Classic Storytelling with a Technology Twist

Grade Level or Special Area: Kindergarten and Technology
Written by: Brenda Bass and Sharon Wood Rush Elementary Lubbock, TX
Length of Unit: 10 Lessons

I. ABSTRACT
In this classic tale of The Three Little Pigs, children will not only benefit from reading for enjoyment but use technology to enhance their knowledge of literary terms, math and technology skills. Explore the world of character, plot and setting with common software then produce your own Claymation movie. Watch as the creative sparks ignite learning.

II. OVERVIEW
A. Concept Objectives
   1. Students will gain an awareness of literary concepts in classic stories. (Adapted from TEKS Language Arts K 1E)
   2. Students will gain an awareness of measurement attributes. (Adapted from TEKS Math K10)
B. Content from the Core Knowledge Sequence
   1. Reading and Writing
      A. Book and Print Awareness p. 7
         a. Know parts of a story (for example, title, beginning, end) and their functions.
         b. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
         c. Follow print, pointing to each word from left to right, when listening to familiar stories or other texts read aloud.
      B. Reading and Language Comprehension p. 8
         a. Understand and follow oral directions.
         b. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
      C. Writing and Spelling p. 8
         a. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing “boat” as “bot”)
      D. Fiction p. 9
         a. Stories Three Little Pigs
      E. Literary Terms p. 10
         a. Author
         b. Illustrator
      F. Measurement p. 18
         Weight
         a. Heavy, light
         b. Heavier than, lighter than
   C. Skill Objectives
      1. The student is expected to listen responsively to stories and other texts read aloud, including selections from classic and contemporary works. (TEKS- ELA 1E)
2. The student is expected to participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud. (TEKS-ELA 10B)

3. The student is expected to respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation. (TEKS-ELA 10C)

4. The student is expected to compare and order two or three concrete objects according to length (shorter or longer), capacity (holds more or holds less), or weight (lighter or heavier). (TEKS-Math-10A)

5. The student is expected to find concrete objects that are about the same as, less than, or greater than a given object according to length, capacity, or weight. (TEKS-Math 10B)

6. The student is expected to use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen. (TEKS-Technology 2A)

7. The student is expected to produce documents at the keyboard, proofread, and correct errors. (TEKS-Technology 2D)

8. The student is expected to use software programs with audio, video, and graphics to enhance learning experiences. (TEKS-Technology 7A)

9. The student is expected to publish information in a variety of media including, but not limited to, printed copy or monitor display. (TEKS-Technology 11C)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *What Your Kindergartener Needs To Know* p. 41

2. Various versions of *The Three Little Pigs*

B. For Students

IV. RESOURCES

A. Digital Camera


C. Kid Pix Studio Deluxe Broderbund. Software or draw program such as paint

D. Kidspiration 2 Software by Inspiration Software Inc. or Draw Program such as Paint

E. PowerPoint by Microsoft Corporation or Presentation Software

F. Tripod

G. Various teacher selected versions of *The Three Little Pigs*

H. Windows Movie Maker by Microsoft Corporation

V. LESSONS

Lesson One: Little Piggy, Little Piggy, Who are You [Classroom lesson]

One day

A. Daily Objectives

1. Concept Objective(s)

   a. Students will gain an awareness of literary concepts in classic stories. (Adapted from TEKS Language Arts K 1E)
2. Lesson Content
   a. Book and Print Awareness p. 7
      a. Know parts of a story (for example, title, beginning, end) and their functions.
      b. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
      c. Follow print, pointing to each word from left to right, when listening to familiar stories or other texts read aloud.
   b. Fiction p. 9
      a. Story
         The Three Little Pigs
   b. Literary Terms p. 10
      a. Author
      b. Illustrator

3. Skill Objective(s)
   a. The student is expected to listen responsively to stories and other texts read aloud, including selections from classic and contemporary works. (TEKS- ELA 1E)
   b. The student is expected to participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud. (TEKS-ELA 10B)
   c. The student is expected to respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation. (TEKS-ELA 10C)

