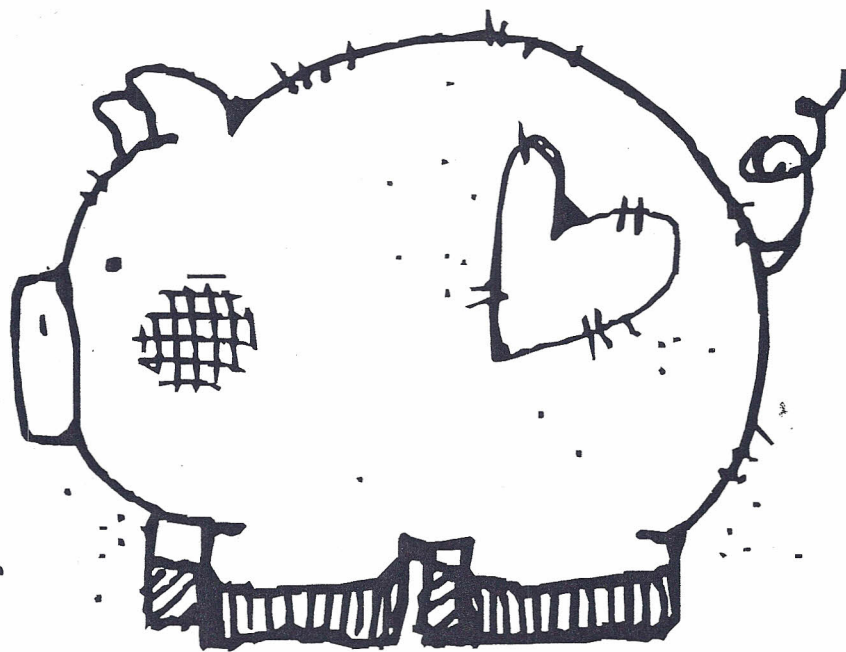
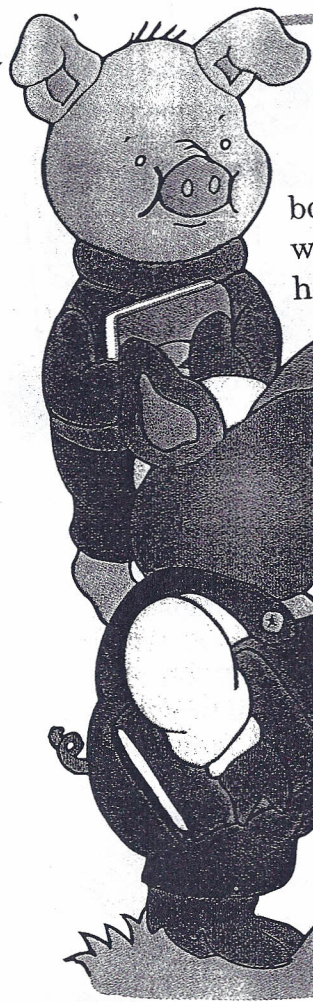


My Positively Perfect Pig Book!



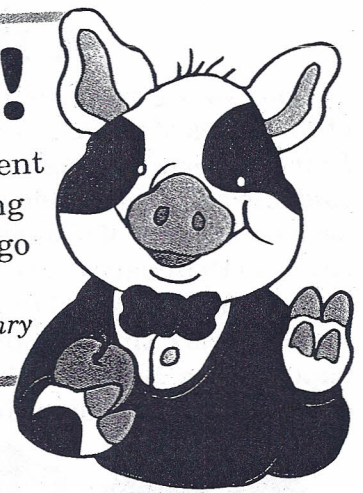
Name: _____



PIGS APLENTY!

The popularity of pigs is quite evident these days in current books, movies, and decorating items. So pepper your teaching with these perky-pig activities, and watch your youngsters go hog-wild for learning fun!

by Lucia Kemp Henry

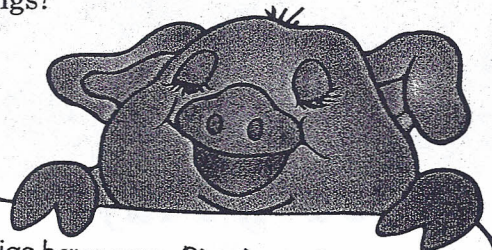


A New Peek At Pigs

If your youngsters are like most people, they might not have a lot of accurate information regarding these curly-tailed farm dwellers. So take advantage of the pig's present popularity and reintroduce these clever fellows. *All Pigs Are Beautiful* by Dick King-Smith (Candlewick Press) is a uniquely inviting work of nonfiction that introduces the reader to the characteristics and habits of pigs. After sharing this appealing book with your children, ask them to discuss what they learned from the book. Now what do you think of pigs?

A Little Pig Poem

This little poem rolls together science, reading, and language to create a "pig-ture-perfect" learning opportunity. Copy the poem onto chart paper. After reading the poem aloud, have youngsters join you in reading it a second time. Using different colors of highlighting markers, have children take turns highlighting the skills of your choice. For example, if you're working on rhyming, have three different children each highlight a pair of rhyming words. You might also direct a child to draw a circle with a squiggly tail around the word *pigs* in a given stanza, draw a heart around the word *love*, or highlight sight words that he knows. Display the poem in your classroom and incorporate it in your read-the-room materials. Read the poem together periodically during your pig theme. Children will squeal with delight at their own reading skills!



Pigs have ears. Pigs have tails.

Pigs have four little feet.

Pigs love dirt.

Pigs love mud.

And pigs just love to eat!

Pigs can oink.

Pigs can grunt.

Pigs can squeal and snort.

Pigs can be fat.

Pigs can be thin.

And pigs can be long or short.

Pigs can be brown.

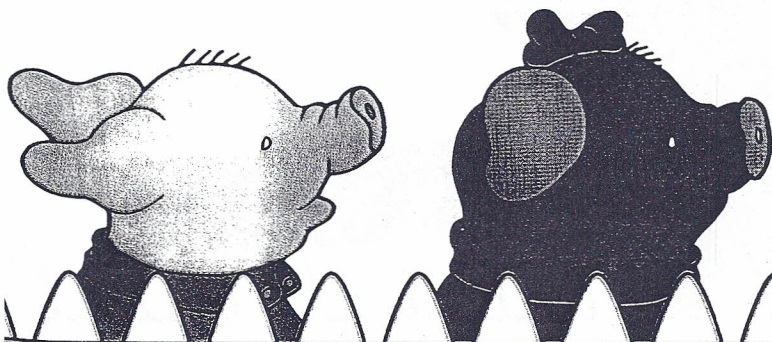
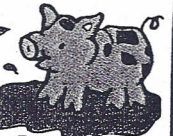
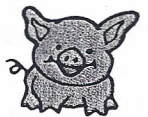
Pigs can be pink.

Pigs can be spotted black and white.

Pigs can be tan.

Pigs can be gray.

And pigs can be as black as night!



