

Language Arts – Grade 4

COMPETENCY GOAL 1

The learner will apply enabling strategies and skills to read and write.

Objectives

1.03 Identify key words and discover their meanings and relationships through a variety of strategies.

1.04 Increase reading and writing vocabulary through:

- wide reading.
- word study.
- knowledge of homophones, synonyms, antonyms, and homonyms.
- knowledge of multiple meanings of words.
- writing process elements.
- writing as a tool for learning.
- seminars.
- book clubs.
- discussions.
- examining the author's craft.

1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.

COMPETENCY GOAL 2

The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Objectives

2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details, setting).

2.02 Interact with the text before, during, and after reading, listening, and viewing by:

- setting a purpose using prior knowledge and text information.
- making predictions.
- formulating questions.
- locating relevant information.
- making connections with previous experiences, information, and ideas.

2.03 Read a variety of texts, including:

- fiction (legends, novels, folklore, science fiction).
- drama (skits, plays).

- nonfiction (autobiographies, diaries, informational books, journals).
- poetry (concrete, haiku).

2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:

- plot.
- theme.
- main idea and supporting details.
- author's choice of words.
- mood.
- author's use of figurative language.

2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.

2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.

COMPETENCY GOAL 3

The learner will make connections through the use of oral language, written language, and media and technology.

Objectives

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- analyzing the impact of authors' word choice and context.
- examining the reasons for characters' actions.
- identifying and examining characters' motives.
- considering a situation or problem from different characters' points of view.
- analyzing differences among genres.
- making inferences and drawing conclusions about characters, events, and themes.

3.05 Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.

3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

COMPETENCY GOAL 4

The learner will apply strategies and skills to create oral, written, and visual texts.

Objectives

4.02 Use oral and written language to:

- present information and ideas in a clear, concise manner.
- discuss.
- interview.
- solve problems.
- make decisions.

4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).

4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.

4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).

4.08 Focus revision on a specific element such as:

- word choice.
- sequence of events and ideas.

4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).

4.10 Use technology as a tool to gather, organize, and present information.

COMPETENCY GOAL 5

The learner will apply grammar and language conventions to communicate effectively.

Objectives

5.04 Compose multiple paragraphs with:

- topic sentences.
- specific, relevant details.
- logical progression and movement of ideas.
- coherence.
- elaboration.
- concluding statement related to the topic.

Connections
Language Arts
Grade 4
Objectives

- 2.02** Interact with the text before, during, and after reading, listening, and viewing
- 2.03** Read a variety of texts, including: fiction (legends, novels, folklore)
- 4.10** Use technology as a tool to gather, organize, and present information.

Activity 1

Comparing Two Tales

Students will review the famous story of the *Three Little Pigs*, by the teacher passing out pigs with numbers on them. These pigs will be made from pig-cuts with popsicle sticks or pig puppets. The student that has pig number 1 will begin the story with one sentence. Student with pig number 2 will tell the next sentence and so on until the story is complete. Next, students will listen to the teacher read *The True Story of the Three Little Pigs* by Jon Scieszka. The students will identify story elements using a story critter for review. Students will go to the following website where they will be introduced to an interactive Venn diagrams.

http://interactives.mped.org/view_interactive.aspx?id=230&title

The teacher will discuss that *The True Story of the Three Little Pigs* is a fractured fairy tale and students will note the differences using a Venn diagram which compares *The Three Little Pigs* and *The True Story of the Three Little Pigs*. Depending on what age group, students may work alone, with a group or teacher directed whole class. The teacher can use the Venn diagram as assessment. The teacher will review the Venn diagram. . Enrichment: Depending on time, students may even debate which story they believe in. Have a trial for the wolf or vote and graph the story they believe is true.

Created by Amy Little and Gaye Lynn Ortis:

http://www.rapides.k12.la.us/palm/06-07/Lesson_plans/little.htm

Connections
Language Arts
Grade 4
Objectives:

- 1.04 Increase reading and writing vocabulary through: writing process elements, writing as a tool for learning.
- 2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details, setting).
- 4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).

Activity 2

Narrative Writing

Students will retell *The True Story of the Three Little Pigs* by writing a newspaper article in narrative mode, including the written story elements: setting, characters, and important events. Students will demonstrate the skill of inserting clipart into a word processing document to illustrate their articles. The purpose of this lesson is to get students involved with retelling activities, including writing a narrative and dramatic play. The teacher will then tell students that these basic story elements are also found in narrative writing. The teacher will explain that narrative writing is story writing, and that *The True Story of the Three Little Pigs* is an example of narrative writing. She will continue by showing other examples of narratives and discussing the elements in each. Next, the teacher will give a narrative writing checklist and what is expected for the writing assignment. The teacher will use the overhead to model a narrative story for the students.

Created by Dana Pendergrass: http://alex.state.al.us/lesson_view.php?id=11703

The Following is a copy of a rubric that can be used:

CATEGORY	4	3	2	1
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Accuracy of Facts	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	There are several factual errors in the story.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Illustrations	Original illustrations are detailed, attractive, creative and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present OR they are not original.

Date Created: Dec 13, 2004 09:05 pm (CST)

http://www.patinsproject.com/universal_design_for_learning_project_files/south_whitley_3.pdf

Narrative Checklist

CATEGORY	4	3	2	1
Plot Development	Engages readers by establishing and developing a plot, setting, and point of view that are engaging to the story (e.g., varied beginnings, standard plot line, cohesive devices).	Develops a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices).	Partially developed plot, setting, and point of view that are relevant to the story (e.g., varied beginnings, standard plot line, cohesive devices).	Undeveloped plot, setting, and point of view that may or may not be relevant to the story (e.g., varied beginnings, standard plot line, cohesive devices).
Organization	The structure is appropriate to purpose, audience and context, aiding the reader's comprehension.	The structure is appropriate to purpose, audience and context.	The structure defines the purpose, includes proper context; however, it is not written for the proper audience. The structure may interfere with the reader's comprehension.	The structure does not clearly define the purpose, is not written for the proper audience and does not include adequate context. The structure hinders the reader's comprehension.
Sensory Details	Includes sensory details and concrete language to develop plot, setting and character (e.g., vivid verbs, descriptive adjectives and varied sentence structures).	Includes some sensory details and concrete language to develop plot, setting and character (e.g., vivid verbs, descriptive adjectives and varied sentence structures).	Barely mentions sensory details and concrete language to develop plot, setting and character (e.g., vivid verbs, descriptive adjectives and varied sentence structures).	Does not include sensory details and concrete language to develop plot, setting and character (e.g., vivid verbs, descriptive adjectives and varied sentence structures).
Sentence Structure (Sentence Fluency)	All sentences are well constructed with varied structure.	Most sentences are well constructed with varied structure.	Some sentences are well constructed but most have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Paragraph Formation	There is one clear, well-focused topic. Includes transitions and a dynamite clincher or conclusion.	The topic is clear. Includes transitions and a clincher or conclusion.	The topic is somewhat clear, includes some transitions. Provides a partial sense of closure or closure that is not appropriate to the writing.	The topic is not clear. No transitions are used. Does not provide a sense of closure.
Teacher Focus:				

Connections
Language Arts
Grade 4
Objective:

2.03 Read a variety of texts, including drama, skits, plays

Activity 3

Readers Theater

After reading and discussing the book *The True Story of the Three Little Pigs*, Student will participate in the following reader's theatre:

The True Story of the 3 Little Pigs!

By A. Wolf

As told to Jon Scieszka

Reader's Theater by Bridget Scofinsky

Characters: Wolf, Officer 1, Officer 2, Officer 3, Narrator 1, Narrator 2, Narrator 3, Narrator 4, Second Pig, Third Pig, Reporter 1 and Reporter 2
Scene 1

Wolf: Everybody knows the story of the Three Little Pigs. Or at least they think they do. But I'll let you in on a little secret. Nobody knows the real story, because nobody has ever heard my side of the story.

Officer #1: Name?

Wolf: I'm the wolf. Alexander T. Wolf. You can call me Al. I don't know how this whole Big Bad Wolf thing got started, but it's all wrong.

Officer #2: I see. And what makes you so sure?

