

Here's What You'll Get in the The True Story of the Three Little Pigs Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Making Inferences

The True Story of the Three Little Pigs
By: Jon Scieszka
Grade Level: 4 / Guided Reading Level: Q

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Summary

The *True Story of the Three Little Pigs* takes the classic tale of a wolf and his pursuit of three innocent pigs and turns it on its head, telling the tale from the perspective of the wolf and as the tale of a wrongfully punished criminal. This version is narrated by the wolf himself, who gives a series of justifications for his actions, pleading with the reader to understand that eating little creatures is in his nature, and therefore not something for which he should be blamed.

Link to What You Know

- How do you know if someone is a good person or a bad person?
- How do you know if someone is lying?
- What happens when people tell different versions of the same event?

Important Words to Know and Understand

Jazzed up - To be really excited about something that is not worth getting excited over

Terrible - Extremely bad or serious

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

Why Readers Make Inferences While Reading

When readers make inferences they behave like reading detectives.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."

For example, if an author writes: "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.

Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Guided Reading Level

Activate Prior Knowledge

Making Inferences Lesson Plan

Making Inferences

The True Story of the Three Little Pigs
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3
Make Inferences While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about the characters, setting

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 1 - What does the wolf mean by his side of the story? What can you infer about the wolf based on the first page of the book?

Page 6 - What does "Way back In Once Upon a Time" mean? What do you have to know about fairy tales that helps you to understand this phrase?

Page 16 - What inferences can you make about the pig's feelings? Are his feelings reasonable? Why or why not?

Page 24 - Look at the picture on these pages. What inferences can you make from looking at the picture?

28 - Look at the picture, what clues can you gather about how long it's been since the story happened? What inferences can you make about the story based on the picture?

4
Notice the Work You Did While Reading

- Think
- Write

Time to Reflect

Think - What types of inferences did you make while reading *The True Story of the Three Little Pigs*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

Talk - Tell your reading partner about the best inference you made while reading this book? Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Write - Think about the extra information you learned while reading *The True Story of the Three Little Pigs*. What was easy about making inferences? What was difficult? How does making inferences help you to be a better reader?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *The True Story of the Three Little Pigs*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Making Connections

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Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *The True Story of the Three Little Pigs*. (Remember to include examples from the book!)

Retelling and Summarizing

1
Get Ready To Read

- Learn about the book
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- Understand the meaning of important words found in the book

3
Retell and Summarize While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about the characters, setting

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

4
Notice the Work You Did While Reading

- Think
- Write

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Determining Importance

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3
Determine Importance While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about the characters, setting

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

4
Notice the Work You Did While Reading

- Think
- Write

Time to Reflect

Think - What types of inferences did you make while reading *The True Story of the Three Little Pigs*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

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Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *The True Story of the Three Little Pigs*. (Remember to include examples from the book!)

Asking Questions

1
Get Ready To Read

- Learn about the book
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- Understand the meaning of important words found in the book

3
Ask Questions While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
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Answer Key for Retelling and Summarizing with The True Story of the Three Little Pigs

Your Turn to Practice Retelling and Summarizing with The True Story of the Three Little Pigs

Page 6: What has told us about a problem. What is the wolf's problem? How does the wolf feel about the problem?

Page 17: What are the main characters in *The True Story of the Three Little Pigs* (give names)? What are their roles?

Page 20: What does the wolf mean by his side of the story? What can you infer about the wolf based on the first page of the book?

Page 24: Look at the picture on these pages. What inferences can you make from looking at the picture?

Page 28: Look at the picture, what clues can you gather about how long it's been since the story happened? What inferences can you make about the story based on the picture?

Answer Key for Making Connections with The True Story of the Three Little Pigs

Your Turn to Practice Making Connections with The True Story of the Three Little Pigs

Page 6: What does "Way back In Once Upon a Time" mean? What do you have to know about fairy tales that helps you to understand this phrase?

Page 16: What inferences can you make about the pig's feelings? Are his feelings reasonable? Why or why not?

Page 24: Look at the picture on these pages. What inferences can you make from looking at the picture?

Page 28: Look at the picture, what clues can you gather about how long it's been since the story happened? What inferences can you make about the story based on the picture?

Answer Key for Making Inferences with The True Story of the Three Little Pigs

Your Turn to Practice Making Inferences with The True Story of the Three Little Pigs

Page 1: What does the wolf mean by his side of the story? What can you infer about the wolf based on the first page of the book?

Page 6: What does "Way back In Once Upon a Time" mean? What do you have to know about fairy tales that helps you to understand this phrase?

Page 16: What inferences can you make about the pig's feelings? Are his feelings reasonable? Why or why not?

Page 24: Look at the picture on these pages. What inferences can you make from looking at the picture?

Page 28: Look at the picture, what clues can you gather about how long it's been since the story happened? What inferences can you make about the story based on the picture?

Answer Key for Determining Importance with The True Story of the Three Little Pigs

Your Turn to Practice Determining Importance with The True Story of the Three Little Pigs

Page 1: How is this story different from the original telling of the Three Little Pigs? How does the text support your understanding of the story so far?

