PROJECT DESIGN: OVERVIEW page 1								
Name of Project: The Three Little Pigs vs. The Wolf						**Duration:**	One week.	
Subject/Course: Language Arts			**Teacher(s):**			**Grade Level: K**		
Other subject areas to be included, if any: Technology Innovation								

Significant Content (CCSS and/or others)		Content Standard(s): TC2(K-2) 9. Identify digital tools used for problem solving. MA2013(1) 18. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. [1-MD4] ELA2013(1) 3. Describe characters, settings, and major events in a story, using key details. [RL.1.3] ELA2013(1) 6. Identify who is telling the story at various points in a text. [RL.1.6] ELA2013(1) 8. Compare and contrast the adventures and experiences of characters in stories. [RL.1.9]							
21st Century Competencies (to be taught and assessed)		Collaboration		X		Creativity and Innovation	X		X
		Communication		X		Other:			
		Critical Thinking		X					

Project Summary (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)		In this lesson, students will listen to "The Three Little Pigs" and "The True Story of the Three Little Pigs". They will identify who is telling the two stories. In groups on four, Students will identify the narrator, characters, setting, problem, and solution in both stories. They will then compare and contrast the "The Three Little Pigs" and "The True Story of the Three Little Pigs" using a T Table Students will decide which narrator is most believable and collect student data. Students will use iPads to create a bar graph with the class opinion data in Google Docs.							
Driving Question		Who is telling the story?							
Entry Event		Reading the stories.							
Products		Individual: Use Youtube to listen to stories.				Specific content and competencies to be assessed: Use of technology. Listening skills.			
		Team: Put individual data together, create table.				Specific content and competencies to be assessed: Collaborative skills. Group communication skills.			
PROJECT									

DESIGN: OVERVIEW page 2									
Public Audience (Experts, audiences, or product users students will engage with during/at end of project)	Videos will be shown on the iPads from YouTube								
Resources Needed	On-site people, facilities: Teachers and assistants if needed, classroom.								
	Equipment: One iPad for each group of four students.								
	Materials: YouTube application and Google Docs for table								
	Community Resources: N/A								
Reflection Methods (Individual, Team, and/or Whole Class)	Journal/Learning Log		X		Focus Group				

	Whole-Class Discussion		X		Fishbowl Discussion				
	Survey		X		Other:				
Notes:									