

The Three Little Javelinas

Written by Susan Lowell

Rising Moon, 1992 ISBN 0-87358-542-9

Literature

Pig and Wolf Masks

Written by Kiyoshi Komatsu

Success for All Foundation, 2012

Functional Writing

The Three Little Pigs

Written by Kathleen Collins

Success for All Foundation, 2012

Drama

**Reading
Wings** 4th
Edition

TARGETED Treasure Hunt

Listening Comprehension Text for

The Three Little Javelinas

The Three Little Pigs

Written by James Marshall

Puffin, 1989

ISBN 0-14-055742-3

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

***Targeted Treasure Hunt:
The Three Little Javelinas,
Pig and Wolf Masks, and
The Three Little Pigs***

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LITERATURE (6 DAY)

The Three Little Javelinas

Written by Susan Lowell

Listening Comprehension Text**The Three Little Pigs**

Written by James Marshall

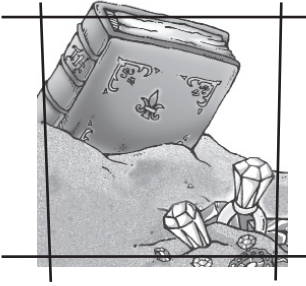
Summary

This story is an adaptation of the classic story *The Three Little Pigs*. The *javelinas* (pronounced ha-ve-LEE-nas) set out to seek their fortunes in the desert. As in the original story, the javelinas each build a home from different materials. The first house is made of tumbleweed, the second from saguaro ribs (sticks), and the third from adobe bricks. A coyote with magical powers torments each javelina. Only the third javelina's house withstands the coyote's huffing and puffing. When the coyote tries to enter the house through a stove pipe, the third javelina starts a fire in the stove. Will the javelinas be successful in fighting off the coyote, just as the third little pig was successful in fighting off the wolf?

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Compare and contrast (CC)	Prefix and base word	Write an informative letter.
	Students will compare and contrast characters and events in the story.	Students will break words into prefix and base word and use the prefix <i>dis-</i> to increase their understanding of words.	Students will write a letter to the coyote outlining a plan to catch the javelinas. Each letter will include a topic sentence and three steps of the plan as well as a closing sentence stating why the plan will work.

Teacher's Note: For this Treasure Hunt, the first page of story text is page 1.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **complete tasks**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will read *The Three Little Javelinas* by Susan Lowell. As we read, we'll compare and contrast to tell how things are alike and different. Good readers compare and contrast to understand stories better.

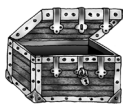
- Point out the strategy target on the team score sheet.

- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Use **Think-Pair-Share** to have students summarize what happens in the story *The Three Little Pigs*. Randomly select a few students to share.
 - Explain to students that a javelina is a small, pig-like mammal that is found in the deserts of the American Southwest. Tell students that *javelina* is a Spanish word. Use **Think-Pair-Share** to have students list some other Spanish words they may know. Randomly select a few students to share.
 - Point to the American Southwest on a map. Show illustrations of desert landscapes. Use **Team Huddle** and **Random Reporter** to have students think about and discuss what a javelina might use to build a home in such a setting.



Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page 1
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
trotted page 2	base word + ending: trot(t) + ed	moved at a pace between walking and running	Johnny was too tired to run, so he <i>trotted</i> along the sidewalk when he heard the ice cream truck.
divided page 2	base word + ending: divid(e) + ed	separated, split up	Using a knife, Aaron <i>divided</i> the apple into two pieces so he could share it with Francis.

Word and Page Number	Identification Strategy	Definition	Sentence
wandered page 4	base word + ending: wander + ed	moved about without a goal, strayed	Since Bobby didn't know where the toy store was, he <i>wandered</i> up and down the street until he saw it.
suspicious page 14	/c/ = sh chunk: sus-pi-cious	having a feeling that something is wrong; mistrusting	Erica was <i>suspicious</i> of the man since she had never seen him before, and he was wearing a hat and dark glasses.
tumbling page 14	base word + ending: tumb(e) + ing	falling in a clumsy way	Tiki dropped her books as she came <i>tumbling</i> down the last step.
discouraged page 15	base word + ending: discourag(e) + ed	not hopeful	Betsy was <i>discouraged</i> after she failed the test, especially since she thought she had done well.
pretended page 20	base word + ending: pretend + ed	acted like something was true that was not	Frank put on a hat and snapped a rope when he <i>pretended</i> he was a cowboy.
gasp(ed) page 23	base word + ending: gasp + ed	gulped, choked	Dawn was so surprised by the party that she opened her mouth and <i>gasp(ed)</i> .

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in literature.

As we read *The Three Little Javelinas*, we will focus on comparing and contrasting. Comparing and contrasting is telling how things are alike and how they differ.



- Use a **Think Aloud** to model comparing and contrasting.

I want to compare and contrast some things that are familiar to me. I want to compare and contrast blueberries and strawberries. To compare, I'll think about how they are the same. They are both berries. They are both fruits. They can both be grown in gardens. Those are ways they are the same. That's comparing. But there are also ways they are different. Blueberries are blue, but strawberries are red. Strawberries

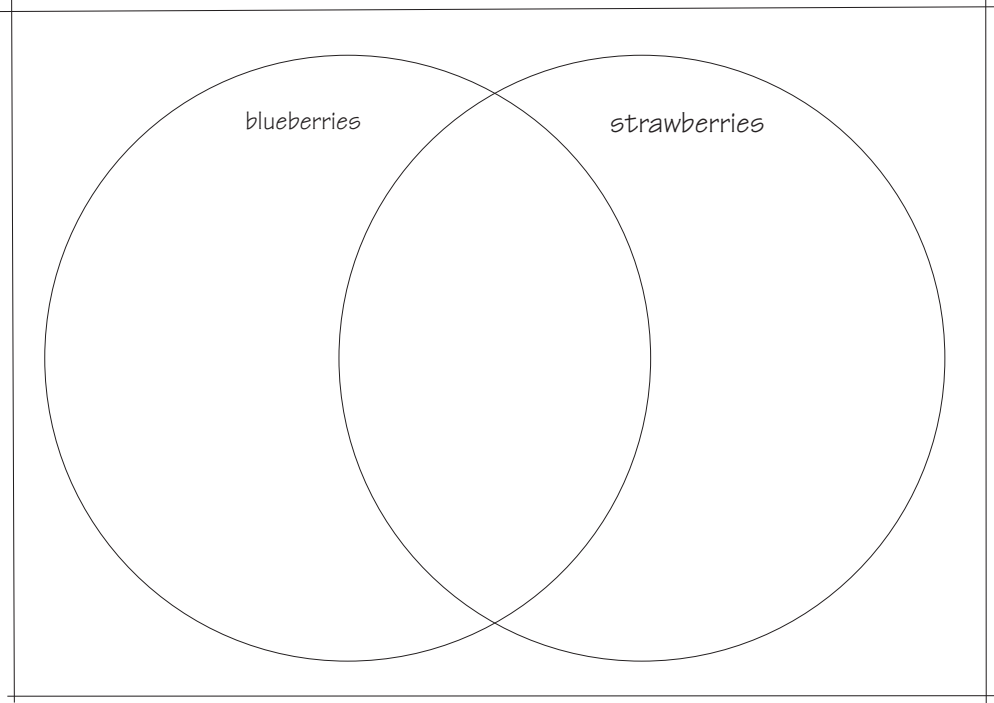
have a lot of seeds. Blueberries don't. Those are ways they are different. That's contrasting.

- Display the following blank Venn diagram on an overhead or on chart paper.

Blackline master provided.

Venn Diagram

Title: _____



- Point out to students that this Venn diagram can help them understand comparing and contrasting. Use the information about blueberries and strawberries to fill in the diagram.

This Venn diagram can help us understand comparing and contrasting. One side of the diagram is blueberries, and the other side is strawberries. On the blueberries side, I'll put things that just describe blueberries. I'll put "blue" and "not a lot of seeds" on the blueberries side. On the strawberries side, I'll put things that just describe strawberries. I'll put "red" and "a lot of seeds" on the strawberries. Now, there are things that describe both blueberries and strawberries. Those things go in the part of the Venn diagram where the circles overlap. So in this part, I'll write "fruit," "berries," and "can grow in gardens." Okay, so by looking at this diagram, I can see how blueberries and strawberries differ, and how they are the same. That helped me understand comparing and contrasting.

- Point out that readers compare and contrast characters, events, and situations in stories.
- Remind students that they will compare and contrast as they read *The Three Little Javelinas*.

Listening Comprehension

- Read page 1 of *The Three Little Pigs* aloud. Use a **Think Aloud** to model comparing the three pigs.

After reading this passage, I noticed something that all three pigs have in common. They have all left their home to seek their fortune. That's a way they are all alike. That's a comparison.

- Read pages 2–7 aloud, pausing to make points, ask questions, or focus students' attention as necessary.
- Remind students to compare and contrast as they read *The Three Little Javelinas*.

Preview Team Talk

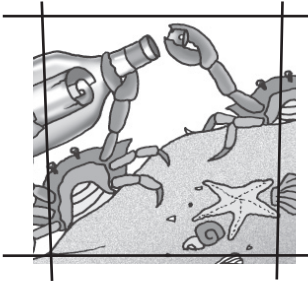
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

Team Talk

1. In one or two sentences, summarize what a javelina looks like. |SU|
2. How are all three javelinas alike? (Write-On) |CC|
3. Why is the coyote a good hunter? |CE|
4. The coyote is excited to see the javelinas because he is tired of eating— |CE|
 - a. mice and rabbits.
 - b. beef and potatoes.
 - c. carrots and celery.
 - d. fish and vegetables.

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 1 aloud with partners.
pages 2–7 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. In one or two sentences, summarize what a javelina looks like. |SU|
(Answers may vary.) 100 points = A javelina looks like a large pig with bristles all over its body. 90 points = A javelina looks like a large, hairy pig. 80 points = Like a large pig.
2. How are all three javelinas alike? (Write-On) |CC|
100 points = All three javelinas are hairy creatures that have left their homes. 90 points = All are alike because they have all left their homes. 80 points = They have all left their homes.
3. Why is the coyote a good hunter? |CE|
100 points = The coyote is a good hunter because he is so quick and quiet. He can creep around the desert as he hunts. 90 points = The coyote is a good hunter because he is so quick and quiet. 80 points = Because he is so quick and quiet.

Team Talk *continued*

4. The coyote is excited to see the javelinas because he is tired of eating— ICE!
 - a. mice and rabbits.
 - b. beef and potatoes.
 - c. carrots and celery.
 - d. fish and vegetables.

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team’s strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

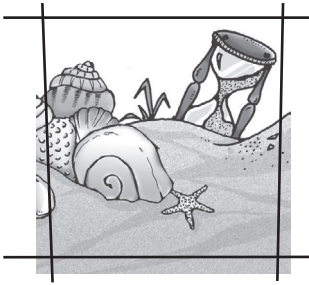
How is this story similar to, and different from, *The Three Little Pigs*?

What character in *The Three Little Pigs* is similar to the coyote in this story? How?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills.

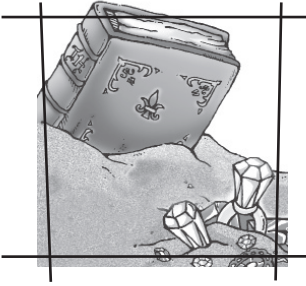
Page 2

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

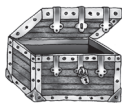
Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Listening Comprehension



- Read pages 8–13 of *The Three Little Pigs* aloud. Use a **Think Aloud** to model comparing the first and second little pigs.

Alright. I want to remember to compare and contrast. The second little pig was just eaten by the wolf. The same thing happened to the first little pig. The wolf ate them both. Both pigs died because of the wolf. That's a way they are alike. That's a comparison.

- Remind students to compare and contrast as they read *The Three Little Javelinas*.

Strategic Review



- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

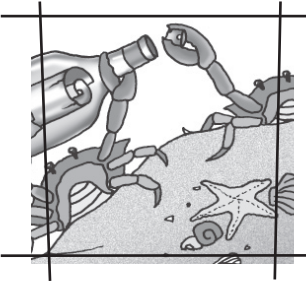
Why is the coyote a good hunter?

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

Team Talk
1. Why is the first javelina’s house easy to blow down? CE
2. Is the coyote still hungry after blowing the house down? Support your answer. DC
3. How are the first and second javelinas’ homes different? (Write-On) CC
4. Which of the following describes the Native American woman with the saguaro ribs? CH
a. sad
b. kind
c. angry
d. sorry



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 8 aloud with partners.
pages 9–11 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Why is the first javelina's house easy to blow down? |CE|

100 points = *The first javelina's house is easy to blow down because it is made of tumbleweed. It is not sturdy.* **90 points** = *It is easy to blow down because it is made of tumbleweed.* **80 points** = *It is made of tumbleweed.*

2. Is the coyote still hungry after blowing the house down? Support your answer. |DC|

(Accept supported answers.) **100 points** = *Yes. The coyote is still hungry after blowing the house down. The javelina escapes so the coyote doesn't get to eat him.* **90 points** = *Yes. He is still hungry. The javelina escapes without being eaten.* **80 points** = *Yes. The javelina escapes.*

3. How are the first and second javelinas' homes different? (Write-On) |CC|

100 points = *The first and second javelinas' homes are different because the first home is made of tumbleweeds, but the second is made of saguaro ribs.*
90 points = *The first and second javelinas' homes are different because the first is made of tumbleweeds.* **80 points** = *One is made of tumbleweeds.*

Team Talk *continued*

4. Which of the following describes the Native American woman with the saguaro ribs? |CH|
- a. sad
 - b. *kind*
 - c. angry
 - d. sorry

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

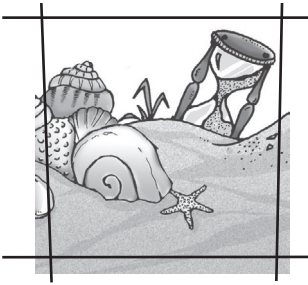
Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1"> <tr> <td style="background-color: #cccccc; vertical-align: middle;">Team Talk Extenders</td> <td> What material can you think of that would make the sturdiest home? Do you blame the coyote for his actions? Why or why not? </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	What material can you think of that would make the sturdiest home? Do you blame the coyote for his actions? Why or why not?	
<ul style="list-style-type: none"> – Award team celebration points. 		

Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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FLUENCY IN FIVE **TP**

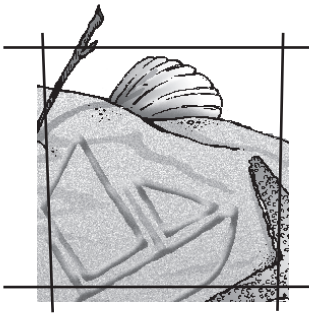
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page 1

Pages 8 and 9

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

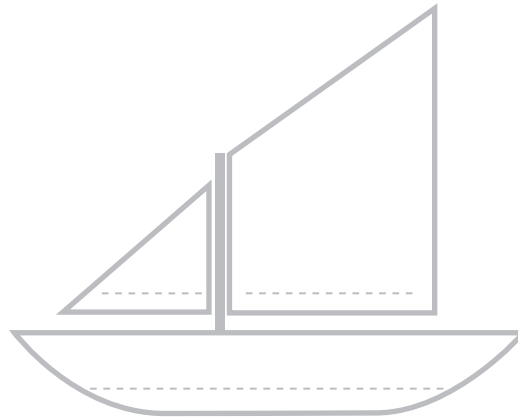


WORD POWER **TP**

Timing Goal: 10 minutes

- Tell students that Captain Read More has sent another message. Display the Word Treasure clue.

Blackline master provided.

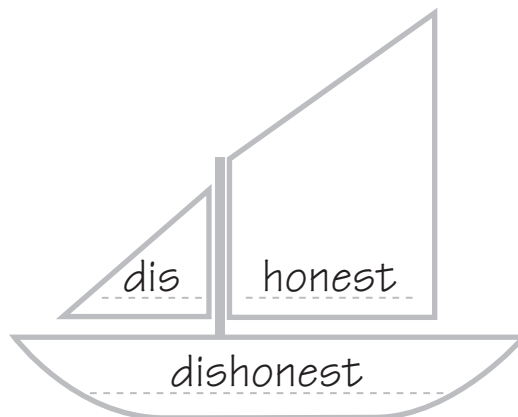


- Use **Think-Pair-Share** to have students tell you what they think the Word Treasure clue means. Randomly select a few students to share.
- Reveal the Word Treasure (skill).

Word Treasure

Some base words have certain beginnings or prefixes.
If you're having trouble reading these words, first read the base word. Next read the prefix, then read the whole word.

- Write the word “dishonest” on the board. Use **Think-Pair-Share** to have students divide the prefix from the base word. Randomly select a few students to share. Write the prefix and base word in the appropriate sails.





- Use the word parts written in the sails to pronounce the word *dishonest*, and have the students say the word with you.
- Explain that prefixes can sometimes help us define the meaning of a word. Explain that the prefix *dis-* in a word often means not.
- Use **Team Huddle** to have students discuss the meaning of *dishonest*. Use **Random Reporter** to select students to share responses. *Not honest*.
- Tell students that there are words with the prefix *dis-* in their vocabulary list and that they should be on the lookout for them.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 2

Skill Practice

Write the words in your journal. Then write the prefix and base word. Draw a sailboat if you need help.

1. disgrace *dis + grace*
2. displease *dis + please*
3. discomfort *dis + comfort*
4. disagree *dis + agree*

Building Meaning

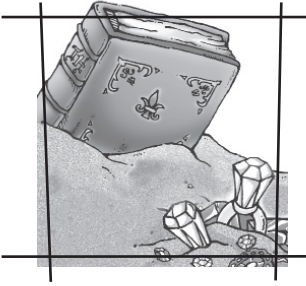
trotted	divided	wandered	suspicious
tumbling	discouraged	pretended	gaped

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
6. Which of the following could be divided?
 - a. a television
 - b. *apple slices*
 - c. a mud puddle
 - d. a puffy cloud

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

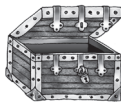
Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Listening Comprehension



- Read pages 14–19 aloud. Use **Team Huddle** and **Random Reporter** to have students identify how the third pig's house differs from the other two pigs' houses.

I've now read about the third pig's house, and I noticed something. It's different from the other pigs' houses. How is it different? Give students time to respond. **Right. The first two pigs' houses were blown down very easily, but not the third pig's house. It's sturdy. The wolf can't blow it down. So that's a contrast I can identify.**

- Remind students to compare and contrast as they read *The Three Little Javelinas*.

Strategic Review



- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What materials are the first and second javelinas' homes made of?

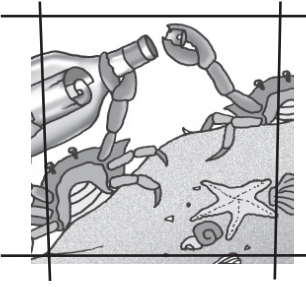
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3 must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 3

Team Talk

1. How can you tell that the second javelina cares about his brother? |DC|
2. How does the coyote trick the javelinas? |CE|
3. How is what happens to the first and second javelinas' houses the same? (Write-On) |CC|
4. Which of the following does not describe the coyote? |CH|
 - a. cruel
 - b. hungry
 - c. tricky
 - d. nice



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 12 and 13 aloud with partners.
pages 14 and 15 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How can you tell that the second javelina cares about his brother? |DC|

100 points = *I can tell that the second javelina cares about his brother because he moves aside to make room in his shady house for his brother, who is panting from the heat. 90 points* = *I can tell that he cares about his brother because he moves aside to make room in his shady house for his brother. 80 points* = *He moves aside to make room for his brother.*

2. How does the coyote trick the javelinas? |CE|

100 points = *The coyote tricks the javelinas by magically making his voice sound like that of another javelina. 90 points* = *The coyote tricks the javelinas by changing his voice. 80 points* = *By magically changing his voice.*

Team Talk *continued*

3. How is what happens to the first and second javelinas' houses the same?
(Write-On) |CCI|
- 100 points** = *The coyote blows down both the first and second javelinas' houses.* **90 points** = *The coyote blows both of them down.* **80 points** = *Both blown down.*
4. Which of the following does not describe the coyote? |CHI|
- a. cruel
 - b. hungry
 - c. tricky
 - d. nice

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

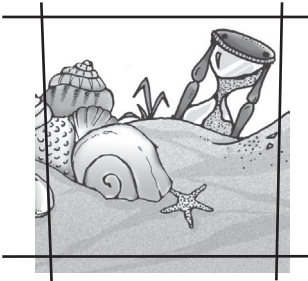


Strategy-Use Discussion	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team's strategy use with the class. - Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>Which of the three javelinas do you think is the smartest, and why?</p> <p>Would you enjoy traveling through the desert? What do you think it would be like?</p>
	<ul style="list-style-type: none"> - Award team celebration points. 	

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

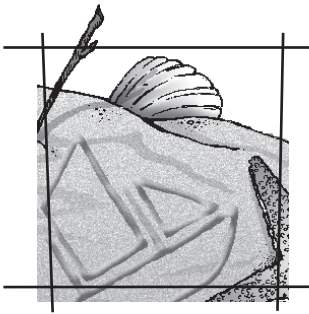
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

Pages 8 and 9 or page 14

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

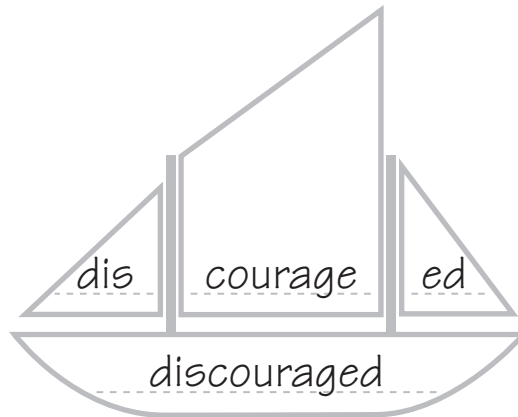


WORD POWER **TP**

Timing Goal: 10 minutes

tps

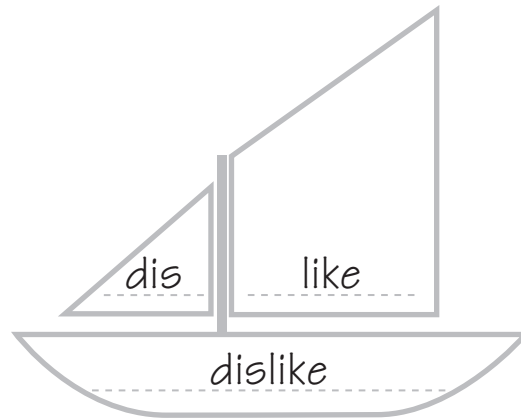
- Remind students of the Word Power skill (prefix and base word) and, if necessary, the Word Treasure clue that Captain Read More uses (little sail and big sail). Have students identify the prefix they are working with (*dis-*).
- Use **Think-Pair-Share** to have students look at their vocabulary words and find a word with the prefix *dis-*. Randomly select a few students to share. *The word discouraged.*
- Display a prefix and base word sailboat. Write “discouraged” on the bottom of the boat. Write “dis” on the small sail and “courage” on the big sail. Point out that *discouraged* also has an *-ed* ending.
- Draw a small sail, and write “ed” in it. Strike out the *e* in *courage*.



th



- Use the word parts to say the word, and have students say the word with you.
- Display the sail clue, and write the word “dislike” on the bottom of the boat. Use **Team Huddle** to have students identify the base word and the prefix. Use **Random Reporter** to select students to share. Write “like” on the big sail and “dis” on the little sail.



- Use the word parts to say the word, and have students say the word with you.
- Use **Think-Pair-Share** to have students use the prefix to define the word. Randomly select a few students to share. *Not like.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 3

Skill Practice

Write the words in your journal. Then write the prefix and base word. Draw a sailboat if you need help.

1. disobey *dis + obey*
2. disinfect *dis + infect*
3. disconnect *dis + connect*
4. disarm *dis + arm*

Building Meaning			
trotted	divided	wandered	suspicious
tumbling	discouraged	pretended	gasp

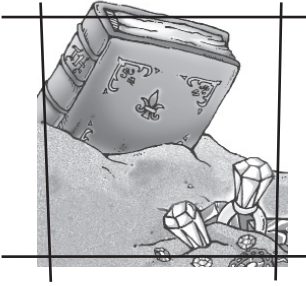
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Which of the following could not be divided?

- a dozen cookies
- a pile of rocks
- a deck of cards
- a dump truck

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

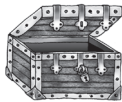
Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Listening Comprehension



- Read pages 20–28 of *The Three Little Pigs* aloud. Use **Team Huddle** and **Random Reporter** to have students identify how what happens between the wolf and the third pig differs from what happens between the wolf and the first two.

I've now read about what happened between the wolf and the third pig. I notice that it's different from what happened between the wolf and the first two. But how is it different? Give students time to discuss. **That's right.**

The wolf ate the first two pigs, but the third pig eats the wolf. That’s a contrast.

- Remind students to compare and contrast as they read *The Three Little Javelinas*.

Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.



How do the javelinas feel about one another?

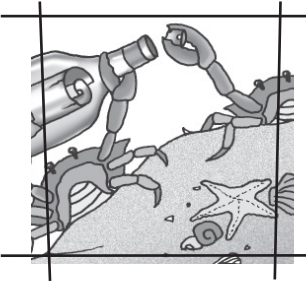
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 3

Team Talk

1. How is the third javelina’s home different from the first two? (Write-On) |CC|
2. In Spanish, what does *sí* mean? |CL|
 - a. yes
 - b. no
 - c. hello
 - d. goodbye
3. How can you tell that the third javelina is caring and kind? |DC • CH|
4. Do the three javelinas think the coyote will blow down the third house? Support your answer. |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 16 and 17 aloud with partners.
pages 18–21 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How is the third javelina's home different from the first two? (Write-On) |CC|
100 points = *The first javelina's home is different from the first two because it is stronger. The coyote can't blow it down.* **90 points** = *The first javelina's home is different from the first two because it is stronger.* **80 points** = *It is stronger.*
2. In Spanish, what does *sí* mean? |CL|
 - a. *yes*
 - b. *no*
 - c. *hello*
 - d. *goodbye*

Team Talk *continued*

3. How can you tell that the third javelina is caring and kind? (write) IDC • CHI
- 100 points** = *I can tell that the third javelina is caring and kind because she welcomes her brothers into her safe home. 90 points* = *I can tell she is caring and kind because she welcomes her brothers into her safe home. 80 points* = *She welcomes her brothers into her home.*
4. Do the three javelinas think the coyote will blow down the third house? Support your answer. IDC
- (Accept supported answers.) 100 points* = *Yes. The three javelinas think the coyote will blow the third house down. When they hear him huff and puff, the javelinas cover their hairy ears. 90 points* = *Yes. They think he will blow the third house down. When they hear him huff and puff, the javelinas cover their hairy ears. 80 points* = *Yes. When they hear him huff and puff, the javelinas cover their hairy ears.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

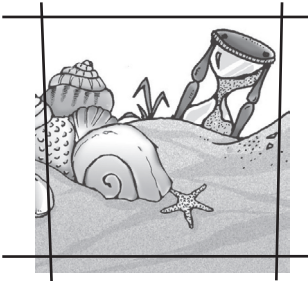
Class Discussion TP



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
<p>Team Talk Extenders</p>	<p>Which of these two stories, <i>The Three Little Pigs</i> or <i>The Three Little Javelinas</i>, do you like more? Why?</p> <p>Do you think <i>The Three Little Javelinas</i> will end the same way as <i>The Three Little Pigs</i>? Why or why not?</p>
	<ul style="list-style-type: none"> – Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

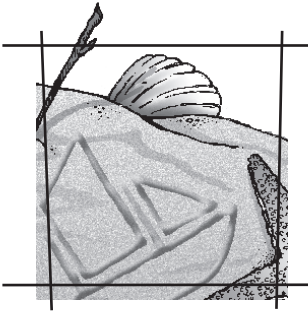
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

Pages 8 and 9, page 14, or 20 (paragraphs 1–6)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes



Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (prefix and base word).
- Use **Think-Pair-Share** to ask students what the prefix *dis-* at the beginning of a word can tell them about the word's meaning.
- Randomly select a few students to share. *Dis- in a word often means not.*
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

1. Brett's room was in disorder after he tore it apart looking for his lost keys.
2. I lifted the top off the box and discovered a kitten inside.



- Use **Random Reporter** to choose a student to read each sentence orally, concentrating on the underlined words. *Dis + order; dis + covered.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 4

Skill Practice

Write the words in your journal. Then write the prefix and base word. Draw a sailboat if you need help.

1. disease *dis + ease*
2. disbelief *dis + belief*
3. disclose *dis + close*
4. discolor *dis + color*

Building Meaning			
trotted	divided	wandered	suspicious
tumbling	discouraged	pretended	gasped

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

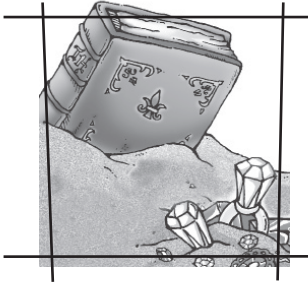
100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

6. Choose the word that best fits in the blank.

After losing the first basketball game of the season, Verna felt discouraged about her team winning the championship trophy.

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review the story elements from the reading on days 1 through 4 and to put these into a story map. Model this if necessary.
- Use **Random Reporter** to review these elements with the class.
- Introduce the section of the story that students will read for their test. Tell what it is about, but do not give additional information or details.



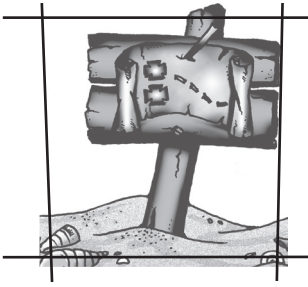
In yesterday's reading, you learned about what the third javelina used to build her house. Today we will find out how sturdy it is.

Vocabulary **TP**

- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

Prepare Students for the Test

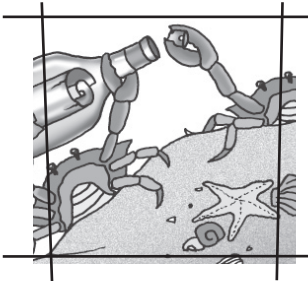
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #5 ask about comparing and contrasting.
- Ask students to underline key words or phrases in question #5.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

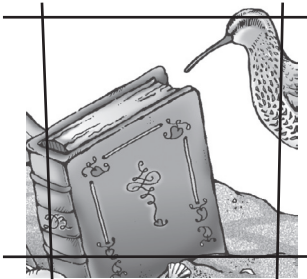
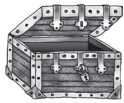
Team Discussion **TP**

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.



Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and additions to story maps.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

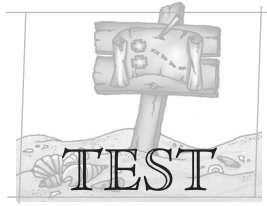


BOOK CLUB

Timing Goal: 20 minutes

- Have students share their reading selections through activities of their choosing.
- Celebrate each student's selection and activity.
- Record student completion on the teacher cycle record form.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Comprehension Questions

Read pages 22–27 of *The Three Little Javelinas*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. Tell how the first and second javelinas' houses are different. |CC|

20 points = *The first and second javelinas' houses are different because the first one is made of tumbleweeds and the second one is made of saguaro ribs.*

15 points = *They are the same because one is made of tumble weeds and one is made of saguaro ribs.* **10 points** = *They are made of different things.*

30 points

2. What is the third javelina's house made of?

- concrete
- weeds
- branches
- adobe

Why is this important? |CE|

20 points = *It is important because the house is too sturdy for the coyote to blow down.* **15 points** = *It is important because the coyote can't blow the house down.* **10 points** = *Because the coyote can't blow the house down.*

10 points

3. The coyote tries to enter the third pig's house through the— |DC|

- stove pipe.
- front door.
- window.
- cellar.

20 points

4. Why is the coyote still howling? |CE|

20 points = *The coyote is still howling because he remembers the pain of falling down the chimney into the oven.* **15 points** = *The coyote is still howling because he remembers the pain.* **10 points** = *He remembers the pain.*

20 points

5. How is the ending of the story for the javelinas different from how it is for the coyote? |CC|

20 points = *The ending of the story is different for the javelinas from how it is for the coyote in that the javelinas live happily ever after, but the coyote is howling in pain the rest of his life.* **15 points** = *The ending is different in that the javelinas live happily ever after but the coyote is howling in pain.* **10 points** = *The javelinas live happily ever after. The coyote is not happy.*

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Write the words on your paper. Then write the prefix and base word. Draw a sailboat if you need help.

5 points 1. discount *dis + count*

5 points 2. disfavor *dis + favor*

5 points 3. disable *dis + able*

5 points 4. distrust *dis + trust*

Building Meaning

trotted	divided	wandered	suspicious
tumbling	discouraged	pretended	gasp

10 points 5. Write a meaningful sentence for the word *gasp*.
 10 points = *Craig was so frightened by the sudden clap of thunder that he gasped for air.* **5 points** = *Craig was so frightened that he gasped for air.*
 1 point = *Craig gasped for air.*

10 points 6. For the school play, students pretended to be pirates on an old ship.

10 points 7. Walking with untied shoelaces can cause a person to go tumbling to the ground. *Tumbling* means—
 a. *falling in a clumsy way.*
 b. *spinning in a joyful way.*
 c. *skipping in a happy way.*
 d. *failing in a clueless way.*

10 points 8. Jack wandered around the park with nothing to do because all his friends were at camp. *Wandered* means—
 a. *skipped.*
 b. *strayed.*
 c. *stayed.*
 d. *shared.*

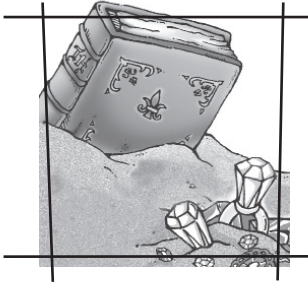
10 points 9. When Todd’s hat was missing, he was suspicious of his brother who had been in Todd’s room earlier that day.

10 points10. The teacher divided the students into two teams for the soccer game.*Divided* means—

- a. subtracted.
- b. collected.
- c. arranged.
- d. *separated*.

10 points11. The baby calf trotted next to his mother, trying to keep up with her.**10 points**12. Callie was discouraged by the bad news that her class would not be participating in the musical this year. *Discouraged* means—

- a. not grateful.
- b. not careful.
- c. *not hopeful*.
- d. not helpful.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a letter to the coyote in *The Three Little Javelinas* telling him how to catch the javelina. In the book, the coyote smells the first little javelina inside his tumbleweed house. The coyote’s mouth probably waters as he thinks of a trick to catch the javelina. Write a letter telling the coyote how to catch the javelina and why you think your plan will work.

Team Cooperation Goal

- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Introduce the parts of a friendly letter to students.

A friendly letter has a date, a greeting, a body, a closing, and a signature.

- Display the blackline master. Ask students to help you label the parts of the letter. Write the labels on the blackline master.

Blackline master provided.

March 31, 2014

Dear Mr. Coyote,

I heard that you want to catch the javelina, and I think you could do this by dressing up as a mailman. First, get a mailman costume. You can order them online or buy one from a costume store. Next, you will need to make a fake package for the javelina. A box from the post office will be fine. Be sure to tape it closed so it looks real! Third, knock on the javelina’s door. When the javelina opens the door, you will be close enough to grab him and you will enjoy a yummy meal. Good luck!

Your friend,
Johanna

- Tell students that the body of the letter begins with an introductory sentence that tells what the letter is about.

When the coyote reads this opening sentence, he will be very interested and want to learn more. He wants to know how to catch a javelina, so telling him the purpose of the letter right away makes him a very interested audience.

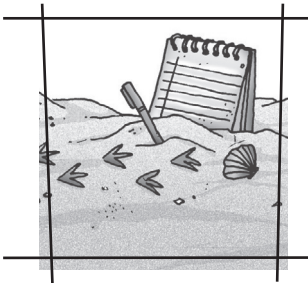
- Point out that the body of the letter also tells the steps to follow to make the plan work.

The coyote might think this idea is a good one, but he might not know how to do it. Telling him the steps helps him understand the plan.

- Tell students that when you write a letter telling someone how to do something, the recipient might want to know why you think this will work. Explain that the closing of this letter tells the coyote why the writer thinks this plan will work.



- Use **Random Reporter** to have students brainstorm ideas for catching the javelina. Write their ideas on the board.
- Tell students that they will begin planning their letters.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a friendly letter to the coyote telling him how to catch the javelina.



- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

Writing Prompt

The coyote is tired of eating mice and rabbits, so he really wants to catch the little javelinas. Write a letter to the coyote telling him a plan for how to catch a javelina. For example, the coyote could build a trap, or dress up like a javelina. First, write an introductory sentence about your plan. Then, write at least three steps for the coyote to follow. Write a closing sentence that tells why you think your plan will work. Use the correct format for a friendly letter, which includes a date, a greeting, body, a closing, and a signature. Write your ideas in complete sentences.

Scoring Guide

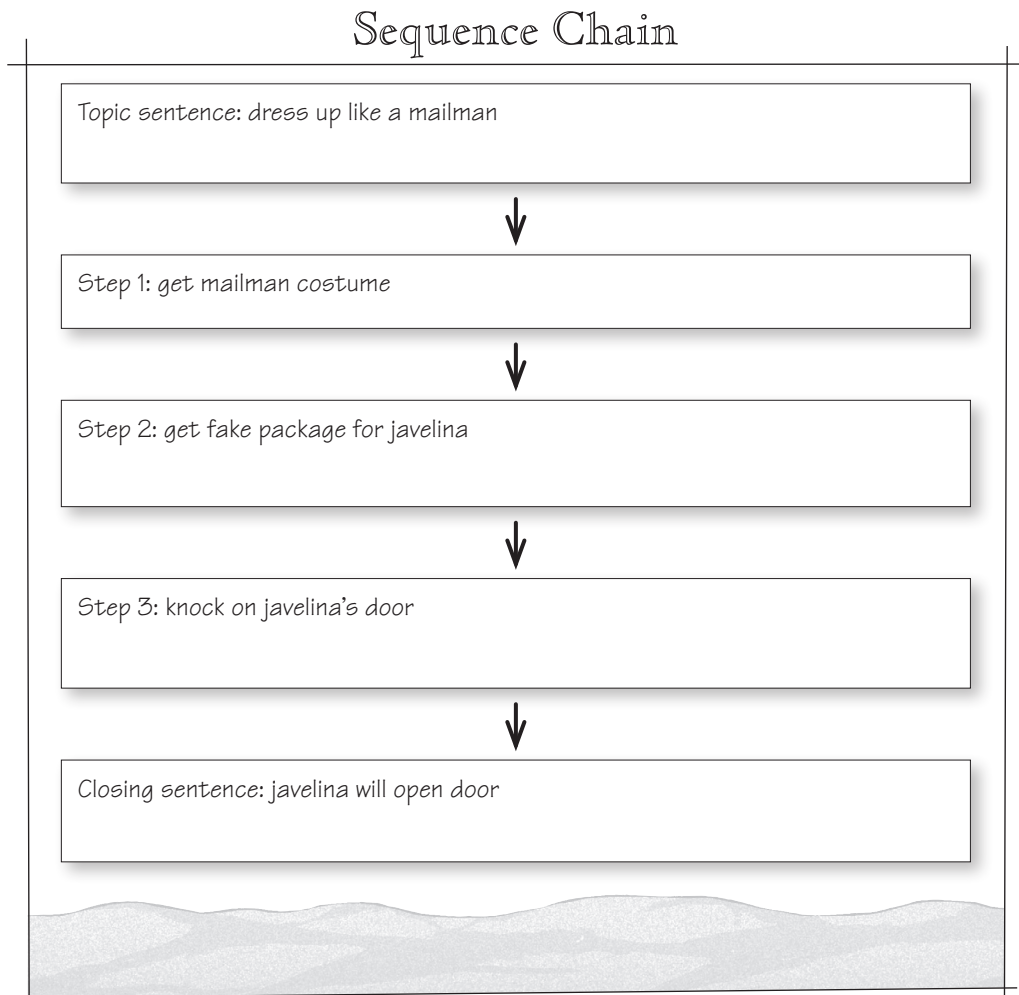
The letter has the parts of a friendly letter (date, greeting, body, closing, and signature).	10 points
The letter has an introductory sentence about the plan.	15 points
The letter includes at least three steps in the plan.	20 points each (60 points maximum)
The letter has a closing sentence that states why the plan will work.	10 points
The letter is written in complete sentences.	5 points

- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a sequence chain. This will help us put our thoughts in the right order as we write our letters.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer

**Drafting**

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- Tell students they can use transition words when they write instructions.

In your letters, you will tell the coyote the steps needed to follow your plan. When you write instructions, transition words help to organize the information. They make the information easier to understand by breaking down the steps. Transition words are words like *first*, *second*, *third*, *next*, *then*, and *finally*. They tell the order in which you should do things.

- Tell students to use transition words when they write the first draft of the steps in their plan.

- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

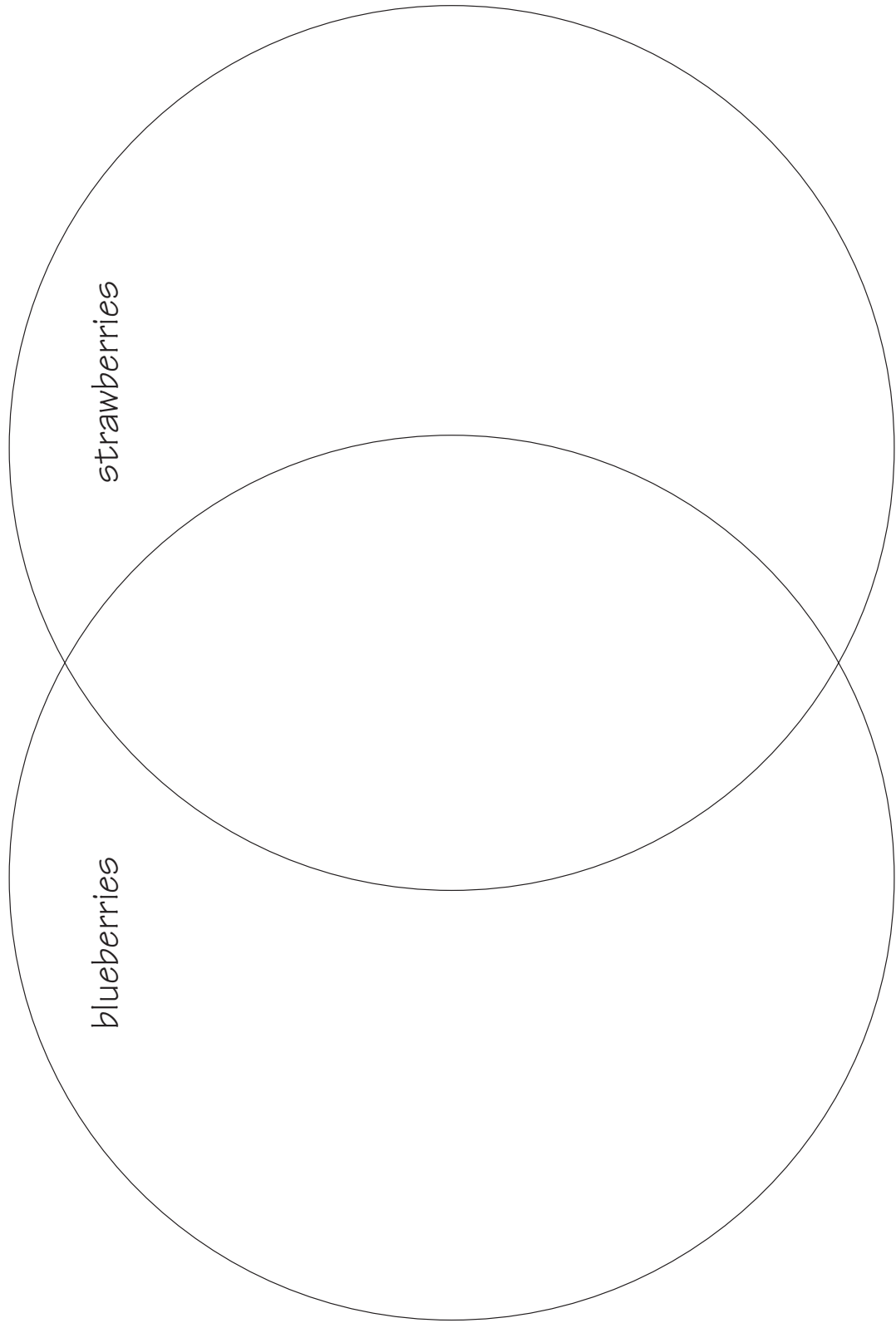
Rewriting

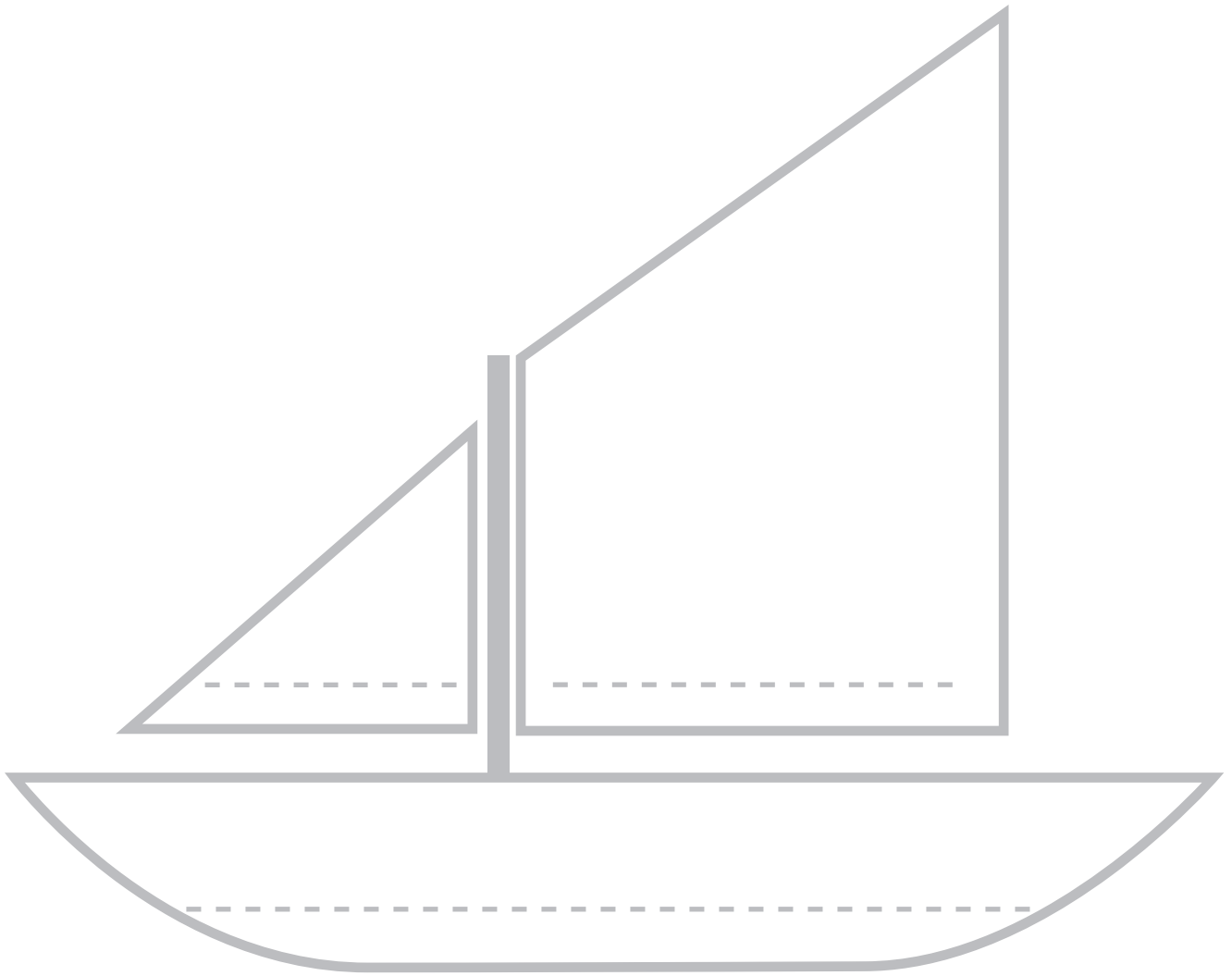
- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

Venn Diagram

Title: _____





March 31, 2014

Dear Mr. Coyote,

I heard that you want to catch the javelina, and I think you could do this by dressing up as a mailman. First, get a mailman costume. You can order them online or buy one from a costume store. Next, you will need to make a fake package for the javelina. A box from the post office will be fine. Be sure to tape it closed so it looks real! Third, knock on the javelina's door. When the javelina opens the door, you will be close enough to grab him and you will enjoy a yummy meal.

Good luck!

Your friend,

Johanna

Story Map



Title: The Three Little Javelinas

Characters:

First little javelina
Second little javelina
Third little javelina
Coyote

Setting:

Where: The Sonoran Desert

When:

Problem:

The little javelinas are being chased by a hungry coyote who wants to eat them.

Event: The first little javelina builds a house of tumbleweeds. The coyote blows it down.

Event: The second little javelina builds a house out of saguaro ribs and is joined by the first javelina. The coyote blows down the house.

Event: The first and second javelinas escape to the third javelina's house. The coyote follows them.

Event: The third little javelina builds a house out of adobe bricks. The coyote can't blow the house down.

Event: The coyote tries to get into the third little javelina's house through the stove pipe, but the javelinas light a fire and the coyote catches on fire.

Solution:

The coyote runs away from the three little javelinas.

Story Map



Title: *The Three Little Pigs*

Characters:

Old Sow
Three little pigs
Wolf

Setting:

Where: *The little pigs' homes, turnip patch, Hog hill, and the fair*

When:

Problem:

The wolf wants to eat the three little pigs.

Event: *The three little pigs set off from home to seek their fortune.*

Event: *The pigs build their houses out of straw, sticks, and brick.*

Event: *The wolf blows down the straw and stick houses and eats the first two pigs.*

Event: *The wolf cannot blow down the third pig's house. He tries to trick the pig but is outsmarted each time.*

Event: *The third pig catches the wolf in a pot in the fireplace. The wolf is now the pig's dinner.*

Solution:

The wolf is eaten by the third little pig after the wolf jumps down the chimney into the heated iron pot.

Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 3 / <i>The Three Little Javelinas</i>
<p>English Language Arts Standards: <i>Literature</i></p> <p>Key Ideas and Details</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
<p>English Language Arts Standards: <i>Reading: Foundational Skills</i></p> <p>Phonics and Word Recognition</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

FUNCTIONAL WRITING (1 DAY)

Pig and Wolf Masks

Written by Kiyoshi Komatsu

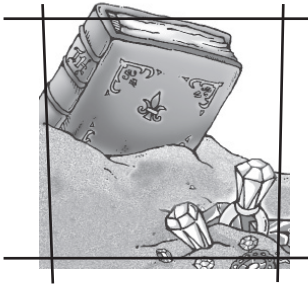
Linked to *The Three Little Javelinas*

Summary

The *Three Little Pigs* is one of the most popular fairytales to retell. These instructions will teach you how to make pig and wolf masks so you can put on a play of this popular story.

Instructional Objectives

Reading	Word Power
Text structures (TS)	Dictionary skills
Students will identify the structure that the author used to organize information in the text.	Students will review using dictionary entries to increase their understanding of words.



ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.

Teacher's Note: For this lesson, have students set goals related to challenge scores, team celebration points, or team cooperation.

- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders. Tell students that they will earn challenge scores in addition to team celebration points.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **everyone participates**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the text, author, and reading objective.

Today we will read *Pig and Wolf Masks*, a set of instructions by Kiyoshi Komatsu. As we read, we'll think about the different text structures that the author uses to organize information. Good readers think about how texts are organized so they can better understand the texts they read.

- Point out the strategy target on the team score sheet.
- Point out that this text is functional writing, or have students explore the text to figure out that it is functional writing. Review how functional texts differ from other informational texts.
- Tell students that they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Use a **Think Aloud** to model how to identify the topic for the first step of TIGRRS by paging through the text. Point to various text features, and note the text structure.



Let me think about the first step of TIGRRS. I know that the first step is to identify the topic of the text. I can look at the text to find clues that will help me to identify the topic. I can also read the title. The title of the text is *Pig and Wolf Masks*. I know that masks are usually a part of a costume. I think the text is about making pig and wolf masks for costumes.