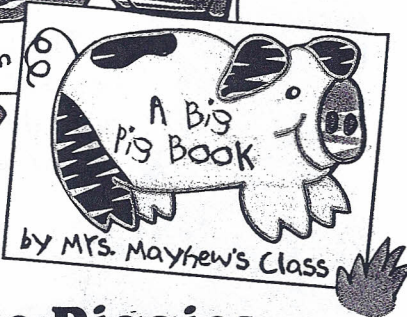
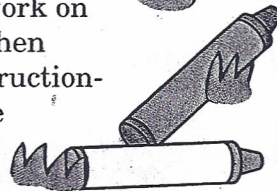
A Pig Big Book

Your young artists will scramble at the chance to illustrate one of the pages of this class-made big book. In advance, write each line from the poem (on page 15) on a large sheet of construction paper. Add one additional page at the end that says, "Sleep tight!" Then assign each line of the text to a different artist. (If you have more children than pages of the book, assign pairs of students to work on some of the pages and/or other students to create a cover.) When each page is complete, bind the pages in order between construction-paper covers. Be sure to have each child/group share his page during a group reading time.

And pigs can be long or short.



Katie Ben



A Pig Play

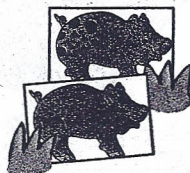
If you vary "A Pig Big Book" (above) just a bit, you can take the act on the road! When each child's page is complete, have him stand in line with his picture according to the order of the text. In turn, have each child read/recite his page aloud, show his picture, and provide any actions or sound effects that might enhance his performance. (If a particular line requires one of your little actors to have full use of his hands and feet, assign another child to hold the picture and read the line as the actor throws himself wholeheartedly into the pig part!) When the last child shows his picture and says "Sleep tight!" direct each child to curl up in a little ball and pretend to be a sleeping pig. As the applause explodes, have each little piggy rise to all fours and take a pig-style bow.

z
z
z

Counting Little Piggies

Count up, count down, count all around! To prepare this activity, reproduce the flannelboard patterns (page 19) two times on construction paper. Color, laminate, and cut out each picture; then prepare it for flannelboard or magnet-board use. Use the pictures as manipulatives as you recite the rhyme below. If your students are ready for skip-counting, add a challenge by photocopying and preparing 20 pigs to correspond to the alternate verse. Count on!

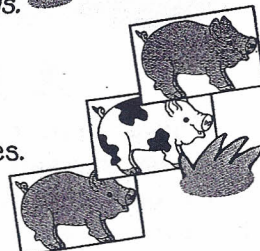
One little, two little, three little piggies.
Four little, five little, six little piggies.
Seven little, eight little, nine little piggies.
Ten little piggies in a pen.



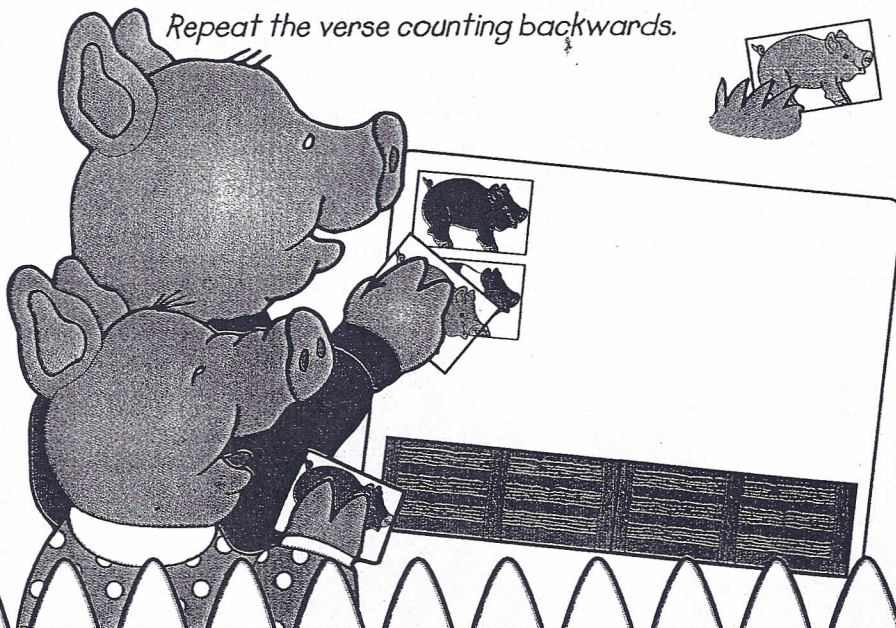
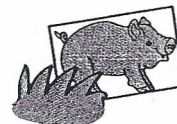
Repeat the verse counting backwards.

Alternate verse:

Two little, four little, six little piggies.
Eight little, ten little, twelve little piggies.
Fourteen little, sixteen little, eighteen
little piggies.
Twenty little piggies in a pen.



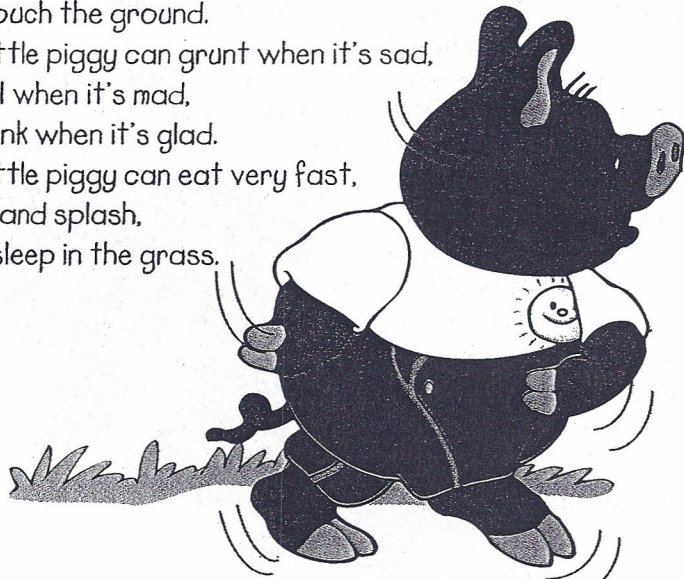
Repeat the verse counting backwards.



This Little Piggy

Here's a fun action poem with a porcine plot. Recite the poem below as you perform corresponding motions or sound effects. Encourage each child to follow along with you. Repeat the poem, going just a little faster each time you say it. Your perky little piglets will pucker right out!

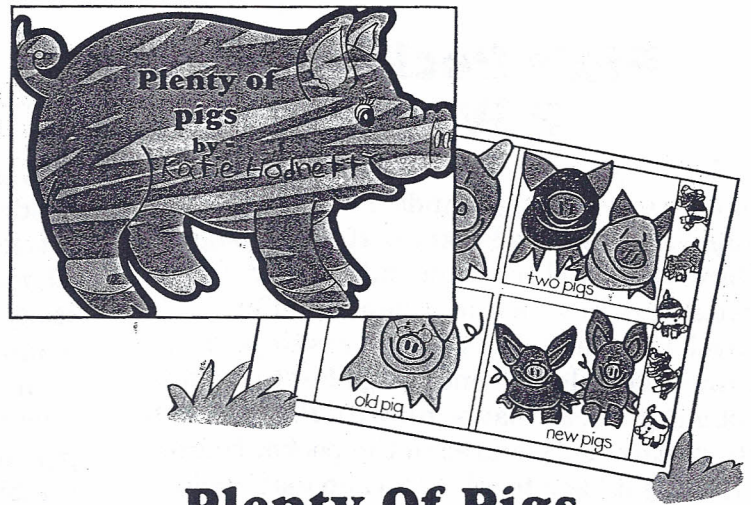
This little piggy can wiggle its ears,
Wiggle its nose.
And wiggle its toes.
This little piggy can jump up and down,
Turn around,
And touch the ground.
This little piggy can grunt when it's sad,
Squeal when it's mad,
And oink when it's glad.
This little piggy can eat very fast,
Splish and splash,
Then sleep in the grass.



Piggy Lit.

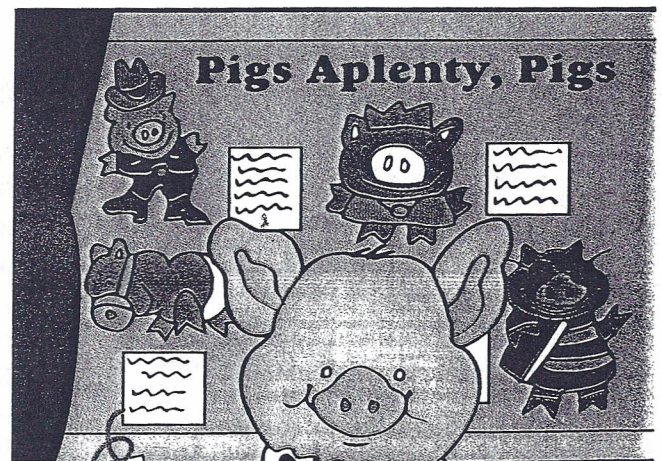
David McPhail has created a perfectly pleasing portrait of pigs in *Pigs Aplenty, Pigs Galore!* (Dutton Children's Books). The story is packed with a wealth of rambunctious pigs who perform unusual and unpiglike stunts. As you share the book, encourage youngsters to look for each of the pigs that the author describes. Afterwards ask children to imagine how the pigs might have gotten into the house in the first place. Then have each child share her idea with the group.

As a follow-up activity, encourage each child to make a contribution to this amusing bulletin board. In advance, mount construction-paper curtains to a bulletin-board background entitled "*Pigs Aplenty, Pigs Galore!*" Then provide a variety of art supplies and ask students to create whimsical pigs of their own. (Encourage children to revisit the illustrations in the book for inspiration.) Have each child choose a place to mount his pig on the board. When all the pigs have been placed, encourage each child to write/dictate about his pig on a strip of paper. Staple the creative writing near each pig; then have each child share about his own personal pig.

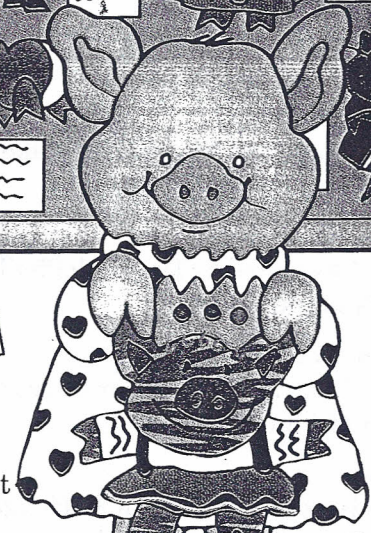


Plenty Of Pigs

Youngsters will be pleased and proud to be able to read these pig booklets all by themselves. For each child, duplicate the booklet patterns (pages 19–22) on construction paper. Have each child cut out each page along the rectangular outline, then staple his set of pages together. Read through the text together. Then encourage each child to illustrate each line of text. (If desired, photocopy the pigs on page 19; then have youngsters glue individual pigs to the boxes to get their illustrations started.) When the booklets are complete, have youngsters sit in a circle. Read the booklets together, taking time for youngsters to show their pictures after each page has been read.

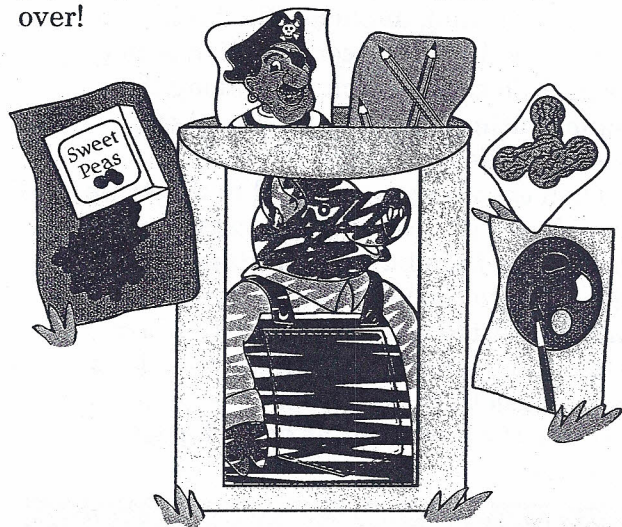


My pig likes to swim in bathtubs.



Pig's Pocket Of P Words

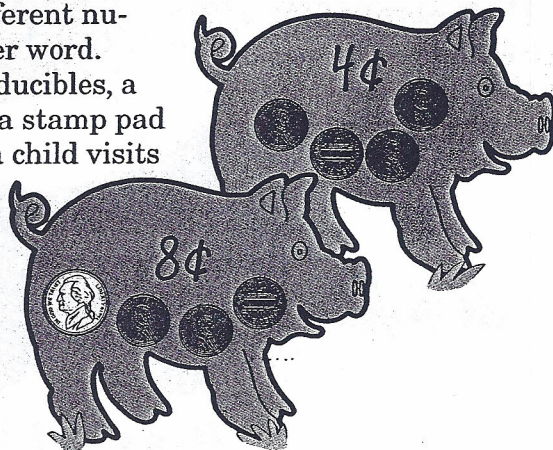
Use this simple take-home activity to reinforce beginning sounds. For each child, duplicate the Pig's Pocket pattern on page 23. Have each child color and cut out her pattern, then glue it to a small manila envelope. Send a Pig's Pocket envelope home with each child and encourage her to draw or cut out pictures that begin with *P*. Have each child place her pictures in the pocket before bringing it back to school. When each child has returned her pocket, have children glue their pictures to a large construction-paper pig shape. *P* words seem to be popping out all over!



Piggy Banks

Math and money concepts abound in *Pigs Will Be Pigs* by Amy Axelrod (Simon & Schuster Books For Young Readers). After sharing the book with your children, explore a number of math skills with these specialized piggy banks. Using the pig pattern on page 20, make a pig tracer. For each number that you'd like to study, cut out one construction-paper pig shape. Add details if desired; then laminate the cutouts. Program each pig with the skill of your choice, such as numerals, number words, or monetary amounts. Then place all the pigs in a center with a supply of pennies or a combination of coins. To do this activity, a child first sequences the pigs, then places the appropriate number of pennies/coins on each pig.

Adapt this center by masking out the title and byline on the pig on page 20. Then reproduce the pattern several times for each child in your class. Program each page with a different numeral or number word. Place the reproducibles, a pig stamp, and a stamp pad in a center. As a child visits the center, he chooses a page or two, then stamps the corresponding number of pigs onto that page.



The Literature Link

The Book Of Pigericks:

Pig Limericks

Written & Illustrated by Arnold Lobel
(Harper & Row, Publishers)

Perfect The Pig

Written & Illustrated by Susan Jeschke
(Holt, Rinehart and Winston)

Pig Pig Gets A Job

Written & Illustrated by David McPhail
(Dutton Children's Books)

Pigs From 1 To 10

Written & Illustrated by Arthur Geisert
(Houghton Mifflin Company)

Suddenly!