Wolf: Maybe it's because of our diet. Hey, it's not my fault wolves eat cute little animals like bunnies, sheep and pigs. That's just the way we are.

Officer #3: Can we stick to the story, please?

Wolf: If cheeseburgers were cute, folks would probably think you were Big and Bad, too. But like I was saying, the whole Big Bad Wolf thing is wrong. The real story is about a sneeze and a cup of sugar.

Scene 2

Narrator #1: Way back in Once Upon a Time, A. Wolf was making a birthday cake for his dear old granny.

Wolf: I had a terrible sneezing cold.

Narrator # 2: He ran out of sugar.

Wolf: So I walked down the street to ask my neighbor for a cup of sugar.

Narrator #3: Now this neighbor was a pig.

Wolf: And he wasn't too bright either.

Narrator #4: He had built his whole house out of straw.

Wolf: Can you believe it? I mean who in his right mind would build a house of straw?

Narrator #1: So of course the minute he knocked on the door, it fell right in. He claimed he didn't want to just walk into someone else's house.

Wolf: So I called, "Little Pig, Little Pig, are you in?"

Narrator #2: No answer.

Narrator #3: He was just about to go home without the cup of sugar for his dear old granny's birthday cake.

Wolf: That's when my nose started to itch. I felt a sneeze coming on. Well I huffed. And I snuffed. And I sneezed a great sneeze.

Narrator #4: The whole darn straw house fell down. And right in the middle of the pile of straw was the First Little Pig-dead as a doornail.

Wolf: He had been home the whole time.

Narrator #1: It seemed like a shame to leave a perfectly good ham dinner lying there in the straw.

Wolf: So I ate it up. Think of it as a big cheeseburger just lying there.

Narrator #2: He was feeling a little better.

Wolf: But I still didn't have my cup of sugar.

Narrator #3: So he went to the next neighbor's house.

Narrator #4: This neighbor was the First Little Pig's brother.

Wolf: He was a little smarter, but not much.

Narrator #1: He had built his house of sticks.

Wolf: I rang the bell on the stick house.

Narrator#2: Nobody answered.

Wolf: Mr. Pig, Mr. Pig, are you in?

Mr. Pig: Go away wolf. You can't come in. I'm shaving the hairs on my chinny chin chin."

Narrator #3: He has just grabbed the doorknob when he felt another sneeze coming on.

Wolf: I huffed. And I snuffed. And I tried to cover my mouth, but I sneezed a great sneeze.

Narrator #4: You're not going to believe it, but this guy's house fell down just like his brother's.

Wolf: When the dust cleared, there was the Second Little Pig-dead as a doornail. Wolf's honor.

Narrator #1: Now you know food will spoil if you just leave it out in the open.

Wolf: So I did the only thing there was to do.

Narrator #2: He had dinner again.

Wolf: Think of it as a second helping.

Narrator #3: He was getting awfully full.

Narrator #4: But his cold was feeling a little better.

Wolf: But I still didn't have that cup of sugar for my dear old granny's birthday cake.

Narrator #1: So he went to the next house.

Narrator #2: This guy was the First and Second Little Pig's brother.

Wolf: He must have been the brains in the family.

Narrator #3: He had built his house of bricks.

Wolf: I knocked on the brick house.

Narrator #4: No answer.

Wolf: I called, "Mr. Pig, Mr. Pig, are you in? And do you know what that rude little porker answered?"

Third Pig: "Get out of here, Wolf. Don't bother me again."

Wolf: Talk about impolite! He probably had a whole sackful of sugar.

Narrator #1: And he wouldn't give him even one little cup for dear sweet old granny's birthday cake.

Wolf: What a pig!

Narrator #2: He was just about to go home and maybe make a nice birthday card instead of a cake, when he felt his cold coming on.

Wolf: I huffed. And I snuffed. And I sneezed once again.

Narrator #3: Then the Third Little Pig yelled,

Third Pig: And your old granny can sit on a pin!

Wolf: Now I'm usually a pretty calm fellow. But when somebody talks about my granny like that, I go a little crazy.

Officer #1: When we drove up, of course he was trying to break down this Pig's door.

Officer #2: And the whole time he was huffing and puffing and sneezing and making a real scene.

Wolf: The rest, as they say, is history.

Reporter #1: My partner and I found out about the two pigs he ate for dinner.

Reporter #2: We figured a sick guy going to borrow a cup of sugar didn't sound very exciting.

Wolf: So they jazzed up the story with all of that "Huff and puff and blow your house down." And they made me the Big Bad Wolf.

Narrator #4: That's it.

Narrator #1: The real story.

Narrator #2: He was framed.

Wolf: But maybe you could loan me a cup of sugar.

This script can be found at:

http://www.readinglady.com/downloads/readerstheater/The_True_Story_of_the_3_Little_Pigs.pdf

Connections
Language Arts
Grade 4
Objectives:

- 1.04** Increase reading and writing vocabulary through
- 3.01** Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:
- Considering a situation or problem from different characters' points of view.
- 4.09** Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, and letters of complaint).

Activity: 4

Point of View and Letter Writing

After reading *The True Story of the Three Little Pigs*, the teacher will discuss with students what perspective means and also discuss whose perspective the original story was written from and whose perspective *The True Story of the Three Little Pigs* was told from. They will discuss the lessons learned and who learned valuable lessons. The students will then write a letter to the wolf from any of the other characters. They will make up a character if they relate well to the story. The letter will be about what the wolf did and what they think should be his punishment.

The complete lesson plan can be found at:

Author unknown: <http://www.atozteacherstuff.com/pages/316-shtm>

Connections
Language Arts
Grade 4
Objective:

- 2.03** Read a variety of texts, including:
Nonfiction (autobiographies, diaries, informational books, journals)
- 2.06** Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.
- 3.01** Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: considering a situation or problem from different characters' points of view
- 3.06** Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

Activity 5

Comparing Real and Fictional Wolves

The teacher will read or tell a version of *The Three Little Pigs* and read and discuss *The True Story of the Three Little Pigs*. Students will discuss whether they think the wolf is guilty or innocent. The teacher will explain “point of view” to the students. The two stories will be compared using a Venn diagram. Students will brainstorm what they know about real wolves. Students will use the Internet to research real wolves then compare real and fictional wolves using a Venn diagram. The following site provides information on wolves.

Author unknown: <http://www.freewebs.com/animaldog/index.htm>

Facts about Wolves

The wolf is one of the world's most notorious animal, both loved and hated as no other.

Because of the wolf's high intelligence, its sensible senses, great adaptability and great skill in hunting it could manage to live almost everywhere. Something that proves this is that the wolf in former day lived in every biotope in the northern hemisphere except plain desert.

Unfortunately, many people hate the wolf. They see the wolf as a cruel and mean beast, a devils companion that gladly would tear a human apart when ever an opportunity occurs. One story about this "blood thirsty beasts" is a story from France, 'The beast from Gévaudan'. This single wolf was accused to have killed more than fifty people and killed and slaughtered a lot of cattle. An army of 43000 soldiers and 2300 dogs was instructed by the king Ludvig XV to track and kill this wolf. And despite of this HUGE army, it took over two month to track and then murder this poor wolf.

There is lot of other similar stories in the world. I guess that every country with humans, cattle and wolves have similar beasts. I believe that every one of us have heard stories as 'Little red riding hood' and 'Three little pigs', child-stories that tell children that wolves are mean and blood-thirsty.

The wolf has well developed eyesight, hearing and sense of smell. This tool is a good companion in both hunt and communication with other wolves.

Smell is an important factor in a wolf life so a good sense of smell is necessary for survival. They use it for tracking, hunting, communication and a lot more. Under good circumstances, a wolf could sense a prey 3 kilometers away.

The wolf equivalence to our fingerprint is two glands of smell, one at the back and one at the rectum. The secretion from these two glands is different for every wolf.

Wolves also use smell for marking out borderlines and paths in their territory. They mark with either urine, excrement or by digging in the ground. The distance between two marks is normally 100m, but the distance is smaller near borderlines to other wolves.

The eyesight is terrific and a good aid in hunting etc. The eyes are like almost all predators pointed forward with a sight-field of nearly 180 degrees (Compared to many preys that have a sight-field of about 300 degrees.)

