

Guided Reading with

## THE THREE PIGLETS

Guided Reading: K

DRA: 20

Intervention: 19

written by Barbara Flores, Elena Castro and Eddie Hernandez

illustrated by Michael Ramirez

16 pages, 245 words

### Genre:

Fiction, Traditional Tale

### Focus: Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, relying on a wider variety of spelling patterns
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- read and comprehend dialogue in various formats
- read a variety of words to assign dialogue and use them to read with expression
- maintain comprehension over more text episodes
- use context to understand unfamiliar vocabulary
- determine author's message using evidence from the text

### Supportive Text Features:

- some details supported by illustrations
- text includes rhyming words
- text includes some repetitive language
- predictable narrative text structure including a beginning, several repetitive episodes, and an ending
- most vocabulary is familiar, with some more varied word choices and literary language
- varied sentence lengths and formats
- story has a straightforward moral

### High-frequency Words:

in, the, little, out, with, their, her, of, came, come, by, and, it, to

### Phonics

- regular vs. irregular past tense (e.g., -ed endings vs. blow/blew, build/built)

### National Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7

### ELL/ESL

Los tres cerditos

See back page

**Overview:** What happened to these little pigs that never obeyed their mother? Read this story to find out.

## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What are piglets?
- What does "obey" mean? Why would parents want their children to obey them?
- What might happen if a child doesn't obey his or her parents?
- Do you know the story of The Three Little Pigs? What do you remember about that story?

### 2. Connect children's past experiences with the book vocabulary:

- Hold the book. Call children's attention to the title. Read: *The Three Piglets*. Talk about the title and what it might mean.
- Ask children to use the title and picture on the cover to predict who some of the characters might be.
- Show the back cover and read the copy. Ask children to predict what might happen to the pigs when they don't obey their mother.
- Have children suggest some words they might read in the story.
- Give children the book and have them look at the pictures. Ask them to tell what happens in the story as they turn each page.
- Ask them to notice what the piglets and other characters are doing.

### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look for chunks of words they



know and to blend the sounds quickly.

- Suggest that children read on past an unfamiliar word in order to use the context of the story and sentence to unlock the meaning of the word. Encourage children to return to the word after completing the sentence or section.
- Tell children to think what they know about the subject of this book or the version of *The Three Little Pigs* they know. Then encourage them to choose a word that makes sense in the sentence.

#### 4. Be aware of the following text features:

- The book contains familiar words, including a variety of high frequency words, and the sequence words first, second, third.
- Vocabulary words that may be unfamiliar to students include: obey, sturdy, growl, snout, scold.
- The story follows the basic structure of classic versions of *The Three Little Pigs*, with some details, the repetitive lines, and the ending changed.

**Guided Reading Note:** Children reading at level K are becoming more fluent, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) “get” the author’s message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes.

### Reading the Book

**1. Set a purpose by telling children to read the book to find out what happens when the piglets don’t obey their mother.**

**2. Have children read the story silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: “What is the story about?” or “Tell me how the story begins.” Then direct**

**children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.**

#### 3. Look for these reading behaviors during the first reading:

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they showing signs of understanding the story?
- Are they monitoring meaning and rereading when they lose meaning?
- How are they dealing with following a longer, more complex story? Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?
- Are they drawing conclusions and making inferences?

#### 4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly:

- Watch for changes in children’s facial expressions and use these signals to ask questions, such as: “What made you smile?” or “Where do you need some help?”
- Encourage children’s attempts by making comments, such as: “I like how you are using a different strategy when the first one you tried didn’t work.”
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, “Did you think about chunking the word?”

#### 5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part or sound chunk in an unknown word.



- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the story grammar—characters, setting, problem, solution, and so on.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks, exclamation points, and commas as clues to reading with a particular kind of expression or inflection. Talk about the use of quotation marks to indicate dialogue.
- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas in the story.

### After the First Reading

**1. Have children confirm their predictions and talk about what happened when the piglets were disobedient.**

**2. Ask questions like:**

- What advice did the mother give the piglets?
- How did the piglets disobey their mother?
- What happened because of their disobedience?
- How did the pigs respond to the wolf’s threats?
- How did the story end? How did the mother pig respond to the piglets’ behavior?
- What do you think the authors’ message is in this story about what kids should do and why?

### Second Reading

**1. Have children reread the book in a whisper voice or to a partner.**

**2. This is a time for assessment.** Keeping notes on

children’s progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child’s reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

### Cross-Curricular Activities

**Language:** Study the past tense verbs in the story and create a chart showing verbs that use the regular –ed past tense (e.g., growled) and verbs that use other irregular endings (e.g., built, blew). Brainstorm additional examples that fit in each category.

Have small groups of children work together to turn the book into a short performance. Consider having children add speech bubbles to some of the pages to create more dialogue to act out. Talk about reading with expression (e.g., the wolf’s growling.)

List the characters, setting, key details and ending for this story. Create a chart to compare these elements with those in the traditional version of *The Three Little Pigs*. Then read other diverse versions of the story and add comparisons of those to your chart.

Brainstorm other lessons parents might want to teach their children. Have children write their own stories that show what would happen if children don’t listen to those lessons.

**Science:** Learn factual information about pigs by reading books or looking at online resources. Brainstorm questions related to the book and try to answer them, such as, “What do domestic and wild pig homes actually look like?”

**Art:** Have children create pig and wolf puppets and scenery depicting the different houses using collage materials. Use the materials to retell the story.



Guided Reading: L  
EDL/DRA: 24  
Intervention: 21

## Guided Reading with **LOS TRES CERDITOS**

The book introduction and guided reading lesson follow the outline for the English edition. Children need the same kinds of support and strategy instruction as their English-speaking classmates.

Be aware that many children speak dialects or may mix Spanish and English. During the introduction, help children understand that “book language” does not always match the words we use every day.

**Noun Support:** The following terms are integral to the story: casita, ladrillos, cerditos, lobo, palitos, paja

Print the illustrations from the story. Have students label on the illustrations the different vocabulary words from the story.

**Verb Support:** Have students go on a scavenger hunt to find all of the different conjugations of “hacer” in the story. How many ways is it used? Why is it used in that way with that tense?

If children have difficulty with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

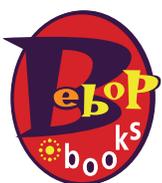
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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