



# The Three Little Purposes: Using 'The Three Little Pigs' to Teach Author's Purpose

## Author's Purpose



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<b>Grade Level</b>	2nd – 3rd Grade	<b>Time Frame</b>	2-3 class period(s)
<b>Subject</b>	English/Language Arts	<b>Duration</b>	140 minutes

## Essential Question

Why did the author write this story?

## Summary

Using the tale of The Three Little Pigs and associated nonfiction pieces, students try their hand at text analysis with a special focus on author's purpose. Through examining a variety of texts, students practice determining author's purpose. At the conclusion of this lesson, students demonstrate their understanding of author's purpose through their own writing of differentiated activities including designing a new cover by either: (1) writing a new story title, (2) writing a story review, or (3) writing a story summary.

## Snapshot

### Engage

Students encounter a traditional version of "The Three Little Pigs" and discuss the essential question, "Why did the author write this story?"

### Explore

Students explore a nonfiction article and a persuasive list to help them discover different purposes for writing.

### Explain

The class uses an Anchor Charts strategy with the PIE acronym to remember the three types of author's purpose.

### Extend

Student read "The True Story of the Three Little Pigs" and evaluate the author's purpose for this story.

### Evaluate

Students choose an author's purpose and design a cover for a Three Little Pigs story that matches their chosen author's purpose.

## Standards

*Oklahoma Academic Standards for English Language Arts (Grade 2)*

**2.3.R.1:** Students will determine the author's purpose (i.e., tell a story, provide information).

*Oklahoma Academic Standards for English Language Arts (Grade 2)*

**3.3.R.1:** Students determine the author's stated and implied purpose (i.e., entertain, inform, persuade).

*Oklahoma Academic Standards for English Language Arts (Grade 2)*

**4.3.R.1:** Students will determine the author's purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose.

## Attachments

- [All-About-Pigs.docx](#)
- [All-About-Pigs.pdf](#)
- [The-Three-Little-Pigs-Traditional.docx](#)
- [The-Three-Little-Pigs-Traditional.pdf](#)
- [Think-Pair-Share-Author-s-Purpose.docx](#)
- [Think-Pair-Share-Author-s-Purpose.pdf](#)
- [Three-Little-Pigs-Writing-Handout.pdf](#)
- [Top-Five-Reasons-to-NOT-Eat-Bacon.docx](#)
- [Top-Five-Reasons-to-NOT-Eat-Bacon.pdf](#)

## Materials

- Traditional version of "The Three Little Pigs" (attached; optional)
- "All About Pigs" article (attached; one per station)
- Author's Purpose Think-Pair-Share strategy handout (attached, one per student)
- "Top Five Reasons to NOT Eat Bacon" list (attached, one per station)
- "The Three Little Pigs" writing template (attached, one per student)
- "The True Story of the Three Little Pigs" by Jon Scieszka (use local copy or view video linked below)
- Poster paper
- Markers
- Sticky notes

## Engage

Begin by reading a traditional version of "The Three Little Pigs" out loud to the students. One can be found in the attachments if needed. Alternatively, an online version with illustrations can be accessed [here](#) (full URL listed in the Resources section below).

Pass out the attached **Think-Pair-Share Author's Purpose handout** to each student. Introduce the [Think-Pair-Share](#) strategy, and ask the students to consider the question, "Why did the author write this story?"

On their handouts, invite students to record their answer and their partners answer in the first two columns ("I Think" and "My Partner Thinks"). Next, lead a whole-class discussion about the story and have students record those responses in the last column ("Our Class Thinks").

## Explore

Explain to students that authors have various reasons for writing stories, even ones on the same subject, such as pigs.

### Teacher's Note: Station Prep

Prepare two centers for the students to visit in rotations. The first center should contain the informative, "**All About Pigs**" article. The second center should contain the "**Top Five Reasons to NOT Eat Bacon**" list. Both can be found in the lesson attachments.

In rotations, have the students read each of the documents at the centers and complete only the "Think" and "Pair" portions of their [Think-Pair-Share](#) strategy page, answering the question "Why did the author write this?"