B. Materials
1. Teacher selected version of Three Little Pigs (Appendix A)
2. Chart tablet for Fluency Brainstorming Chart (Appendix B-1)
3. Paper plates (not styrofoam)
4. Construction paper
5. ¼” black dot stickers
6. Tongue depressors
7. Glue
8. Scissors
9. Crayons
10. Pencil
11. Pig Puppet Template (Appendix B-2)

C. Key Vocabulary
1. Author-The person who wrote the story
2. Illustrator-The person who created the pictures in the story
3. Title-Name of the story
4. Character-Who is in the story

D. Procedures/Activities
1. Ask the students what they know about The Three Little Pigs. Discuss and record their responses on Fluency Brainstorming Chart. (Appendix B-1)
2. Teacher will point out title, author and illustrator to reinforce key vocabulary.
3. Teacher reads aloud the Three Little Pigs for enjoyment.
4. Teacher introduces the new key vocabulary word *character*. Teacher leads classroom discussion on who the class thinks the characters are in the story.

5. Teacher demonstrates construction of pig puppet. (Appendix B-2)

6. Teacher makes connection between puppet and character making sure students can make this connection as well.

7. Teacher demonstrates how to make a pig puppet.

8. Children will construct their own pig puppet.

E. **Assessment/Evaluation**

1. Teacher assesses prior knowledge by using the Fluency Brainstorming Chart. (Appendix B-1)

**Lesson Two: A High Tech Twist on an Old Tale [Computer lab lesson]**

One day

A. **Daily Objectives**

1. Concept Objective(s)
   a. Students will gain an awareness of literary concepts in classic stories.
      (Adapted from TEKS Language Arts K 1E)

2. Lesson Content
   a. **Book and Print Awareness** p. 7
      a. Know parts of a story (for example, title, beginning, end) and their functions.
      b. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
      c. Follow print, pointing to each word from left to right, when listening to familiar stories or other texts read aloud.
   
   b. **Fiction** p. 9
      a. **Story**
         *The Three Little Pigs*
      c. **Literary Terms** p. 10
         a. Author
         b. Illustrator

3. Skill Objective(s)
   a. The student is expected to use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen. (TEKS-Technology 2A)
   b. The student is expected to produce documents at the keyboard, proofread, and correct errors. (TEKS-Technology 2D)
   c. The student is expected to use software programs with audio, video, and graphics to enhance learning experiences. (TEKS-Technology 7A)
   d. The student is expected to publish information in a variety of media including, but not limited to, printed copy or monitor display. (TEKS-Technology 11C)

B. **Materials**

1. Computers with Microsoft PowerPoint
2. Three Little Pigs PowerPoint Template (Appendix C1) (Template may be downloaded from [http://www.lubbockisd.org/Rush/teacher_resources.htm](http://www.lubbockisd.org/Rush/teacher_resources.htm) Core Units; *Three Little Pigs* Template)
3. Projection Devise to demonstrate with students
4. Printer
C. **Key Vocabulary**
   1. Graphic—Picture on computer
   2. Delete key—The key that removes graphic
   3. PowerPoint—Presentation software
   4. Slide—Similar to a page in a book but on a computer in PowerPoint

D. **Procedures/Activities**
   1. Teacher will review key vocabulary with students.
   2. Teacher will demonstrate using the delete key using projection device such as a Net TV, projector or software that allows the teacher to take control over student computers and show them the teacher screen.
   3. The teacher will demonstrate each of the four slides on the *Three Little Pigs PowerPoint* Template before allowing students to work on their own.
   4. Teacher will have *Three Little Pigs PowerPoint* Template open on each student computer. (Appendix C-1) (Template can be downloaded from [http://www.lubbockisd.org/Rush/teacher_resources.htm](http://www.lubbockisd.org/Rush/teacher_resources.htm) Core Units; *Three Little Pigs* Template).
   5. Students will go to their computer and complete the four slides on the template.
   6. Teacher will check for understanding as they are walking around observing students working.
   7. Teacher or student will print after teacher has approved it.

