

The Pig Who Went Home on Sunday

By Donald Davis
Illustrated by Jennifer Mazzucco

Outcome:

Students will learn about pigs and explore an Appalachian folktale through sequencing, acting, public speaking, writing, drawing and working with a partner.

About the Book:

Guided Reading:

H

Lexile Level:

630L

Character Traits:

Courage

Respect

Resourcefulness

Region:

USA

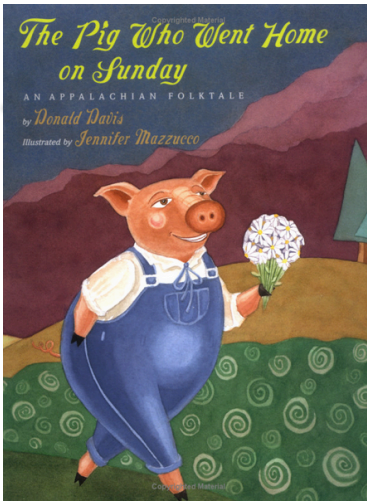
ISBN:

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978-0-8748-3851-0

Materials:

- World map or globe
- Long sheets of paper
- Crayons or markers
- Pencils, paper
- One large sheet of paper or poster board per student
- “Short /i/” worksheet
- “Piggy Bank Math” worksheet
- (Optional): *Conejito* by Margaret Read MacDonald



Common Core

Standards:

CCSS.ELA-LITERACY.RL.1.2

Retell stories and demonstrate understanding of lesson

CCSS.ELA-LITERACY.SL.1.2

Ask and answer questions about details

CCSS.ELA-LITERACY.SL.1.4

Describe people, places, things and events

The Pig Who Went Home on Sunday

First Grade

Instructional Plan

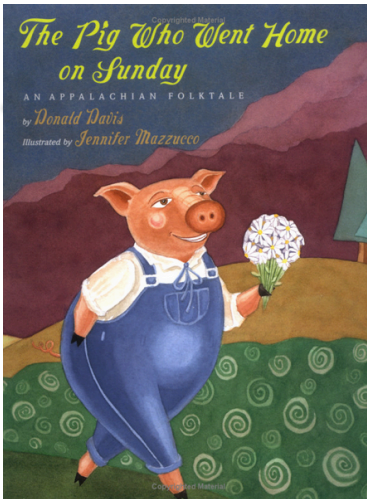
Introductory Activity

Directions:

- Tell students that he/she is thinking of an animal that has 3 letters in its name. Students try to guess the animal. If they are not successful, teacher can give hints. Conversely, the teacher can offer negative information ("The animal does not have fur").
- Ask students to share any stories/poems they know about pigs.
- Ask students to tell any facts they know about pigs.
- Share the following facts:
- Pigs have a snout for a nose. They have small eyes and a tail shaped like a corkscrew. They have thick bodies and short legs. Pigs have 4 toes on each foot. Since they only walk on 2 of their 4 toes, they look as if they are walking on tiptoe. Pigs vary in color; they may be black, brown, white, pink, or a combination of these colors.
- Pigs make a grunting and/or squealing sound.
- Pigs like to wallow in the mud because it keeps the flies off and helps them stay cool.
- Pigs push their snouts along the ground, like a plow, to dig up roots, which they eat.
- A male pig is called a boar. A female is called a sow. A baby is called a piglet or shoat. A group of pigs is called a litter.
- There are 2 types of wild pigs: the wild boar and the warthog.
- Pigs are found on every continent except Antarctica. (Show on a map/globe)
- Ask students if they have ever heard the phrase, "When pigs fly." Ask students what they think the phrase means.

Teacher Reads the Story

- Cover the title and show students the cover. Ask students:
- Where do you think the pig is going?
- Describe the pig's appearance.
- How do pigs usually look?
- Why do you think the pig is clean and wearing fresh clothes?
- What is in the pig's hand?
- What do you think he'll do with the flowers?
- How do you think the pig feels?



