



Big Pig

BUILD BACKGROUND
Theme 1, Grade 1

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California State Standards

Reading

- Comprehension and Analysis of Grade-Level-Appropriate Text 2.2
 - Respond to who, what, when, where, and how questions.
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.5
 - Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).

California State Standards

Reading

- Comprehension and Analysis of Grade-Level-Appropriate Text 2.6
 - Relate prior knowledge to textual information.
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.7
 - Retell the central ideas of simple expository or narrative passages.

California State Standards

Reading

- Narrative Analysis of Grade-Level-Appropriate Text 3.1
 - Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
- Narrative Analysis of Grade-Level-Appropriate Text 3.3
 - Recollect, talk, and write about books read during the school year.

California State Standards

Listening and Speaking

- Organization and Delivery of Oral Communication 1.5
 - Use descriptive words when speaking about people, places, things, and events.
- Speaking Applications 2.2
 - Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

California State Standards

Listening and Speaking

- Speaking Applications 2.3
 - Relate an important life event or personal experience in a simple sequence.

California State Standards

History-Social Science 1.6.2

- Students understand basic economic concepts and the role of individual choice in a free-market economy.
 - Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

Building Background

“Big Pig”

- Tell me about the picture of the farm.
- What are farms like?



Building Background

“Big Pig”

Can you name some animals that are raised on farms?



Story Vocabulary

“Big Pig”

- carrot
- farm
- feed

carrot

Big Pig would loves to eat **carrots!**



farm

This **farm** raises cows, goats, chickens, and pigs.



feed

It is not safe to **feed** an animal without permission from the animal's owner.



Strategy Focus: Evaluate “Big Pig”

- Turn to Anthology page 109.
- Read the selection title and the name of the author/illustrator.



Purpose Setting

“Big Pig”

- Good readers think about what they like and don't like about a story.
- Look for different parts of the story that you think are funny.



Purpose Setting “Big Pig”

Don't forget to use your other reading strategies as you read.



Cause and Effect

“Big Pig”

Think about what happens, and why it happens, as you read both chapters of “Big Pig.”



Cause and Effect

“Big Pig”

- Thinking about why things happen is an important part of reading a story.
- It helps the reader understand the story.



Focus Questions

“Big Pig”

- Turn to Responding on page 124.
- Read the questions aloud.
- Keep the questions in mind as you read “Big Pig.”



Comprehension/Critical Thinking

“Big Pig”

- Look at page 111.
- What do the words “Chapter 1” tell you about the story?



Comprehension/Critical Thinking

“Big Pig”

What happens at the beginning of the story?



Comprehension/Critical Thinking

“Big Pig”

What happens when
Tim puts on the hat?



Comprehension/Critical Thinking

“Big Pig”

Does the same thing
happen to Nan?



Comprehension/Critical Thinking

“Big Pig”

Who does the hat fit?
Why?



Strategy Focus

“Big Pig”

Did you expect that Tim and Nan would put the hat on the pig's head?



Strategy Focus “Big Pig”

Do you think that the ending is funny?



Comprehension/Critical Thinking

“Big Pig”

How could you use what you know about letters and sounds to read the word *big* on page 116?



Cross-Curricular Connection

“Big Pig”

- The setting of this story is a farm.
- Pigs are thought to be very intelligent animals.
- Pigs roll in mud as a way to cool off when the weather is hot.



Comprehension/Critical Thinking

“Big Pig”

- Look at the sign on page 117.
- Who do you think put the sign there?



Comprehension/Critical Thinking

“Big Pig”

Why does Nan get to sit on Big Pig?



Comprehension/Critical Thinking

“Big Pig”

At the end of the story,
why do the children
fall into the mud?



Strategy Focus “Big Pig”

Did you like this story?
Why or why not?



Retelling the Story: Cause and Effect

“Big Pig”

- Take turns summarizing your favorite chapters of the story.
- Tell what happens at the end of each chapter, and why it happened.