E. **Assessment/Evaluation**
   1. Printed copy of PowerPoint students produced in computer lab to take back to their classroom. (Appendix C-1)

**Lesson Three: Hat, Hat, Who Has the Hat? [Classroom lesson]**

1 day

A. **Daily Objectives**
   1. Concept Objective(s)
      a. Students will gain an awareness of literary concepts in classic stories.
         (Adapted from TEKS Language Arts K 1E)
   2. Lesson Content
      a. Reading and Language Comprehension p. 8
         a. Understand and follow oral directions.
         b. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories
   3. Skill Objective(s)
      a. The student is expected to participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud.
         (TEKS-ELA 10B)
      b. The student is expected to respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation. (TEKS-ELA 10C)

B. **Materials**
   1. Teacher selected version of *Three Little Pigs*
   2. Teacher has pre-made three puppets from previous lesson, hats from today’s lesson and three houses from the house template (brown, red and yellow) (Appendix B-4)
   3. Students will need puppets from previous day
   4. Occupational appropriate hats for pig puppets (Appendix B-3a and B-3b)
   5. Scissors
6. Hook and loop attachment dots

C. Key Vocabulary
1. Setting-Where the story takes place

D. Procedures/Activities
1. Teacher reads aloud teacher selected version of *The Three Little Pigs*
2. Today we are going to talk about where the story takes place. This is called the setting. Lead discussion and encourage student responses.
3. Teacher places houses in view of all students. Explain that the yellow house represents the straw house, brown house represents the stick house and red house represents the brick house.
4. Teacher displays occupational hats and lead discussion on which hat could be worn when building each type of house. (Hard hat represents brick house, ball cap represents stick house and straw hat represents straw house)
5. Teacher selects three students to match the hat with the corresponding house by placing hat on house using the hook and loop attachment dots.
6. Students will now go to their desks to cut out the 3 occupational hats for their pig puppets made in lesson one. (Appendix B-3a and B-3b)
7. In large group setting, students will have hats and puppets and will respond to teacher by choosing the appropriate hat to place on puppet. (Show me which hat the pig who built the brick house would wear. Put the hat on the pig.) Students will hold hat above pig puppet.

E. Assessment/Evaluation
1. Informal assessment-students holding correct hat over pig puppet. Teacher observation

Lesson Four: Piggy, Piggy, Where’s Your Home [Computer lab lesson]
One day

Daily Objectives
A. Concept Objective(s)
   a. Students will gain an awareness of literary concepts in classic stories.  
      (Adapted from TEKS Language Arts K 1E)

2. Lesson Content
   a. Reading and Language Comprehension p. 8
      a. Understand and follow oral directions
      b. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories

3. Skill Objective(s)
   a. The student is expected to use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen. (TEKS-Technology 2A)
   b. The student is expected to produce documents at the keyboard, proofread, and correct errors. (TEKS-Technology 2D)
   c. The student is expected to use software programs with audio, video, and graphics to enhance learning experiences. (TEKS-Technology 7A)
   d. The student is expected to publish information in a variety of media including, but not limited to, printed copy or monitor display. (TEKS-Technology 11C)

B. Materials
1. Computers with Kidspiration Software or Microsoft Word
2. Three Little Pigs Kidspiration or Word Document (Appendix C-2a or C-2b) (Template may be downloaded from http://www.lubbockisd.org/Rush/teacher_resources.htm Core Units; Three Little Pigs Kidspiration or Word)

3. Projection Devise to demonstrate with students

4. Printer

C. Key Vocabulary

1. Graphic - Picture on computer
2. Click and drag - A computer skill in which the user moves the mouse and clicks on a graphic and without releasing the mouse button, drags the graphic to new location
3. Kidspiration - Software (or Word-Software)
4. Handles - Dots on each corner of graphic