The good hearing is used for hunting, communication etc.

Connections
Language Arts
Grade 4
Objective:

- 2.01** Demonstrate sense of story (e.g., beginning, middle, end, characters, details, setting).
- 2.03** Read a variety of texts, including:
- fiction (legends, novels, folklore, science fiction)
- 2.04** Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:
- Plot.
 - Theme.
 - Main idea and supporting details.

Activity 6

Writing Cinquains

The teacher will read *The True Story of the Three Little Pigs* then the students can compare similarities and differences in their perception of the age-old fairytale. The students will then identify the setting, plot, character and theme of the story. The teacher will model writing of cinquain poems and present students with different examples. The students will then write a cinquain based on any of the characters in the story. More ideas for this activity can be found at:

Author unknown: http://www.mcschools.net/mcs/hot_list/professional/mcs1p/pigs/index..

The following is information on cinquain poems:

What is a cinquain?

At the most basic level a cinquain is a five line poem or stanza.
The poem has one topic and the details describe the topic's actions and feelings.
Here are two variations.

Method One

Line 1 - one word for the topic
Line 2 - 2 words to describe your topic
Line 3 - 3 words that describes the actions relating to your topic
Line 4 - 4 words that describes the feelings relating to your topic
Line 5 - one word that is another name for your topic

Method Two

Line 1 - two syllables
Line 2 - four syllables
Line 3 - six syllables
Line 4 - eight syllables
Line 5 - two syllables

Connections
Language Arts
Grade 4
Objective:

1.04 Increase reading and writing vocabulary.

Activity 7

The teacher will give students a group of words from the story *The True Story of the Three Little Pigs* and with a partner; students will use as many words in one sentence to describe the cover of the book. They will add other words to the sentence as needed.

Words such as: wolf, sneeze knocked, brains, brick, doornail, started, sugar, story, granny, sticks, diet, birthday, huffing, doorknob, animals, neighbor, believe, wrong, straw, brother, cake.

<http://www.nanacypollete.com/LitGuidesText/truestorypigs.htm>

Connections
Language Arts
Grade 4
Objective:

1.04 Increase reading and writing vocabulary

Activity 8

Word Game

Students will participate in a word game where they will use only the following letters to make the missing words.

pngirs

1. Your granny can sit on a --- --- ---- (pin)
2. Add one letter to make a word that means to turn around fast.(spin)
3. Move the letters around in “2” word to make a word that means to cut.(nips)
4. Take away two letters and add two letters to make the missing word. A wolf had a _____ on his face.(grin)
5. Change the letters around in “4” to make the missing word. A wolf should _____ the doorbell.(ring)
6. Add two letters to the fifth word to tell what time of year Granny’s birthday was _____ (spring)

This game can be played after reading the book and students can work in pairs.

Author unknown: <http://www.nanacypollete.com/LitGuidesText/truestorypigs.htm>

Connections
Language Arts
Grade 4
Objective

2.02 Interact with the text before, during, and after reading, listening, and viewing by:

- Setting a purpose using prior knowledge and text information.

2.03 Read a variety of texts, including:

- fiction (legends, novels, folklore, science fiction)

Activity 9

Journal Writing

Students will engage in journal writing before reading the story of *The True Story of the Three Little Pigs*. The teacher will provide students with sentence starters to complete. For example:

A grandmother's birthday is.....

Things to borrow from a neighbor

In a story the wolf is usually.....

An excuse is something that you.....

This activity can be used to build students' background knowledge as a pre-reading activity.

Author unknown: <http://www.nanacypollete.com/LitGuidesText/truestorypigs.htm>

Connections
Language Arts
Grade 4
Objective

- 1.04** Increase reading and writing vocabulary through discussions.
- 2.06** Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.

Activity 10

Group Discussion

This activity will take place after students have read the story. Students will work in small groups with each group discussing one question. Each group should have a secretary to write the main ideas of the discussion. At the end of the discussion time; the secretary for each group reads the main points of the group's discussion. The following questions will be used:

1. Do you believe the wolf's story? Why or why not?
2. Which would be the best house, one made from of sticks? Why?
3. What if the wolf did not have cold? How would his story change?

