

If You Give a Pig a Pancake

An Educator's Reference Desk Lesson Plan

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Grade Level(s): 1

Subject(s):

- Language Arts/Story telling

Description: This is a lesson that builds comprehension skills and story telling.

Goals: Student will develop comprehension skills through sequencing of story events and identification of the plot in the story.

Objectives: By the time this lesson is completed, students will be able to:

1. Sequence story events of the book If You Give a Pig a Pancake.
2. Individually demonstrate comprehension by retelling If You Give a Pig a Pancake story through an individually created book.
3. Identify a problem and resolution contained within the events of the story If You Give a Pig a Pancake.

Materials:

- Story book by Laura Joffe Numeroff (1998). If You Give a Pig a Pancake. Harper Collins Juvenile Books; ISBN: 0060266864
- Three overheads:
 - The first overhead split into quarters with three pictures hand drawn from the beginning of the book and one quarter with the title of the book.
 - The second overhead split into quarters with four pictures from events in the middle of the book.
 - The last overhead split into quarters with three pictures from the end of the book and the words "The End."
- Three dittos per student for each of the overheads described above.

I made the first ditto from pink paper, the second from blue paper, and the last from

white paper.

- Scissors
- Stapler
- Crayons (*optional for children to illustrate and write their story below each picture*) .
- Markers (*optional for children to illustrate and write their story below each picture*) .

Procedure:

Set/ Initiation:

1. Have the students sit together on the floor in a group. Start by asking the students if they know what the word order means. State aloud all the suggestions.
2. Next, show an example of a train that has a beginning, middle, and end. Ask the children if there would be a problem if the order of the train were mixed up? Why?
3. Next, show students a bowl, cereal, and a carton of milk. Ask which order do we use these three items. What problem could we have if there was not a bowl available?
4. Next, show them the book If You Give a Pig a Pancake . Ask them if they think a story has an order. Do you think stories can have problems?
5. Tell the students that today they are going to read a book about an adventurous pig who has lots of problems. Show the students the book and ask them questions about what they think is going to happen, what problems might occur, and how those problems could be solved.
6. Read the story and discuss what happens to the pig with emphasis on sequence, problem, and resolution.

Procedure:

1. Ask the students to try to remember the order of the story by picturing the different events in their heads.
2. Hand out one sheet of each color to each student.
3. Ask the students to look carefully at the three sheets and see which sheet represents the beginning of the story.
4. After they identify the pink sheet, place the matching overhead on the screen.
5. Now have the students decide which of the four quarters is first, second, third and last.
6. Have the students number each quarter block with the numbers one, two, three and four.
7. Turn that page over on your top left of your desk.
8. Next, look at the two remaining colors.
9. Do the same with the remaining two sheets.

10. When completed, cut the quarters out and staple to form a book.

As you are arranging and identifying the order of the events ask the students problem resolution questions using the cloze technique:

a. If you give a pig a pancake, she'll want some _____

b. If you give her some maple syrup, she'll get all _____

c. If she gets all sticky, she'll want to _____

d. If she sees a duck she'll be homesick and need a _____

e. While looking under your bed for a suitcase, she'll find your old _____

f. When she starts dancing she'll want you to take her _____

Closure:

Bring the students back to a group and have three students volunteer.

Using the individually created books, have them each retell the beginning, middle or the end of the story using the pictures as a guide.

Ask others in the class to:

Retell what problems occurred in the book (Knowledge)

Why problems occurred that made it necessary for the pig to take a bath (Comprehension)?

If they were the girl what would they do if the pig kept asking for things (Application)?

Could this story be true (Analysis)?

Would this story have been different if the girl did not give the pig all the things she wanted (Synthesis)?

In this story the girl kept helping the pig; how do you feel about sharing with others and helping others (Evaluation)?

Extended Activities:

Ask the students to pretend they are the pig and write the girl a thank-you note.

Ask the children to write and illustrate a story about the pig visiting their house.

Compose a class letter to the author or illustrator stating why the children liked the book.

Provide objects from the story and have the children role play the story. The children can retell the story using the props as reminders of the proper sequence of events contained in the story.

Assessment: The teacher will continuously monitor the students while they are completing group and individual tasks. The teacher will also monitor participation during group discussions.