

THE PIG WHO WENT HOME ON SUNDAY

Kindergarten

Outcome:

Students will learn about safety rules as they explore an Appalachian folktale.

Materials:

Book, *The Pig Who Went Home on Sunday*
“Pig” Phonics worksheet
Scissors
Crayons or markers
Paper
Blackboard, Whiteboard, or Chart paper
One large and 1 small paper plate per student
Construction paper
Glue sticks
One pipe cleaner per student

Optional:

Tingle, Tim. *When Turtle Grew Feathers*. Atlanta: August House, 2007.

INSTRUCTIONAL PLAN

Introductory Activity:

Materials:

Blackboard or Whiteboard

Directions:

- Teacher asks students to name safety rules for the classroom and/or the school.
- Teacher asks students to name other safety rules. Teacher supplements rules as appropriate:
 1. Always check first with a parent or trusted adult before going anywhere.
 2. Take a friend with you when you go places.
 3. Do not talk with anyone who makes you feel uncomfortable.
 4. Tell a parent or trusted adult if you feel confused, scared, or uncomfortable.
 5. Do not answer the door without permission from an adult inside.
 6. Do not answer the door unless you know and trust the person on the other side.

Teacher Reading of Story:

Materials:

Book, *The Pig Who Went Home on Sunday*

Directions:

Teacher:

- Tells students they will listen to a story about three pigs that did not follow all of the safety rules.
- Tells students to listen carefully so they will be able to tell which rules the pigs did not follow.

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Teacher Reading of Story cont.:

- Reads the story up to the point where Tommy meets the fox. Teacher asks students what Tommy should do.
- Reads the story up to the point where Willie meets the fox. Teacher asks students what Willie should do.
- Reads story up to the point where Jackie meets the fox. Teacher asks students what Jackie should do.
- Reads the story up to the point where the fox asks Jackie to let him in, then asks students what Jackie should do. Teacher repeats this dialogue with students each time the fox asks to insert more of his body into the house.

Questions for Assessing Students' Comprehension:

- Who are the characters in the story?
- Where does the story take place?
- What two things did the pigs do in the cave?
- Why did Mama Pig tell Tommy it was time for him to go?
- What did Mama pack for Tommy?
- What two things did Mama tell each of the pigs when they left?
- Who was hiding in the bushes and jumped out in front of Tommy?
- What did the fox tell Tommy?
- What did the fox tell Willie?
- Why did Jackie decide to leave home?
- What did the fox tell Jackie?
- What did Jackie use to build his house?
- Why did Jackie open the door a little bit for the fox?
- Why did Jackie keep opening the door a little bit more for the fox?
- What was the fox dreaming about?
- How did Jackie get the fox out of his house?
- What did Jackie do on Sunday?

Questions for Interpretation:

- How do you think Mama Pig felt when each of her sons left the cave?
- Mama Pig gave Willie some advice. What does advice mean?
- Why did Mama tell her sons to build their houses out of rocks and bricks?
- Name other strong materials you can use to build a house.
- What other safety rules should Mama Pig have told her sons?
- Jackie did follow some safety rules but did not follow other safety rules. Tell which rules he did follow. Tell which rules he did not follow.
- Would you have opened the door for the fox? Why or why not?
- Has anyone ever tried to talk you into doing something dangerous? What did you do?
- What safety rules do you follow *always*?
- Are some safety rules harder than others to follow? Which ones?
- How did Mama Pig feel when she saw Jackie?

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Follow Up Activities:

• **Roleplaying Safety Rules**

Directions:

- Teacher assigns students to work in pairs.
- Teacher tells students they will take turns pretending to be one of the pigs or the fox.
- Teacher tells students to roleplay the following situations:
 1. The fox, who is a stranger, is trying to give the pig different advice than his mama gave him.
 2. The fox is trying to get into Jackie Pig's house.

• **Pig Phonics**

Materials:

“Pig” Phonics worksheet

Scissors

Directions:

Students:

- Cut out the pig, the letter strip, and the slits to the left of /ig/ on the pig.
- Feed the letter strip into the slits on the pig.
- Practice with a partner reading the /ig/ family words created by pulling the strip through the opening.

• **Draw the Place You Sleep**

Materials:

Crayons or markers

Paper

Directions:

Teacher:

- Asks students where the pigs slept.
- Asks students to describe the pigs' cave.
- Tells students to draw a picture of the place where they sleep.

• **Sequencing Events**

Materials:

Blackboard, Whiteboard, or Chart paper

Directions:

- Teacher helps students sequence the story events and writes them on the board.
- Students take turns telling the story in pairs.

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Follow Up Activities cont.:

• **Personification**

Directions:

Teacher:

- Tells students that the illustrator made the characters look like people in several ways.
- Points out the pig on the cover of the book and asks students how the illustrator made the pig look like a person. (He is walking upright, wearing clothes, carrying flowers in his hand, body language, facial expression, etc.)
- Shows students the illustrations in the book, one at a time, and asks students to tell how the characters look like people.

• **Paper Plate Pigs**

Materials:

One large and 1 small paper plate per student

Gray, pink, and black crayons or markers

Construction paper

Glue sticks

One pipe cleaner per student

Directions:

- Teacher tells students this project creates a pig as seen from a frontal view, with the face in front, and the body directly behind the face.
- Teacher reviews body parts of the pig (head with eyes, ears, snout; legs, four toes on each foot, tail).
- Students:
 1. Decide what color their pigs will be and color the paper plates pink or gray.
 2. Glue the small paper plate onto the center of the large paper plate.
 3. Draw ears on construction paper.
 4. Cut out the ears and glue them on the pig.
 5. Draw a small circle on construction paper for the snout and cut it out. Students draw two nostrils on the snout next to each other.
 6. Glue the snout on the pig's face.
 7. Draw eyes on the pig's face.
 8. Cut out legs and hooves and paste them on the bottom of the large paper plate. (Teacher reminds students that pigs have four toes on each foot.)
 9. Make a curly tail with the pipe cleaner and glue in onto the top of the large paper plate.

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Follow Up Activities cont.:

• Character Interviews

Directions:

- Teacher assigns each student a partner.
- Teacher tells students they will take turns interviewing a character from the story.
- Teacher asks students what questions they would like to ask the story characters. (e.g.: Ask Jackie why he opened the door for the fox)
- Teacher tells students to decide which character they would like to pretend to be.
- Each pair of students practices interviewing each other. One student is the interviewer and the other student is the chosen story character. Students then switch roles.

Extensions:

• Compare and Contrast

Directions:

- Teacher tells students (or asks students to tell) the story of *The Three Little Pigs*. Teacher and students compare and contrast this tale with *The Pig Who Went Home on Sunday*. Teacher emphasizes safety rules and relates them to both stories. (Note: Teacher should review “About the Story,” the Author’s Note on the last page of the book.)
- Teacher reads *When Turtle Grew Feathers* by Tim Tingle. This tale from the Choctaw Nation tells of a rabbit who is a bully and the turtle and turkey who outwit him. Compare and contrast this story with *The Pig Who Went Home on Sunday*.

• Making Pig Houses

Directions:

- After reading *The Three Little Pigs* and *The Pig Who Went Home on Sunday*, teacher leads a discussion about the different kinds of houses the pigs built. Teacher and students brainstorm how they could build those houses out of empty milk cartons.
- Teacher and students gather materials and create the houses. Ideas of materials to use: brown paper, twigs, straw, toothpicks, cardboard bricks, tissue paper rolled like straw, and cardboard.

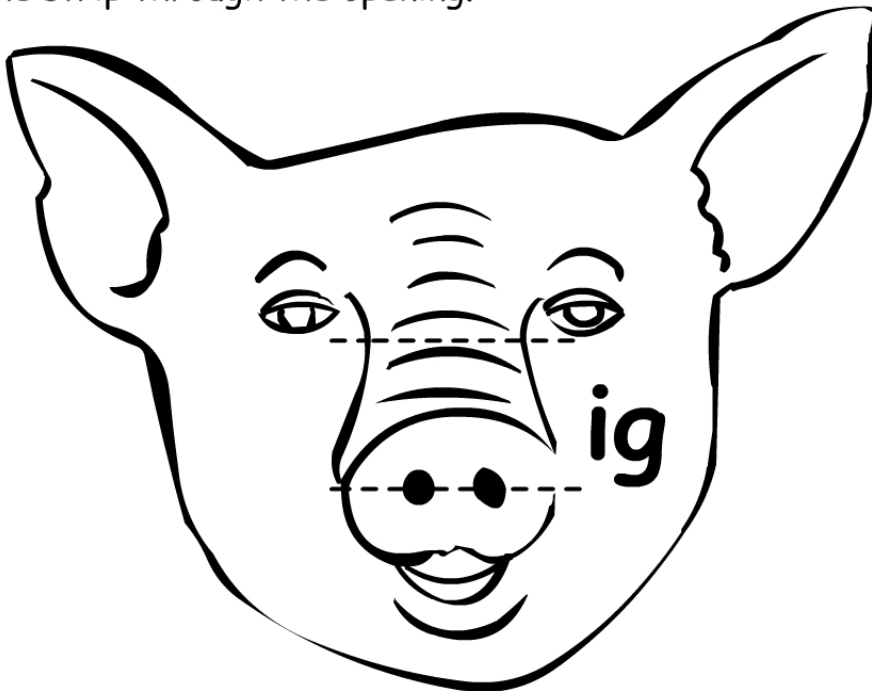
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Name _____ Date _____

Pig Phonics

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