Written & Illustrated by Colin McNaughton
(Harcourt Brace Children's Books)

A Pile Of Pigs

Written by Judith Ross Enderle & Stephanie Gordon Tessler
Illustrated by Charles Jordan
(Boyd's Mills Press, Inc.)

The Three Little Wolves And The Big Bad Pig

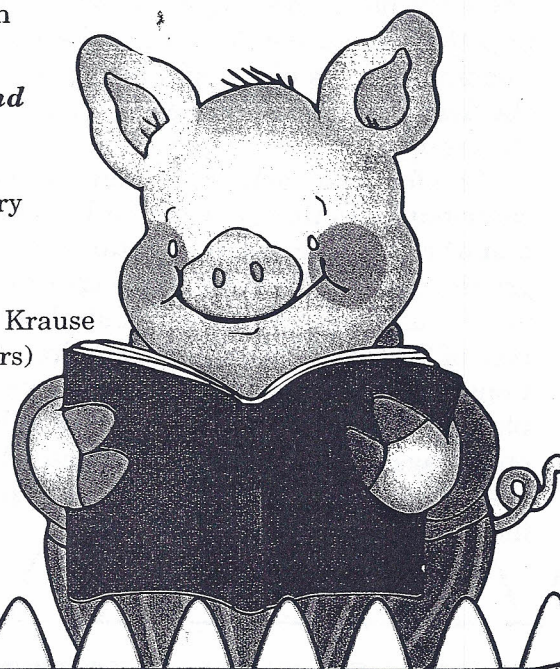
Written by Eugene Trivizas
Illustrated by Helen Oxenbury
(Scholastic Inc.)

Pig Surprise

Written & Illustrated by Ute Krause
(Dial Books For Young Readers)

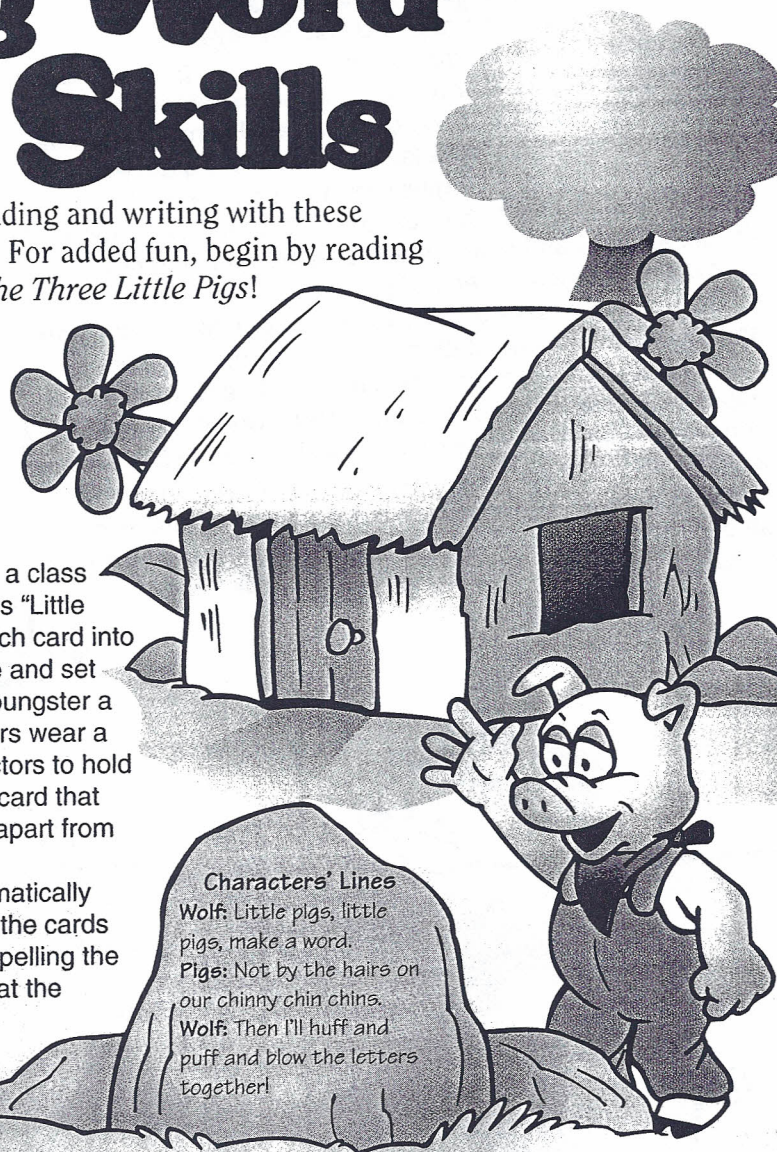
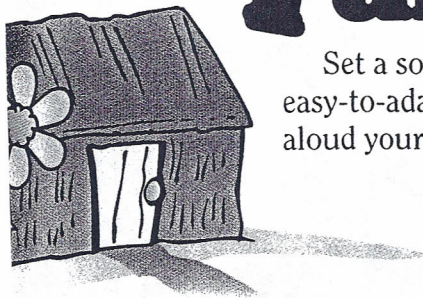
We Keep A Pig In The Parlor

Written & Illustrated by
Suzanne Bloom
(Clarkson N. Potter, Inc.)



Building Word Family Skills

Set a solid foundation for reading and writing with these easy-to-adapt word family ideas. For added fun, begin by reading aloud your favorite version of *The Three Little Pigs*!



Words With Character

Forming words with onsets and rimes

A twist on familiar storybook lines makes forming words a class act! Label a blank card "Wolf" and each of three blank cards "Little Pig." Use a hole puncher and a length of string to make each card into a necklace. Program a large blank card with a chosen rime and set out several letter cards to be used as onsets. Give each youngster a sheet of paper. To assign roles, have each of four volunteers wear a necklace and stand at the front of the room. Ask two pig actors to hold the rime card in clear view. Give the third pig actor a letter card that can be used to form a word with the rime. Have her stand apart from the other actors.

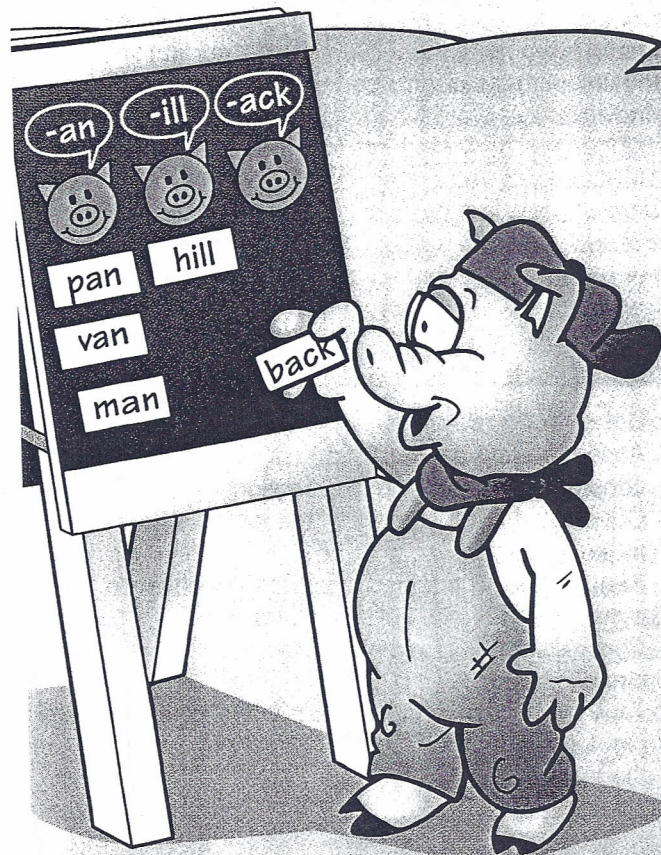
Next, the actors say the provided lines. As the wolf dramatically blows air toward the cards, the pigs move together so that the cards form a word. Lead the remaining students in reading and spelling the word aloud. After each seated youngster jots it down, repeat the process with different onsets and student actors.

