



LESSON PLAN

Lesson Title: True Story of Three Little Pigs

Content Area & Arts Discipline: Language Arts, Music and Art

Date: 11/1/12

Author & Presenter: Mason Elementary School

Grade Level: Third Grade

Proposed Time Frame: One week

Spatial Requirements: Regular classroom setting

Materials/Equipment: Art Prints, Graphic Organizers, Musical selections, Traditional story of the Three Little Pigs and the True Story of the Three Little Pigs.

Resources:

Vocabulary:

SUMMARY

Give a brief overview of the lesson

Students will compare and contrast various art prints, music selections and literature.

BIG IDEA
&
LEARNING OBJECTIVES

What overarching understandings are desired?

Students will...know similarities and differences

Students will...be able to identify different genres in art/music

Students will...explore theme, setting and plot

LESSON INSTRUCTION

List the steps of the lesson by following the outline below:

Engaging Students:

Day one: Read “True Story of the Three Little Pigs” to students

Day two: Read the traditional Story of the Three Little Pigs to students. Use graphic Organizer to compare and contrast the two stories.

Day three: Display art prints containing pigs and have students use graphic organizer to compare the two prints. Students will then write a short paragraph of how the two are different using complete sentences.

Day four: Review the two stories with the students. Ask students to remind you how they are different. The goal for today is to find the style of music that best fits the stories. Teacher will have one example from every genre and style to let the students listen to. Teacher will guide the students through the listening to find just the right genre/style of music for each story. Students will then use graphic organizer to show how the music is similar

and different.

Day five: Students will be divided into groups and will act out the two stories while their music is playing. Their actions need to fit the tempo of the music. Students will have time to practice with each other and the music before they perform.

Building on Knowledge: Teacher guided think aloud on story elements; students must have prior knowledge on compare and contrast.

Applying Understanding: Students must compare the various forms in literature, music and art.

Creating Opportunities for Reflection: Students will verbalize and justify their answers; There will be open communication (Speak Aloud)

Assessing the Experience: Observation

STANDARDS & PRINCIPLES

State Content Standards: Language Arts - 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations; or feelings) and explain how their actions contribute to the sequence of events.

Visual & Performing Arts Standards: **Music** - 9 b. Compare and contrast different music styles. **Visual Arts** - 4. Understand and use visual arts vocabulary to make judgments while creating and studying works of art. (CA) a. Discuss artwork using art vocabulary, including names of artists, and styles of art. b. Discuss artwork in relation to design principles: balance, repetition, unity, contrast, proportion, and emphasis.

Theatre - 2. Act by assuming roles and interacting in improvisations and scripted scenes.(CP)a. Demonstrate the ability to utilize the body and voice (e.g., breath control, diction, concentration, and isolation) for creative self-expression in thought, feeling, and character. b. Dramatize stories from literature through dialogue, movement, and acting a variety of emotional states (e.g., happy, sad, frightened). **Dance** - 2. Exhibit

movement problem-solving experiences while demonstrating kinesthetic awareness of movement. (CP, CA) b. Organize the steps to an everyday task and perform, employing elements of dance (e.g., changing time, value, range/size of movement).

Principles of Universal Design for Learning:

MISC NOTES

Extended Learning Activities:

Students will discuss Wolf Habitats and Pig Habitats. Students will create a shoebox habitat for the wolf or pigs.

Students will build the three houses in the story. Teacher will have various building materials available and students will determine which materials would be good for building their houses. Students will also need to be able to verbalize their reasons for the choices they made in building materials.

Students can compare the weight of straw, sticks, and bricks, by using a balance scale.

TIPS/FAQs: