

Day 1

Lesson Title: From the Huffington-Puffington Post: Fake Moos?
Experience #: January 21, 2024

Grade/Level: 2nd **Date/Learning**

Standard(s)	Essential Question(s)/ I Can Statement(s): What question(s) or I can statement(s) drive your instruction?
2.RL.CS.6 Determine when characters have different points of view.	<ul style="list-style-type: none"> I can identify different characters' perspectives in a story. I can use a graphic organizer to compare how characters' points of view are different.

Central Focus and Subject Specific Emphasis (SSE):
<ul style="list-style-type: none"> Central Focus: Comparing and contrasting the different perspectives of characters. Essential Learning Strategy: Compare and contrast the point of view from which a story is narrated. Related Skills: <ul style="list-style-type: none"> Identify the point of view in each of the texts. Describe how the point of view influences the reader's understanding of the story.

Lesson Objective(s) – Add or remove rows as needed.
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- TSW identify the point of view of a character in the story.
- TSW compare a character's point of view in two versions of a story.

Assessments – Add or remove rows as needed.
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Assessment Title and Description	Objective Alignment: Indicate alignment to your objectives based on the numbers used in the section above.	Place an X to indicate the type of assessment.		Place an X to indicate the type of assessment.	
		Formal	Informal	Formative	Summative
Think-Pair-Share: TTW informally assess students' understanding as they share perspectives in pairs.	Objective 1		X	X	
Anchor Chart Contributions: TTW monitor students' responses and level of comprehension as they contribute to the anchor chart.	Objective 1		X	X	
Graphic Organizer: TSW complete a graphic organizer to compare the perspectives of the Wolf, providing specific examples from each story. TTW collect and evaluate the graphic organizers to assess students' ability to compare and contrast viewpoints.	Objective 2	X		X	

Academic Language Demands:

Vocabulary: What terms will your students need to know?

Academic Vocabulary: Compare, contrast, and analyze.

Content Vocabulary: Point of view, narrator, perspective, bias.

Instruction

Lesson Part	Description of Activities and Instruction(Teacher Does)	Description of Activities and Instruction(Students Do)	Meeting Individual & Group Needs
<p>Opening:</p>	<ol style="list-style-type: none"> 1. TTW display a slideshow presentation to conduct the lesson. 2. TTW display a mock newspaper article titled “Fake Moos? Big Bad Wolf or a Twisted Fairytale?” on the screen for the class. The article features images and short descriptions highlighting both the Wolf’s and the Pig’s perspectives. TTW read the text aloud, emphasizing key phrases like "biased viewpoints" and "public opinion is split" to guide students' understanding of differing perspectives. 3. TTW introduce the list of carefully chosen pig and wolf partners. TTW explain that students will be sitting and working with their pig and wolf partners throughout the entire lesson segment. TTW ask students to move next to their partners on the carpet. 4. TTW introduce the pig and wolf stuffed animal friends. TTW explain that each wolf partner will receive a wolf, and each pig partner will receive a pig. TTW explain that this stuffie will help students to visualize and analyze their character’s perspective throughout the segment. TTW explain that each student will keep their special friend after the unit as a reminder of the importance of considering perspectives in real life, as well as reading. 5. TTW introduce the objectives by stating, "Today, we are going to learn about how the Wolf sees the story differently from how we usually hear it. By the end of today, you will be able to tell me how the Wolf has his own version of what happened. TTW introduce the I Can Statement, by adding that they will be able to do this using a graphic organizer and supporting details from the story. TTW ask the students to iterate the I can statement. 	<ol style="list-style-type: none"> 1. TSW sit quietly on the carpet and wait for the lesson to begin. 2. TSW analyze the mock newspaper article titled “Fake Moos? Big Bad Wolf or a Twisted Fairytale?” by listening as it is read aloud and observing the images and text. 3. TSW listen to the teachers explanation and move next to their assigned partner. 4. TSW receive listen and consider how the stuffie might help them analyze perspectives. 5. TSW listen attentively as the teacher explains the objectives. TSW repeat the I can statement when prompted by the teacher. TSW look at the "I Can" Statement displayed and ask questions if they do not understand. 6. TSW watch the <i>Bluey</i> minisode and compare the different perspective to the traditional story they know. 7. TSW read along as the teacher presents each vocabulary word on the slide. TSW listen to the explanations and examples provided by the teacher. TSW consider how the vocabulary terms connect to their own lives through the examples provided. 	<ol style="list-style-type: none"> 1. Each slide contains visuals to aid students in comprehension. This helps the struggling readers, as well as the students with IEPs. 5. TTW display the objective and "I Can" Statement visually to support comprehension, especially struggling readers and students with IEPs. 7. TTW add visual icons or images next to each vocabulary word on the slide to support comprehension for struggling readers and students with IEPs. TTW provide simplified definitions that convey proper meaning, but are easily understandable for all students.