Characters' Lines

Wolf: Little pigs, little pigs, make a word.

Pigs: Not by the hairs on our chinny chin chins.

Wolf: Then I'll huff and puff and blow the letters together!



Speaking of Word Families

Sorting by word families

These three little pigs don't have houses made with different supplies. Instead, they have words made with different rimes! To prepare this small-group activity, make a set of word cards for three chosen word families. Shuffle the cards and stack them facedown near the board. Embellish three construction paper circles to make simple pig faces similar to the ones shown. Tape the pigs to the board to establish column headers.

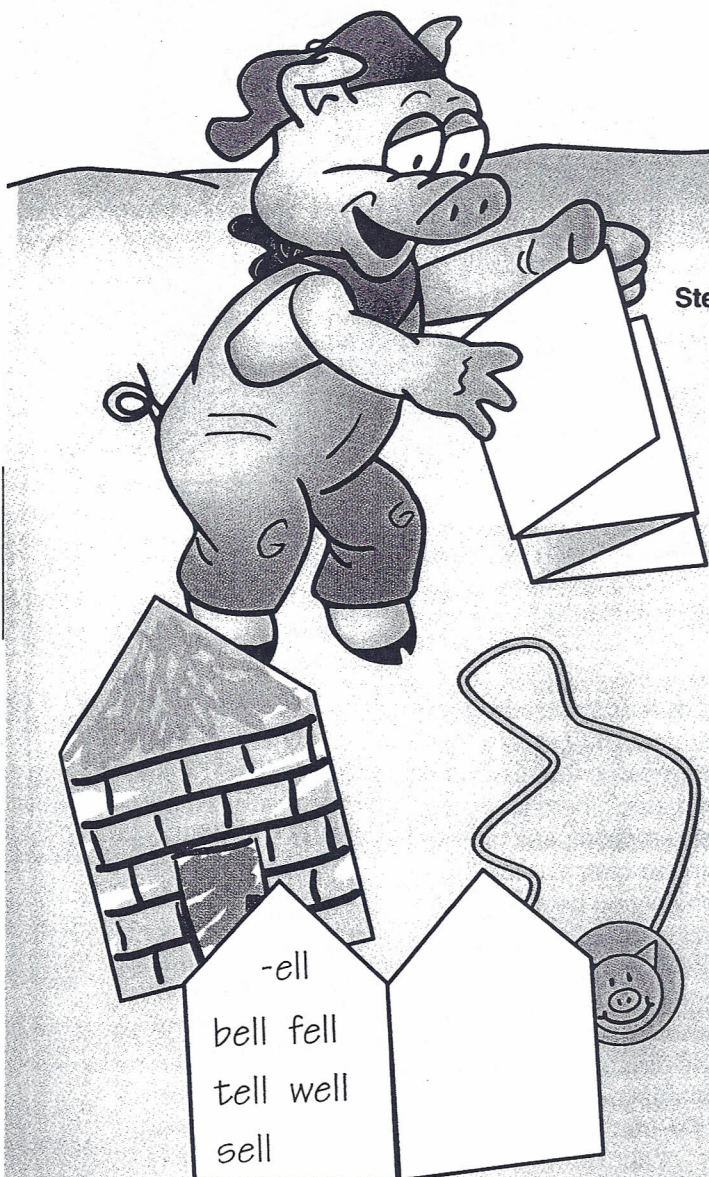
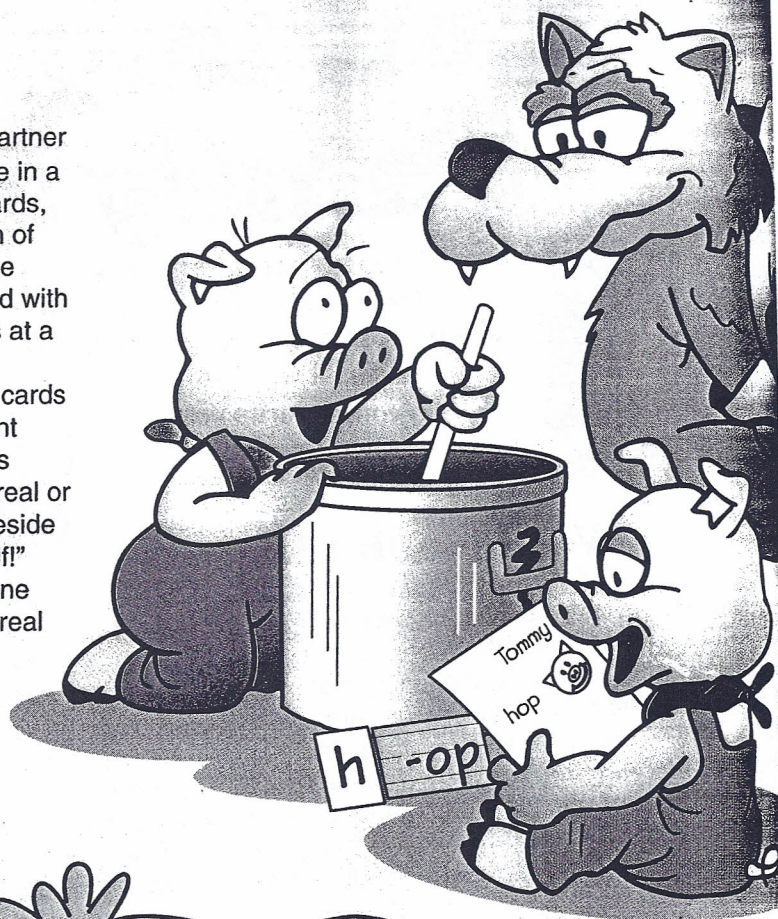
To begin, tell students that the pigs like different word families. Draw a speech bubble for each pig and write a different rime in each one. Invite each youngster, in turn, to take a card, read it aloud, and use a loop of tape to display it below the appropriate pig. Continue until all of the cards are sorted in this manner; then lead students in reading each group of words. Now that's a "swine" plan for increasing reading vocabularies!

Recipe for Words

Identifying real and nonsense words

Students cook up a happily-ever-after ending at this partner center when they identify real and nonsense words. Place in a large cooking pot a wooden spoon, a set of consonant cards, and one card that you have labeled "Wolf!" Program each of several sentence strip lengths with a different rime. On the back of each one, write the real words that may be formed with the consonants and rime. Set the prepared pot and rimes at a center stocked with paper and pencils.

