

Oregon



Developed By:

Sheila Hood

Summer Ag Institute Lesson Plans

Title of Lesson: Three Little Swine Build Houses

Academic Subject: Science, Reading, Mathematics, Art

Theme: Build and test houses for the three little pigs, using straw, sticks & clay

Grade Level: 1

CIM/CAM Standards:

1. Science (Matter): Understand structure and properties of matter. Describe objects according to their physical properties.
2. Science (Scientific Inquiry): Use interrelated processes to pose questions and investigate the physical and living world.
3. Language Arts (Reading): Listen to, read, and understand a wide variety of grade-level informational and narrative text.
4. Language Arts (Reading): Sequence the events in the story.
5. Mathematics (Geometry): Analyze characteristics and properties of two- and three-dimensional shapes.
6. Mathematics (Geometry): Use visualization, spatial reasoning, and geometric modeling to solve problems.
7. Art (Create, Present and Perform): Communicate, using a simple vocabulary related to various art forms.
8. Oregon Skill Sets (Career Exploration): Agriculture, Food and Natural Resource Systems, and Construction Cluster.

Learner Objective: (The student will)

1. Experience various versions of the folk tale, “The Three Little Pigs”, including Mrs. Hood’s, called “The Three Little Swine” and retell their favorite version with correct sequence of events.
2. Build houses for pigs made of straw, sticks, and clay “brick”.
3. Test the strength of each house in a retelling performance.

Vocabulary:

1. Swine – any mammal of the family Suidae. Domesticated species are grown for their edible flesh and fat, for their hides and for their bristles. Swine are very important in the agricultural economy of the U.S. Also called hog, pig.
2. Straw – the stems and leaves of grain crop plants which remain after threshing.
3. Sticks – A piece of wood, of indefinite size, that is long as compared with its diameter or cross section.
4. Brick – a rectangular block made of burned clay or concrete usually measuring 4 ¼ x 8 ½ x 2 in. (10.8X21.6X5.08 cm); used extensively in most kinds of durable construction.
5. Pork – the meat of swine.
6. Bacon – the cured or smoked back and sides of a pig carcass; formerly used to describe any part of a hog carcass.
7. Wolf – certain large, doglike, carnivorous animals of the genus *Canis* especially *C. occidentalis*, the gray or timber wolf. At one time in the U.S. it was a serious predator of domesticated animals, particularly sheep.
8. Bristle – Stiff, sharp hair or hair-like parts which grow on animals and plants.

Anticipatory Set:

Children will gather on the rug for Story Time and I will read a traditional version of the folk tale, The Three Little Pigs. The class will share other versions they have heard, then I will tell my version of the tale where we learn that most of us would also like to eat the little piggies, if we like bacon, hot dogs, sausage, pork chops, etc. I will then tell the children that they will be building three houses for the three little swine over the next three days, and then testing the strength.

Instructional Outline (Teaching Content)

Day One

1. Read a traditional version of The Three Little Pigs (any author).
2. Discuss main events in story.
3. Tell my version of The Three Little Swine, where the wolf is not so different from those of us who like to eat pork.
4. Review sequence of events.
5. Explain to children they will be building houses for their pigs and making the first pig.
6. Show examples of grain from Oregon Wheat Growers League, then show grass straw that I have gathered. (We will have Dirt Babies on each desk by now and will refer to growing the grass seed we began with for those.)
7. I may show some pictures of straw bale homes from the Jacksonville, OR website, depending on time.

Day Two

1. Review events in Three Little Pigs stories.
2. Talk about building a house of sticks. Ask children what their homes are made of.

Day Three

1. Review events in Three Little Pigs stories.
2. Talk about building a house of brick, show examples, make third little pig, and build third house of clay.

Strategies (What to do, explain or have students do)

1. Children gather on rug for story time.
2. Children participate in discussion and tell other variations they know.
3. Discuss what hot dogs, sausage, bacon, etc. are made from, and explain bristle. The little pigs may reply, "not by the bristle on my chinny-chin-chin!"
4. Children recall events in order. I will write the main events on a chart.
5. Hand out pink clay to make the first little pig, about a tablespoon for each pig.
6. Teach definition of straw. Show pictures of straw huts. Brainstorm ways to make a straw house for a pig. Show children how to take a small handful of grass straw. Children begin building house of straw. Other materials needed would be glue, twine, wax paper to build on, and scissors. Put pigs in straw houses.
7. Children recall the second little pig built his house of sticks.
8. Brainstorm ways to make a house of sticks. Show pictures of stick house construction. Pass out wax paper and popsicle sticks. Other materials needed: glue and scissors.
9. Pass out pink clay to make second pig. Children make pigs and put them in stick houses after glue is dry.
10. Predict which house will be stronger, the straw house or the stick house.
11. Children recall the third little pig built his house of brick.

3. Divide into 6 groups (by table groups) for retelling the story while acting it out with wolf, pigs, and the straw, stick and clay houses. Make a clay wolf.
4. Students start acting out the retelling in their group.
12. Define brick. Show children sample of clay soil from my home and let them feel it. Show them pictures of brick drying. Tell them we will use the school clay for houses today, but the soil samples will be on the science counter for discovery activities. Pass out wax paper and pink clay for third pig, plus about ½ cup of gray clay for the house. Predict which house will be stronger. Children make third pig and build house of clay.
13. Gather on the rug. Helpers put small amount of gray clay on each desk to make the wolf. Class discussion on story. Divide class into 6 groups (by table group) and talk about cooperative decision-making for who goes first, second, third and fourth. Have students make rules for appropriate (responsible, respectful and safe) behavior during the "...blow your house down" part.
14. We will have 3 or 4 adults in the room for this activity. (If there were not enough adults to supervise, I would split the sessions.)

Extensions:

1. Explore careers in agriculture, construction, logging, and cooking with videos and books, and guest speakers.
2. Begin construction unit after this one, wherein children learn how to build a house made of wood. (This could be taught first, also.)
3. Have children draw or write the main events in the story.
4. Have children draw or write alternative endings.
5. Compare and contrast variations of The three Little Pigs.
6. Teach Janet Kearns Wolf's lesson (SAI, 2004) on The Little Red Hen: from Seed to Bread.
7. Continue folk tale and fairy tale theme.

Closure:

Gather on rug and discuss how the retelling and taking turns went, which house was stronger, what they would choose to build a real house, and talk about alternative endings for the story. We will talk about ways to eat pork, and perhaps the children will have ideas for wolf recipes, since I teach in a hunting community. Teacher-led group discussion on careers in agriculture and construction.

Resources:

1. The Three Little Pigs—any version/s or oral retelling
2. Herren, Ray and Roy Donahur. *The Agriculture Dictionary*. New York:Delmar Publishing, 1991.
3. “Straw House” Internet site for teachers
4. “Strawbale.com”, a company from Jacksonville, Oregon shows straw bale houses.
5. Encarta Online Encyclopedia for illustrations of straw, stick and brick homes.
6. Wheat Kits provided at SAI by Oregon Wheat Growers League

Evaluation:

1. Teacher asks questions while working the room and during group discussions. Children orally list sequence of events while teacher makes chart. Adults take notes on children’s retelling during performances.
2. Children build houses that remain erect from straw, sticks and clay.
3. Children will test the strength of their buildings by trying to “blow the house down”.