

The Pig Who Went Home on Sunday

By Donald Davis
Illustrated by Jennifer Mazzucco

Outcome:

Students will learn about Appalachian folktales.

Materials:

- United States map
- Lined paper, pencils
- Large sheets of paper or poster board
- Markers or crayons
- “Alike and Different” worksheet
- “What Day Is It?” worksheet
- (Optional): *The Ogre Bully* by A.B. Hoffmire

About the Book:

Guided Reading:

H

Lexile Level:

630L

Character Traits:

Courage

Respect

Resourcefulness

Region:

USA

ISBN:

978-0-8748-3571-7

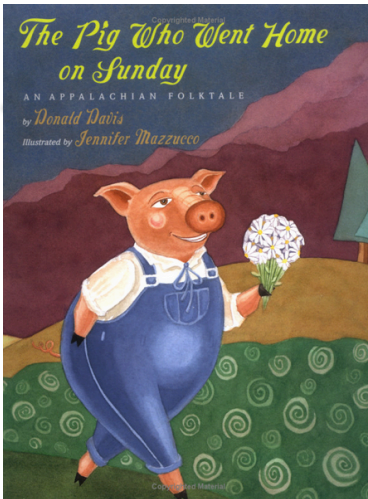
978-0-8748-3851-0

Instructional Plan

Introductory Activity

Directions:

- Tell students they will be reading a folktale from Appalachia. The Appalachian Mountains extend from Main to North Georgia. The area typically referred to as Appalachia is only the part of the mountainous area, which extends from Southwestern Pennsylvania to Georgia. Show on a map.
- Folktales are stories that are handed down from generation to generation. The storyteller often makes small changes in the plot, characters, setting, or the way the story is told, but they do not change what the story is about.
- Folktales have universal and timeless themes. They help people understand things and also emphasize the beliefs and values of a community. Folktales entertain but also educated people about how to do things, such as how to overcome a difficult situation.



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Instructional Plan Continued

Introductory Activity Continued

Directions:

- Appalachian folktales often include the number “three.” There may be three events or three characters.
- In Appalachian folktales, the youngest character usually prevails.
- Appalachian values such as courage, self-reliance, a strong work ethic, hospitality to neighbors, and a strong sense of family are the themes of these folktales. These tales help children in their transition to becoming adults and remind adults about lessons they have learned.
- Ask students to name folktales that they know wherein the number three is important.
- Tell students that in the folktale they will read today, the villain is a fox.
- Ask students to name folktales that they know, wherein a fox is the villain.
- Ask students to tell folktales that they know wherein the youngest person/animal prevails.
- Ask students what the proverb “He who would deceive the fox must rise early” means.

Common Core

Standards:

CCSS.ELA-
LITERACY.SL.2.2

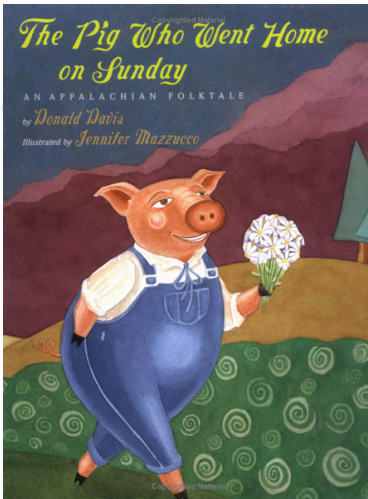
Describe key details
from a text

CCSS.ELA-
LITERACY.RL.2.2

Recount stories and
determine their lesson
or moral

Teacher Reads the Story

- Teacher shows students the cover of the book and asks them to predict what they think the story will be about.
- Teacher instructs students to read aloud one page each and show the illustration to the class.
- After each page is read, students ask the class to predict will happen next.



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Common Core

Standards:

CCSS.ELA-LITERACY.RL.2.1

Ask and answer questions to demonstrate understanding

CCSS.ELA-LITERACY.RL.2.3

Describe how characters respond to events and challenges

CCSS.ELA-LITERACY.RL.2.5

Describe the overall structure of a story

CCSS.ELA-LITERACY.RL.2.10

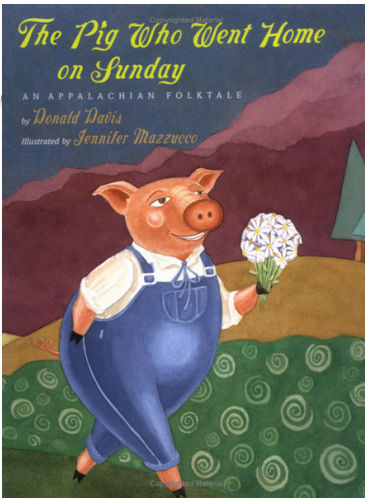
Read and comprehend literature

Questions for Assessing Students' Comprehension:

- Who are the characters in the story?
- What is the story setting?
- What is the conflict or problem?
- Why did each of the pigs leave home?
- What advice did Mama Pig give to each of her sons?
- The fox surprised Tommy and Willie. Why didn't the fox surprise Jackie?
- What did the fox tell Tommy to use to build his house? Why?
- What did the fox tell Willie to use to build his house? Why?
- What did the fox tell Jackie to use to build his house? Why?
- What reason did the fox give Jackie for coming to visit him?
- Why did Jackie open the door for the fox?
- How did Jackie know that the fox wanted to eat him?
- Why couldn't Jackie just leave when the fox feel asleep?
- How did Jackie get the fox out of his house? What is another way he could have tricked the fox into leaving?
- When did Jackie go visit his mama?

Questions for Interpretation:

- How is the number 3 important in this story?
- What Appalachian values does story teach?
- How would this tale be helpful for children? What would it teach them?
- Why do you think that the storyteller chose pigs for this tale? What other animals would or would not work with this plot?
- Why did the author cast the fox as the villain in the story? How did the author describe the fox?
- What other animals are cast as villains in folktales?
- How do you think Mama Pig felt when each of her sons was leaving?
- How do you think the sons felt when they left home?
- Why do you think that Tommy and Willie listened to the fox?



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Questions for Interpretation Continued:

- Jackie made many decisions. What were they and what were the results of those decisions?
- Has anyone ever tried to talk you into making a particular decision? What did you do?
- How did Mama know that Jackie followed her advice?
- How is this story like *The Three Little Pigs*? How is it different? Why did the storyteller decide to have the first two pigs be eaten by the fox rather than run and hide at their brother's house? Why is this plot detail important to the lesson that is taught?
- How do the illustrations add to the story?

Common Core

Standards:

CCSS.ELA-LITERACY.W.2.2

Write informative texts

CCSS.ELA-LITERACY.W.2.5

Focus on topic and strengthen writing by revising and editing

CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences

CCSS.ELA-LITERACY.L.2.1.B

Form and use irregular plural nouns

CCSS.ELA-LITERACY.L.2.1.D

Form and use past tense of verbs

CCSS.ELA-LITERACY.L.2.1.E

Use adjectives and adverbs

Follow Up Activities:

Write a Cautionary Tale

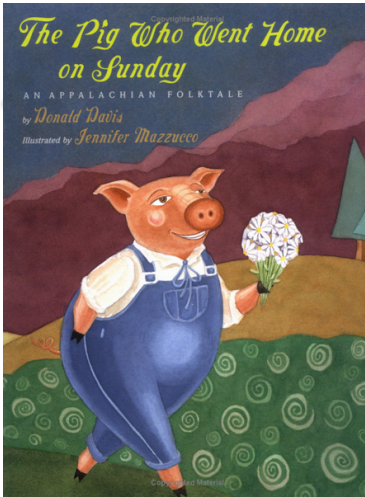
Directions:

- Tell students that *The Pig Who Went Home on Sunday* is a cautionary tale. It is designed to protect children by teaching them an important lesson: leaving home can be dangerous. It tells children that they must listen to the adults in their life to learn what to do to stay safe.
- Students write a folktale that teaches an important safety lesson.
- Students read their stories to the class. Classmates identify the lesson that the story teaches.

