

**Day 2**

**Lesson Title: What's the Truth, Fur Real?**  
**Experience #: January 22, 2024**

**Grade/Level: 2<sup>nd</sup> Date/Learning**

<b>Standard(s)</b>	<b>Essential Question(s)/ I Can Statement(s):</b> 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"> <li>• How do different characters' perspectives affect the story?</li> <li>• I can use evidence from the story to explain why characters see things differently.</li> </ul>

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

<b>Lesson Objective(s) – Add or remove rows as needed.</b>	
<ol style="list-style-type: none"> <li>1. TSW engage in group discussions to debate which story gives a 'fairer' representation of the events, using evidence from the texts to support their arguments.</li> <li>2. TSW identify key details from the text to support their understanding of the character's point of view.</li> <li>3. TSW analyze how a character's point of view influences the reader's understanding of the story.</li> </ol>	

<b>Assessments – Add or remove rows as needed.</b>					
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
<b>Think-Pair-Share:</b> Students will talk with a partner to compare and contrast the perspectives of the pigs and the wolf.	Objective 1		X	X	
<b>Class Debate:</b> TTW facilitate a debate about which story gives a more accurate, or fair, portrayal of the events. The teacher will assess a completed graphic organizer and student contributions for evidence-based reasoning.	Objective 2 Objective 3	X		X	

<b>Academic Language Demands:</b>
<b>Vocabulary:</b> What terms will your students need to know?
<b>Academic Vocabulary:</b> Debate, argument, opinion, fairness, and evidence.
<b>Content Vocabulary:</b> Opinion, perspective-taking, motivation, and bias.

<b>Instruction</b>			
Lesson Part	Description of Activities and Instruction(Teacher Does)	Description of Activities and Instruction(Students Do)	Meeting Individual & Group Needs
<b>Opening:</b>	1. TTW display a slideshow presentation to conduct the lesson.	1. TSW sit quietly on the carpet and wait for the lesson to begin.	1. Each slide of the presentation contains visuals

	<ol style="list-style-type: none"> <li>2. TTW begin by reviewing what students learned on day one regarding the Wolf's perspective in "The True Story of the Three Little Pigs." TTW display two examples of student work from the previous day and explore the perspectives within with the class.</li> <li>3. The teacher will then introduce today's objectives, by saying, "Today, we are going to decide whose story—the Wolf's or the Pigs'—seems fairer, and why." TTW introduce the I Can Statement, emphasizing that this is what "we" will all be able to say at the end of the lesson. TTW ask students to chorally recite the I can statement.</li> <li>4. TTW review and introduce the key vocabulary using a slide. TTW explain and connect the terms using examples from students' lives and areas of interest.</li> <li>5. TTW play the 'Early Baby' episode of Bluey to introduce the idea of taking different perspectives and understanding situations differently.</li> <li>6. TTW Connect the discussion to students' experiences by referencing times they may have felt misunderstood, such as when telling their side of a story to friends, family, or a teacher. This will help them relate personally to the concept of different perspectives. TTW ask students to share examples if they feel comfortable doing so.</li> </ol>	<ol style="list-style-type: none"> <li>2. TSW recall what they learned during the previous lesson and comment on the perspectives provided in the student work examples.</li> <li>3. TSW listen as the teacher introduces the objectives for the day. TSW chorally recite the I can statement.</li> <li>4. TSW listen as the teacher explains the vocabulary and provides relevant examples.</li> <li>5. TSW watch the "Early Baby" episode of Bluey and observe how characters take on different perspectives and understand situations differently. TSW think about how the situation was perceived by different characters in the episode.</li> <li>6. TSW listen as the teacher shares examples of feeling misunderstood and connects them to the concept of perspectives. TSW think of a time when they felt misunderstood and reflect on how it relates to taking different perspectives. TSW share their own experiences with a partner or the class when prompted.</li> </ol>	<p>to aid students in comprehension. This helps the struggling readers, as well as the students with IEPs.</p> <ol style="list-style-type: none"> <li>2. TTW display the objective and "I Can" Statement visually to support comprehension, especially struggling readers and students with IEPs. TTW display visual aids that summarize key points about the Wolf's perspective from day one to help students with IEPs and struggling readers remember what they learned.</li> <li>3. 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.</li> </ol>
<p><b>Instructional Procedures/ Learning Tasks:</b></p>	<ol style="list-style-type: none"> <li>6. TTW read aloud a short passage from "The True Story of the Three Little Pigs" and model how to identify the Wolf's perspective using a think-aloud strategy. TTW model thinking using three categories. "What do I see?", "What do I read?", and "What do I feel?" The teacher will follow with a "But", where she explicitly discusses how the Wolf's motivations influence his version of the story.</li> <li>7. TTW facilitate a Think-Pair-Share activity. The teacher will ask students to turn to their assigned pig/wolf partner and</li> </ol>	<ol style="list-style-type: none"> <li>6. TSW listen as the teacher reads the passage aloud. TSW follow along with the teacher's think-aloud to understand how the Wolf's motivations shape his perspective.</li> <li>7. TSW turn to a partner and discuss the differences between the Wolf's perspective and the Pigs' perspective. TSW use specific examples from the text to support their ideas, such as quotes or events that show each character's point of view. TSW listen to their partner's thoughts and share their own insights.</li> <li>8. TSW listen as the teacher introduces the class debate activity.</li> </ol>	<ol style="list-style-type: none"> <li>7. 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</li> </ol>