Page 6: What does "Way back In Once Upon a Time" mean? What do you have to know about fairy tales that helps you to understand this phrase?

Page 16: What inferences can you make about the pig's feelings? Are his feelings reasonable? Why or why not?

Page 24: Look at the picture on these pages. What inferences can you make from looking at the picture?

Page 28: Look at the picture, what clues can you gather about how long it's been since the story happened? What inferences can you make about the story based on the picture?

Answer Key for Asking Questions with The True Story of the Three Little Pigs

Your Turn to Practice Asking Questions with The True Story of the Three Little Pigs

Page 3: What do wolves eat and why? How is the wolf trying to make you feel when he compares his eating cute animals to you eating cheeseburgers? Is it a fair comparison? Why or why not?

Page 6: What is the wolf moping? Notice the unusual item in the bowl. What questions do you have about the wolf and the pig? How will the answer to your question help you as a reader?

Page 16: How did the pig, what would you be feeling right now? Would those feelings be reasonable? Why or why not?

Page 28: What could the wolf have done differently in this story? What questions could he have asked himself that might have led him to make better decisions?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement →

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

The collage features three main components:

- Top Left:** A large graphic organizer titled "The True Story of the Three Little Pigs: Retelling and Summarizing". It includes a 2-column chart for comparing the original story to "The True Story" and a checkbox for the "I Can" statement: "I can compare and contrast different stories by thinking about the points of view from which they are told." (CCSS: RL.4.6).
- Top Right:** A smaller version of the same graphic organizer, labeled as a "Strategy and Text Based Reader's Response Prompt".
- Bottom Right:** A "Common Core Free Option" version of the graphic organizer, which is identical in structure but lacks the CCSS alignment text.
- Bottom Left:** A stack of various comprehension strategy prompts, including "Making Inferences", "Determining Importance", and "Asking Questions", each with a corresponding graphic organizer.

5 Comprehension Strategy Graphic Organizers

The five graphic organizers are:

- Retelling and Summarizing:** Includes a title, a question "Is it fiction or non-fiction?", a table for drawing pictures or writing sentences for each box, and a space for the most important thing read.
- Making Connections:** Includes a title, a question "What does the book remind you of?", a table for drawing pictures of connections, and a space for the connection type.
- Making Inferences:** Includes a title, a question "What does the text say?", and a table for drawing pictures of inferences.
- Determining Importance:** Includes a title, a question "What is the most important information in the thought bubble below?", a thought bubble, and a space for drawing pictures of important parts.
- Asking Questions:** Includes a title, a question "What do you wonder?", a table for drawing pictures of questions, and a space for the questions.

Retelling and Summarizing

Making Connections

Making Inferences

Determining Importance

Asking Questions

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

The True Story of the Three Little Pigs
By: Jon Scieszka
Grade Level: 4 / Guided Reading Level: Q

Word Work

Instructional Focus:
Compound Words

Background:
A compound word is two small words joined together to create one large word. Compound words are at once simple and complex. These words can be either the two foundational words, but by decoding familiar words in a new way, you can understand that while many words are defined as being made of two smaller words, they are also defined as being made of many more.

Examples:

root + root =
birth + day =
some + one =
cup + cake =
cheese + burger =
snow + ball =
after + noon =

Materials and Preparation:

- A Copy of *The True Story of the Three Little Pigs*
- Compound Word Work
- Compound Word Hunt
- Optional - Word Detective
- Optional - 2 Colors of Ink

Step 1: Introduce the Focus of Word Work

Introduce Compound Words

- Explain that compound words are just like addition problems. When you add two different words together, you get a whole new word. Write 1+2=3 on the board to illustrate.
- Next write cup + cake on the board. Ask students to identify the word that can be made when you add cup and cake together. Write cupcake on the board.
- Repeat this process with the words anybody, housefly, cheeseburger and nightfall.
- Invite students to share more compound word combinations. Write the words they identify on the board or on a piece of chart paper.

Sample Anchor Chart

Compound Words

rain + bow = rainbow
milk + bread = milkbread
bed + room = bedroom
milk + house = milkhouse
after + noon = afternoon
house + fly = housefly
any + body = anybody

Step 2: Connect Word Work to Reading

Compound Words in the Text

- Tell the students that the book they will be reading today has a lot of Compound Words.
- Show them pages 2-6 of *The True Story of the Three Little Pigs*. Tell the students to listen carefully and look for the compound words while you read. Ask the students to put a thumb up when they see or hear a compound word.
- After reading, ask the students to identify the compound words that they heard.
- Optional: Begin a Compound Word Anchor Chart - write the words that were heard on the chart.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for compound words. Remind them to be polite and not to interrupt you while you read.
- Read *The True Story of the Three Little Pigs*.

Extend Engagement

Play I Have...Who Has...

- Create an index card for each child in your class.
- Write a compound word on the front of a card.
- Flip the index card over and write the next compound word using a different colored marker.
- Distribute cards to students.