D. Procedures/Activities

1. Teacher will review key vocabulary with students.
2. Teacher will review setting and which Occupation Hat goes with each pig. (Hard hat for pig with brick house, straw hat for pig with straw house and ball cap for pig with stick house)
3. Teacher will demonstrate click and drag using projection device such as a Net TV, projector or software that allows you to take control over student computers and show them your screen. Teacher will point out the handles on the graphic and how to click off of it after they have clicked and dragged graphic where they want it. (If students see handles and click on another graphic, it will replace the original one. Clicking off the graphic to remove the handles will prevent this from happening.)
4. Teacher will have Three Little Pigs PowerPoint Kidspiration or Word document open on each student computer. (Appendix C-2a or C-2b) (Template can be downloaded from http://www.lubbockisd.org/Rush/teacher_resources.htm Core Units; Three Little Pigs Kidspiration or Word document).
5. Students will go to their computer and complete activity.
6. Teacher will check for understanding as they are walking around observing students working.
7. Teacher or student will print after teacher has approved it.

E. Assessment/Evaluation

1. Printed copy of Kidspiration or Word document students produced in computer lab to take back to their classroom. (Appendix C-2a or C-2b)

Lesson Five: Measurement [Classroom lesson]

One day

A. Daily Objectives

1. Concept Objective(s)
   a. Students will gain an awareness of measurement attributes. (Adapted from TEKS Math K10)

2. Lesson Content
   a. Measurement p. 18
      Weight (mass)
      a. Heavy, light
b. Heavier than, lighter than

3. Skill Objective(s)
   a. The student is expected to compare and order two or three concrete objects according to length (shorter or longer), capacity (holds more or holds less), or weight (lighter or heavier). (TEKS-Math-10A)
   b. The student is expected to find concrete objects that are about the same as, less than, or greater than a given object according to length, capacity, or weight. (TEKS-Math 10B)

B. Materials
   1. Brick, bundle of sticks, and a bundle of straw
   2. Several sets of balance scales
   3. Various classroom items such as wooden blocks, cardboard bricks, books etc.

C. Key Vocabulary
   1. Weight-How heavy an object is
   2. Heavy-One object weighs more than another
   3. Light-One object weighs less than another object

D. Procedures/Activities
   1. Teacher displays 3 building materials to group and says one pig used straw to build his house. Pass straw around. Continue with sticks and brick.
   2. Teacher shows balance scale and explains that an object that weighs more will cause the balance end to go down. (Teacher puts straw on one end of the balance and demonstrates how the end goes down).
   3. Teacher asks the children to predict what will happen when the bundle of sticks is placed on the other end of the balance scale and why.
   4. Teacher places the bundle of sticks on the other end of balance and confirms predictions.
   5. In the same manner, children predict what will happen with the brick and the straw.
   6. Teacher places brick on other end of balance and confirms predictions.
   7. Various combinations of the building materials can be demonstrated.
   8. Divide children in groups of 4-6. Each group has a balance scale and building materials determined by teacher.
   9. Students will be directed to gather various classroom items to compare to see which object is heavier than and lighter than building materials.

E. Assessment/Evaluation
   1. Informal teacher assessment by observing student groups

Lesson Six: Which Piggy has More [Computer lab lesson]
One day
A. Daily Objectives
   1. Concept Objective(s)
      a. Students will gain an awareness of measurement attributes. (Adapted from TEKS Math K 10B)
   2. Lesson Content
      a. Measurement p. 18
         a. Weight (mass)
            a. heavy, light
            b. heavier than, lighter that
   3. Skill Objective(s)
a. The student is expected to use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen. (TEKS-Technology 2A)

b. The student is expected to produce documents at the keyboard, proofread, and correct errors. (TEKS-Technology 2D)

c. The student is expected to use software programs with audio, video, and graphics to enhance learning experiences. (TEKS-Technology 7A)

d. The student is expected to publish information in a variety of media including, but not limited to, printed copy or monitor display. (TEKS-Technology 11C)

B. Materials
1. Computers with Microsoft Excel
2. Three Little Pigs Material Graph (Appendix C-3) (Template may be downloaded from http://www.lubbockisd.org/Rush/teacher_resources.htm Core Units; Three Little Pigs Material Graph)
3. Projection devise to demonstrate to students
4. Printer

