

## The Pig Who Went Home on Sunday

By Donald Davis  
Illustrated by Jennifer Mazzucco

### **Outcome:**

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

### **Materials:**

- “Pig Phonics” worksheet
- Scissors
- Crayons or markers
- Paper
- One large and one small paper plate per student
- Construction paper
- Glue sticks
- One pipe cleaner per student
- (Optional): *When Turtle Grew Feathers* by Tim Tingle

### **About the Book:**

#### Guided Reading:

H

#### Lexile Level:

630L

#### Character Traits:

Courage

Respect

Resourcefulness

#### Region:

USA

#### ISBN:

978-0-8748-3571-7

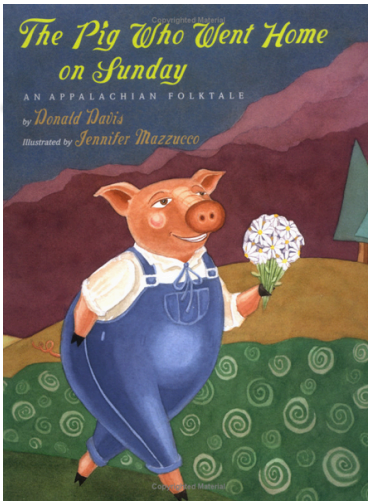
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### **Instructional Plan**

#### Introduction

#### Directions:

- Ask students to name safety rules for the classroom/school.
- Ask students to name other safety rules. Supplement rules:
  - Check with parents or adult before going anywhere.
  - Take a friend with you when you go places.
  - Don't talk to anyone who makes you feel uncomfortable.
  - Tell a parent or adult if you feel confused, scared or uncomfortable.
  - Don't answer the door without adult permission.
  - Don't answer the door unless you know and trust the person on the other side.



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## Instructional Plan Continued

### Read the Story

#### Directions:

- Tell students that they will listen to a story about 3 pigs that did not follow all of the safety rules.
- Tell students to listen carefully so they will be able to tell which rules the pigs did not follow.
- Read the story up to the point where Tommy meets the fox. Ask students what Tommy should do. Do the same for Willie and Jackie.

### Common Core

#### Standards:

CCSS.ELA-  
LITERACY.RL.K.1

Ask & answer questions  
about details in text

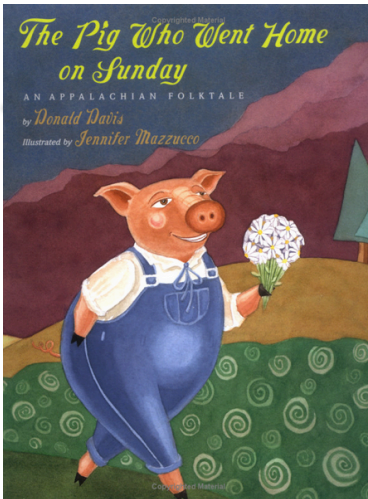
CCSS.ELA-  
LITERACY.RL.K.10  
Group reading activities

CCSS.ELA-  
LITERACY.RL.K.3  
Identify characters,  
settings, & major events

CCSS.ELA-  
LITERACY.SL.K.2  
Confirm understanding  
of text read aloud

### 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 he 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?



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## 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?

## Common Core

### Standards:

CCSS.ELA-  
LITERACY.RL.K.1

Ask & answer questions about details in text

CCSS.ELA-  
LITERACY.SL.K.1

Collaborative conversations

CCSS.ELA-  
LITERACY.SL.K.1.A

Follow agreed-upon rules for discussions

CCSS.ELA-  
LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas

CCSS.ELA-  
LITERACY.L.K.2.D

Spell simple words phonetically

## Follow Up Activities:

### Roleplaying Safety Rules

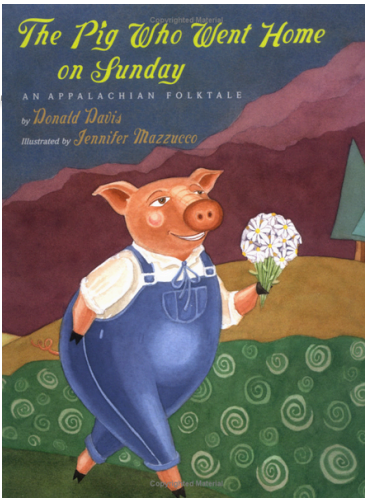
#### Directions:

