

“The Wonderful Pigs of Jillian Jiggs”
Differences between real and fictional pigs: Lesson 3
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Academic Standard:

- 1.4.1 Identify when stories give attributes to plants and animals, such as the ability to speak, that they really do not have.
- 1.4.2 Observe and describe that there can be differences, such as size or markings, among the individuals within one kind of plant or animal group.

Performance Objectives:

1. After being read a book about pigs, the students will be able to find answers to a question they placed in the W column of the KWL chart with 100% accuracy.
2. After learning about real pigs, the students will be able to contrast the differences between the fictional pigs in the story and the real pigs with 8 out of 10 differences being correct.
3. Before reading a book about pigs, students will be able to come up with three questions they would like to learn about, with 100% accuracy.

Advanced Preparation by Teacher:

Big paper for K-W-L chart, Pigs Pigs by Gail Gibbons, paper for a big Venn diagram, different colored markers, pig feed (if possible)

Procedure:

Introduction/Motivation:

Last week when I came we looked at words that rhyme in our story. Today we are going to put our story aside for awhile and talk about real pigs. Do any of you live on a farm? How many of you have ever seen a pig in real life? Did the pig look like the pigs in our story?

Step-by-Step Plan:

1. First we are going to fill out a K-W-L chart.
2. Who can tell me what they know already about real pigs? (Knowledge) Fill out the K column of the chart (Interpersonal/Visual/Linguistic).
3. What would you like to learn about real pigs? (Knowledge) Fill out the L column of the chart.
4. Let's gather over on the carpet and I'm going to read you a non-fiction story. Who can tell me what a non-fiction book is? (Knowledge) (Let them answer) Good it's a book that has facts in it and is not made up. Listen carefully as I read for the answers to our questions we put on our chart. (Linguistic)
5. Read the book Pigs Pigs by Gail Gibbons. (If you have pig feed it is neat to let the children touch and smell it when you get to the pages on feeding pigs that are raised on farms.) (Linguistic)
6. Fill out the L column of the K-W-L chart. What did you learn about pigs from this book? (Comprehension). Did we find the answer to “question A” from our W column? (Comprehension). If there are questions on the W column that are

answered in the book find the page and pick a student to help you find the answer. (Interpersonal/Linguistic)

7. Have them return to their seats and look at the section of The Wondrous Pigs of Jillian Jiggs and help you fill out a Venn diagram. One circle is for real pigs the other is for pigs from out story. (Linguistic) Compare the pigs in the story to the real pigs. (Analysis). Contrast the pigs in the story to the real pigs (Analysis). Justify why you think the author didn't choose to use real pigs for her story. (Evaluation). Would the story of made since if all the pigs were the same and none had fun characteristics?

Closure

You all did a wonderful job of listening and learning about real pigs. Next week we are going to do another activity with our book that deals with describing things, but for now it's time to go to reading groups, so everyone get their reading bags, and get ready to go!

Adaptations/Enrichment:

This is not an activity that they have to do on their own. I would make sure that students with visual problems sat close to the sheets when the class was filling them out. Other than that, because this is whole-class instruction and mainly based on brainstorming, not many adaptations are needed.

Self-Reflection:

I will be aware that this lesson was effective if the students are able to describe similarities and differences between the pigs in the story and real pigs. I will also be able to tell that it is effective if they can name characteristics about real pigs that they learned through the story, and also answer some of their questions from the W column of our KWL chart.