C. Key Vocabulary
1. Excel- Software (spreadsheet)
2. Cell-Little boxes in spreadsheet

D. Procedures/Activities
1. Teacher will review key vocabulary with students.
2. Teacher will ask which building material is the heaviest and which is the lightest.
3. Teacher will review counting by tens.
4. Teacher will demonstrate the Excel spreadsheet using a projection device such as a Net TV, projector or software that allows teacher to take control over student computers and show teacher screen. Teacher will point out the cells and how to change the number of bricks, straw and hay and how the graph changes.
5. Teacher will have Three Little Pigs Material Graph open on each student computer. (Appendix C-3) (Template can be downloaded from http://www.lubbockisd.org/Rush/teacher_resources.htm Core Units; Three Little Pigs Material Graph).
6. Students will go to their computer and complete activity.
7. Teacher will check for understanding as they are walking around observing students working.
8. Teacher or student will print after teacher has approved it.

E. Assessment/Evaluation
1. Printed copy of spreadsheet students produced in computer lab to take back to their classroom. (Appendix C-3)

Lesson Seven: Setting the Stage for a Movie [Classroom lesson]
One-two days
A Daily Objectives
1. Concept Objective(s)
   a. Students will gain an awareness of literary concepts in classic stories. (Adapted from TEKS Language Arts K 1E)

2. Lesson Content
   Book and Print Awareness p. 7
   a. Know parts of a story (for example, title, beginning, end) and their functions.
b. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.

c. Follow print, pointing to each word from left to right, when listening to familiar stories or other texts read aloud.

3. **Skill Objective(s)**
   a. The student is expected to participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud. (TEKS-ELA 10B)
   b. The student is expected to respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation. (TEKS-ELA 10C)

B. **Materials**
1. Teacher selected version of *Three Little Pigs*
2. Houses from the previous lesson mounted on heavy poster board paper
3. Storyboard Characters (Appendix B-5)

C. **Key Vocabulary**
1. Plot—What happens in the story
2. Antagonist—The character who causes the problem in the story

D. **Procedures/Activities**
1. Place the mounted houses in random order in front of the children.
2. Ask the children if they can physically move the houses and place them in the order in which they appear in the story.
3. Ask the children if we have all the elements of the story. (No, there is no antagonist. The wolf’s character is missing.)
4. Ask the children if there are any parts of the story that are not represented in the posters of the homes. Yes, the beginning of the story and the ending of the story.
5. Have a blank sheet that can represent the beginning of the story that describes the three pigs going out into the world. Place the printed and cut out pictures of the pigs together on the first board.
6. Ask the children if the entire story is represented now. (No, there is no ending to the story.) Present a blank story board and place another copy of the brick house on the board.
7. Using the three pig characters, decide where to place them on the story board. They may choose to place them on one side of the house or place them behind the poster since they are inside the house and you cannot see them from the outside.
8. Ask the children where the wolf would go on the story board.
9. Discuss the end of the story with students and teacher draws wolf feet coming out of chimney.

E. **Assessment/Evaluation**
1. Informal, teacher observation.

**Lesson Eight: Order Up Little Piggy [Computer lab lesson]**
One day

A. **Daily Objectives**
1. Concept Objective(s)
   a. Students will gain an awareness of literary concepts in classic stories.
      (Adapted from TEKS Language Arts K 1E)
2. Lesson Content
a. Book and Print Awareness p.7  
   a. Know parts of a story (for example, title, beginning, end) and their functions.

b. Reading and Language Comprehension p. 8  
   a. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.

b. Writing and Spelling p. 8  
   a. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing “boat” as “bot”)

3. Skill Objective(s) 
   a. The student is expected to use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen. (TEKS-Technology 2A)
   b. The student is expected to produce documents at the keyboard, proofread, and correct errors. (TEKS-Technology 2D)
   c. The student is expected to use software programs with audio, video, and graphics to enhance learning experiences. (TEKS-Technology 7A)
   d. The student is expected to publish information in a variety of media including, but not limited to, printed copy or monitor display. (TEKS-Technology 11C)