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Instructional Plan

Teacher Reads the Story

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- What is in the pig's hand?
- What do you think he'll do with the flowers?
- How do you think the pig feels?
- What can you tell from his facial expression and body language?
- Read the title of the story and tell students that the story is folktale form Appalachia. Show this region on a map.
- Read the story to students, pausing each time the fox meets one of the pigs to ask students to predict what will happen.
- Pauses each time the fox tries to enter Jackie's house to ask students to predict what will happen next.

Common Core

Standards:

CCSS.ELA-
LITERACY.RL.1.1

Ask and answer
questions about details

CCSS.ELA-
LITERACY.RL.1.2

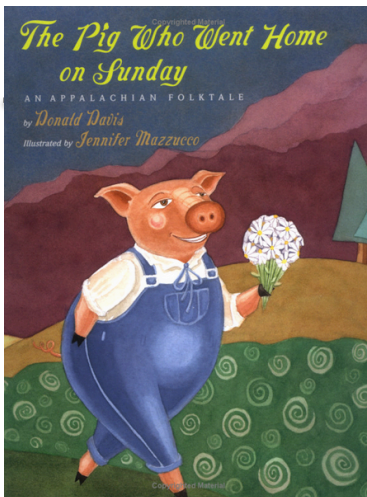
Retell stories and
demonstrate
understanding of lesson

CCSS.ELA-
LITERACY.RL.1.3

Describe characters,
settings, and events

Questions for Assessing Students' Comprehension:

- Who are the characters in the story?
- What two things did the pigs do in the cave?
- Why did Mama Pig tell Tommy it was time for him to leave home?
- What 2 things did Mama Pig tell each of her sons when they left home?
- What did the pigs meet as they were leaving home?
- What did the fox tell Tommy to use to build his house? What did he tell Willie? What did he tell Jackie?
- What happened to Tommy and Willie? Why?
- Why did Jackie open his door for the fox?
- How did the fox trick Jackie into opening his door all the way?
- What did the fox say in his sleep? Why did that upset Jackie?
- Why didn't Jackie just leave the house while the fox was asleep?
- How did Jackie get the fox out of his house?
- When did Jackie visit his mama?



The Pig Who Went Home on Sunday

First Grade

Common Core

Standards:

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about details

CCSS.ELA-LITERACY.SL.1.5

Add visual displays to descriptions

CCSS.ELA-LITERACY.SL.1.6

Produce complete sentences

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations

Questions for Interpretation:

- How do you think Mama Pig felt when each of her sons left the cave?
- How do you think the pigs felt as they were leaving?
- Why do you think Willie and Tommy listened to the fox?
- Jackie made some good choices and some bad choices. What were the results of his choices?
- Would you have opened the door for the fox?
- How else could Jackie have gotten the fox out of the house?
- Has anyone tried to talk you into doing something dangerous? If so, what did you do?
- How did Mama Pig know Jackie followed her advice?
- How do the illustrations add to the story?
- Why do you think the author made this story about pigs rather than another animal?
- Would the story work if the pigs were tigers? Why or why not?
- Would the story work if the fox were a rabbit? Why or why not?

Follow Up Activities:

Act It Out

Directions:

- Teacher divides the class into groups of 5 students.
- Each student pretends to be a character from the story.
- Each group rehearses and then acts out the story for the rest of the class.

Story Board

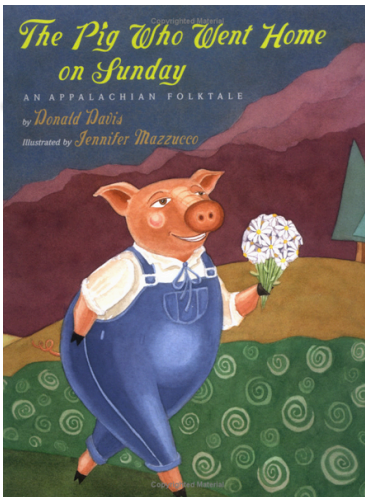
Directions:

- Students work with a partner to create and illustrate a storyboard of story events.

What Comes Next?

Directions:

- Students each work with a partner to create a skit that shows what happened after Jackie went to visit his mama.



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First Grade

Follow Up Activities:

Packing Up

Directions:

- Tell students that Mama Pig packed up a wagon for Tommy and a wheelbarrow for Willie, while Jackie loaded a huge sack full of items he would need.
- Review the illustrations with the students. Students name the objects and teacher writes a list on the board.
- Ask students what they think they would need if they were leaving home. Record responses on the board.
- Students decide which 10 items are the most important to have.
- Ask students if they would choose a wagon, wheelbarrow or a sack to move their things.
- Tell students to draw a picture of their most important items and how they would transport them.
- Teacher begins the ABC game, starting with letter A. List things that he/she would take with him/her on a move. The teacher begins with A, "I am going out into the world and I am taking (my air conditioner) with me." Students follow in turn, recalling previous items and contributing their own based on the order of the alphabet.

Make a Poster

Directions:

- Think about what they need to draw on the poster and the words they can use to convince other people to read the book.
- Make a poster advertising the book.

Writing With a Partner

Directions:

- Student work with a partner brainstorming a different way that Jackie could have escaped from the fox or avoided letting the fox into his house.
- Write ideas as a story. Share with the rest of the class.

"Short /I/" Worksheet

Directions:

- Read each word, circle the words that contain a short /i/ as in the word /pig/.

Common Core

Standards:

CCSS.ELA-
LITERACY.SL.1.1

Participate in
collaborative
conversations

CCSS.ELA-
LITERACY.SL.1.5

Add visual displays to
descriptions

CCSS.ELA-
LITERACY.SL.1.6

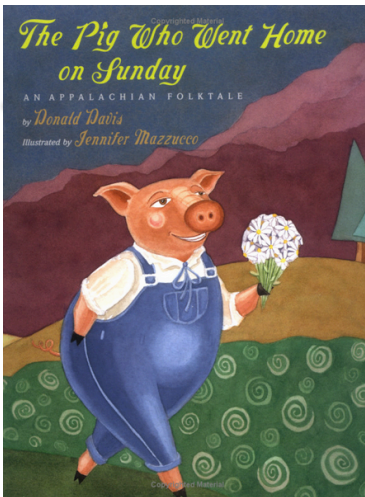
Produce complete
sentences

CCSS.ELA-
LITERACY.L.1.1.A

Print all upper and
lowercase letters

CCSS.ELA-
LITERACY.L.1.2.E

Spell untaught words
phonetically



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Follow Up Activities:

Public Speaking

Directions:

- Tell students that Jackie became a well-known house builder because he built a secure house out of rocks and bricks.
- Teacher tells students to create a commercial for “Jackie’s Custom-Built Safe Homes.”
- Tell students that they need to tell why Jackie’s homes are safe and why someone should buy a home from him.
- Students present their commercials to the class.

Collective Nouns

Directions:

- Tell students that a noun is a person, place or thing. Students volunteer words for each category of noun to write on the board.
- Tell students that collective nouns are groups of nouns: bunch of bananas, litter of pigs, etc.
- Write the collective nouns on the board; students guess which animal goes with each group name.

| | |
|-------------------|----------------------------|
| An army of _____ | (ants) |
| A swarm of _____ | (bees) |
| A pride of _____ | (lions) |
| A gaggle of _____ | (geese) |
| A den of _____ | (snakes) |
| A colony of _____ | (beavers) |
| A litter of _____ | (puppies, pigs) |
| A school of _____ | (fish) |
| A pod of _____ | (dolphins) |
| A leap of _____ | (leopards) |
| A pack of _____ | (wolves) |
| A nest of _____ | (rabbits) |
| A kindle of _____ | (kittens) |
| A flock of _____ | (geese, sheep, chickens) |
| A herd of _____ | (deer, buffalo, elephants) |

