University of Mary Division of

 Education Instructional Sequence

Grade Level: 3rd

Subject(s) Area: Language Arts

Materials Needed:

* Compare and Contrast Anchor Chart
* *The Three Little Javelinas* by Susan Lowell

Standards:

* RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Objectives:

* Students will identify and use the signal language for comparing and contrasting.
* Students will identify comparisons and contrasts in text.

Learning Activities:

* Cover up important facts from the *Three Little Pigs* determined yesterday with sticky notes
* Ask students to talk to their learning partner to discuss important facts from the book yesterday
* Use popsicle sticks to call on students to identify those facts, and uncover them as they answer
* Review compare and contrast anchor chart
* Ask students to think about the characters, setting, problem, etc. during the read aloud
* Read *The True Story of the 3 Little Pigs*, using metacognitive strategy determine text importance.
	+ Why did the author choose to write about javelinas instead of pigs?
		- *The setting is the southwest, and javelinas are found there instead of pigs.*
	+ Why do you think the author chose the materials she did for the three houses?
		- *The setting is in the southwest, and those materials are native to the southwest. The materials are also similar to those used in the traditional tale.*
	+ What is the difference between the ending of this book and the ending of the traditional story?
		- *In the book, the wolf falls into a woodstove and runs away in a puff of smoke. He can still be heard howling about the experience. In the traditional tale, the wolf is boiled in a pot.*
	+ What is the author’s explanation for why coyotes howl?
		- *Coyotes howl because they are remembering their experience burning in the woodstove.*
* Record important information from the book on large paper.
	+ Think about the setting, characters, and events
* Draw a Venn Diagram on the paper
* Ask students to talk to their learning partner to think of differences in the stories
	+ Call on students using popsicle sticks
	+ Record answers on Venn Diagram
* Ask students to discuss similarities in the stories
	+ Call on students using popsicle sticks
	+ Record answers on Venn Diagram
* Remind students they can compare and contrast characters in books they are reading or books they have already read during Daily 5 to understand them better
* Record Daily 5 choice in notebook

Assessment:

* Take note of which students can or cannot contribute to the discussion of the comparison and contrast stories
	+ Use learning partners and call on them with popsicle sticks to see who understand the concepts.

Reflection:

* I think today went better than yesterday! I was able to engage them by reviewing the concepts of compare and contrast as well as going over the book from yesterday, which helped the student who was absent yesterday.
* Then, we read the book and the students seemed to enjoy it.
* I have a well behaved group of kids, so it was easy to keep them on task by cold calling them using popsicle sticks.
* I was surprised that the majority of the students liked the original version of *The Three Little Pigs* more than *The Three Little Javalinas.*
* Next time, I am going to simplify my anchor chart. For my first time, I replicated one I found online, but next time I can edit to fit my students’ needs. I will also add a formal assessment to the end.