf's perspective in this classic tale.
  - How does the Wolf's language change from the Classic version compared to Wolf's version of the story?
  - Classic version written in third person POV vs. Wolf's version written in the first POV....how are they the same and how are they different. Develop this through the use of a VENN Diagram.
  - Participate in group conversations that focus on the details of the text.
  - Compare and contrast this text with the classic that was read in a previous lesson.

**Sentence Comprehension:** *"No, no, no" said the three little wolves. "By the hair on our chinny-chin-chins, we will not let you in, not for all the tea leaves in our china teapot."*

Guided Question: How does the author use repetition and rhyme in this sentence?

- What is happening in this sentence? (the big bad pig wants the little wolves to let him in)
- How do you know the wolves will not let the pig in their house? (they say "no, no, no")
- Why does the author include the phrase "not for all the tea leaves in our china teapot"? (to emphasize that the three little wolves do not want the big bad pig in their house)
- Speaking and Writing Sample: Write a sentence that includes rhyming words. There once was a \_\_\_\_ (noun) that \_\_\_\_ (rhyming phrase). Example: There once was a cat that sat on a mat.



## Discourse:

- Students will discuss and respond to these following questions:
  - Why would the wolf introduce himself as Alexander T. Wolf?
  - Why did the author decide to have the wolf sneeze often in the text?
  - How do you feel about the wolf's character after listening to both stories?

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### ELD Scaffolds

- **Heavy Support:** To facilitate academic conversations, provide sentence frames to differentiate the point of view of the wolf to the pig (e.g. *[Pig/Wolf] believes/thinks \_\_\_\_\_* ).
- **Moderate/Light Support:** To facilitate academic conversations, provide sentence frames to differentiate the point of view of the wolf to the pig (e.g. *According to [pig], \_\_\_\_\_. Yet, from [wolf's] eyes, it was \_\_\_\_\_*).

## SPED Accommodation/Differentiation:

- Prior to reading, lead a discussion to evoke prior knowledge related to environment and environmental changes, etc. Use a structured discussion protocol like De Bono's hat linked [here](#).
  - Modify as necessary for this discussion.
- Prior to reading, allow students to take a picture walk through the text
  - Draw students' attention to illustrations and information that will be useful for comprehension of the content
- Prior to reading the text, pre assign students information on topics to look for
  - Be sure that students understand that they will be asked questions specifically about these topics throughout the duration of the lesson (see Practice and Apply Skills)
- During reading, pause and ask standards based questions to check for student understanding
  - Who are the characters in the story?
  - Where does the story take place?
  - When does the story take place?
  - What is one of the most important details? Why?
  - Why is \_\_ a key detail?
  - How does knowing where the story takes place help you understand the story?
  - What do you wonder about?
  - What words help you understand the story?
  - Are there words that repeat or rhyme? How do these words help your understanding of the story?
  - How are these two stories alike/ different?
  - How are the characters alike/ different?
  - How are the settings alike/ different?
  - How are the events/ adventures alike/ different?
- During reading, lead students in a discussion regarding what they observe in the pictures and videos while they are making their descriptions on the graphic organizer in order to check for their understanding and to develop their oral language skills.
  - Model conversational etiquette and expectations
- After reading, review information that is critical for completing the text based questions
  - Use information from text based questions (see Practice and Apply Skills) to drive review and discussion of information
- When completing text based questions, provide students with a copy of the text
  - Allow students to highlight, underline, use sticky notes or other visual markers to help organize information
  - For some students, it may be appropriate to provide a prefilled outline in which they have to provide a limited amount of information



- During discussion, prompt students to speak in complete sentences in order to heighten their ability to write in complete sentences. Prompt students to exchange an adjective they use in their speaking for a more descriptive adjective in order to foster word consciousness.
  - For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content

### Small Group Reading Instruction:

Based on student needs (i.e. foundational skills and language comprehension), teachers will scaffold instruction by looking at the [vertical progression](#) of the priority standards in order to differentiate instruction so that students can access text.

### Formative Assessment:

- Complete a paragraph explaining the wolf's perspective.
- Student partner discussions should include details from the text on the wolf's point of view.

ELD

#### [ELD Scaffolds](#)

- Provide a visual word bank for newcomer and beginner learners.
- Students can reference work completed during class time to assist in completing the formative task.