Common Core

Standards:

CCSS.ELA-
LITERACY.SL.1.6

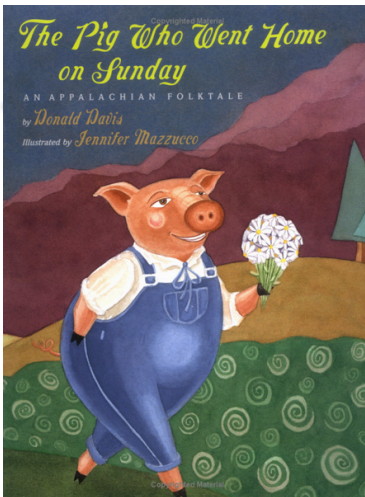
Produce complete sentences

CCSS.ELA-
LITERACY.SL.1.5

Add visual displays to descriptions

CCSS.ELA-
LITERACY.L.1.1.B

Use common, proper, and possessive nouns



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First Grade

Follow Up Activities:

Story Word Antonyms

Directions:

- Tell students that Tommy pulled his wagon and Willie pushed his wheelbarrow. Pull and push are opposite words.
- Write the following words from the story on the board and ask students to provide the opposite word for each word:
- Day (night); in (out); stop (go); down (up); above (below); front (back); little (big); he (she); up (down); under (over); on (off); cold (hot); warm (cool); open (closed); large (small)

ABC Order

Directions:

- Write the following story words on the board; students write them in alphabetical order: pig, fox, cave, house, rocks, bricks, Sunday, cornstalks, haystack.

“Piggy Bank Math” Worksheet

Directions:

- Students count the coins and write the correct amount of money in each piggy bank.

Compare and Contrast

Directions:

- Read *Conejito* by Margaret Read MacDonald. This folktale from Panama tells of a small bunny who is bullied by a lion as he goes up the mountain by himself to visit his aunt.
- Students compare and contrast:
 - The lion and the fox as bully characters
 - The clever characters who outwit the bully (little bunny and Jackie Pig)
 - The use of a barrel in *Conejito* and a butter churn in *The Pig Who Went Home on Sunday*.

Common Core

Standards:

CCSS.ELA-
LITERACY.L.1.5

Demonstrate understanding of word relationships and meanings

CCSS.ELA-
LITERACY.L.1.2.D

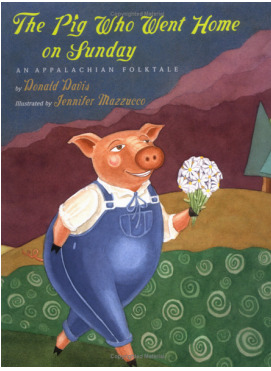
Use conventional spelling for words with common spelling patterns

CCSS.ELA-
LITERACY.L.1.5.B

Define words by category and by one or more key attributes

CCSS.ELA-
LITERACY.RL.1.9

Compare and contrast



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First Grade

Name _____

Date _____

Short /i/

pig

slide

wig

kite

ship

big

hide

ride

fig

lips

line

ice

pin

hill

fish

in

pie

gift

pile

fine

mile

six

will

bite

bit

kiss

fix

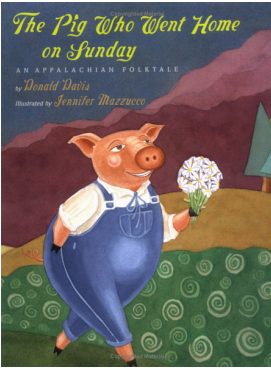
fill

like

miss

kick

bike



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First Grade

Name _____

Date _____

Piggy Bank Math

Directions: How much money is in each bank? Count the coins and write the correct amount of money in each piggy bank.

