

Literacy Adventures: New Twists on Old Tales, Part 1

These research-based [key elements and strategies](#) will help you design an adventure rich in literacy skill-building.

Key Elements

- Read aloud
- Book browsing and choice
- Nurture diversity
- Draw connections
- Have fun!

Key Strategies

- Read aloud interactively
- Ask [the three VTS questions](#)
- Discuss with a buddy
- Extend language
- Nurture diversity in languages

Age Range (K-3): Grades 1-4

Group Size (ideal): _____

Time Range: 90 min

Adventure Goals

Our goal in *every* adventure is for children to have fun with books and reading!

Measurable Objectives

- Participants will explore components of fairy tales.
- Participants will build structures out of paper, popsicle sticks, and blocks and test the strength with a fan blowing on it.



Adventure Outline

This literacy adventure includes the following elements, in no particular order

- Hook 10-15 min: Tell the story of *3 Little Pigs* together.
 - What do we notice about the story?
 - What form does it follow?
 - What quotes do you hear more than once? (Dialog between wolf and pigs)
 - What scenario repeats? (i.e., each building houses, wolf huffing and puffing)
 - What changes as the story moves along or ends? (i.e., houses of different materials)
 - What is the story trying to teach?
 - What different endings have you heard for *The 3 Little Pigs*?
 - What happens to the 2 pigs whose houses are blown down?
- Getting Started/Read-Aloud 10 min: *The True Story of the 3 Little Pigs*, by Jon Scieszka
- Book Browsing 15 min:
 - Booktalk instead for virtual program
 - Various original and fractured fairy tale versions of *The 3 Little Pigs*
 - [Book suggestions](#)
- Activity 45 min: Build using different building materials and see what withstands the blowing of a fan (15 minutes each on paper, then popsicle sticks, then blocks)
- Wrap-Up: Everyone share their favorite thing they did today.



Supplies

- As many 3 Little Pigs books as possible
- As many fractured fairy tale versions of the 3 Little Pigs as possible
- Paper, popsicle sticks, blocks

Considerations for Planning

- Virtual program:
 - If necessary, provide supply bags for participants to pick up in advance
 - It's counterintuitive to me, but I have found that the kids do better with less structure when participating in the program virtually
 - Start with introductions, including pronouns
 - Do booktalks instead of book browsing
 - Sometimes I introduce the activity and let them work on it while I'm booktalking. Other times, I do the booktalks and then we do the activity. During the activity, we all just kind of visit and they show me and each other the stuff they are working on as we go along.

Activity plan created by Holly Campbell-Polivka at Tigard Public Library