### SPED Accommodation/Differentiation:

- Before engaging in the formative assessment, review information that is critical from the Module
- Before completing the formative assessment, host small group discussions with students to generate ideas
  - Create an anchor chart of other graphic organizer to help students visualize information
- Before completing the formative assessment, host small group discussions with students to review and reteach information taught in the text
  - Draw students' attention to critical information that can be used throughout the completion of the task
  - Allow students to make annotations directly on their text to help aid in student comprehension
- Before completing the formative assessment, provide students with an exemplar for completion
  - Post exemplar for students to access throughout the completion of the task
  - Consider creating a checklist for students to help organize / manage time and tasks
- During the formative assessment, provide frequent feedback by checking in with students
- During the completion of the formative assessment, guide students in the process of writing a paragraph, transferring information from the text in order to complete the text based questions
- During the writing, reinforce (with tapping) sound-grapheme correspondence for spelling in order to strengthen encoding skills.
- During the formative assessment, allow students to dictate their responses
- To further modify the formative assessment, it may be appropriate to provide students with cloze sentences in which they have to provide a limited amount of information
  - Allow students to complete the modified assessment using any of the above listed accommodations


**Optional Extension Activity:** Have the students answer this question using details from the text to support their answers. Were the pigs good little pigs?

Foundational Skills, Fluency, Comprehension and Writing Supports	
Foundational Skills	<a href="#">Saxon</a>  <a href="#">Foundations</a>  <a href="#">Sounds First: Phonemic Awareness Resource Weeks 1-8</a>  <a href="#">Sounds First: Phonemic Awareness Resource Weeks 9-18</a>  <a href="#">Sounds First: Assessments</a>  <a href="#">Sounds First: K-2 Video Demonstrations</a>
Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<p>Focus on Syntax</p> <p>Sample Sentence: <i>"No, no, no" said the three little wolves. "By the hair on our chinny-chin-chins, we will not let you in, not for all the tea leaves in our china teapot."</i></p> <p>Guided Question: How does the author use repetition and rhyme in this sentence?</p> <ul style="list-style-type: none"> <li>• What is happening in this sentence? (the big bad pig wants the little wolves to let him in)</li> <li>• How do you know the wolves will not let the pig in their house? (they say "no, no, no")</li> <li>• Why does the author include the phrase "not for all the tea leaves in our china teapot"? (to emphasize that the three little wolves do not want the big bad pig in their house)</li> <li>• Speaking and Writing Sample: Write a sentence that includes rhyming words. There once was a ____ (noun) that ____ (rhyming phrase). Example: There once was a cat that sat on a mat.</li> </ul>
Writing	<a href="#">Pattan Writing Scope and Sequence</a>

Additional Supports





 <b><u>ELD Practices</u></b>	<ul style="list-style-type: none"><li>• <a href="#">English Language Development Instructional Guide</a></li><li>• <a href="#">Strategies for English Learners</a></li><li>• <a href="#">Argumentative Student Language Support Sheet(ELD)</a></li><li>• <a href="#">Narrative Student Language Support Sheet(ELD)</a></li><li>• <a href="#">Informational Student Language Support Sheet(ELD)</a></li><li>• <a href="#">Sample Linguistic Frames</a></li></ul>
<b><u>SpEd Practice</u></b>	<ul style="list-style-type: none"><li>• <b>Model</b> what it looks and sounds like to summarize a group discussion when it is your turn to speak and then to elaborate on the discussion, so that students have a clear mental picture of what to do.</li><li>• <b>Prompt</b> students to <b>summarize</b> the discussion when it is their time to speak and to <b>elaborate</b> on what has been said in order to elicit participation and practice and to assess the skill level of each student.</li><li>• Instruct students in the use of <b>outlining</b> what they intend to write for both the summary and scenario. Assist students to outline the topic sentence, concluding sentence, and three supporting sentences in order to assist students to write proficiently.</li><li>• Provide sentence starters if necessary to help generate ideas for sentences.</li><li>• Allow for the use of Google Docs or Google Slides to construct the written composition as an alternative to handwritten composition for students whose writing is more efficient and effective when using technology, and for students who have challenges gripping pencils and pens .</li><li>• Encourage the use of spell checker, grammar checker, and word prediction when using Google Docs and Google Slides in order to reinforce correct spelling and grammar, and to encourage precise word usage.</li></ul>
<b><u>MTSS Practices</u></b>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access