	<ol style="list-style-type: none"> 6. TTW create engagement and connect to students' interests by showing the <i>Bluey</i> "Three Pigs" minisode as a lesson hook and introduction to different perspectives about familiar stories. 7. TTW introduce the key vocabulary using a slide. TTW explain and connect the terms using examples from students' lives and areas of interest. Ex: "Remember in the 'Early Baby' episode of <i>Bluey</i>, when Rusty and the girls had to take each other's perspectives to understand what really happened?" 		
<p>Instructional Procedures/ Learning Tasks:</p>	<ol style="list-style-type: none"> 5. TTW read "The Three Little Pigs" (traditional version). Pausing periodically to ask, "Whose perspective is this story from?" and "How do we know?" 6. TTW ask students to turn to a partner and discuss, "How do you think the Wolf would tell this story differently?" TTW call on volunteer pairs to share their ideas with the class. 7. TTW will read "The True Story of the Three Little Pigs" by Jon Scieszka. 8. TTW display a digital anchor chart with two columns, each dedicated to the Wolf's perspective in each of the stories. TTW put on a pair of wolf ears to represent getting into the wolf's "head" to examine his perspective. TTW listen and gauge comprehension as students contribute by volunteering information to add under each column. At the end, the teacher will guide students in identifying the Wolf's motivations in both stories. 9. TTW distribute a graphic organizer for students to compare the Wolf's viewpoints in both stories, using specific details from each story. 	<ol style="list-style-type: none"> 5. TSW listen as the teacher reads the story aloud. TSW answer questions about whose perspective is being represented, as well as how they know. TSW provide reasoning to support their answers when asked, such as pointing to specific parts of the story that indicate perspective. 6. TSW turn to their partner and discuss how they think the Wolf would tell the story differently from the pigs. TSW listen to their partner's thoughts and share their own ideas. TSW raise their hands to volunteer and share their discussion with the class when prompted by the teacher. 7. TSW listen as the teacher reads the story aloud. 8. TSW contribute by volunteering information to add under each column on the digital anchor chart. TSW participate in identifying the Wolf's motivations in both versions of the story, based on the information in the anchor chart. 9. TSW independently fill out a graphic organizer that compares the Wolf's perspectives from both stories. TSW use specific details from each story to complete the sections, such as describing the motivations and actions of the Wolf. 	<ol style="list-style-type: none"> 6. TTW provide visual images to guide students in the discussion such as a picture of a wolf and a thought bubble with a pig to indicate that students are analyzing the Wolf's perspective and thoughts. TTW circulate to groups involving struggling readers and students with IEPs to gauge comprehension and guide students where necessary. TTW pair these students with a peer who can support them during the discussion. 8. TTW use images or icons for each story to help struggling readers and students with IEPs differentiate between the two columns. TTW structure collaboration by calling on specific

			<p>students, including those with IEPs, to contribute one fact to reduce anxiety and provide clarity on participation.</p> <p>9. TTW include visual prompts next to each section to help struggling readers visualize the events and support understanding of the different viewpoints. TTW Provide struggling readers and students with IEPs with partially completed graphic organizers to reduce the cognitive load and guide them in focusing on specific aspects.</p>
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Closure:	<p>10. TTW revisit the I Can Statement and ask students reflection questions to encourage introspection and connect the lesson to real world contexts:</p> <ul style="list-style-type: none"> • "Have you ever disagreed with a friend because you saw something differently? How did understanding their perspective help?" • "Why is it important to see things from someone else's point of view, especially when there is a disagreement?" 	<p>10. TSW listen to the reflection questions asked by the teacher. TSW think about their own experiences and share their responses when prompted.</p>	
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Material/Resources:			
<ul style="list-style-type: none"> • YouTube: <i>Bluey</i> minisode "Three Pigs" as a lesson hook Brumm, J. (2024, July 3). <i>Three Pigs</i> (season 1, episode 6). Ludo Studio. • Clevertouch display to present slideshow and lesson hook video • Graphic Organizer assessment for students to complete. • Canva to design slideshow, graphic organizer, and anchor chart. • "The Story of the Three Little Pigs and Other Tales" (traditional version). Holcinone, P. (1995). <i>The Story of the Three Little Pigs and Other tales</i>. Tormont Publications. • "The True Story of the Three Little Pigs Scieszka, J. (1989). <i>The True Story of the Three Little Pigs</i>. Viking Books for Young Readers. • Stuffed animal wolves and pigs • Wolf ears for teacher • Laptop 			