Author unknown: <http://www.nanacypollete.com/LitGuidesText/truestorypigs.htm>

Connections
Language Arts
Grade 4
Objective

5.04 Compose multiple paragraphs with:

- Topic sentences.
- Specific, relevant details.
- Logical progression and movement of ideas.
- Coherence.
- Elaboration.
- Concluding statement related to the topic.

Activity 11

Creating a News Story

Students will create a news story. They will choose one piece of information and write an imaginary news story. Students may add details of their own but must remember that a news story should present the facts in a clear manner. After reading *The True Story of the Three Little Pigs*, the students will also compare and contrast the characters in this version of the fairy tale with other versions. They will create a skit where the wolf is placed on trial like he is in the story. They will then conduct a vote among the students to decide his innocence or guilt. The students will then create the front page of a newspaper announcing the verdict. The teacher will use this opportunity to introduce students to Publisher. The students will use Publisher to create the front page of their newspaper.

Create your Newspaper

Software: Microsoft Publisher 97

What to do: Use the Newsletter PageWizard in Publisher (any version) to create your newspaper layout

Example 3: Newsletter created with Publisher 97 Newsletter PageWizard

Add visual impact by using Publisher's Fancy First Letter option from the Format menu to alter the size of a paragraph's first letter.

Click the newsletter headline and use the Design Gallery option in the Tools menu to change the style of the masthead.

You can do the same for the table of contents and sidebar, etc. Finally, import text from articles already written.

<http://www.microsoft.com/education/journey.msp>

Connections
Language Arts
Grade 4
Objectives:

1.04: Increase reading and writing vocabulary through:

- Discussions

2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.

4.08 Focus revision on a specific element such as:

- Sequence of events and ideas.

Activity 12

Summary of the Sequence of Events

The students will demonstrate their ability to recognize the sequence of events by summarizing *The True Story of the Three Little Pigs*. Students will use specific words to help write a summary of the sequence events in *The True Story of the Three Little Pigs*. Teacher will ask class if anyone knows the tale of *The Three Little Pigs* then ask students to share any information they recall from that tale. Teacher will read the story to the class for those who haven't heard it and to refresh the memory of those who have. The class will have short discussion about the story (e.g., what did you think, especially those who just heard it for the first time, etc.). Teacher will ask for volunteers to summarize what happened. The statements should be recorded on the board or chart paper. After the statements are recorded, ask the class which happened first, second... next, then, and finally. After the story is read, ask the children to write a summary of it using the sequencing words. After the writing is completed have a class discussion about the two books, how they were alike and different, who liked which one best and why, etc. This will wrap up the lesson.

Created by Marilyn Cimino:

<http://images.library.uiuc.edu/projects/tdc/LessonPlans/SequencingFolktales.htm>

Connections
Language Arts
Grade 4
Objective:

- 1.04** Increase reading and writing vocabulary through writing process elements
- 2.04** Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:
- Author's choice of words.
- 4.05** Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion)

Activity 13

Author's Choice of Words

Read the first line on the book *The True Story of the Three Little Pigs*. Explain that this is the hook the author chose to use and that the students may want to do something similar. Ask students how most fairytales begin. (Once upon a time...) Allow students to begin their stories in this way if what follows draws the reader in to the rest of the story. Have students use the remaining time of Writer's Workshop to make changes to their "Planning Worksheet" if necessary and then to write their "hook". After their first sentence is complete, allow the students to write independently during the remainder of the Writer's Workshop.

Author unknown: http://sitemaker.umich.edu/bncollin/files/upp_lp_3.doc

Connections
Language Arts
Grade 4
Objectives:

- 3.01** Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:
- Considering a situation or problem from different characters' points of view.
- 1.04** Increase reading and writing vocabulary through writing process elements.
- 1.05** Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.
- 4.05** Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion)

Activity 14

Writing Fairy Tales

Decide if you would like your students to write a sequel to the tale or create their own version. Design a template for students to brainstorm their information and write their own fairy tale. Make sure the students have the basic information for the story included in their version. Discuss with your students the importance of creating a picture/story connection. You may also want to discuss the amount of text versus pictures and how it affects the book's imagery. Talk about creating variety within their books by changing the amount of text/pictures on each page. Here are some different ideas for a new version of the *Three Little Pigs*:

- Create a modern day version of the *Three Little Pigs*- city apartments, skyscrapers, or alternative houses other than straw, sticks, and wood.
- Create a cultural version of the *Three Little Pigs* based on the students' own cultural heritage and beliefs.
- Retell the story from the perspective of the "Bad guy."
- Write a fractured fairy tale

http://teacher.scholastic.com/writewit/mff/fractured_fairy.htm

- Ideas for telling the story in a different way

<http://www.rickwalton.com/curricul/tellpigs.htm>

Here are some different ideas for a **sequel** to the *Three Little Pigs*:

- The three little pigs do not catch the wolf and search for the wolf until the end of their days!
- After the pig eats the wolf, he gets very sick...
- The Wolf Revenge! The brother of the wolf gets revenge on the three little pigs

http://sitemaker.umich.edu/bncollin/files/upp_lp_3.doc

Connections
Language Arts
Grade 4
Objectives:

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- Considering a situation or problem from different characters' points of view.

4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, and letters of complaint)

Activity 15

Point of View

In this retelling of *The Three Little Pigs*, the author changes the point of view of the story. Usually readers sympathize with the pigs. Here, readers hear the wolf's side of the story. Ask students to write about whether or not they are convinced by the wolf's version of the story. Does he seem trustworthy? Why or why not?

A Letter to A. Wolf

Ask children to write a letter to A. Wolf in jail. Have them think about what more they would like to know about this wolf. What questions would they like to ask him about what happened to the pigs?

Author unknown: http://teacher.scholastic.com/writewit/mff/fractured_fairy_true.htm

Connections
Language Arts
Grade 4
Objectives

- 3.01** Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:
- Identifying and examining characters' motives.
 - Making inferences and drawing conclusions about characters, events, and themes.

Activity 16

Read All About It!

Although *The True Story of the Three Little Pigs!* is funny, it does make the point that two different newspapers might cover the same story differently depending on who their readers are and on what those readers believe. For example, A. Wolf's story appears in *The Daily Wolf*. The other news reports (that tell the story of the big and bad wolf) appear in *The Daily Pig*. The wolf paper and the pig paper seem to print the stories so that their own kind comes out looking good. Ask students to write about the story of the three little pigs as if they had watched nearby when the wolf visited each of the pigs. Their stories can appear in a newspaper called *The Daily Human*. Have students think about how the story change would if the police were human. Would it become a story about human beings instead of pigs? (For example, would the story be headlined "Police Save Pig"?)

http://teacher.scholastic.com/writewit/mff/fractured_fairy_true.htm

Connections
Language Arts
Grade 4
Objectives

1.04 Increase reading and writing vocabulary through:

- Writing process elements.
- Writing as a tool for learning

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: considering a situation or problem from different characters' points of view.

Activity 17

More Fairy Tale Fun

The teacher will ask the students to think about other fairy tales that might change if they were told from a different point of view. For example, how would The Daily Wolf cover the story of Little Red Riding Hood? How would Cinderella's stepsisters tell her famous story? How would Snow White's stepmother explain what happened to her? Have children write their own versions of famous fairy tales with a twist.

Read *The True Story of the Three Little Pigs* (by Jon Scieszka) with the children. This tells the *Three Little Pigs* story from the wolf's point of view.

Ask the children to think of a story that they know well, and to write another version from another point of view.

e.g. Write *Cinderella* from the point of view one of the ugly sisters,

OR Write *The Three Billy Goats Gruff* from the point of view of the troll,

OR Write *Goldilocks and the Three Bears* from the Point of view of Goldilocks.

<http://www.teachingideas.co.uk/english/creative.htm>

Connections
Language Arts
Grade 4
Objectives

- 2.05** Make inferences, draw conclusions, make generalizations, and support by referencing the text
- 4.02** Use oral and written language to:
- Present information and ideas in a clear, concise manner.
 - Discuss.
 - Interview.
 - Solve problems.
- 4.05** Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion, make decisions).