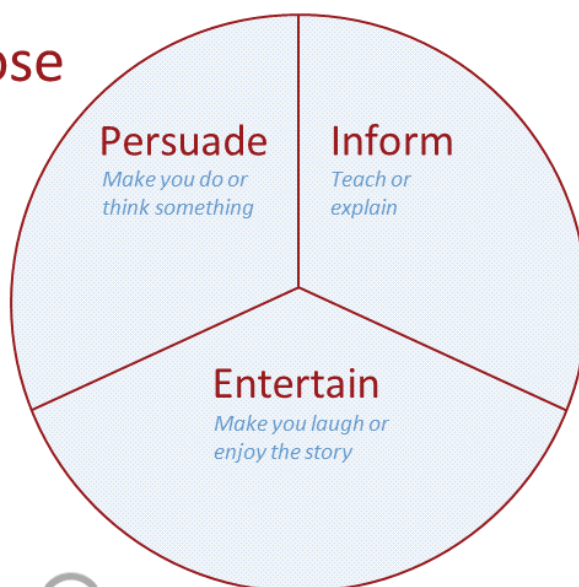
After everyone has had a chance to visit the centers and record their answers, bring the class back together as a group to share out their idea's about the author's purpose for each piece. Ask students to the class observations on their Think-Pair-Share handout, just as you did in the Engage session.

# Explain

Using a whiteboard, tablet paper, or chalkboard, introduce an [Anchor Chart](#) strategy (see example below) to illustrate the three types of author's purpose demonstrated in each of the writings that students read. As a class, discuss and connect students' work from the Engage and Explore phase to the Anchor Chart.

## Author's Purpose

Why did the author write the story?



*Author's Purpose Anchor Chart—PIE (Persuade, Inform, Entertain)*

After identifying the different author's purposes using the PIE (persuade, inform, entertain) acronym, ask students to add comments and observations from the previous activities to the Anchor Chart. Consider each of the readings, the "All About Pigs" article, the "Top Five Reasons to NOT Eat Bacon" list, and the "The Three Little Pigs" story. Ask students: "*What was the purpose of each of these readings?*" Add students' responses to the chart.

### Teacher's Note: Assessing Comprehension Goals

To help lead your discussion with students, check out the [learning progression for author's purpose](#) provided in the Oklahoma Educational Frameworks. This document will help you with the level of understanding your students should have when they complete this lesson, based on their grade level.

## Extend

Now, read "The True Story of the Three Little Pigs" by Jon Scieszka. If you don't have a copy of the book, or can't find one in your school library, a video version can be found [here](#) (full URL listed in the Resources section below).

### Teacher's Note: Sticky Notes Prep

Make three columns of sticky notes for the students to choose from. Label one column Persuade (P), one column Inform (I), and one column Entertain (E).

Using a modified [Sticky Bars](#) strategy, have students choose a sticky note from the column that they feel matches the author's purpose for "The True Story of the Three Little Pigs." Invite students to write the reason they think the story fits that purpose on the sticky note. Have each student partner with a student who chose a *different* author's purpose, then ask each to discuss the reasons for their choice. If students are struggling with this activity, consider pairing them with a sticky note partner who chose the same author's purpose first, then pair them with a partner who chose differently.

### Teacher's Note: Sample Answers

Students might respond in the following ways: *"I think the author's purpose was to persuade, because the wolf was telling his side of the story and trying to act innocent;"* *"I think the author was trying to inform us of the true story;"* or *"The author was entertaining us because the story is fictional and isn't real."*

## Evaluate

Using construction blank paper or the attached **Three Little Pigs Writing Template** (shown below), have students design a new cover for the story based on the author's purpose they chose in the Extend activity. Students can choose to (1) write a new story title, (2) write a story summary, or (3) write a story review. They should also include a picture to go with their new cover. These could be fun to display or save for a portfolio.

**FAIRYTALE ♦ DAILY**

**TITLE**

**ILLUSTRATION**

**BY**

**SUMMARY / REVIEW**

**AS TOLD TO** \_\_\_\_\_

**ILLUSTRATED BY** \_\_\_\_\_

*Cover Template for Author's Purpose (attached).*

## Resources

- Brooke, Leonard Leslie. (n.d.). "The Three Little Pigs." Retrieved from: [\(http://www.shortkidstories.com/story/three-little-pigs/](http://www.shortkidstories.com/story/three-little-pigs/)
- colormeconfident. (2012, November 29). "The True Story of the Three Little Pigs" [Video file]. Retrieved from: [www.youtube.com/watch?v=m75aEhm-BYw](http://www.youtube.com/watch?v=m75aEhm-BYw)
- K20 Center. (n.d.). Anchor charts. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/64f2b35101a470dda36d44421900af08>
- K20 Center. (n.d.). Sticky bars. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505ee0f>
- K20 Center. (n.d.). Think-pair-share. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5064b49>