	<p>discuss the Wolf's perspective versus the Pigs' perspective. The teacher will guide students in using specific examples from the text to support their arguments.</p> <ol style="list-style-type: none"> <li>8. TTW introduce the class debate activity and the accompanying graphic organizer.</li> <li>9. TTW don a pair of pig ears to represent stepping into the pigs' perspectives and model completing the first line of the organizer.</li> <li>10. TTW explain that students will be dividing into two groups, with the wolf partners working on one side of the room and the pig partners working on the other.</li> <li>11. TTW instruct the class to continue their partner discussions from earlier as a group, and to focus on their assigned character's perspective. TTW instruct students to argue on behalf of their assigned character's perspective. TTW model how to use the graphic organizer to document their opinions, arguments, and supporting evidence from the text.</li> <li>12. TTW explain that representatives from each group will share the group's opinions in front of the class.</li> <li>13. TTW circulate and guide each group to brainstorm reasons why their assigned character is "right" or "fair." The teacher will emphasize the importance of using evidence from the texts.</li> <li>14. TTW bring the class back to the carpet as a whole group. TTW model and provide tips for speaking in front of an audience) TTW facilitate the debate and guide students as needed.</li> </ol>	<p>TSW ask questions if they need clarification on the debate process.</p> <ol style="list-style-type: none"> <li>9. TSW listen and observe as the teacher completes the organizer and ask clarification questions if necessary.</li> <li>10. TSW join their assigned group (Wolf or Pigs).</li> <li>11. TSW listen to the instructions and begin thinking about the perspective of their assigned character.</li> <li>12. TSW listen to the teacher's instructions.</li> <li>13. TSW collaboratively develop arguments to support their character's perspective, ensuring they use specific details from the story. TSW collaborate with group members to brainstorm reasons why their character is "right" or "fair." TSW adjust their arguments based on teacher feedback to strengthen their position.</li> <li>14. TSW move to the carpet as a whole group and listen to the teacher's tips for speaking in front of an audience. TSW practice the debate tips by presenting their arguments for their assigned character. TSW actively participate in the debate, either by speaking or by helping teammates with evidence.</li> </ol>	<p>IEPs to gauge comprehension and guide students where necessary. TTW pair these students with a peer who can support them during the discussion.</p> <ol style="list-style-type: none"> <li>8. The graphic organizer contains minimal language, sentence stems, and visuals to support struggling readers.</li> <li>13. TTW spend additional time with students with IEPs to help them find and articulate supporting evidence, breaking down the process into manageable steps. TTW use visual reminders or sticky notes to mark evidence in the text, which can assist struggling readers in identifying important details to use in their arguments.</li> <li>14. TTW encourage students with IEPs and struggling readers to practice their part of the debate with a partner before speaking in front of the whole group to build confidence. TTW display visual reminders on the board with debate tips (e.g., an icon for "speak loudly" or "use evidence") to support students who need help remembering</li> </ol>
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			how to present effectively.
<b>Closure:</b>	<p>15. TTW revisit the I can statement and ask students reflective questions to connect learning to real-world scenarios. "Why is it important to understand different perspectives, even if we don't agree with them?"</p> <p>16. TTW ask students to share a takeaway from the debate.</p> <p>17. TTW ask students to raise their hands to vote on which perspective they believe to be the truest or fairest, regardless of what perspective they were assigned.</p>	<p>15. TSW listen to the reflective question and think about how it relates to their own lives. TSW discuss the importance of understanding different perspectives, even when they don't agree, either in small groups or with the whole class. TSW share examples from their own experiences where understanding another person's perspective helped resolve a situation.</p> <p>16. TSW think about what they learned during the debate, focusing on different perspectives or new insights about fairness. TSW share their takeaway with the class, either as a volunteer or when called upon.</p> <p>17. TSW think about both perspectives presented during the debate. TSW raise their hand to vote for the perspective they believe is the truest or fairest.</p>	

**Material/Resources:**

- "Early Baby" episode of *Bluey*. Brumm, J. (2019, April 14). *Early Baby* (season 1, episode 40) [DVD]. Ludo Studio.
- Clevertouch display to present slideshow and video.
- "The Story of the Three Little Pigs and Other Tales" (traditional version) Holeinone, P. (1995). *The Story of the Three Little Pigs and Other tales*. Tormont Publications.
- "The True Story of the Three Little Pigs". Scieszka, J. (1989). *The True Story of the Three Little Pigs*. Viking Books for Young Readers.
- Graphic Organizer assessment for students to complete.
- Canva to design slideshow, graphic organizer, and anchor chart.
- Stuffed animal wolves and pigs
- Pig Ears for teacher
- Laptop