

## Pig Who Went Home on Sunday

By Donald Davis

Illustrated by Jennifer Mazzucco

### **Outcome:**

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

### **Materials:**

- 35 Post-it notes (1 ½" x 1 ½")
- "Pig Picture" worksheet
- Scissors
- Crayons
- Glue sticks
- Popsicle sticks
- 1 single egg cup from an egg carton per student
- Pink markers or paint, paint brush
- Two 12 inch pieces of elastic per student
- Small Phillips-head screwdriver or ice pick for teacher's use
- "Trace the Pig's Path" worksheet
- "Largest/Smallest" worksheet
- "Pig Patterns" worksheet
- (Optional): *The Clever Monkey Rides Again*, Rob Cleveland

### **About the Book:**

#### Guided Reading:

H

#### Lexile Level:

630L

#### Character Traits:

Courage

Respect

Resourcefulness

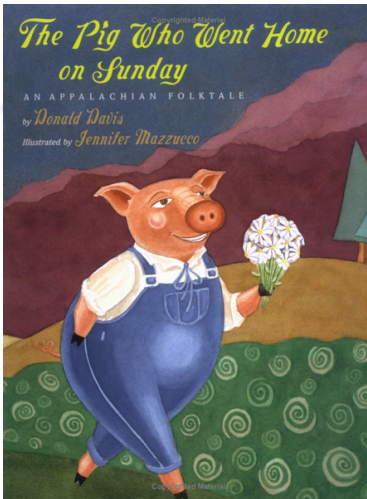
#### Region:

USA

#### ISBN:

978-0-8748-3571-7

978-0-8748-3851-0



# The Pig Who Went Home on Sunday

Pre-Kindergarten

## Instructional Plan

### Introduction

#### Directions:

- Use the 35 Post-it notes to cover the picture of the pig on the “Pig Picture” worksheet. Write one number on each Post-it note.
- Ask students to choose a number. Remove the Post-it note with chosen number and student has a chance to guess what the picture is.
- Continue until picture is revealed.
- Ask students to tell what they know about pigs, if they know any songs about pigs or any stories about pigs.

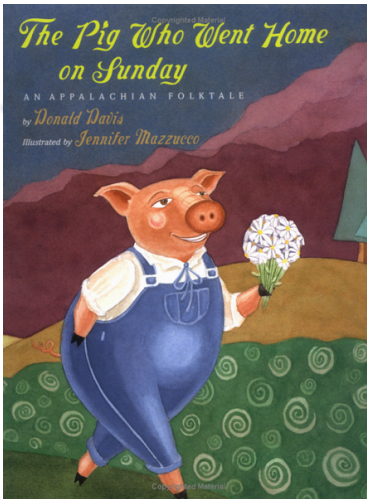
### Teacher Reads the Story

#### Directions:

- Distribute the “Character Puppets” worksheet along with Popsicle sticks, scissors, crayons and glue.
- Discuss what each picture represents.
- Students color and cut out the 4 pig pictures and the fox picture.
- Students glue each picture to the end of a Popsicle stick.
- 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.
- Read the book to the class.

## Questions for Assessing Students’ Comprehension:

- Who are the characters in the story?
- Where did the pigs live in the beginning of the story?
- What 2 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? Willie? Jackie? Why?
- How did Jackie get the fox out of his house?
- Where did Jackie Pig go on Sunday?



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## **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*?

## **Follow Up Activities:**

### Puppet Show

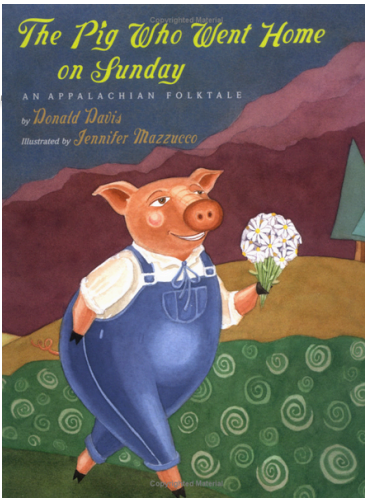
#### Directions:

- Use the character stick puppets created in the “Instructional Plan.”
- Divide the class into small groups.
- Students create a puppet show of the story.