Play I Have...Who Has...

I have cheeseburger. Who has doorknob?
I have doorknob. Who has somebody?
I have somebody. Who has doorknob?
I have doorknob. Who has somebody?

cheeseburger → doorknob → somebody

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

The True Story of the Three Little Pigs
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Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Invite students to play a game with the text. There are 12 compound words in the *True Story of the Three Little Pigs*. They are: cheeseburger, doorknob, somebody, birthday, someone, maybe, doornail, instead, nobody, without, because, everybody.
- Divide students into groups of 3-4. Give each group a copy of the **Compound Word Hunt**. Note: the worksheet follows the same format as the introductory exercise.
- Because compound words should be familiar to your students, challenge them to find the words as quickly as possible.
- Tell your students that the groups will be racing to find the words. The group to correctly find the compound words the fastest wins.
- At the end of the race, go over the words with the whole class, writing them in your columns on the board just as before.
- Be sure to point out tricky words that appear in the text like neighbor, history and sackful. These words look like compound words, but each root doesn't stand on its own.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the **Compound Word Work Practice Page**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for **compound words** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Independent Practice Page

Compound Word Hunt
Interactive Activity

Directions:
Look for the 12 compound words in the book *The True Story of the Three Little Pigs*. Remember that compound words are made up of two separate words that are stuck together.

- _____ + _____ = _____
- _____ + _____ = _____
- _____ + _____ = _____
- _____ + _____ = _____
- _____ + _____ = _____
- _____ + _____ = _____
- _____ + _____ = _____
- _____ + _____ = _____
- _____ + _____ = _____
- _____ + _____ = _____
- _____ + _____ = _____
- _____ + _____ = _____

Guided Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: Compound Words
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **compound words** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPagez.com

Compound Words
Word Work Practice Page

Directions:
Combine 2 words from the box into one compound word on the lines below. Use each word only once and use all of the words in the box.

Word Bank

cup	rain	butter	bed	mate	fly
one	body	work	burger	home	time
team	ham	cake	any	fall	bow
		some	right		

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Name: _____ Independent Word Work Practice | @BookPagez.com

Bonus Activity and Running Record Assessment

Name: _____ Date: _____

Directions:
In the book *The True Story of the Three Little Pigs*, the wolf retells the story from his perspective. Choose a story below. Retell the story from a different character's perspective. Include a beginning, middle, and end (use the back of this page if more space is needed).

Little Red Riding Hood	The Gingerbread Man	Humpty Dumpty
Jack and the Beanstalk	Goldilocks & The 3 Bears	Cinderella

A Retelling of

told from the perspective of

Extension Activity | ©BookPagez.com

Bonus Extension Activity

Running Record

Title: *The True Story of the Three Little Pigs* Guided Reading Text Level: Q Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

	Easy 95 %- 100% Accuracy	Instructional 90 %- 94% Accuracy	Hard 50 %- 89% Accuracy
Page	E = Error; SC = Self-Correction; M = Meaning; S = Structure/syntax; V = Visual		
	COUNT	INFORMATION USED	
	E	SC	M SV
2			
3			
4			

Tested By: _____ ©BookPagez.com

Running Record Assessment

Complete Common Core Alignment

<p>Common Core State Standards Correlation</p> <p>The True Story of the Three Little Pigs Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The True Story of the Three Little Pigs" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Retelling and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature RL.2 - Determine the theme of a story, drama, or poem from details in the text, summarizing the text, using textual evidence to support the analysis. RL.3 - Describe in depth a character, setting, or event in a story or drama, drawing on details in the text (e.g., a character's thoughts, words, or actions). RL.4 - Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations. RL.10 - By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.8 - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening SL.1.e - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. SL.1.f - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language L.4.a - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, worried, hammered), and that are basic to particular topics.</p> <p>The True Story of the Three Little Pigs CCSS Alignment ©BookPagez.com</p>	<p>Common Core State Standards Correlation</p> <p>The True Story of the Three Little Pigs Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The True Story of the Three Little Pigs" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Retelling and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature RL.1 - Refer to details and examples in a text when explaining what the text says explicitly and what it implies (e.g., a character's thoughts, words, or actions). 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RL.2 - Determine the theme of a story, drama, or poem from details in the text, summarizing the text, using textual evidence to support the analysis. RL.3 - Describe in depth a character, setting, or event in a story or drama, drawing on details in the text (e.g., a character's thoughts, words, or actions). RL.4 - Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations. RL.10 - By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

<p>Common Core State Standards Correlation</p> <p>The True Story of the Three Little Pigs Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The True Story of the Three Little Pigs" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.2.5c - Use general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, worried, hammered), and that are basic to particular topics. L.3.a - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal basic relationships (e.g., because).</p> <p>The True Story of the Three Little Pigs CCSS Alignment ©BookPagez.com</p>	<p>Common Core State Standards Correlation</p> <p>The True Story of the Three Little Pigs Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The True Story of the Three Little Pigs" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>The True Story of the Three Little Pigs CCSS Alignment ©BookPagez.com</p>
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Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment