

THE PIG WHO WENT HOME ON SUNDAY

Pre-Kindergarten

Outcome:

Students will learn about pigs, safety, and story sequence as they explore an Appalachian folktale.

Materials:

Book, *The Pig Who Went Home on Sunday*

35 Post-it® notes (1 ½" X 1 ½")

“Pig Picture” worksheet

“Character Puppets” worksheet

Scissors

Crayons

Glue sticks

Popsicle sticks

1 single egg cup from an egg carton, per student

Pink markers or paint and paint brush

Two 12-inch (approximate) pieces of elastic per student

Small Phillips-head screw driver or ice pick for teacher’s use

“Trace the Pig’s Path” worksheet

“Largest/Smallest” worksheet

“Pig Patterns” worksheet

Optional:

Cleveland, Rob. *The Clever Monkey Rides Again*. Atlanta: August House, 2006.

INSTRUCTIONAL PLAN

Introductory Activity:

• **Visual Closure**

Materials:

35 Post-it® notes (1 ½" x 1 ½")

“Pig Picture” worksheet

Directions:

1. Teacher uses the 35 Post-it® notes to cover the picture of the pig. Teacher writes one number on each Post-it® note.
2. Teacher asks a student to choose a number. Teacher removes Post-it® note with the chosen number and the student has a chance to guess what the picture is.
3. Activity continues until the picture is revealed.
4. Teacher asks students to tell:
 - What they know about pigs.
 - Any songs they know about pigs.
 - Any stories or poems they know about pigs.

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Teacher Reading of Story:

• **Character Stick Puppets**

Materials:

“Character Puppets” sheet

Scissors

Crayons

Glue sticks

Popsicle sticks

Book, *The Pig Who Went Home on Sunday*

Directions:

1. Teacher distributes the “Character Puppets” worksheet and discusses what each picture represents.
2. Students color and cut out the four pig pictures and the fox picture.
3. Students glue each picture to the end of a Popsicle stick.
4. Teacher tells students to listen carefully as the story is read and to hold up the appropriate character puppet when the story refers to that character.
5. Teacher reads the book to the class.

Questions for Assessing Students’ Comprehension

- Who are the characters in the story? (Students hold up correct puppet as each character is named.)
- Where did the pigs live at the beginning of the story?
- What two things did Mama Pig tell each pig when he left home?
- What did Tommy use to build his house?
- What did Willie use to build his house?
- What did Jackie use to build his house?
- What happened to Tommy? Why?
- What happened to Willie? Why?
- What happened to Jackie?
- How did Jackie get the fox out of his house?
- Where did Jackie Pig go on Sunday?

Questions for Interpretation:

- Why did Mama Pig tell her sons to build their houses out of rocks and bricks?
- How do you think Mama Pig felt when each of her children left the cave?
- Should Tommy and Willie have listened to the fox? Why or why not?
- Should Jackie have opened the door for the fox? Why or why not?
- Would you have opened the door for the fox?
- How did Mama Pig feel when she saw Jackie on Sunday?
- Why is this story called, *The Pig Who Went Home on Sunday*?

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Follow Up Activities:

• **Puppet Show**

Materials:

Character stick puppets created in the Teacher Reading of Story activity

Directions:

Teacher divides the class into small groups and students create a puppet show of the story, using the character stick puppets.

• **Inferences**

Directions:

Teacher reads the following descriptions and students guess which story character is being described.

1. I was the first pig to leave home. Mama packed my things in a wagon. I built my house out of cornstalks. Who am I? (Tommy)
2. I was the second pig to leave home. Mama packed my things in a wheelbarrow. I built my house out of a haystack. Who am I? (Willie)
3. I told mama that it was time for me to leave home. I loaded up a sack with the things that I would need. I built a house out of rocks and bricks. Who am I? (Jackie)
4. I told Tommy to build his house out of cornstalks. I told Willie to build his house out of a haystack. I told Jackie to sleep under leaves but he did not listen to me. Who am I? (fox)
5. I took care of my sons until they got to be too big to fit in my cave. I told my sons to build their houses out of rocks and bricks. I wanted my sons to visit me on Sunday. Who am I? (Mama Pig)

• **Making Pig Snouts**

Materials:

1 single egg cup from an egg carton, per student

Pink markers or paint and paint brush

Two 12-inch (approximate) pieces of elastic per student

Small Phillips-head screw driver or ice pick for teacher's use

Directions:

1. Students paint or color the outside of the egg cup pink.
2. Teacher makes two small holes on either side of the cup to thread the elastic through and a few small nostril holes for breathing. Teacher ties each piece of elastic in a knot on the inside of each side of the egg cup. Teacher places snout on each student and ties the elastic in a knot in back of his or her head.
3. Students wear the snouts and act out the story, pretending to be the pig characters.

• **Role Playing**

Directions:

Students role play different characters in the story and the following scenarios:

1. The fox was a stranger and Willie and Tommy should not have listened to him. Students work in pairs and take turns acting as one of the pigs or the fox. The fox tries to talk to the pigs and to give them advice that is different from their Mama's advice. The pigs' roleplay not listening to the fox.
2. Jackie Pig should not have let the fox into his house. Students roleplay the fox trying to get into the house and Jackie not letting him in.