Each student takes a rime. To take a turn, he stirs the cards and then removes one of them. If he removes a consonant card, he uses the letter and his rime to write a word on his paper. He reads the word and announces whether it is a real or nonsense word. If it is a real word, he draws a pig face beside it before returning the card. If a student removes the "Wolf!" card, he takes an extra turn. The activity continues until one student has three pig faces. After each student reads his real words to his partner, he flips his rime to check them.



Step 1

"Write" at Home

Writing consonant-vowel-consonant words

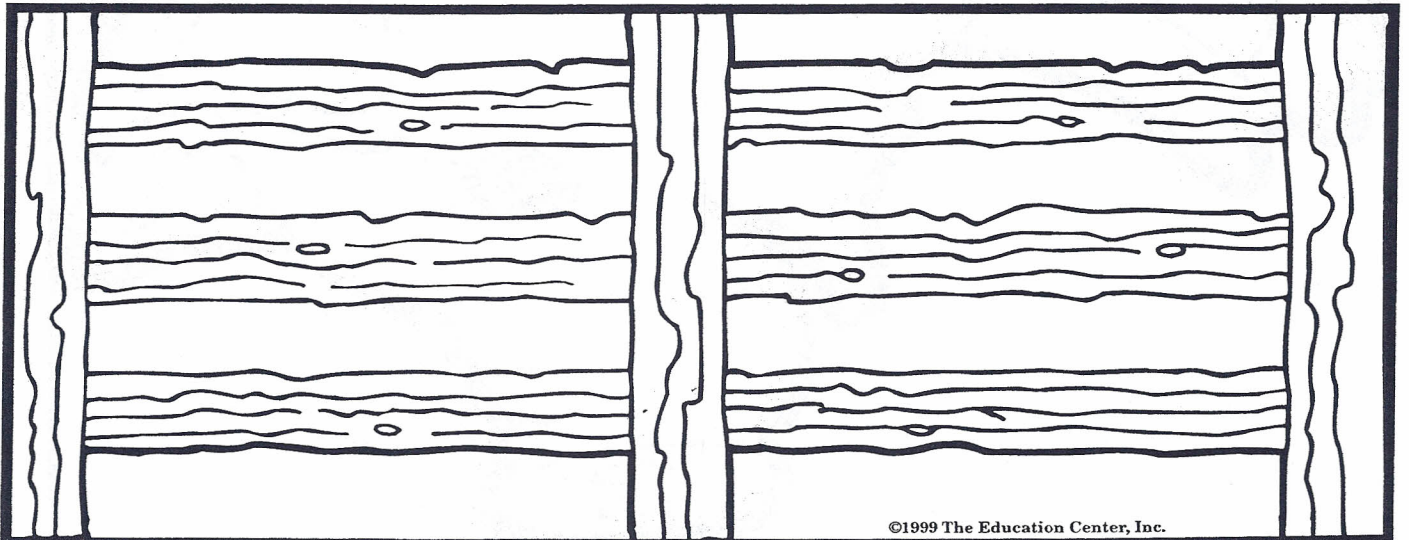
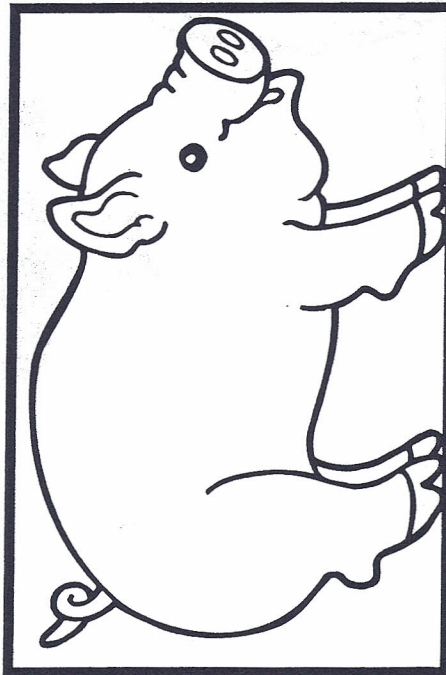
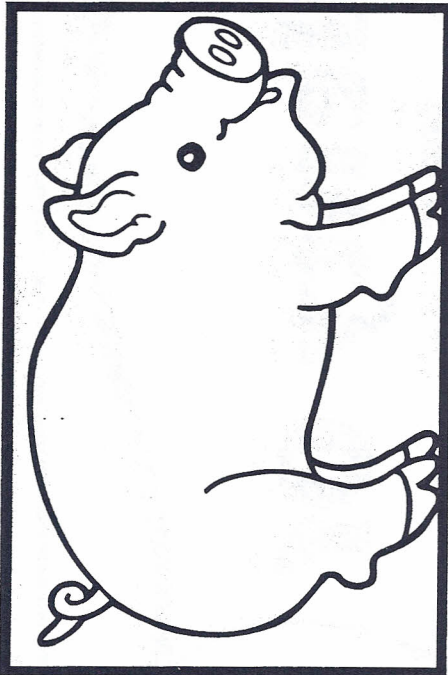
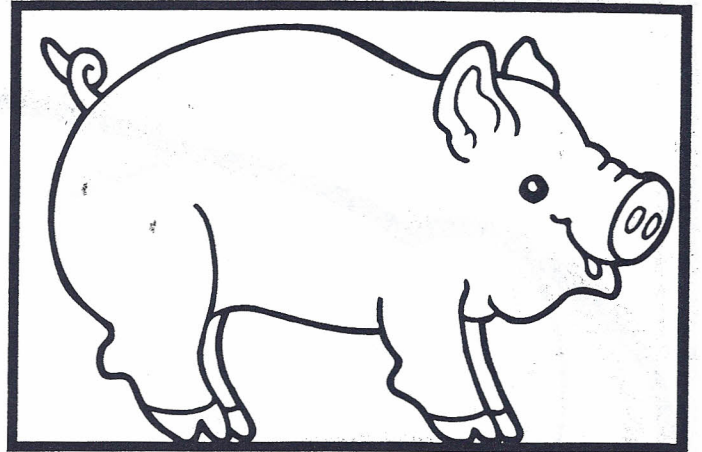
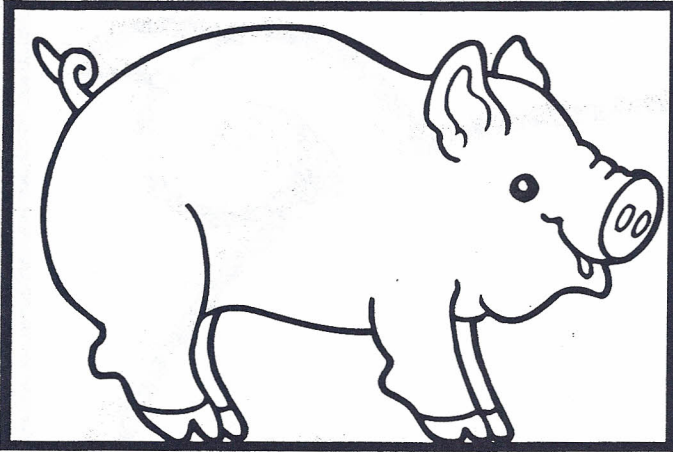
This homemade booklet idea gives students practice writing short-vowel words! Use the provided directions to help each youngster make a booklet. Then have her write an assigned rime at the top of her first booklet section. Announce a word that has this rime and have her write it. Confirm the correct spelling; then explain that students can use this word to help them write other words in the same word family. Dictate additional words for students to write in the first section of their booklets. After checking students' work, invite each youngster to move her pig beside each word as she reads her list to herself. To store her booklet, direct her to refold it with the pig tucked inside. Plan to use a similar process with different word families to complete the remaining sections.

Booklet directions:

1. Accordion-fold a 6" x 18" strip of white construction paper into four sections as shown.
2. Cut away the top corners of the folded strip to make a roof.
3. Keeping the strip folded, illustrate the cover to resemble a favorite little pig's house.
4. Decorate a two-inch pink construction paper circle to resemble a pig.
5. Tape an 18-inch length of yarn to the back of the pig. Unfold the strip. Tape the free yarn end to the last section.

Flannelboard Patterns

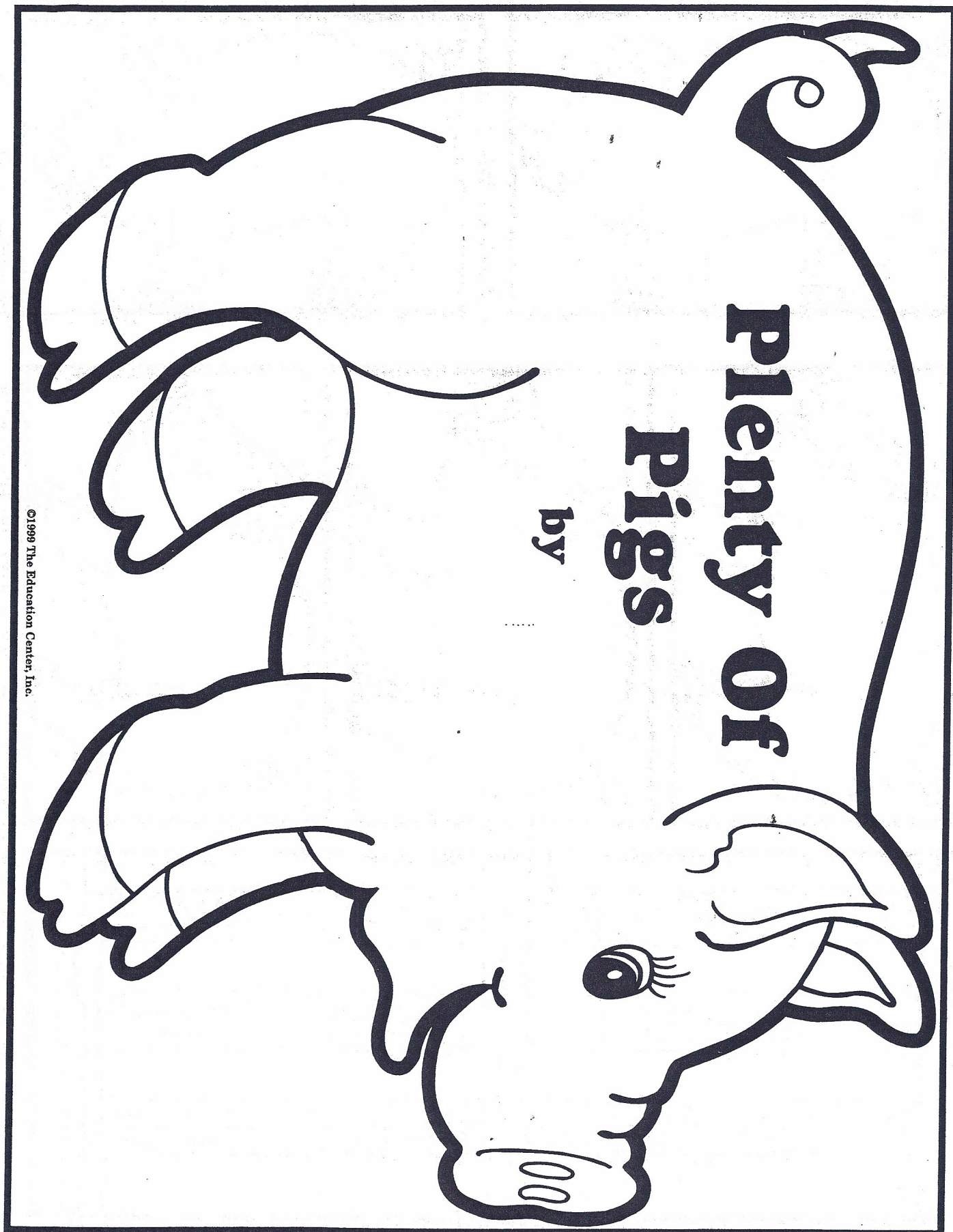
Use with "Counting Little Piggies" on page 16 and "Plenty Of Pigs" on page 17.



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Pig Booklet Cover

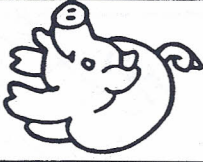

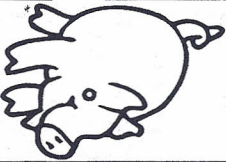


Use with "Plenty Of Pigs" on page 17 and "Piggy Banks" on page 18.



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Pig Booklet Page

Use with "Plenty Of Pigs" on page 17.

<p>old pig</p>	<p>one pig</p>
<p>new pigs</p>	<p>two pigs</p>
<p>1     </p>	

Pig Booklet Page

Use with "Plenty Of Pigs" on page 17.