- Assign students to work in pairs. Students will take turns pretending to be one of the pigs or the fox.
- Tell students to role-play the following situations:
  - The fox, who is a stranger, is trying to give the pig different advice than his mama gave him.
  - The fox is trying to get into Jackie Pig's house.

### "Pig Phonics" Worksheet

#### Directions:

- 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.



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## **Follow Up Activities:**

### Draw the Place You Sleep

Directions:

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

### Sequencing Events

Directions:

- Help students sequence the story events and write them on the board.
- Students take turns telling the story in pairs.

### Personifications

Directions:

- Tell students that the illustrator made the characters look like people in several ways.
- Point out the pig on the cover of the book and ask students how the illustrator made the pig look like a person.
- Show students the illustrations in the book, one at a time, and ask students to tell how the characters look like people.

### Paper Plate Pigs

Directions:

- This project creates a pig as seen from a frontal view, with a face in front and the body directly behind the face.
- Review the body parts of the pig: head, ears, snout, legs, tail)
- Students decide what color their pigs will be. Color the paper plates pink or gray.
- Glue a small paper plates onto the center of a larger paper plate.
- Draw ears on construction paper, cut out and glue on the pig.
- Draw a small circle on construction paper for the snout, draw 2 nostrils and cut out. Glue to the pig's face.
- Glue on eyes.
- Cut out legs and hooves; paste them to the bottom of the large paper plate. Remind students that pigs have 4 toes on each foot.
- Make a curly tail with pipe cleaner and glue to top of large plate.

## **Common Core**

### **Standards:**

CCSS.ELA-  
LITERACY.SL.K.5

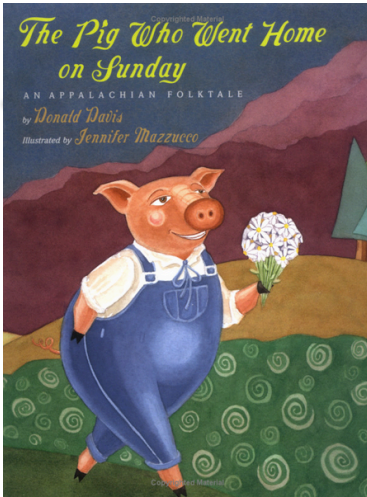
Add drawings or other visual displays to descriptions.

CCSS.ELA-  
LITERACY.W.K.3

Narrate event(s) in the order in which they occurred

CCSS.ELA-  
LITERACY.RL.K.7

Relationship between illustrations and story



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## **Follow Up Activities:**

### Character Interview

#### Directions:

- Assign students a partner. Tell students they will take turns interviewing a character from the story.
- Ask students what questions they would like to ask the characters.
- Tell students to decide which character they would like to be.
- Each pair of student's practices interviewing each other. One student is the interviewer and the other student is the chosen story character. Students switch roles.

### Compare and Contrast

#### Directions:

- Teacher tells students the story of *The Three Little Pigs*. Compare and contrast this tale with *The Pig Who Went Home on Sunday*.
- Emphasize safety rules and relate them to both stories.
- Read *When Turtle Grew Feathers* (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 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, straws, toothpicks, cardboard bricks, tissue paper rolled like straw, etc.