### Inferences

#### Directions:

- Read the following descriptions; students guess which story character is being described:
  - I was the first pig to leave home. Mama packed my things in a wagon. I built my house out of cornstalks. (Tommy)
  - I was the second pig to leave home. Mama packed my things in a wheelbarrow. I built my house out of a haystack. (Willie)
  - 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. (Jackie)
  - 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. (Fox)
  - I took care of my sons until they got too big to fit in my cave. I told them to build their houses out of rock and brick. I wanted my sons to visit me on Sunday. (Mama)



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## **Follow Up Activities:**

### **Making Pig Snouts**

#### **Directions:**

- Students paint or color the outside of one egg cup from an egg carton pink.
- Teacher makes two holes on either side of the cup to thread the elastic through and a few small nostril holes for breathing. Tie 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/her head.
- 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:
- 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' role-play not listening to the fox.
- Jackie Pig should not have let the fox into his house. Students role-play the fox trying to get into the house and Jackie not letting him in.

### **Retelling the Story**

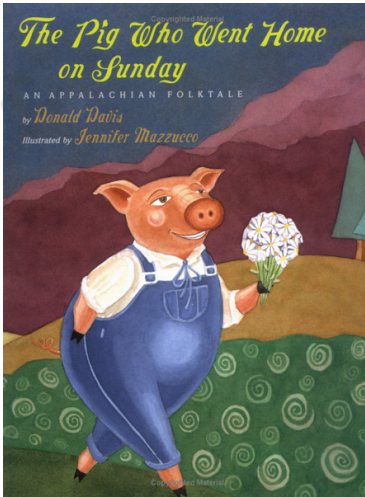
#### **Directions:**

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

### **"Trace the Pig's Path" Worksheet**

#### **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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### **Follow Up Activities:**

#### **“Pig Patterns” Worksheet**

##### **Directions:**

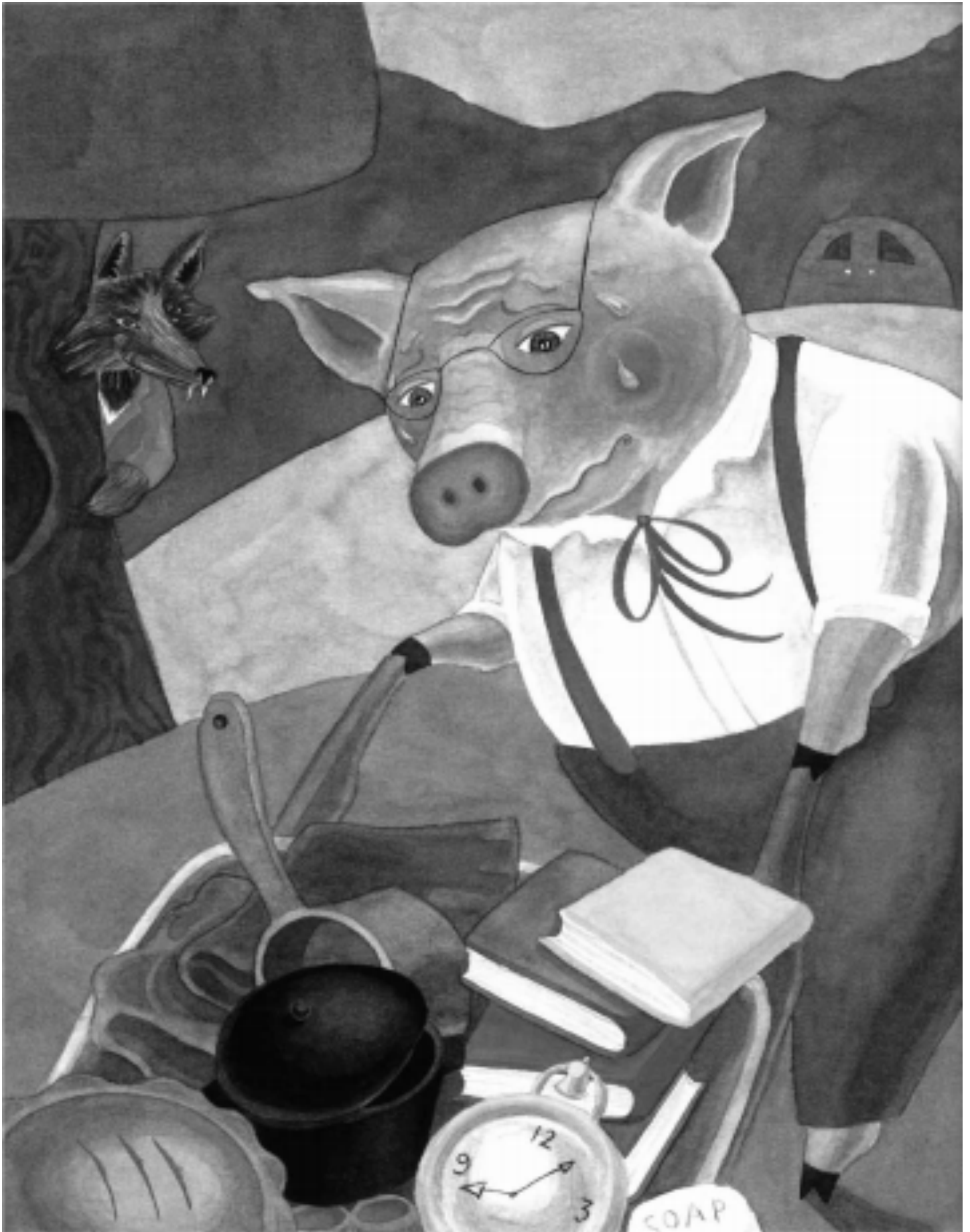
- Students cut out cards of the pigs and foxes on the “Pig Patterns” worksheet and place them on a table or the floor in front of them.
- Teacher demonstrates how to create a pattern with the cards. (Ex: pig, fox, pig, fox, etc.)
- Teacher calls out different patterns, and students create the patterns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