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Follow Up Activities cont.:

• **Retelling the Story**

Directions:

Teacher shows students the illustrations and students take turns retelling the story page by page.

• **Trace the Pig's Path**

Materials:

“Trace the Pig's Path” worksheet

Crayons

Directions:

Students trace over the dotted lines to show how the pigs got to their houses and how Jackie returned home on Sunday.

Extensions:

• **Largest/Smallest**

Materials:

“Largest/Smallest” worksheet

Red and blue crayons

Directions:

Students draw a blue circle around the largest item in each row. Students draw a red circle around the smallest item in each row.

• **Pig Patterns**

Materials:

“Pig Patterns” worksheet

Scissors

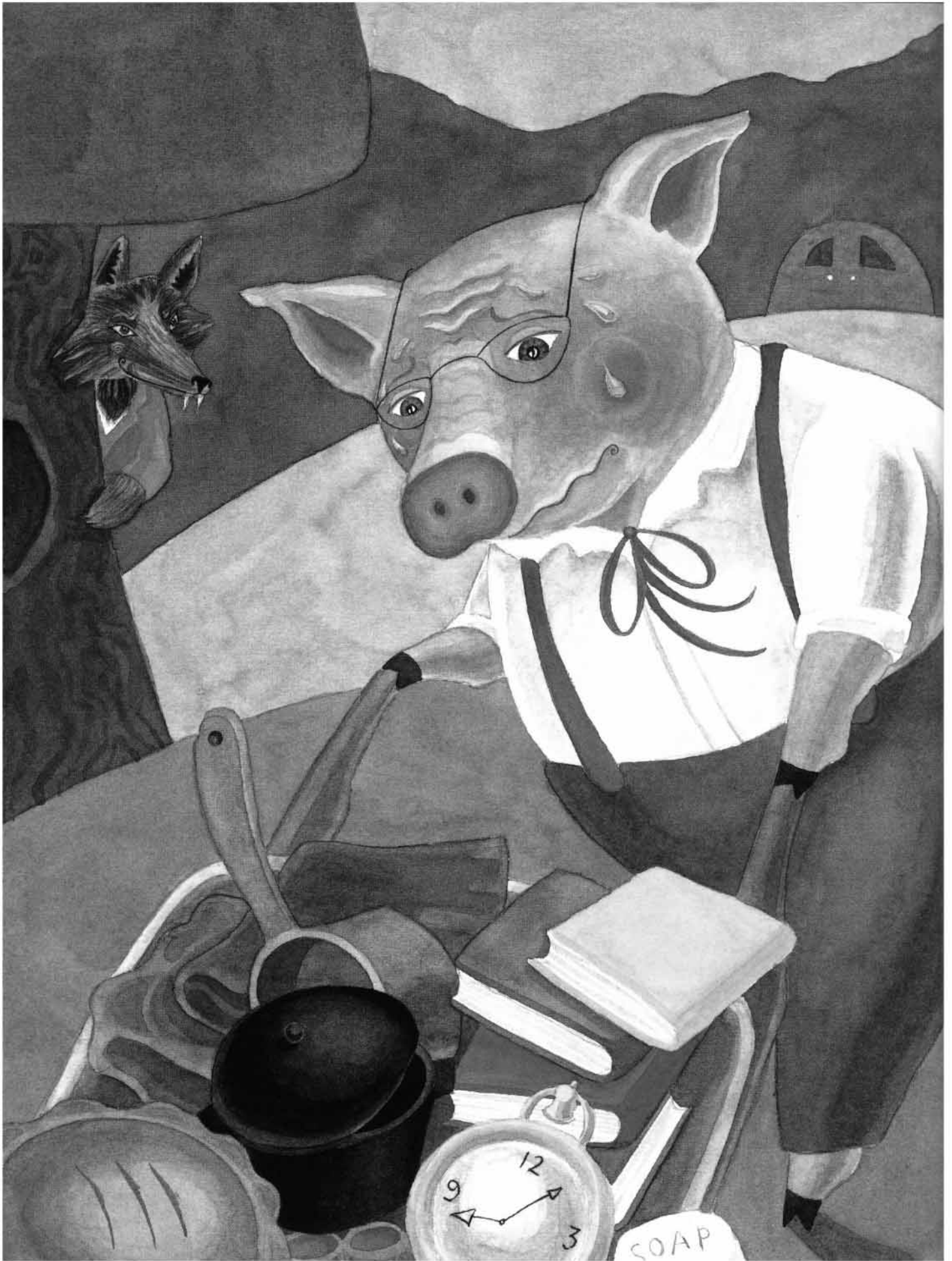
Directions:

1. Students cut out cards of the pigs and foxes on the “Pig Patterns” worksheet and place them on a table or the floor in front of them.
2. Teacher demonstrates how to create a pattern with the cards (e.g.: pig...fox...pig...fox...)
3. Teacher calls out different patterns and students create the patterns with the cards.
4. Teacher gives each student a chance to create a pattern and call it out to the other students.

• **Compare and Contrast**

Directions:

- Teacher tells or reads a version of the story of *The Three Little Pigs*. Teacher asks students to compare and contrast the story with *The Pig Who Went home on Sunday*.
- Teacher reads *The Clever Monkey Rides Again* by Rob Cleveland. This African tale tells of a clever monkey who tricked a lion, (who was acting as a bully) into leaving his part of the jungle.
 - Compare and contrast the bully characters in both books: the lion in *The Clever Monkey Rides Again* and the fox in *The Pig Who Went Home on Sunday*.
 - Compare and contrast the clever characters who outwitted a bully: the monkey in *The Clever Monkey Rides Again* and Jackie in *The Pig Who Went Home on Sunday*.

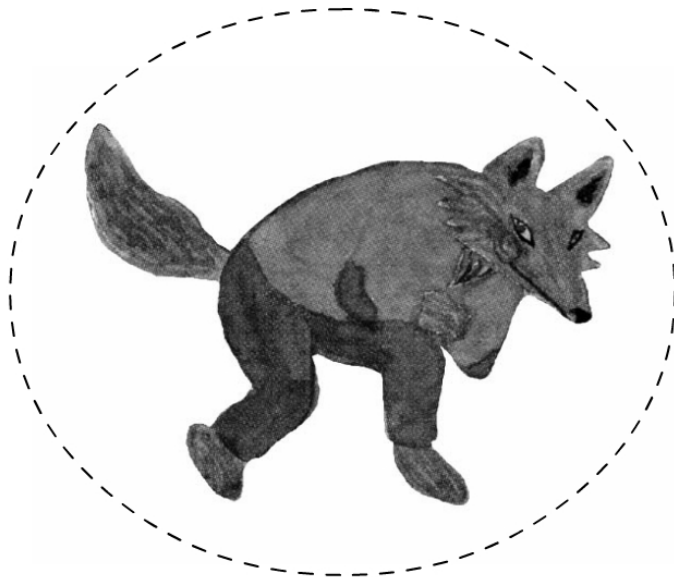
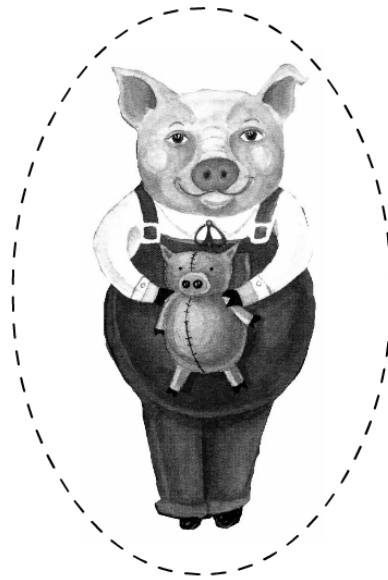
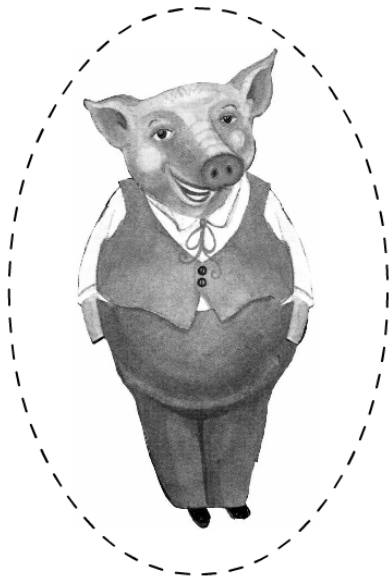


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Name _____ Date _____

Character Puppets



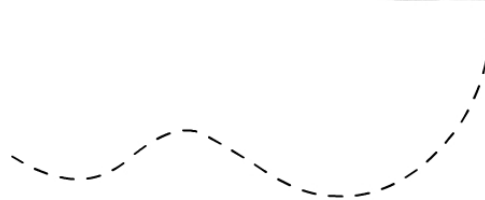
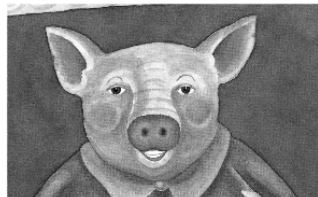
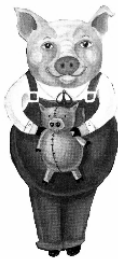
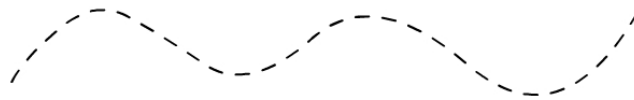
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Name _____ Date _____

Trace the Pig's Path

Directions: Trace over the dotted lines to show how the pigs got to their houses and how Jackie returned home on Sunday.



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Name _____ Date _____

Largest/Smallest

Directions: Draw a blue circle around the largest item in each row.
Draw a red circle around the smallest item in each row.



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Name _____ Date _____

Pig Patterns