B. Materials 
1. Computers with Microsoft PowerPoint 
2. Three Little Pigs Sequencing PowerPoint (Appendix C-4) (Template may be downloaded from http://www.lubbockisd.org/Rush/teacher_resources.htm Core Units; Three Little Pigs Sequencing)
4. Projection Devise to demonstrate with students 
5. Printer

C. Key Vocabulary 
1. Cursor-The I-beam on the screen that shows you where you will type at 
2. Text box-The box where text can typed on a document

D. Procedures/Activities 
1. Teacher will review key vocabulary with students. 
2. Teacher will review setting and which Occupation Hat goes with each pig. (Hard hat for pig with brick house, straw hat for pig with straw house and ball cap for pig with stick house)
3. Teacher will demonstrate using the delete key using projection device such as a Net TV, projector or software that allows you to take control over student computers and show them your screen. Teacher will point out that students are to delete unnecessary graphics on each slide.
4. Teacher will introduce text box and I-beam and show students how to type on each slide.
5. Teacher will have Three Little Pigs Sequencing PowerPoint open on each student computer. (Appendix C-4) (Template can be downloaded from http://www.lubbockisd.org/Rush/teacher_resources.htm Core Units; Three Little Pigs Sequencing).
6. Students will go to their computer and complete activity.
7. Teacher will check for understanding as they are walking around observing students working.
8. Teacher or student will print after teacher has approved it.
**Lesson Nine: Three Pigs in Another Dimension** [Classroom lesson]

Two-three days or longer

**A. Daily Objectives**

1. Concept Objective(s)
   a. Students will gain an awareness of literary concepts in classic stories. (Adapted from TEKS Language Arts K 1E)

2. Lesson Content
   a. Fiction-Story from Core Sequence *The Three Little Pigs* p. 9
   b. Literary Terms p. 10
      a. Author
      b. Illustrator

3. Skill Objective(s)
   a. The student is expected to respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation. (TEKS-ELA 10C)

**B. Materials**

1. Green, brown, red and blue construction paper
2. Poster board
3. Non-hardening clay in a variety of colors
4. Glue
5. Scissors
6. Toothpicks or small sticks from craft store
7. Straw
8. Wiggle eyes

**C. Key Vocabulary**

i. Claymation-A movie made by moving clay figures
ii. Digital camera- A camera whose pictures can be uploaded to the computer
iii. Tripod-Stand for camera to sit on to keep it steady

**D. Procedures/Activities**

1. Teacher makes small group assignments such as backdrop assembly, house assembly, and character assembly.
2. Backdrop-students will tear small pieces of blue and green construction paper and glue to full size piece of white poster board to create sky and grass.
3. Houses-students are given pre-cut house templates made out of poster board for strength (Can use Appendix B-4 or create own). Students will glue toothpicks or small craft sticks to create stick house. Students will glue straws to create straw house. Students will glue pre-cut red construction paper rectangles to create brick house.
4. Characters will be constructed from non-hardening modeling clay. Teacher gives pointers to roll in hand to work clay so it will be pliable and more easily formed. (If the legs fall off, we used toothpicks to hold the legs on; make large feet for figure to help keep the figure upright)
5. Teacher will assist students in making characters, houses and backdrop to stand up.

**E. Assessment/Evaluation**
1. Teacher observation to insure all parts are created.

**Lesson Ten: Lights, Camera, Action! [Classroom OR computer lab lesson]**

Two-three days or longer

A. **Daily Objectives**
   1. Concept Objective(s)
      a. Students will gain an awareness of literary concepts in classic stories.
         (Adapted from TEKS Language Arts K 1E)

   2. Lesson Content
      a. Fiction-Story from Core Sequence *The Three Little Pigs* p. 9

   3. Skill Objective(s)
      The student is expected to respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation. (TEKS-ELA 10C)

B. **Materials**
   1. Student created backdrop
   2. Student created houses
   3. Student created characters
   4. Digital camera
   5. Tripod
   6. Computer
   7. PowerPoint
   8. Microphone
   9. Final Assessment Rubric (Appendix B-7)