## **Common Core**

### **Standards:**

#### CCSS.ELA-LITERACY.RL.K.3

Identify characters, settings, & major events

#### CCSS.ELA-LITERACY.RL.K.9

Compare and contrast

#### CCSS.ELA-LITERACY.SL.K.1

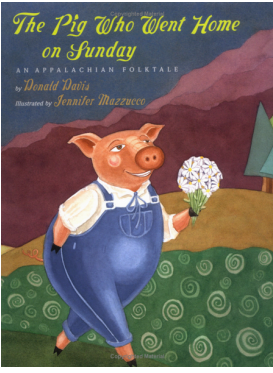
Collaborative conversations

#### CCSS.ELA-LITERACY.SL.K.1.A

Follow agreed-upon rules for discussions

#### CCSS.ELA-LITERACY.SL.K.1.B

Continue conversation through multiple exchanges



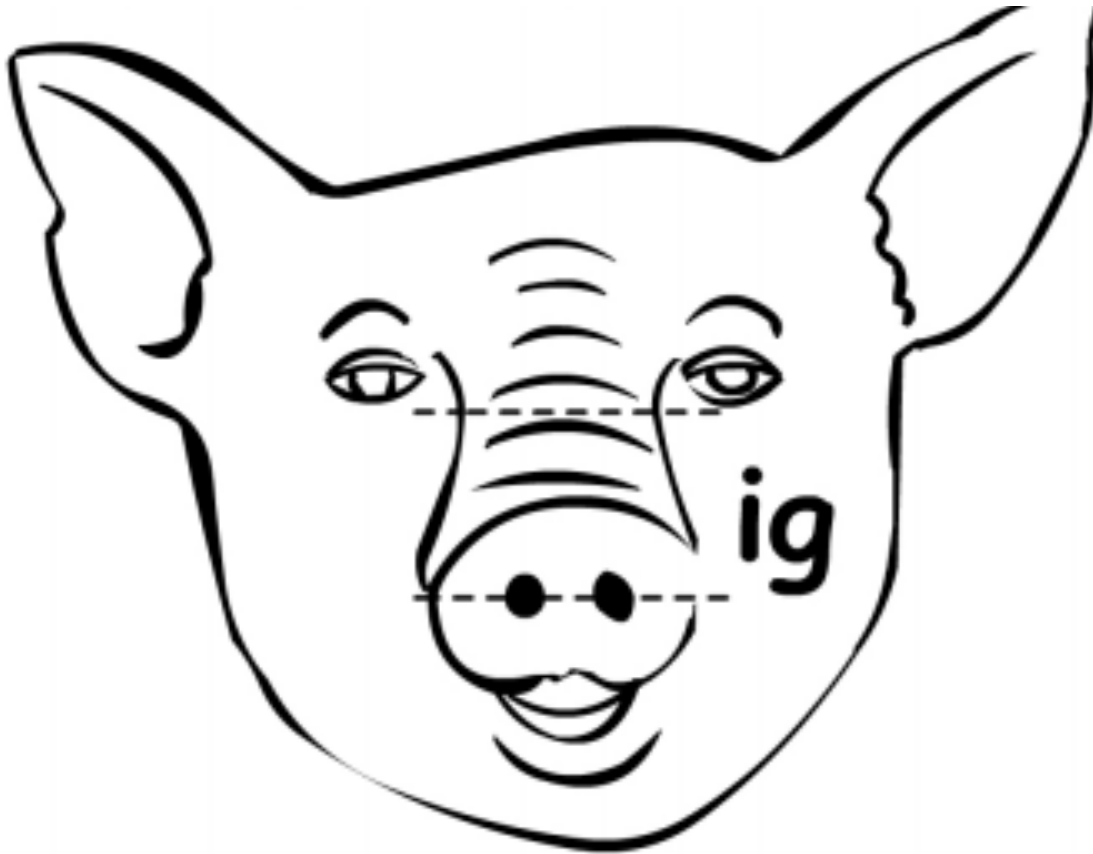
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Name \_\_\_\_\_

Date \_\_\_\_\_

## Pig Phonics



P  
B  
D  
F  
R  
W