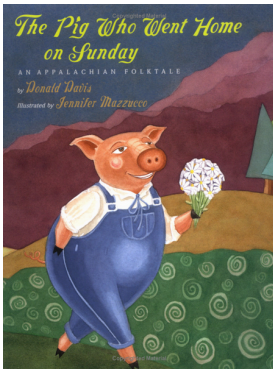
#### **Compare and Contrast**

##### **Directions:**

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







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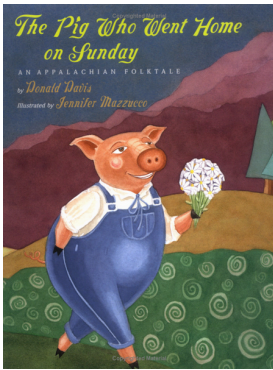
Pre-Kindergarten

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## Character Puppets





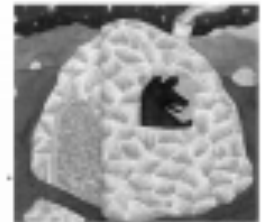
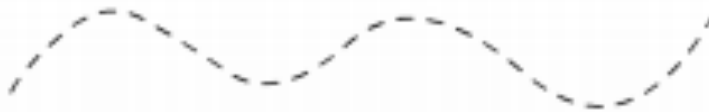
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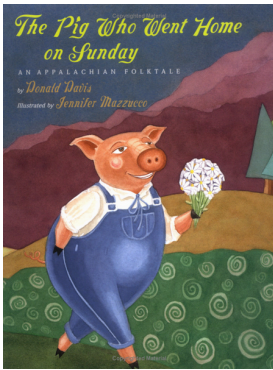
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## Trace the Pig's Path







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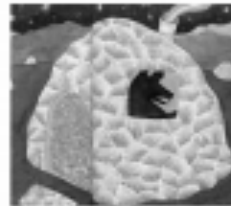
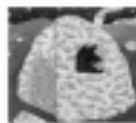
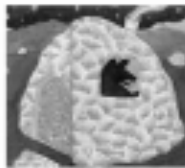
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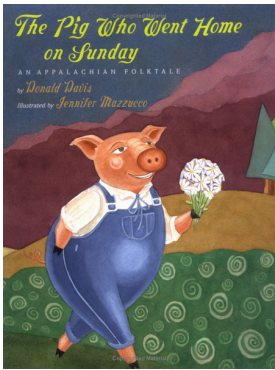
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## Largest/Smallest

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

