



# Activity Guide

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## Pigs

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This Live Oak Readalong can be correlated to the following Common Core Anchor Standards (CCSS):

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.10: Read and comprehend complex literary and informational texts independently and proficiently.

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core Anchor Standards:

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## BEFORE LISTENING

### ***About the Book***

When we think of pigs, we think about animals that live on farms – but how did they end up there? *Pigs* tells about the history of our porcine friends and gives information about different kinds of pigs, pigs in the wild, and pigs' habits.

### ***Activate Prior Knowledge/Build Background***

Have children do a quickwrite to activate their prior knowledge about pigs. Ask them to write for one or two minutes in response to these open-ended statements:

One thing I know about pigs is \_\_\_\_\_.

One thing I wonder about pigs is \_\_\_\_\_.

Have children share their responses to the quickwrite with each other. Then tell them that the book they will read and listen to will give them lots of information about pigs and may provide knowledge that will answer their “one thing I wonder” statement.

## Standards-Linked Activities

### ***Listening/Speaking***

**CCSS: R.1, R.2, R.7; SL.1, SL.2**

Ask children the following questions about the book. Call on volunteers to respond orally.

a. What animal is the ancestor of all domestic pigs today?

- b. What is similar about all pigs? What are some things that are different about different pigs?
- c. What are a pig's strongest senses? What do they do with those senses?
- d. What is the difference between a sow and a gilt?
- e. What is one way you can tell that pigs are smart?

### **Vocabulary**

**CCSS: R.4; L.4, L.6**

Write these specialized words from the text and sentences on the chalkboard. Have children copy the sentences and write the correct word from the board in each blank.

wallow                  snout                  foraging                  farrows

1. Some pigs like to \_\_\_\_\_ in water or mud to keep cool.
2. Pigs look for food by \_\_\_\_\_ with their noses.
3. A pig's \_\_\_\_\_ is round and flat.
4. When a mother pig \_\_\_\_\_, she has six to fifteen babies.

### **Science: Label the Pig**

**CCSS: R.5, R.7; W.8**

Print out a pig template from a website such <http://www.first-school.ws/t/cppig.htm>, and provide a copy for each child. Ask them to listen again or reread the section of the book showing the labeled pig body parts. Have children label the body parts of the pig on the template. They can then color in their templates. Display them around the classroom.

### **Social Studies: Not Your Barnyard Pig**

**CCSS: R.7; W.2, W.4, W.7, W.8**

Divide the class into five groups. Have each group research and write a short report on one of these kinds of wild pigs:

- javelina
- warthog
- babirusa
- Red river hog
- bushpig

Children can use reference books or look online for information about the pig they choose. Their report should include information about where the pig is found and how it lives. They can include a printed-out illustration or create their own illustration. Collect the reports in a class book of wild pigs.

### **Language Arts: Pet Pigs**

**CCSS: W.3, W.4; SL.1, SL.4, SL.6**

The author notes that some people keep pigs as pets. Have children imagine that they have a pig as a pet, and ask them to write a story about something that might happen when they bring their pig somewhere unexpected, such as to a restaurant, on a ferry boat, or to school. Encourage them to use their imaginations when writing the story. When children are done with their stories, volunteers can read their tales aloud to the class.

### **Science: Pig True and False**

**CCSS: R.1, R.2**

People have many false ideas about pigs, and the author tells about some of them. Have children choose one of these ideas and listen again to or reread the book to learn the truth about the pig. Ask them to copy the statements and write T next to those that are true and F next to those that are false.

- Pigs are smart.
- Pigs are dirty.
- Pigs cannot make sounds.
- Pigs are messy eaters.
- Pigs cannot hear very well.
- Pigs cannot see very well.

### **On the Internet: Fun Facts about Pigs**

**CCSS: R.7; W.7, W.8; SL.6**

*Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.*

Have children work with partners to find fun facts about pigs on the Internet. Using the keywords *facts about pigs*, they can look for two facts that are not included in the book. Ask pairs to write down the two facts they find and then read them to the rest of the class.