Activity 18

Defense: You are a criminal defense attorney in the thriving metropolis of Farmland. Your firm has been retained by Mr. Wolf to represent him in his trial for the murder of two members of the influential Pig family and the attempted murder of a third member of the family. Brainstorm possible strategies to use in the defense of Mr. Wolf. What evidence, facts, etc., will you bring to the jury’s attention? Prepare a 1-2 minute presentation for your opening remarks to the jury or for use with the media swamping the courthouse. For the defense team, select a spokesperson that will present your ideas to the whole group.

Prosecution: You are a member of the district attorney’s team of prosecutors in Farmland. Your job is to convict Albert T. Wolf of murder in the matter of the State vs. Albert T. Wolf. Brainstorm possible strategies that could be used in this case to convince a jury that Mr. Wolf is guilty. What evidence, facts, etc., will you bring to the jury? Prepare a 1-2 minute presentation for your opening remarks to the jury or for use with the media swamping the courthouse. For the prosecution team, select a spokesperson who will present your ideas to the whole group.

Media: You work for TV Station DIRT in Farmland U.S.A. You have been assigned to cover the murder and attempted murder of members of Farmland's influential and wealthy Pig family. Mr. Albert T. Wolf has been arrested and charged with these crimes. Prepare a 1-2 minute news story to air on the 6:00 news as a “late-breaking” story. Select a spokesperson for your group to present this story to the group.

<http://www.doe.state.la.us/lde/uploads/930.pdf>

Connections
Language Arts
Grade 4
Objective

- 1.04** Increase reading and writing vocabulary through: wide reading.
- 1.03** Identify key words and discover their meanings and relationships through a variety of strategies
- 3.05** Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.

Activity 19

The following questions/activities can be used to encourage students to think creatively and critically about the story.

1. What are some words that you think of when you hear the word framed?
How would you define the word?
2. Think of a time when you were accused of something you did not do. Share your experience with a partner. How was the situation resolved? (Option: Students could write about their experience.)
3. What is the relationship of the word framed to the concept of innocent? What is the relationship of framed to the concept of guilty?
4. Imagine that you have been framed and are in prison. What does your prison cell look like? How do you feel? Write about your feelings

The following graphic organizer can be used and it can also be found at:

Louisiana Teacher Assistance and Assessment Program

<http://www.doe.state.la.us/lde/uploads/930.pdf>

Connections
Language Arts
Grade 4
Objective

2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:

- Plot.
- Theme.
- Main idea and supporting details.
- Author's choice of words.
- Mood.
- Author's use of figurative language

Activity 20

Figurative Language: Personification

Read the book *The True Story Three Little Pigs* to the students. After reading the story, ask the students to think about the pigs and the wolf and discuss what they do that normal pigs and wolves don't do. Tell them these are examples of personification. The teacher can write the definition of personification on the board. (Personification is giving human characteristics to everyday ideas, objects, and animals.) Re-examine some of the ideas given during the anticipatory set and ask why they are examples of personification. Pass out the handout of sentences containing examples of personification and have students work in cooperative groups. Tell them to underline the object, animal, or idea being personified. They will circle what they're doing that makes it an example of personification. Allow time for students to complete this activity, and then go over each sentence asking different students to give the example of personification in each sentence.

Created by Debbie Aubert:

<http://www.lessonplanspage.com/LA3LittlePigsPersonification56.htm>

Connections
Language Arts
Grade 4
Objective

1.04 Increase reading and writing vocabulary

Activity 21

Finding homophones

The teacher will read *The True Story of the Three Little Pigs*. Then write the sentence from the story “But like I was saying, the whole Big Bad Wolf thing is all wrong” .The students will read the sentence then the teacher will ask if there is another word that sounds the same like the underlined word but have a different meaning. The teacher will explain what homophones are then give students the following list of words. The students will look for words in the story that sounds the same but have different meaning. The teacher will then question students for the meaning of words elaborating on the meanings where necessary.

List of Words

Hole
Too
Write
Deer
No
There

Answer sheet

List of Homophones

Hole-whole
Too-two
Right-write
Deer-dear
Know-no
There-their

Created by: Tonia N. Bauer