C. **Key Vocabulary**
   1. Claymation-A movie made by moving clay figures

D. **Procedures/Activities**
   1. Teacher will set up backdrop, first house and pig on large flat surface.
   2. Teacher will set up digital camera on tripod being careful to focus on setting only. (Do not move the camera, only the clay figures)
   3. Invite children one at time to come up and take picture being careful not to move camera.
   4. Teacher will move characters and props as necessary discussing with children the necessary changes in scene set up.
   5. Only move characters slightly to create smooth transition. (There will be lots of pictures!)
   6. If you need more than one day, mark where the feet of the tri-pod and the back edge of the background are with tape so everything can be reset the next day.
   7. When all pictures are taken, teacher or computer teacher can save all pictures in a file in sequential order. Teacher or computer teacher can choose either PowerPoint or Windows Movie Maker to put Claymation together. If you are using PowerPoint, you can go to the Insert Menu to Insert Picture and choose New Photo Album. Browse to the folder where you saved your pictures and select all pictures. (Control A on Windows and click insert. You will see a dialog box with a list of your pictures and you can edit direction or re-order pictures from here. Click create and now you have a slide for each picture with a title slide.
   8. DO NOT select any transitions between the slides. You want your Claymation to flow smoothly. You will need to give your title slide more viewing time by going
to the Slide Show Menu to Slide Transition and select Automatic After and choose time. (We used 1.9 seconds for our title slide and .2 for the other slides.

9. Use microphone to narrate choral reading to enhance Claymation.

E. Assessment/Evaluation

1. Claymation will serve as part of the assessment with teacher leading an oral discussion such as, “Did we have all the main characters? Did we have the antagonist? Did we have the three different houses,?” etc.

2. Final Assessment Rubric (Appendix B-7)

VI. CULMINATING ACTIVITY

B. Students will gather for a snack and movie premier of their version of The Three Little Pigs.

HANDOUTS/WORKSHEETS

A. Suggested Resource List
B.1 Brainstorming Web
B.2 Pig Puppet
B.3a and B.3b Occupation Pig Hats
B.4 House Template
B.5 Storyboard Characters
B.6a- Storyboard Brick House
B.6b- Storyboard Stick House
B.6c- Storyboard Straw House
B.7 Final Assessment Rubric
C.1 Three Little Pigs PowerPoint
C.2a Three Little Pigs Kidspiration 2 Screen Shoot
C.2b Three Little Pigs Word Document
C.3 Three Little Pigs Excel Material Graph
C.4 Three Little Pigs Sequencing PowerPoint
D.1a/b-Sample of completed Claymation PowerPoint

VII. BIBLIOGRAPHY


Kid Pix Studio Deluxe Broderbund. Software;

Kidspiration 2 Software; Inspiration Software Inc.

Microsoft Office 2003 PowerPoint; Microsoft Corporation.

Microsoft Windows Movie Maker; Version 5.1; Microsoft Corporation.

Rush Elementary School Website; Teacher Resources, Core Knowledge Units; 
[http://www.lubbockisd.org/Rush/core_knowledge_units.htm](http://www.lubbockisd.org/Rush/core_knowledge_units.htm)

Appendix A
Suggested Resource List

Books

*The Three Little Pigs* by Margaret Hillert or your favorite version

*Three Cool Kids* by Rebecca Emberley

*Three Little Pigs and the Big Bad Wolf* by Glen Rounds

*The True Story of the Three Little Pigs* by Jon

*What Your Kindergartener Needs to Know* by E.D. Hirsch, JR.

Software
Kid Pix Studio Deluxe Software by Broderbund or a draw program.

Kidspiration 2 Software by Inspiration Software Inc. or a program students can click and drag

Microsoft Office 2003 PowerPoint by Microsoft Corporation or presentation software of your choice


Website

Rush Elementary School Website; Teacher Resources, Core Knowledge Units; [http://www.lubbockisd.org/Rush/core_knowledge_units.htm](http://www.lubbockisd.org/Rush/core_knowledge_units.htm)
Appendix B-1
Fluency Brainstorming Web
Pig Puppet Template

Appendix B-2

Pig snout
Trace on pink construction paper and place in center of paper plate.

