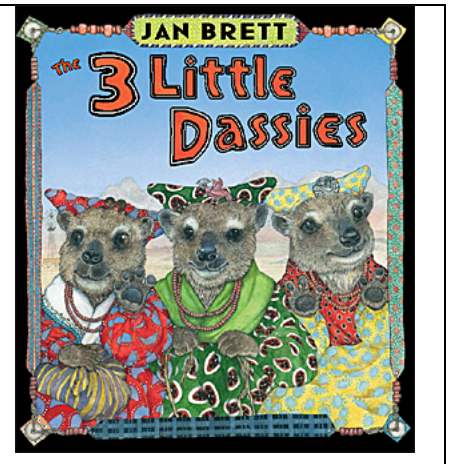
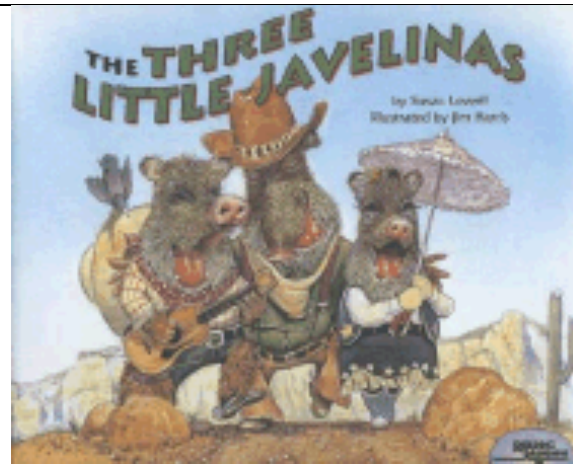


# COMMON CORE CONNECTIONS: Fractured Three Little Pigs – Kindergarten age 5

by Diane Baima



## The Standards

## Questions to Ask with Students

### [CCSS.ELA-Literacy.RL.K.3](#)

With prompting and support, identify characters, settings, and major events in a story.

*The Three Ninja Pigs, The Three Little Javelinas, The 3 Little Dassies*

Who are the main characters in the story? What is the setting? Which cultures do the books represent? Can you find these places on a map? What is the connection between the setting and characters in each story?

### [CCSS.ELA-Literacy.RL.K.4](#)

Ask and answer questions about unknown words in a text.

*The Three Ninja Pigs*

What are these martial arts and what cultures do they come from: aikido, karate, jujitsu? What is a ninja?

*The Three Little Javelinas*

Use context clues and pictures to define these words: *Javelina, tumbleweed, coyote, saguaro.*

*The 3 Little Dassies*

Use context clues and pictures to define these words: *dassie, agama man.*

### [CCSS.ELA-Literacy.RL.K.9](#)

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

*The Three Ninja Pigs, The Three Little Javelinas, The 3 Little Dassies*

What happens at the beginning, middle and end of each story? What is similar in the stories? What is different? Which story is the most similar to the original *Three Little Pigs*? Which one is the most different?

### [CCSS.ELA-Literacy.RF.K.2.a](#)

Recognize and produce rhyming words.

*Ninja Pigs, The Three Little Javelinas, The 3 Little Dassies*

Identify the repeated chants in the stories. Which words rhyme? How are the chants similar and different in each story?