

Unit Title: The Three Little Pigs

Grade Level: Kindergarten

Subject Area: English Language Arts, Science

Duration/Length/Number of class periods: 3 lessons over the course of a week with work time added the last two days

Description:

Students will listen to the story of “The three Little Pigs”. Students will retell the story using paper props. Students will create a structure. Students will make a video presentation of their structure and reflect on the process and outcome.

Established Goals (National, State, Local):

Minnesota State Standards for Kindergarten:

Reading: 0.1.2.2, 0.1.10.10

Writing: 0.6.1.1, 0.6.6.6

Speaking: 0.8.6.6, 0.8.8.8, 0.8.1.1

Language: 0.10.6.6

Science: 0.1.1.2.1

ISTE Standards:

Empowered Learner: 1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Knowledge Constructor: 3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Innovative Designer: 4c Students develop, test and refine prototypes as part of a cyclical design process. 4d Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

Creative Communicator: 6d Students publish or present content that customizes the message and medium for their intended audiences.

What Enduring Understandings are desired?

Structures can be made from many different materials.

Creating a structure is a process of building, testing, redesigning and adjusting.

What Essential Questions will be considered?

Who are the characters in the story? What materials are strong enough to withstand a strong wind? What was the building process?

Students will know / be able to:

Students will be able to retell the story.

Students will be able to build a small structure.

Students will be able to explain their building process and structure.

Students will be able to video themselves and post to SeeSaw.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Pre-assessment of students knowledge on story elements.	X		X	X			
Day One: <u>-Read</u> “The Three Little Pigs”, <u>-Talk about the story</u> (What happened? How would you feel if you were one the pigs whose house was blown down by the wolf? Is this fiction or nonfiction? What story elements tell you this is fiction?) <u>-Activity:</u> color sheet of the three pigs and wolf, cut out characters, use the characters to retell the story (have students save the characters for later).							
Day Two: <u>-Review</u> “The Three Little Pigs”, talk about what happened to the 1st & 2nd piggy’s houses. What was the 3rd pig’s house made of? Bring in straw, sticks and brick for students to hold/touch. <u>-Model</u> a “bad” house with a paper pig inside (like one made of a line of markers standing up on the cap end). Turn on a fan low, blow markers and pig down. Talk about what happened and how to fix the structure. Model how to present what happened with sentence starters like: My structure was _____(strong/weak). I feel _____(good/disappointed) with my structure. I would _____(change/not change) my structure because_____. <u>-Activity:</u> Have students make a plan for a house they would build for the pigs to live in safe from the wolf. Students can draw pictures, write words or take pictures using the ipad to document what they would use. Teacher will model how to use the iPad to search for information on sturdy structures.				X	X	X	3d
Day Three: <u>Review</u> what happened with the “marker house”. Explain that they are going to construct a house for their paper pigs. Students can work in teams of 2 or individually. Students will work on their houses over the course of 3 days. Students will be allowed to make up to 3 houses and test the strength of their house using a fan in the classroom. At the end of their building, students will record on SeeSaw a fan for the “wolf” in an attempt to blow down their structure. Students will then use the sentence starters listed above to video a reflection on how the structure held up				X	X	X	4c, 4d, 6d

against the wind. <u>Activity:</u> students will use their paper pigs and build a house around them. Teacher will supply: sticks, tape, glue, straw, grass, leaves, shells, cardboard, plain/colored paper, feathers, and popsicle sticks. Teacher will show a video of the “marker house” using the sentence starters from the second day to model how the presentation could look.							
Teacher will use the SeeSaw video submissions from students to grade the presentation using a rubric		X				X	1c

Materials, tools and resources
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Additional credit given to