- Use the items below to build or activate background knowledge about the topic.
 - Use **Think-Pair-Share** to have students discuss how following instructions to make a craft project, such as a mask, might be different from following a recipe to make food. Is it just as important to follow instructions carefully for a craft as it is for a recipe? Why or why not? Randomly select a few students to share.
 - Use **Think-Pair-Share** to have students discuss a time when they wore a mask. Why did they wear one? Did they buy the mask or make it themselves? What kind of mask was it? Was it easy to see, talk, or breathe with it on? Randomly select a few students to share.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model how to identify the intent of the author.



I have identified the topic of the text, so let me think about the second step of TIGRRS. I know that the second step is to determine the author's intent, or why the author wrote the text. I should think about the topic of the text and try to figure out if the author wants to inform me, entertain me, or persuade me. I think the author wants to inform me about how to make pig and wolf masks.

- Point out that in most functional texts, the author's intent is to help readers learn how to do or make something. This might be in the form of directions, a guide, or another similar format.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model how to identify the graphic organizer that they will use to record information from the text. Introduce and display a sequence chain. Explain the different parts of the graphic organizer and what will be written in each part.

We will use a graphic organizer to record important ideas, and the next step in TIGRRS is to identify which organizer we will use. Let me take a look at the text. I don't really see any signal words that tell me I will be looking for causes and effects or that I will be comparing things. I see clues that the text structure is sequence, though. I see a numbered list of instructions. I think I will use a sequence chain to record the information in this text. Display a sequence chain. We should write each step in the sequence in each section. The items should go in the order they occur.

- Point out that the same graphic organizer is often used with functional text because of the nature and purpose of the text.
- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words. Tell students to review all four words before their partners take a turn and to take as many turns as needed to learn all the words. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading.



Student Edition, page 7
Student Edition chart does
not contain page numbers or
identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
completely page 5	base word + ending: complete + ly	fully	We had to turn the lights off <i>completely</i> so we could surprise Dad when he came home.
punch page 5	blend	poke	I tried to <i>punch</i> a hole in the plastic with my finger, but I needed something sharper.
jagged page 6	base word + ending: jag + g + ed	zigzag, uneven	Jameel cut a <i>jagged</i> line in the pumpkin to make a toothy grin.
goofy page 6	base word + ending: goof + y	funny	Uncle Bob always acts <i>goofy</i> so we'll laugh at him.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in functional text.

Our skill for this lesson is identifying text structure. When we read a functional text, it's important to understand what structure the author used to organize information in the text. There are a lot of different kinds of functional texts, and they use different text structures.

- Tell students that they will be following instructions today.
- Display the following instructions for students.

Blackline master provided.

Hand-Print Turkey

Materials

Brown, red, yellow, and orange construction paper

Markers

Scissors

Glue

Instructions

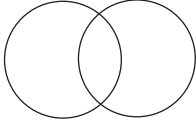
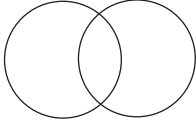
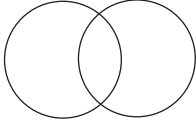
1. Place your palm down on the brown construction paper with your fingers spread out. Trace around your hand and fingers.
2. Cut out the tracing of your hand.
3. Draw an eye on the thumb of your paper hand. This is the turkey's head.
4. Cut out feather-shaped pieces of red, yellow, and orange construction paper. Glue them to the fingers of your paper hand.
5. Cut a small, raindrop-shaped piece of red construction paper, and glue it to your turkey's neck.
6. Cut a small triangle from orange construction paper, and glue it to make your turkey's beak.

- Review the parts of a set of instructions with students.

Most instructions have the same basic parts. They tell you the materials you will need for the project so you can have them ready to make it. Then they have a numbered list that tells you each step to follow when making the project.

- Remind students that understanding text structure is important to understanding how authors want you to read functional texts.
- Display the following text structure chart. Explain to students that this chart shows the different ways that authors may organize their texts.

Blackline master provided.
Student Edition, page 8

Text Structure Chart										
Text Structure	Signal Words	Example Question	Example Graphic Organizer							
Main idea and supporting details	Main idea is usually stated in a topic sentence. The topic sentence is often the first or last sentence of a paragraph. Ask: What are all the details talking about?	Explain the main idea of this section. Give supporting details or evidence from the text.	Idea tree							
Cause and effect	<i>Because, cause, reason, result, why, lead to, effect, happens, due to</i>	What <u>caused</u> people to move west in the mid 1800s?	<table border="1"> <thead> <tr> <th>Cause</th> <th>Effect</th> </tr> </thead> <tbody> <tr> <td>?</td> <td>people moved west</td> </tr> </tbody> </table>	Cause	Effect	?	people moved west			
Cause	Effect									
?	people moved west									
Compare and contrast	<i>Like, unlike, similar, different, although, but, contrast, compare, common</i>	How were the homes on the plains <u>different</u> from the ones back east?	<table border="1"> <thead> <tr> <th>Homes in West</th> <th>Homes in East</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">  </td> </tr> </tbody> </table>	Homes in West	Homes in East					
Homes in West	Homes in East									
										
Problem and solution	<i>Problem, dilemma, issue, solution, question, answer, solve, deal with, struggle</i>	How do plants solve the problem of living in a desert habitat?	<table border="1"> <thead> <tr> <th>Problem</th> <th>Solutions</th> </tr> </thead> <tbody> <tr> <td>getting enough water</td> <td>store water deep roots waxy leaves</td> </tr> </tbody> </table>	Problem	Solutions	getting enough water	store water deep roots waxy leaves			
Problem	Solutions									
getting enough water	store water deep roots waxy leaves									
Sequence	<i>First, begins, began, starts, started, steps, when, second, next, later, during, while, then, third, after, last, finally, ends, now</i> Numbered Lists	What happens after a law is passed by the Senate?	<table border="1"> <tbody> <tr> <td style="text-align: center;">Event 1</td> </tr> <tr> <td style="text-align: center;">⋮</td> </tr> <tr> <td style="text-align: center;">↓</td> </tr> <tr> <td style="text-align: center;">Event 2</td> </tr> <tr> <td style="text-align: center;">⋮</td> </tr> <tr> <td style="text-align: center;">↓</td> </tr> <tr> <td style="text-align: center;">Event 3</td> </tr> </tbody> </table>	Event 1	⋮	↓	Event 2	⋮	↓	Event 3
Event 1										
⋮										
↓										
Event 2										
⋮										
↓										
Event 3										

- Explain to students that there are five main text structures that authors use to organize their texts. Point out that students will only use one text structure as they read *Pig and Wolf Masks* today.
- Use a **Think Aloud** to model how to identify text structure in the sample instructions.

I want to figure out the text structure used in the instructions for making a hand-print turkey. I don't see any main ideas or supporting details. I don't see any clues that I'll be identifying causes and effects or problems and solutions. I don't see information that should be compared or contrasted. I see a numbered list, though. That's a clue that this text has a sequence of events. The instructions to make this hand-print turkey are

written so you follow steps in a sequence. Sequence is the text structure of these instructions.

- Tell students that they will identify text structure as they read the text.

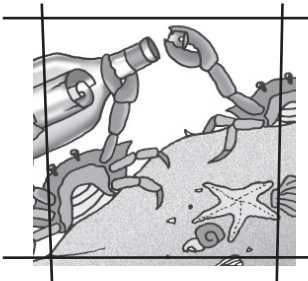
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
- Explain to students that they will complete the rest of the TIGRRS process during Teamwork. Tell students that they will read and restate the important ideas, reread and restate details, and then summarize the text. Point out that question #4 asks them to summarize the text using their graphic organizers.

Student Edition, page 9

Team Talk
1. Why do you think the author gives extra instructions on how to cut out the eyes in step 3 of the section titled "The Pigs"? Support your answer. AP
2. How are the instructions to make the pig masks and the wolf mask similar? How are they different? CC
3. How can you tell that the author uses the sequence text structure in the sections titled "The Pigs" and "The Wolf"? Support your answer. (Write-On) TS
4. Use your sequence chain to summarize <i>Pig and Wolf Masks</i> . SU

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate. **SR**
- Have students take turns reading:
pages 5 and 6 aloud with partners.

- Tell students to add important ideas to the graphic organizer as they read.
- Remind students that they should reread the text and complete each step as they read. Tell them to look for more information or details to help them understand each step and to add that information to the graphic organizer.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion. Tell them that they will also share the ideas they recorded on the graphic organizer.

Team Talk

1. Why do you think the author gives extra instructions on how to cut out the eyes in step 3 of the section titled "The Pigs"? Support your answer. |AP|

100 points = *I think the author gives extra instructions on how to cut out the eyes in step 3 of the section titled "The Pigs" to help me make my mask neatly and easily. I think cutting out eyes from the middle of a paper plate might be hard. The author wants to make it easier for me to do.*

90 points = *I think the author gives extra instructions on how to cut out the eyes in step 3 to help me make my mask neatly and easily. Cutting out eyes from the middle of a paper plate might be hard. **80 points** = *It's to help me make my mask neatly and easily because that is a hard step.**

2. How are the instructions to make the pig masks and the wolf mask similar? How are they different? |CC|

100 points = *The instructions to make the pig masks and the wolf mask are similar because they both use paper plates and construction paper. You put the masks together the same way. They are different because you use pink paints or markers for the pigs and gray or brown for the wolf. You use a paper cup instead of an egg cup to make the wolf's nose. You cut the paper plate jagged to make the wolf. **90 points** = *The instructions to make the pig masks and the wolf mask are similar because they both use some of the same materials and put them together the same way. But you make the wolf mask gray or brown, use a paper cup, and cut the paper plate jagged.**

80 points = *The masks use some of the same materials. The masks are different colors and have different snouts and ears.*

Team Talk *continued*

3. How can you tell that the author uses the sequence text structure in the sections titled “The Pigs” and “The Wolf”? Support your answer. (Write-On) |T5|

100 points = *I can tell that the author uses the sequence text structure because the information in both sections are in numbered lists. I know that numbered lists are a signal that the sequence text structure is used. I do not see any information that compares and contrasts or tells about causes and effects or problems and solutions.* **90 points** = *I can tell that the author uses the sequence text structure because the information in the sections are in numbered lists. Numbered lists are a signal that the sequence text structure is used.* **80 points** = *The information in the sections is in numbered lists. They are a signal that the sequence text structure is used.*

4. Use your sequence chain to summarize *Pig and Wolf Masks*. |SU|

100 points = *To make a pig mask, you first color or paint a paper plate and an egg cup from an egg carton pink. Then, you glue the egg cup to the middle of the plate. Next, you cut eyes out of the paper plate. After that, you cut ears out from construction paper and glue them to the plate. Then, you punch holes in the sides of the plate and tie string to them. Finally, decorate your mask. To make a wolf mask, you do almost the same thing. You paint a plate and a paper cup gray, then make the mask the same way as the pig.* **90 points** = *To make a pig mask, you first color or paint a paper plate and an egg cup pink. Then, you glue the egg cup to the plate. Next, you cut eyes out of the plate. After that, you cut ears out and glue them to the plate. Then, you punch holes in the plate and tie string to them. To make a wolf mask, you do almost the same thing. You paint a plate and the paper cup gray instead.* **80 points** = *Color or paint a paper plate and a cup. Then, glue the cup to the plate. Next, cut out eyes. After that, cut out ears, and glue them to the plate. Then, punch holes, and tie string to them.*

- If some teams finish ahead of others, have them begin practicing their fluency pages.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.

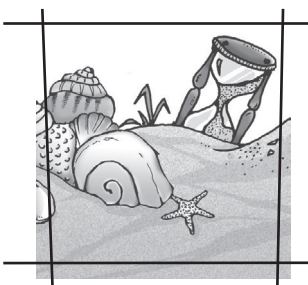


Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team’s strategy use with the class.
- Award team celebration points.

	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
<p>Think-and-Connect Discussion</p>	<p>Team Talk Extenders</p> <p>In the Materials section, it says to have paints or markers. Why do you think you can use one or the other? What difference will that make in your project?</p> <p>Why do you think the author includes the instructions for the wolf mask if it is so similar to the instructions for the pig masks?</p> <p>Do you think these instructions are missing any details? What do you think you might do differently to make pig and wolf masks?</p>
	<ul style="list-style-type: none"> – Award team celebration points.

<p>Write-On Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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FLUENCY IN FIVE **TP**

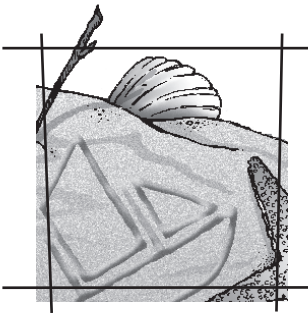
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page 7

Page 5, steps 1–3

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

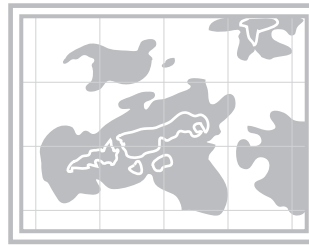


WORD POWER **TP**

Timing Goal: 10 minutes

- Tell students that Captain Read More wants to check their memories on a Word Power skill that they have learned.
- Display the dictionary map clue.

Blackline master provided.



- Use **Think-Pair-Share** to have students tell what the Word Treasure clue means. Randomly select a few students to share.
- Remind students that a dictionary shows us how to understand words just as a map shows us how to understand our surroundings.
- Review the Word Treasure (skill).

Word Treasure

The dictionary provides information about words.

If you're having trouble reading and understanding words, check the dictionary.

Teacher’s Note: Students will refer to the sample dictionary pages for the Word Power activity.

Blackline master provided.
Student Edition, page 9

<p>prune purchase</p> <p>prune <i>n.</i> 1 a dried plum. —<i>v.</i> 2 to cut off dead parts of a tree or bush. 3 to cut out useless or unwanted parts.</p>	<p>wire wool</p> <p>wire <i>n.</i> 1 a stringlike piece of metal that is flexible. 2 a wire or cable, such as for a television or telephone. —<i>v.</i> 3 to install something that uses wires, such as for electricity.</p>
<p>punch <i>n.</i> 1 a hit, as with a fist. 2 power or forcefulness. (<i>The flavor of that lemonade has a lot of punch!</i>) —<i>v.</i> 3 to hit with the fist. 4 to drive, as with cattle. 5 to poke.</p> <p>purchase <i>v.</i> 1 to buy with money. —<i>n.</i> 2 something bought.</p>	<p>woodbine <i>n.</i> a type of climbing vine, such as honeysuckle or Virginia creeper.</p> <p>wool <i>n.</i> 1 soft, curly hair that forms the fleece of sheep and other animals. 2 fabrics made from sheep fleece. 3 any material that resembles sheep fleece, such as steel wool.</p>

- Display the sample dictionary pages. Review the idea that dictionaries provide a lot of important information about words, such as the different meanings, or definitions, for words and how words are spelled.
- Point out that several words have more than one meaning, or definition. Tell students that *punch* is one of these words. Point out that *punch* is a word from their vocabulary list. Display and read the following sentence.

I had to punch a hole in my paper snowflakes so I could hang them from the ceiling.

- Review the definitions provided for *punch*. Use **Think-Pair-Share** to have students identify which definition matches the meaning of the word as it is used in the sample sentence. Randomly select a few students to share. *Definition #5: to poke.*
- Write “prune,” “wol” (intentionally misspelled), and “woodbine” on the board.
- Use **Think-Pair-Share** to have students check the dictionary entries to find out which word is misspelled. Randomly select a student to share. *The word wool is misspelled.*
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Preparation: Write the following sentence on the board.

Skill Practice

Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

1. What is the best definition of *prune* as it is used in this sentence?
I had to prune some of the words from my story because it was too long.
Definition #3: to cut out useless or unwanted parts.
2. Identify the misspelled word, and spell it correctly: *wool, puchase, punch.*
The misspelled word is purchase.

Building Meaning

completely	punch	jagged	goofy
------------	-------	--------	-------

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
4. Choose the word that best fits in the blank.
The mountains cut a jagged line across the sky as we drove closer to them.



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

Hand-Print Turkey

Materials

Brown, red, yellow, and orange construction paper

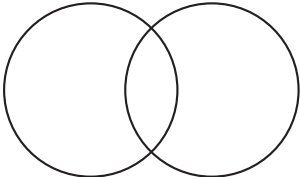
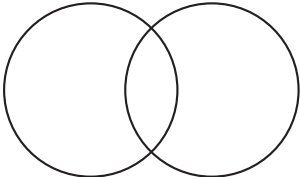
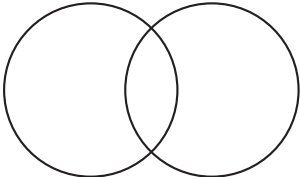
Markers

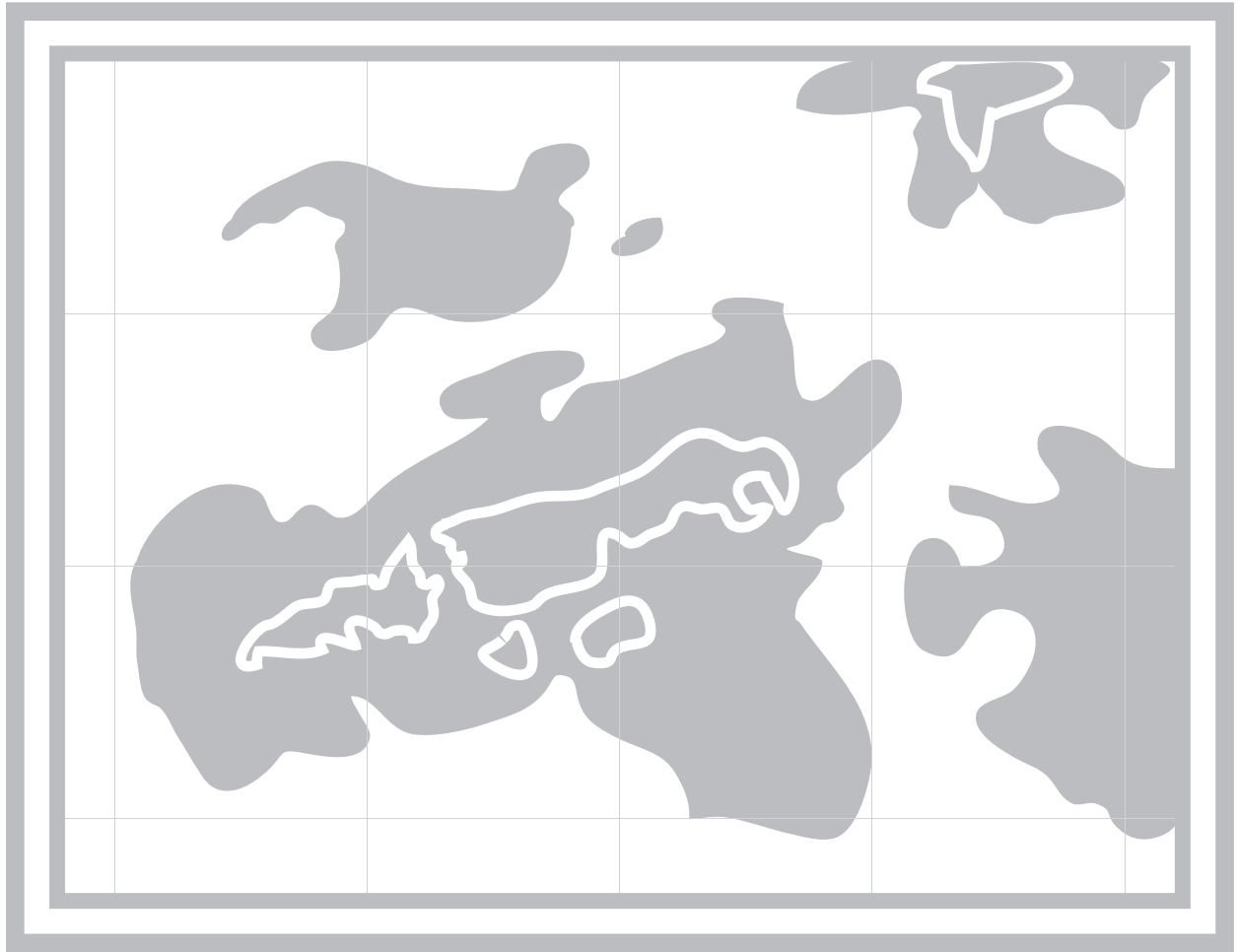
Scissors

Glue

Instructions

1. Place your palm down on the brown construction paper with your fingers spread out. Trace around your hand and fingers.
2. Cut out the tracing of your hand.
3. Draw an eye on the thumb of your paper hand. This is the turkey's head.
4. Cut out feather-shaped pieces of red, yellow, and orange construction paper. Glue them to the fingers of your paper hand.
5. Cut a small, raindrop-shaped piece of red construction paper, and glue it to your turkey's neck.
6. Cut a small triangle from orange construction paper, and glue it to make your turkey's beak.

Text Structure Chart								
Text Structure	Signal Words	Example Question	Example Graphic Organizer					
Main idea and supporting details	Main idea is usually stated in a topic sentence. The topic sentence is often the first or last sentence of a paragraph. Ask: What are all the details talking about?	Explain the main idea of this section. Give supporting details or evidence from the text.	Idea tree					
Cause and effect	<i>Because, cause, reason, result, why, lead to, effect, happens, due to</i>	What <u>caused</u> people to move west in the mid 1800s?	<table border="1"> <thead> <tr> <th>Cause</th> <th>Effect</th> </tr> </thead> <tbody> <tr> <td>?</td> <td>people moved west</td> </tr> </tbody> </table>	Cause	Effect	?	people moved west	
Cause	Effect							
?	people moved west							
Compare and contrast	<i>Like, unlike, similar, different, although, but, contrast, compare, common</i>	How were the homes on the plains <u>different</u> from the ones back east?	<table border="1"> <thead> <tr> <th>Homes in West</th> <th>Homes in East</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">  </td> </tr> </tbody> </table>	Homes in West	Homes in East			
Homes in West	Homes in East							
								
Problem and solution	<i>Problem, dilemma, issue, solution, question, answer, solve, deal with, struggle</i>	How do plants solve the problem of living in a desert habitat?	<table border="1"> <thead> <tr> <th>Problem</th> <th>Solutions</th> </tr> </thead> <tbody> <tr> <td>getting enough water</td> <td>store water deep roots waxy leaves</td> </tr> </tbody> </table>	Problem	Solutions	getting enough water	store water deep roots waxy leaves	
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Sequence	<i>First, begins, began, starts, started, steps, when, second, next, later, during, while, then, third, after, last, finally, ends, now</i> Numbered Lists	What happens after a law is passed by the Senate?	<table border="1"> <tbody> <tr> <td style="text-align: center;">Event 1</td> </tr> <tr> <td style="text-align: center;">⋮ ↓</td> </tr> <tr> <td style="text-align: center;">Event 2</td> </tr> <tr> <td style="text-align: center;">⋮ ↓</td> </tr> <tr> <td style="text-align: center;">Event 3</td> </tr> </tbody> </table>	Event 1	⋮ ↓	Event 2	⋮ ↓	Event 3
Event 1								
⋮ ↓								
Event 2								
⋮ ↓								
Event 3								



prune | purchase

prune

n. **1** a dried plum. —*v.* **2** to cut off dead parts of a tree or bush. **3** to cut out useless or unwanted parts.

punch

n. **1** a hit, as with a fist. **2** power or forcefulness. (*The flavor of that lemonade has a lot of punch!*) —*v.* **3** to hit with the fist. **4** to drive, as with cattle. **5** to poke.

purchase

v. **1** to buy with money. —*n.* **2** something bought.

wire | wool

wire

n. **1** a stringlike piece of metal that is flexible. **2** a wire or cable, such as for a television or telephone. —*v.* **3** to install something that uses wires, such as for electricity.

woodbine

n. a type of climbing vine, such as honeysuckle or Virginia creeper.

wool

n. **1** soft, curly hair that forms the fleece of sheep and other animals. **2** fabrics made from sheep fleece. **3** any material that resembles sheep fleece, such as steel wool.

Sequence Chain

Title: Pig and Wolf Masks

1. To make pig masks, paint or color three paper plates and the outside of the three egg carton cups pink, and let them dry if needed.



2. Glue one egg cup to the center of each pink paper plate.



3. Draw and cut out two eye holes above the snout.



4. Cut six triangles from pink construction paper, and glue two to the back of each pink plate for ears.



5. Punch a hole in the right and left sides of the plate, and tie string to the holes. Repeat this process for all three pig masks.



Sequence Chain

Title: *Pig and Wolf Masks, cont.*

6. Decorate the masks to make each pig unique.



7. To make a wolf mask, paint or color a paper plate and the outside of a paper cup gray, and let them dry if needed.



8. Glue the paper cup to the center of the paper plate. Paint or color a black spot on the tip.



9. Draw and cut out two eye holes above the snout.



10. Cut two large gray triangles from construction paper, cut out and glue two smaller pink triangles onto those, and glue them to the back of the plate.



Sequence Chain

Title: *Pig and Wolf Masks, cont.*

11. Cut jagged edges on the plate.



12. Punch a hole in the right and left sides of the paper plate, and tie string to the holes.



13. Decorate the wolf mask.



Pig and Wolf Masks

A good play needs good costumes. Put on a play of the *Three Little Pigs* with these simple pig and wolf masks that you can make at home!

Materials:

4 paper plates



Paints or markers



3 cups from an egg carton



String



1 (9-ounce) paper cup



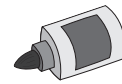
Scissors



Construction paper



Glue

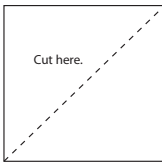
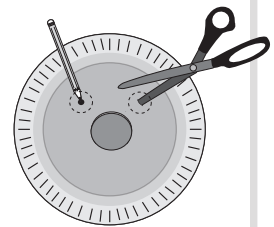
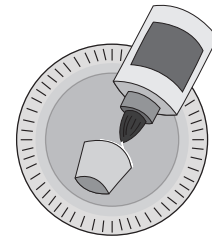


Instructions: The Pigs

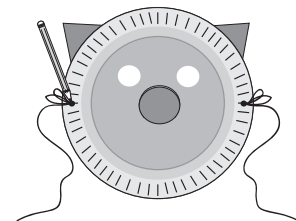
Painting Tip

If you use paints, cover your work surface with newspaper first. Then cleanup will be easy!

1. Paint or color a paper plate and the outside of an egg cup pink. Allow the paint or marker to dry completely before continuing.
2. An egg cup will be your pig's snout. Glue an egg cup to the center of a paper plate on the pink side. Allow the glue to dry completely.
3. Draw two eyes above the snout. Ask an adult to help you cut out the pig's eyes. If you have trouble cutting the eyes out, poke a hole in the middle of the eye space. Then cut from the hole to the edge of the eye space. Now you can cut out the eye.



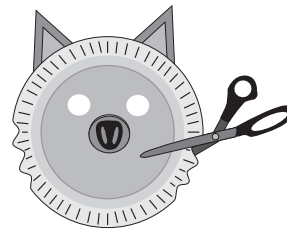
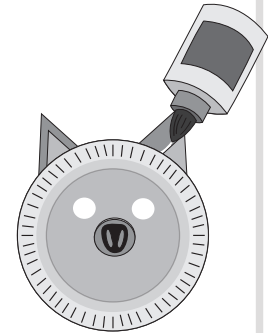
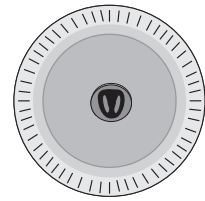
4. Cut two triangle-shaped ears out of pink construction paper. Glue them to the back of your paper plate at the top so they stick up.
5. Punch a hole in the right and left sides of the paper plate. Tie a long piece of string to each hole.
6. Repeat steps #1 to #5 to make the other two pig masks.



7. Now it's time to decorate your pig masks! How can you make each pig a unique character for your play? You can give them different smiles or hair or make them hats from construction paper.

Instructions: The Wolf

1. Paint or color a paper plate and the outside of the paper cup gray. Allow the paint or marker to dry completely before continuing.
2. The paper cup will be your wolf's snout. Glue the cup to the center of the paper plate on the gray side. Paint or color a black spot on the tip of the wolf's snout for his nose.
3. Draw two eyes above the snout. Ask an adult to help you cut out the wolf's eyes.
4. Cut two triangle-shaped ears out of gray construction paper. Cut two smaller triangles out of pink construction paper. Glue the pink triangles to the gray ones to be the wolf's ears. Glue the ears to the back of your paper plate at the top.
5. Cut jagged edges on each side of the plate to make your wolf look furry.
6. Punch a hole in the right and left sides of the paper plate. Tie a long piece of string to each hole.
7. Decorate your wolf mask. Do you want your wolf to look mean and scary? Maybe your wolf is silly and goofy. How can you make him or her look that way?



Now that your masks are done, you're ready for the curtain to rise. Let's get on with the show!

Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 3 / *Pig and Wolf Masks*

English Language Arts Standards: *Reading: Informational Text*

Integration of Knowledge and Ideas

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

DRAMA (1 DAY)

The Three Little Pigs

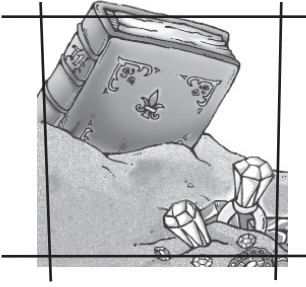
Written by Kathleen Collins
 Linked to *The Three Little Javelinas*

Summary

The familiar story *The Three Little Pigs* is turned into a play for students to perform.

Instructional Objectives

Reading	Word Power
Compare and contrast (CC) Students will compare and contrast different ways of telling <i>The Three Little Pigs</i> .	Synonyms Students will review using synonyms to improve their understanding of words.



ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.

Teacher's Note: For this lesson, have students set goals related to challenge scores, team celebration points, or team cooperation.

- Guide teams to set new goals for this lesson.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders. Tell students that they will earn challenge scores in addition to team celebration points.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **help and encourage others**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the text, author, and reading objective.

Today we will read *The Three Little Pigs*, a play by Kathleen Collins. As we read, we'll compare and contrast this story with the story we just read, *The Three Little Javelinas*. This will help us see how the characters, setting, events, problem, and solution in the two stories are alike and different.

- Point out the strategy target on the team score sheet.
- Point out that the text is a drama, or have students explore the text to figure out that it is drama. Review how drama differs from stories.
- Use the items below to build or activate background knowledge about the text.
 - Use **Think-Pair-Share** to have students think about the characteristics of the pigs and the wolf. How do they think the stage directions will ask each character to act? Randomly select a few students to share.
 - Remind students that they learned how to make pig and wolf masks in the functional text *Pig and Wolf Masks*. Use **Think-Pair-Share** to have students discuss what other ways they can make costumes to perform *The Three Little Pigs*. Randomly select a few students to share.
 - Use **Team Huddle** to have students review the two versions of *The Three Little Pigs* they just read and listened to: *The Three Little Javelinas* and its Listening Comprehension text, *The Three Little Pigs*. How are the stories alike? How are they different? Use **Random Reporter** to select students to share.



Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words. Tell students to review all four words before their partners take a turn and to take as many turns as needed to learn all the words. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading.

Student Edition, page 15
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
delicious page 11	cious = /shus/ chunk: de-li-cious	tasty	The pasta salad was so <i>delicious</i> that we went back for seconds.
rude page 11	blend	not polite	“Well, that was <i>rude</i> !” Sylvia said after Donte slammed the door.
fooled page 12	base word + ending: fool + ed	tricked	Nathan’s mom was not <i>fooled</i> by his fake snoring and knew that he was still awake.

Word and Page Number	Identification Strategy	Definition	Sentence
glorious page 13	base word + ending: glor(y) + i + ous	wonderful	The sun shining on the fresh spring morning was <i>glorious</i> .

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill and its importance in drama.

Today you will compare and contrast different versions and ways of telling the story *The Three Little Pigs*. You recently read and listened to two other versions, and now you will read a play. Sometimes a play can tell a story a different way than a book tells it. The stage directions might make the characters act in different ways, or the settings for each scene might be different.

- Display the following narrative and short play. Read the narrative aloud to students, then randomly select two students to read the parts of the play aloud.

Blackline master provided.

Narrative

Long ago, there was a hare who liked to brag about how fast he was. He bragged to anyone who would listen. A tortoise grew tired of the hare and decided to challenge him to a race. The hare laughed but agreed to it. The next morning, they started the race. The hare zoomed down the road while the tortoise followed slowly in the hare's dust. Eventually, the hare stopped and saw how far ahead he was. He decided to take a nap and finish the race later. Meanwhile, the tortoise kept crawling. He eventually passed the hare and crossed the finish line. All the forest animals cheered for the tortoise and woke up the hare. Seeing that he lost, the hare slunk away to hide in embarrassment.

Moral: Slow and steady wins the race.

Drama

A tortoise and a hare are arguing by the side of a road.

HARE: (*Angry.*) I demand another race! You cheated!

TORTOISE: (*Annoyed.*) No! You asked me to race, and we did. I won fair and square.

HARE: There's no way you beat me fairly! (*Stamps foot.*)

TORTOISE: (*Shrugs.*) You decided to take a nap, and I kept plodding along. There wasn't a rule about napping.

HARE: (*Shouting.*) Well, there should be!

TORTOISE: You'll just have to learn that slow and steady wins the race.

- Review the format and structure of a play with students, pointing out the names of characters, their lines, and the stage directions as needed.
- Use **Think-Pair-Share** to have students compare and contrast the narrative and play versions of *The Tortoise and the Hare* that you have displayed. Randomly select a few students to share.

Let's look at our sample stories. They are both versions of Aesop's fable *The Tortoise and the Hare*. The play looks like it might only be the end of the story, so let's compare and contrast what happens in the story to what happens in the play. How are the ends of the stories similar?

The tortoise wins the race. They both have the same moral. That's right.

They end the same way and have a moral. How are they different? *In the narrative, the hare sneaks away and doesn't talk to anyone after the race. He is embarrassed. In the play, he argues with the tortoise and wants a rematch.*

Right. The author of the play has the hare act differently than the author of the narrative has the hare act. Authors of plays may think about a story differently to tell it in an interesting or different way than we are used to reading or seeing it.

- Remind students that they will compare and contrast different versions of *The Three Little Pigs* today.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 16

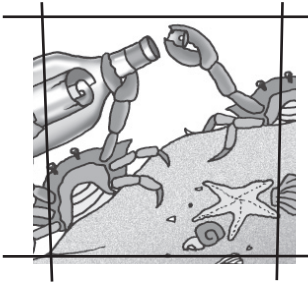
Team Talk

1. Do you think Wolfgang wants to have Pippy over for lunch as a guest or for another reason? Support your answer. |DC|
2. According to the stage directions, what is Pelly doing just **before** her brothers run up to her? |SQ|
 - a. She is making stew in the fireplace.
 - b. She is putting the last stone in her house.
 - c. She is planting a garden in her yard.
 - d. She is watching the wolf chase her brothers.
3. How does Wolfgang change the way he acts throughout the play? |CC • CH|

Team Talk *continued*

4. How do you learn about the settings in *The Three Little Pigs*? How is the setting in the play similar to or different from the setting in *The Three Little Javelinas*? (Write-On) |CC|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate. **SR**
- Have students take turns reading:
pages 11–14 aloud with partners.
- When partners finish reading, have them restate the story elements of the drama and complete the story map.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion. Tell them that they will also discuss the story elements of the drama that are listed on the story map and be prepared to share them with the class.

Team Talk

1. Do you think Wolfgang wants to have Pippy over for lunch as a guest or for another reason? Support your answer. |DC|

100 points = *I think Wolfgang wants to have Pippy over for lunch for another reason. I think Wolfgang wants to eat Pippy. He sees Pippy and says there is a delicious pig living nearby. Wolfgang rubs his paws together. The narrator says Wolfgang drools a little. These all make it seem like he wants to eat Pippy.* **90 points** = *I think Wolfgang wants to have Pippy over for lunch for another reason. I think Wolfgang wants to eat Pippy. He sees Pippy and says there is a delicious pig living nearby. This makes it seem like Wolfgang wants to eat Pippy.* **80 points** = *I think he wants to eat Pippy. Wolfgang says he has a delicious pig living nearby.*

2. According to the stage directions, what is Pelly doing just **before** her brothers run up to her? |SQ|

- She is making stew in the fireplace.
- She is putting the last stone in her house.
- She is planting a garden in her yard.
- She is watching the wolf chase her brothers.

3. How does Wolfgang change the way he acts throughout the play? |CC • CH|

100 points = *Wolfgang changes the way he acts several times throughout the play. First, he acts friendly to Pippy. Next, he acts sweet and innocent to trick Pippy and Percy. Then, he acts mean and gruff to scare Pippy, Percy, and Pelly. At the end of the play, he stops eating meat.* **90 points** = *Wolfgang changes the way he acts several times throughout the play. First, he acts friendly. Next, he acts sweet and innocent. Then, he acts mean and gruff. At the end, he stops eating meat.* **80 points** = *First, he acts friendly. Next, he acts sweet and innocent. Then, he acts mean and gruff. At the end, he stops eating meat.*

4. How do you learn about the settings in *The Three Little Pigs*? How is the setting in the play similar to or different from the setting in *The Three Little Javelinas*? (Write-On) |CC|

100 points = *I learn about the settings in The Three Little Pigs from the narrator in the play. The narrator describes each place that Pippy, Percy, and Pelly choose to live. The settings in the play are different from The Three Little Javelinas because the play's settings are near a river, in a forest, and on top of a hill. In The Three Little Javelinas, the settings are all in the desert.* **90 points** = *I learn about the settings in The Three Little Pigs from the narrator in the play. The narrator describes the pigs' homes. The settings are near a river, in a forest, and on top of a hill. In The Three Little Javelinas, the settings are all in the desert.* **80 points** = *The narrator describes them in the play. They are near a river, in a forest, and on a hill instead of in the desert.*

- If some teams finish ahead of others, have them begin practicing their fluency pages.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

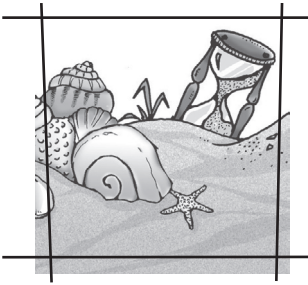
Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

- Complete the story map as students discuss their responses. Model your own thoughts as necessary. An example is provided.
- Award team celebration points.



FLUENCY IN FIVE **TP**

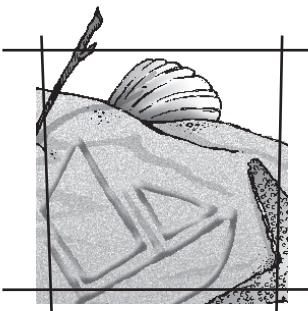
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page 15

Page 11 (stopping after Pippy's first line)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



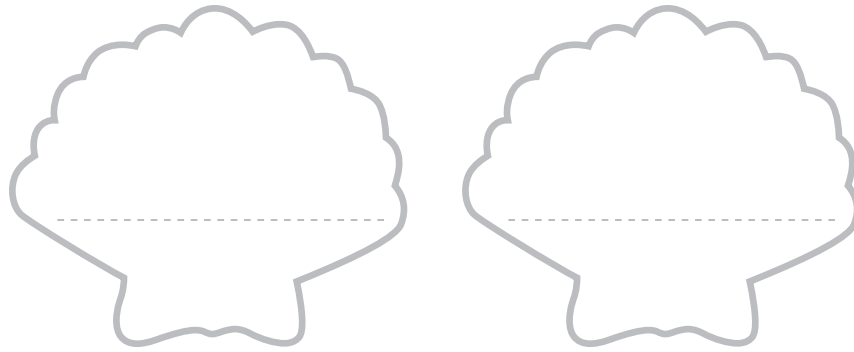
WORD POWER **TP**

Timing Goal: 10 minutes

- Tell students that Captain Read More wants to check their memories on a Word Power skill that they have learned.
- Remind students that words with the same or almost the same meaning are called synonyms. Use **Think-Pair-Share** to have students tell the Word Treasure clue that Captain Read More uses for synonyms. Display the Word Treasure clue for synonyms (two shells that look the same).



Blackline master provided.



- Write the word “delicious” on the first shell. Point out that this is a word from the vocabulary list.
- Use **Think-Pair-Share** to have students identify a synonym for the word *delicious*. Randomly select a few students to share. Write the synonym on the matching shell as students respond. Delicious: *tasty, yummy, pleasing*.
- Repeat the activity with the words *fooled* and *glorious* from the vocabulary list.
- Use **Think-Pair-Share** to have students identify the treasure (skill). Randomly select a few students to share.
- Review the Word Treasure (skill).

Word Treasure

Sometimes more than one word can mean the same or almost the same thing. These words are called synonyms.

Learning synonyms helps us to define words, make connections among words we know, and become better speakers and writers because we can use more advanced words.

- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Teacher’s Note: Accept reasonable responses for skill practice; most words have more than one synonym.

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Skill Practice

Write a synonym for each of the following words.

1. cheerful *happy*
2. rescue *save*
3. infant *baby*
4. occur *happen*

Building Meaning			
delicious	rude	fooled	glorious

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Choose the word that best fits in the blank.

Jeremy was incredibly rude to Ivana when he interrupted her by making silly noises.



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

Narrative

Long ago, there was a hare who liked to brag about how fast he was. He bragged to anyone who would listen. A tortoise grew tired of the hare and decided to challenge him to a race. The hare laughed but agreed to it. The next morning, they started the race. The hare zoomed down the road while the tortoise followed slowly in the hare's dust. Eventually, the hare stopped and saw how far ahead he was. He decided to take a nap and finish the race later. Meanwhile, the tortoise kept crawling. He eventually passed the hare and crossed the finish line. All the forest animals cheered for the tortoise and woke up the hare. Seeing that he lost, the hare slunk away to hide in embarrassment.

Moral: Slow and steady wins the race.

Drama

A tortoise and a hare are arguing by the side of a road.

HARE: *(Angry.)* I demand another race! You cheated!

TORTOISE: *(Annoyed.)* No! You asked me to race, and we did. I won fair and square.

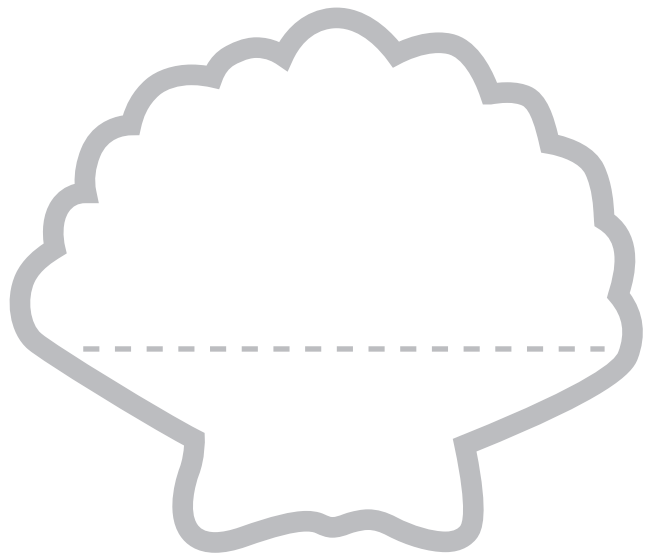
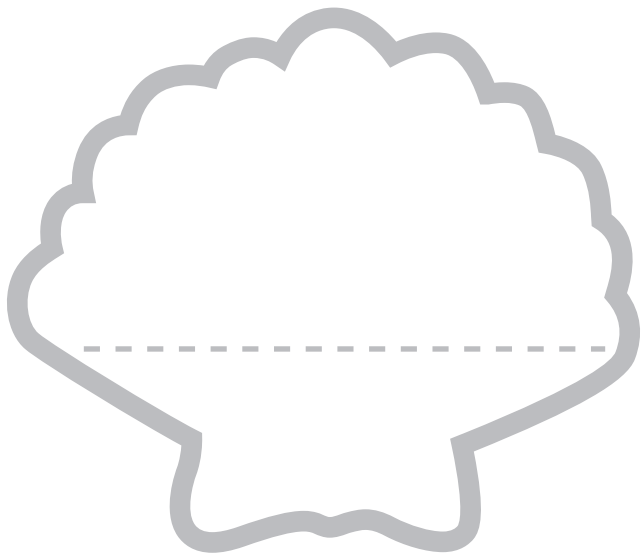
HARE: There's no way you beat me fairly!

(Stamps foot.)

TORTOISE: *(Shrugs.)* You decided to take a nap, and I kept plodding along. There wasn't a rule about napping.

HARE: *(Shouting.)* Well, there should be!

TORTOISE: You'll just have to learn that slow and steady wins the race.



Story Map



Title: The Three Little Pigs

Characters:

Narrator
Pippy, the youngest pig
Percy, the middle pig
Pelly, the oldest pig
Wolfgang, the wolf

Setting:

Where: Pippy's house by a river
Percy's house in the forest
Pelly's house on a hill
When: long ago

Problem:

Wolfgang the wolf wants to eat the three little pigs.

Event: Pippy makes a reed house by a river, but Wolfgang sees Pippy and blows his house down to try to eat him. Pippy escapes.

Event: Pippy finds Percy's stick house in the woods and hides with him, but Wolfgang finds them and blows the house down. Pippy and Percy escape.

Event: Pippy and Percy find Pelly's house on top of a big hill. They hide with her, but Wolfgang finds them. He can't blow down her stone house.

Event: Wolfgang tries to get in through the chimney, but his tail is burned by the fire that the pigs light.

Event:

Solution:

Wolfgang runs away and decides never to eat meat again.

The Three Little Pigs

Cast of Characters

NARRATOR	PERCY, PIG #2
PIPPY, PIG #1	PELLY, PIG #3
WOLFGANG, THE WOLF	

Scene I: Near a gentle river with reeds

NARRATOR: Once, long ago, three little pigs decided to leave home. They each wanted to seek their fortune in the big world. Pippy, the youngest, found a place to live first. It was by a gentle river with plenty of reeds growing in it.

(Curtain rises to show Pippy putting the finishing touches on his reed house.)

PIPPY: Just a few more reeds, and I'll be finished! *(Puts one last reed on the house, standing back to admire his work.)* This place is beautiful! Percy and Pelly will be sorry they kept walking!

NARRATOR: But Pippy didn't see the wolf wandering up the riverbank. The wolf was very interested in his new neighbor. He actually began drooling a little.

(Wolfgang walks onstage and sees Pippy. Wolfgang hides behind a tree. Pippy is busy cleaning around his house.)

WOLFGANG: It looks like I have a delicious pig living nearby! *(Rubbing his paws together.)* I should invite him over for lunch!

(Wolfgang comes from behind the tree and approaches the house. Pippy finally sees him.)

PIPPY: Yikes! *(Runs inside.)*

WOLFGANG: *(Knocking on the door.)* Little pig! Little pig! I'm your new neighbor. Won't you let me in?

PIPPY: *(Shouting.)* Not by the hair on my chinny chin chin!

WOLFGANG: *(Puts paws on hips.)* Will you meet me outside?

PIPPY: Not by the tail on my hidey hide hide!

NARRATOR: Wolfgang wasn't used to his lunch being so rude or unwelcoming. He decided to teach the pig some manners.

WOLFGANG: Fine. If you won't come out, I'll make it happen! I'll huff, and I'll puff, and I'll blow your house down!

(Wolfgang takes deep breaths and blows away Pippy's house of reeds. Pippy runs away offstage in all the confusion.)

NARRATOR: Luckily for Pippy, he was able to escape while his reed house blew down around him. But Wolfgang picked up his trail and followed him.

(Wolfgang follows Pippy's footprints and walks offstage.)

Scene II: In the middle of a forest

NARRATOR: Now we meet Percy, the middle pig. He wandered a little farther before finding his place to live. It was in the middle of a forest, so he decided to use sticks to make his house.

(Curtain rises to show Percy just finishing his house.)

PERCY: *(Wiping his hands.)* Perfect! I like this peaceful forest a lot more than Pippy's place down by the river.

PIPPY: *(Runs up, breathless.)* Percy! I'm so glad I found you! Help me!

PERCY: What happened to you? Did your reed house get flooded by the river? Were there too many bugs?

PIPPY: *(Panting.)* No! There was a wolf, and he blew my whole house down! He might be chasing me, so we should go inside.

PERCY: OK, OK. I'm certain that my house of sticks is a lot sturdier than your house of reeds. It'll be impossible for him to blow my house down. *(Shows Pippy inside.)*

NARRATOR: Pippy was correct. Wolfgang was hot on his trail and had followed him to Percy's house. But Percy was mistaken if he thought his house of sticks would keep Wolfgang out.

WOLFGANG: *(Walks onstage.)* I better be a little trickier this time. Maybe if I pretend to be sweet and gentle, they'll let me in! *(Walks up to the house and taps politely on the door. He speaks in a high-pitched voice.)* Hello? Is anyone home? I'm lost in this forest, and I'm trying to find my grandma's house. Can you let me in?

PIPPY: Don't be fooled, Percy! It's the wolf!

PERCY: *(Shouting.)* Not by the hair on my chinny chin chin!

WOLFGANG: *(Still in the high-pitched voice.)* Maybe you could come outside? I'll give you some of the treats I baked for Grandma!

PERCY: Not by the tail on my hidey hide hide!

WOLFGANG: *(Shouting in normal voice.)* Fine. If you won't come out, I'll make it happen! I'll huff, and I'll puff, and I'll blow your house down!

(Wolfgang takes deep breaths and blows away Percy's house of sticks. Pippy and Percy sneak away in the confusion. The pigs speak to each other in loud whispers.)

PIPPY: This wolf really wants to eat us for lunch!

PERCY: Let's find Pelly. Hopefully she'll know how to take care of this problem!

(Pippy and Percy sneak offstage.)

WOLFGANG: *(Searching.)* Escaped again? That's OK because I can see where they walked away. I'll follow and catch them later. *(Follows the pigs' footprints offstage.)*

Scene III: Near a steep hill

NARRATOR: Now we meet Pelly, the oldest pig. She wandered for a little while longer than Percy before she found where she wanted to live. She chose to live on a steep hill. She also made her house from brick and stone.

(Curtain rises to show Pelly cementing in her next to last stone.)

PELLY: I just need to put one more stone in the wall. *(Places a stone in the wall.)* Finished! What a glorious view of the countryside from this hill! *(Sees Pippy and Percy running up the hill as fast as they can. She also sees Wolfgang behind them. She shouts to her brothers.)* Hurry up, guys, there's a wolf chasing after you! You'll be safe in my house!

PIPPY and PERCY: Thanks! *(All three rush inside.)*

NARRATOR: Wolfgang was tired after chasing Pippy and Percy. He huffed and puffed his way up the steep hill to Pelly's house. He decided to take a little break to plan his next trick.

WOLFGANG: *(Breathless.)* Whew, what a climb! OK, being friendly, sweet, and gentle didn't work. Maybe I'll just be scary this time. Everyone's afraid of the big, bad wolf! *(Stomps up to Pelly's front door and bangs on it. He shouts in a mean, gruff voice.)* Hey, you pigs in there! Open up, and let me in!

PELLY: *(Shouting.)* Not by the hair on my chinny chin chin!

WOLFGANG: Then you three had better come outside!

PELLY: Not by the tail on my hidey hide hide!

WOLFGANG: Fine. If you won't come out, I'll make it happen! I'll huff, and I'll puff, and I'll blow your house down! *(Takes a deep breath and blows, but nothing happens. He tries over and over again.)*

NARRATOR: Wolfgang found out that brick and stone are stronger than reeds and sticks. He sat down to catch his breath and think of something new to do. That's when he noticed the chimney.

WOLFGANG: That's the answer! I'll climb in through the chimney and then cook up some piggy stew just in time for dinner!

(Wolfgang sneaks up to the roof and climbs down the chimney. Pelly peeks out the window to check on him.)

PELLY: Where did he go? I didn't think he would give up so easily.

(The three pigs notice dust and rocks falling from the chimney. Pelly gathers some wood and puts it in the fireplace.)

PELLY: Quick! Light a fire! This wolf needs to be taught a lesson!

(They light a fire in the fireplace and wait. Soon they see Wolfgang's tail dangling inches away from the fire.)

WOLFGANG: *(Tail touches fire.)* Ah! AH! AWOOOOOOOOOOO! *(Shoots out of the chimney.)*

NARRATOR: Wolfgang never bothered Pippy, Percy, and Pelly again. In fact, he never ate meat again. He decided that eating fruits and vegetables was a lot safer.

• THE END •

Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 3 / <i>The Three Little Pigs</i>
<p>English Language Arts Standards: <i>Reading: Literature</i></p> <p>Craft and Structure</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>Integration of Knowledge and Ideas</p> <p>RA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>