Pig ear
Trace two and place on outer edge of paper plate.
Appendix B-3a
Pig Occupation Hats

Hard hat for pig with brick house

Hat for pig with stick house. Either print on brown paper or color brown.
Appendix B-3b
Pig Occupation Hats Continued

Straw hat for pig with straw house
Appendix B-4
House Template

Make 3 houses: one red, one yellow and one brown.
Appendix B-5a
Storyboard Characters
Appendix B-5b
Storyboard Characters
Appendix B-6a
Storyboard Brick House
Appendix B-6b
Storyboard Stick House
Appendix B-6c
Storyboard Straw House
Appendix B-7
Final Assessment Rubric

Screen shot of Final Assessment Rubric can be downloaded from http://www.lubbockisd.org/Rush/core_knowledge_units.htm final assessment rubric. (Rubric is one page)
Appendix C-1

Three Little Pigs PowerPoint

C1 Students will come to the computer lab and will review the key vocabulary word character and discuss the charters in *The Three Little Pigs*. The computer teacher will introduce the delete key and why and when we use it. Students will use PowerPoint template created by Computer Technologist to delete any extra characters on each slide. (Template can be downloaded from [http://www.lubbockisd.org/Rush/teacher_resources.htm](http://www.lubbockisd.org/Rush/teacher_resources.htm) Core Units; *Three Little Pigs* Template)

See screen shots of PowerPoint below.
Appendix C-2a

Three Little Pigs Kidspiration Screen Shot

Students will come to the computer lab and will review setting and which Pig Occupation Hat goes with each pig. (Hard hat for pig with brick house, straw hat for pig with straw house and ball cap for pig with stick house) The computer teacher will review click and drag and clicking off the graphic after they have moved it to remove handles. (If students see handles and click on another picture, it will replace the original one. Clicking away from the graphic to remove the handles will prevent this from happening.) [Template can be downloaded from http://www.lubbockisd.org/Rush/teacher_resources.htm Core Units; Three Little Pigs Kidspiration. You must have Kidspiration2 to use this.] A Word Document is also available for those that do not have Kidspiration2.--- See screen shot of Kidspiration on next page. Students will print and take back to classroom for formal evaluation.

C-2a  Kidspiration screen shot
Appendix C-2b

*Three Little Pigs* Word Document

**The Three Little Pigs**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

![Illustrations of the Three Little Pigs and their materials](Image)
Appendix C-3

*Three Little Pigs* Excel Material Graph

Students will come to the computer lab and will review which building material is the heaviest and which is the lightest. They will also review counting by tens. Computer teacher will demonstrate how to use *Three Little Pigs* Excel Graph. Students will change the numbers in multiples of 10 to see the chart change. Teacher will ask students questions about their graph such as which item has more, less and equal. (Template can be downloaded from [http://www.lubbockisd.org/Rush/teacher_resources.htm](http://www.lubbockisd.org/Rush/teacher_resources.htm) Core Units; Microsoft Excel *Three Little Pigs*. See screen shot below.
Appendix C-4
Three Little Pigs Sequencing PowerPoint

Students will come to the computer lab and will review *The Three Little Pigs*. Also review Title and Author. Students will use *The Three Little Pigs* Sequencing PowerPoint and they will be the author. Students will delete the unnecessary graphics on each slide. Print and give to teacher for sequencing assessment. (Template can be downloaded from http://www.lubbockisd.org/Rush/teacher_resources.htm Core Units; *Three Little Pigs* Sequencing PowerPoint. See screen shots on next page.

C-4 Screen shot of sequencing PowerPoint
Appendix D-1
Sample of completed Claymation PowerPoint

Screen shots of *Three Little Pigs* Claymation that we did. This is only a small sample.

We had the boys’ record “Little Pig, Little Pig, let me in!
The girls “Not by the hair on my chinny chin chin!”
Appendix D-2
Sample of completed Claymation PowerPoint

Screen shots of *Three Little Pigs* Claymation that we did. This is only a small sample

Note the wolf’s feet coming out of the chimney