Public Speaking

Directions:

- Teacher tells students that Jackie became a well-known safety expert speaker based on his experiences in the story.
- Students make a poster that teaches a safety lesson.
- Students pretend to be Jackie and teach a three-minute safety lesson to the class using their posters.
- Students rehearse their safety lessons and present them to the class.



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Follow Up Activities:

Pantomime

Directions:

- Divide the class into groups of 5 students.
- Each student chooses a character from the story to portray.
- Students practice pantomiming the story.
- Each group presents its pantomime production to the class.
- Ask which parts of the story were the easiest to present as pantomime and the most difficult.

Create Sentences

Directions:

- Word list: pigs, wolf, cave, Sunday, house, build, hiding, advice, leaves, neighbor, supper, river
- Write one word from the list on the board and ask students to read the word.
- Students create a 5-word sentence using the word.
- Students create a 6-word sentence using the word.
- Students create a 7-word sentence using the word.
- Activity is repeated with all of the words.
- Optional: Students write a sentence using as many of the words from the list as possible.
- Share sentences with the class.

Write a Letter

Directions:

- Tell the class that Jackie only went home to visit his mama on Sundays. He had so much to tell her that he decided to write a letter to her. In the letter, he tells her all about his activities while living by himself.
- Students write a letter from Jackie to his mama.

“Alike and Different” Worksheet

Directions:

- Students read each pair of words and write one way that they are alike and one way that they are different.

Common Core

Standards:

CCSS.ELA-LITERACY.W.2.5

Focus on topic and strengthen writing by revising and editing

CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences

CCSS.ELA-LITERACY.L.2.1.F

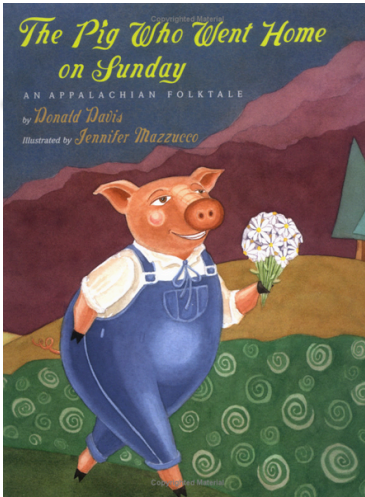
Produce, expand and rearrange complete sentences

CCSS.ELA-LITERACY.L.2.2.B

Use commas in greetings and closings

CCSS.ELA-LITERACY.RL.2.9

Compare/contrast



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Common Core

Standards:

CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences

CCSS.ELA-LITERACY.L.2.2.B

Use commas in greetings and closings

CCSS.ELA-LITERACY.L.2.5

Demonstrate understanding of word relationships

CCSS.ELA-LITERACY.L.2.5.A

Identify real-life connections between words and their use

CCSS.ELA-LITERACY.RL.2.9

Compare/contrast

Follow Up Activities:

True or False

Directions:

- Write 10 true/false questions about the story.
- Exchange papers with partner and answer partner's questions.

Make a List

Directions:

- Tell students that Mama Pig packed up a wagon for Tommy and a wheelbarrow for Willie. Jackie loaded up a huge sack full of things he would need to take care of himself.
- Students make a list of what they would need if they went out into the world.
- Students share their list with the class.

“What Day Is It?” Worksheet

Directions:

- Read each sentence. Write the correct day of the week on the line provided on the worksheet.

Write a Letter to the Author

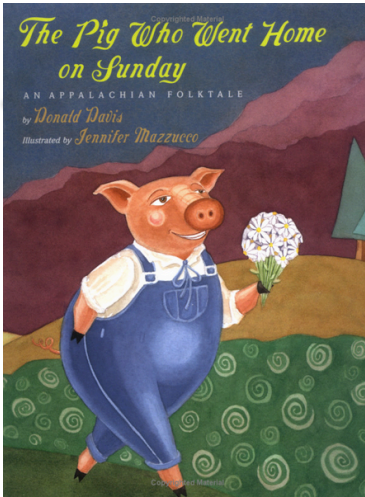
Directions:

- Tell students that they are going to write a letter to the author of the book, Donald Davis, or the illustrator, Jennifer Mazzecco.
- Review the form for writing letters.
- Tell students to include: what they liked about the story, something they learned about Appalachian folktales and relate it to the story, two or more questions in the letter.
- Share letters with the class.

Compare and Contrast

Directions:

- Read *The Ogre Bully* (A.B. Hoffmire). This is a tale about an ogre who tries to bully a farmer into giving him the farmer's crops and land. The farmer and his clever wife outwit the ogre.
- Compare and contrast this tale from Sweden with *The Pig Who Went Home on Sunday*.



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Follow Up Activities:

Animal Family Names

Directions:

- Tell students that a male pig is called a boar, a female is a sow, and a baby is a piglet.
- Teacher writes the heading “Animal,” “Mother,” “Father,” and “Baby” on the board.
- Write the animal names under the heading “Animal.”
- Teacher asks students to guess what the mother, father, and baby names are for each animal. Teacher or students record these names on the board:

Animal	Mother	Father	Baby
horse	mare	stallion	colt/foal/filly
cow	cow	bull	calf
chicken	hen	rooster	chick
deer	doe	buck	fawn
goat	nanny	billy	kid
rabbit	doe	buck	bunny/kit
duck	duck	drake	duckling
bear	sow	boar	cub
turkey	hen	gobbler	chick
cat	tabby	tom	kitten
buffalo	cow	bull	calf
sheep	ewe	ram	lamb
lion	lioness	lion	cub
goose	goose	gander	gosling
whale	cow	bull	calf

Common Core

Standards:

CCSS.ELA-LITERACY.L.2.1.A
Use collective nouns

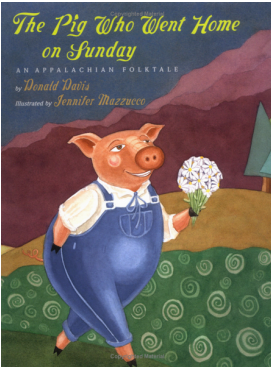
CCSS.ELA-LITERACY.SL.2.1
Participate in collaborative conversations

CCSS.ELA-LITERACY.SL.2.1.A
Follow agreed-upon rules for discussions

What Time Is It, Mr. Fox?

Directions:

- Students line up on one side of a field. Teacher is Mr. Fox and stands on the other side of the field.
- Students ask in unison, “What time is it, Mr. Fox?”
- Teacher answers with a time and students take that number of steps toward the teacher.
- Activity continues until teacher says, “It’s midnight!” Then students try to run back to the place where they started. Any student who is tagged becomes a fox and assists the teacher in catching other students at “midnight!” The last student to be tagged is the winner and starts the next game as Mr. Fox.



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Name _____

Date _____

Alike and Different

Pig / Fox

Alike: _____

Different: _____

Tommy / Willie

Alike: _____

Different: _____

Cornstalk / Haystack

Alike: _____

Different: _____

Rocks / Bricks

Alike: _____

Different: _____

Wagon / Wheelbarrow

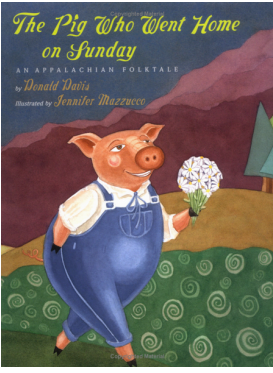
Alike: _____

Different: _____

Jackie / Tommy

Alike: _____

Different: _____



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Name _____

Date _____

What Day Is It?

1. It is the day that Jackie went home.

2. It is the day after Jackie went home.

3. It is two days before Jackie went home.

4. It is three days after Jackie went home.

5. It is the day before Jackie went home.

6. It is two days after Jackie went home.

7. It is three days before Jackie went home.
