The Three Little Pigs

Basic Reading | 1st Grade



How do simple machines make work easier?

Use this essential question to guide student learning with class discussion and inquiry activities.

1. DISCUSS SIMPLE MACHINES (25 MINUTES)

Give the students the **T-Chart Organizer**. Have them name the first column *Simple Machines*. Then ask them to list the following machines in the first column, leaving plenty of space in between each one:

- Inclined plane
- Lever
- Wedge
- Screw
- Wheel and axle
- Pulley

Read the names of the machines. Explain that as you show the **Simple Machines** video, the students should draw a picture of each simple machine in the second column. After the video, ask the students to describe the different machines and how they work. Remind students that simple machines are used to make a job easier. Look around your classroom or school for examples of simple machines.

VIDEO Simple Machines Video https://bit.ly/3rC3FKW

PRINTABLE T-Chart Organizer <u>https://resources.waterford.org/</u> practice-materials/3547/3547.pdf

2. ANSWER A JOURNAL QUESTION (25 MINUTES)

Give each student one of the following journal questions:

- 1. How could the little pigs use a wedge to keep out the wolf?
- 2. How would a pulley help the wolf get in the house?
- 3. How would an inclined plane help the wolf get in the house?

Students respond to their question on the **Journal Page**. Then, place students in small groups to discuss their journal writing

PRINTABLE Journal Page <u>https://resources.waterford.org/practice-</u> materials-prek-2-/1646/1646.pdf



CLASS ACTIVITIES



Use the bilingual book Los Tres Cochinitos to help support Spanish ELL students with theses activities.



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3. TALK ABOUT A CREATION (40 MINUTES)

Gather blocks, drinking straws, string, and some small twigs. Have a small fan available. Assign partners a material. Give them 20 minutes to build a house with their material. Then, place partners in groups with two or three other partner groups. Each peer group should explain how they built their house. Remind the students to name the steps in the order they did them. Finally, turn the fan on to see which of the houses can withstand the Big Bad Wolf!

4. WRITE ABOUT A CREATION (30 MINUTES)

Bring in examples of the six simple machines (or show a picture if a machine cannot be found). Review the names of the machines with the students. Ask students to work with their partner to pick one or two simple machines. On the **Journal Page**, partners write to describe how the simple machines could make their house from previous activity better. Remind partners to work together and share their ideas when writing.

PRINTABLE Journal Page <u>https://resources.waterford.org/practice-</u> materials-prek-2-/1646/1646.pdf

5. MAKE PREDICTIONS (20 MINUTES)

Ask the class what wind is. Then, show the class a collection of household items of different weights. As you show each item, the class should predict if wind would blow it. Remind the students to give a reason why they think the wind would or would not blow an item. After the class has sorted the items, use a fan to test each item. Re-sort if necessary. Finally, look at the items that the wind does not move. Discuss what the three pigs could learn from looking at these items. How might their house designs change?

6. USE A SIMPLE MACHINE (30 MINUTES)

Gather a foam board and some screws. Revisit the piles of items from the previous activity. Hand out a few of the items that were moved by the wind. Ask the students to screw the items onto the foam board. Blow the fan on the items again. Then, discuss: Did the simple machine help the item stay secure? Which little pig would benefit from this simple machine? Have students write a final journal page. Students write about using a screw to improve their house design from the previous activity. All students can start with this topic sentence: "A screw can make it easier to build my house."

PRINTABLE Journal Page https://resources.waterford.org/practice-materials-prek-2-/1646/1646.pdf