farm pig

muddy pig

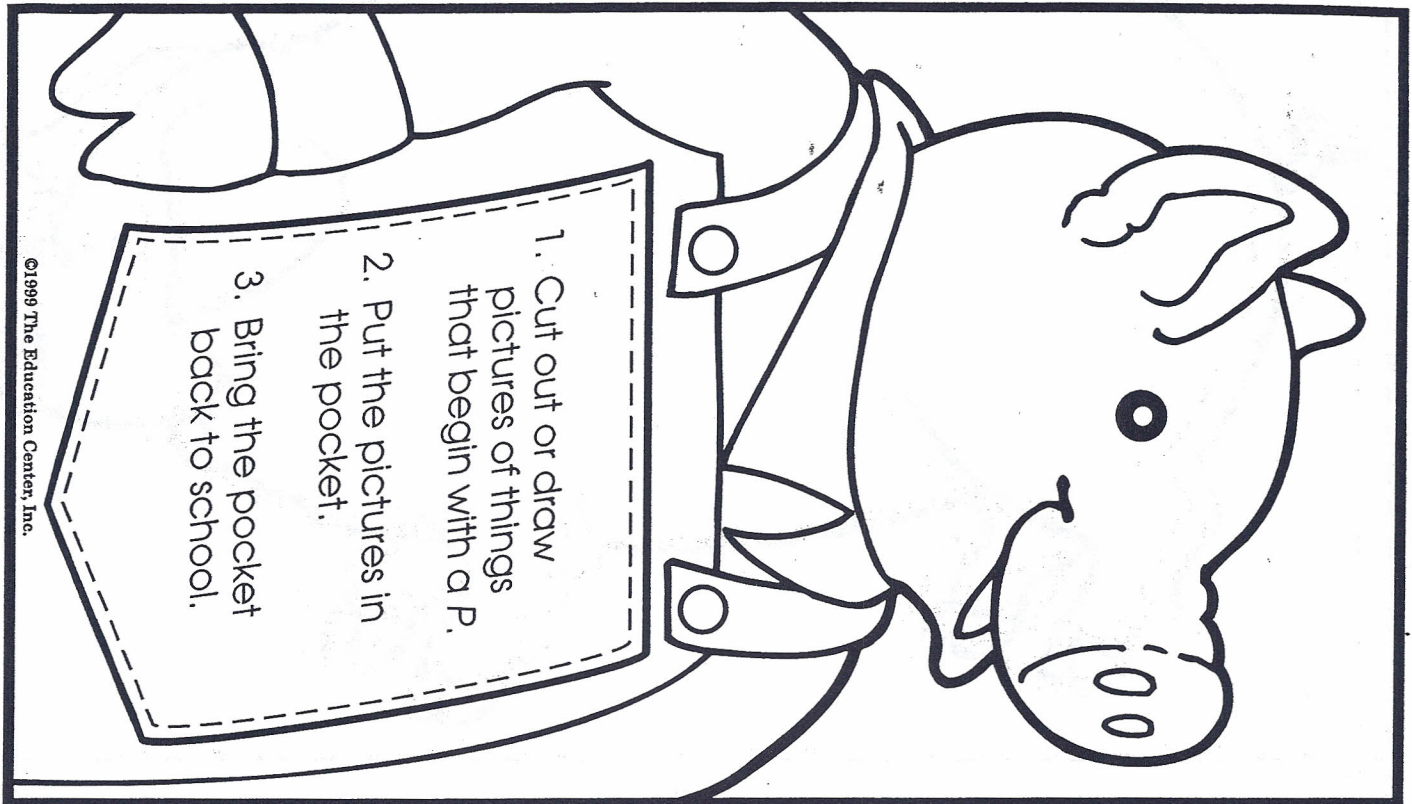
pet pig

wet pig



Patterns Pig's Pocket

Use with "Pig's Pocket Of P Words" on page 18.

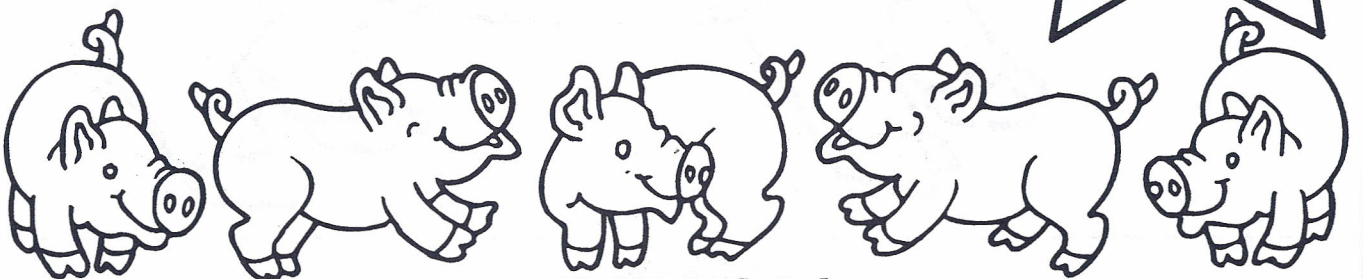


Award

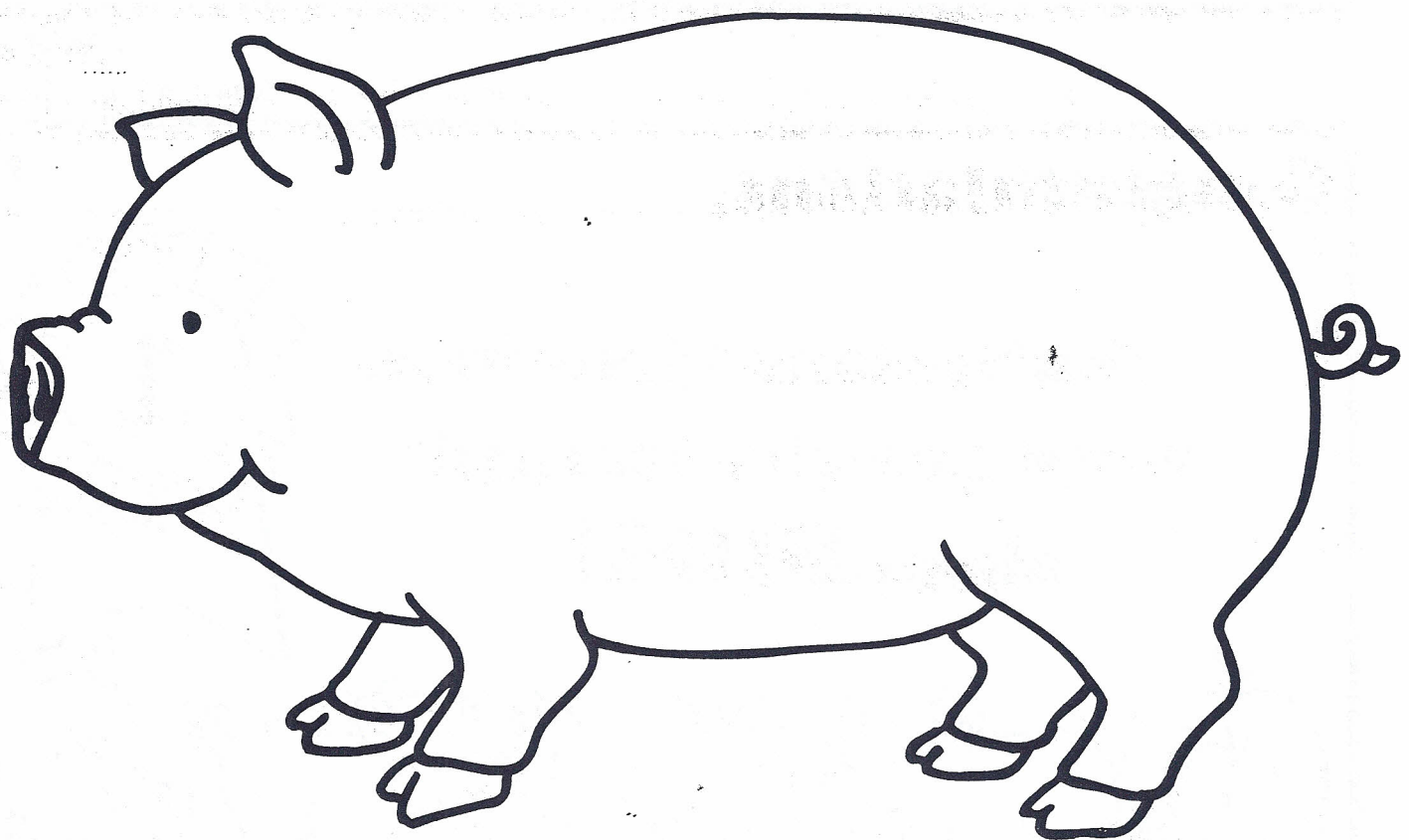
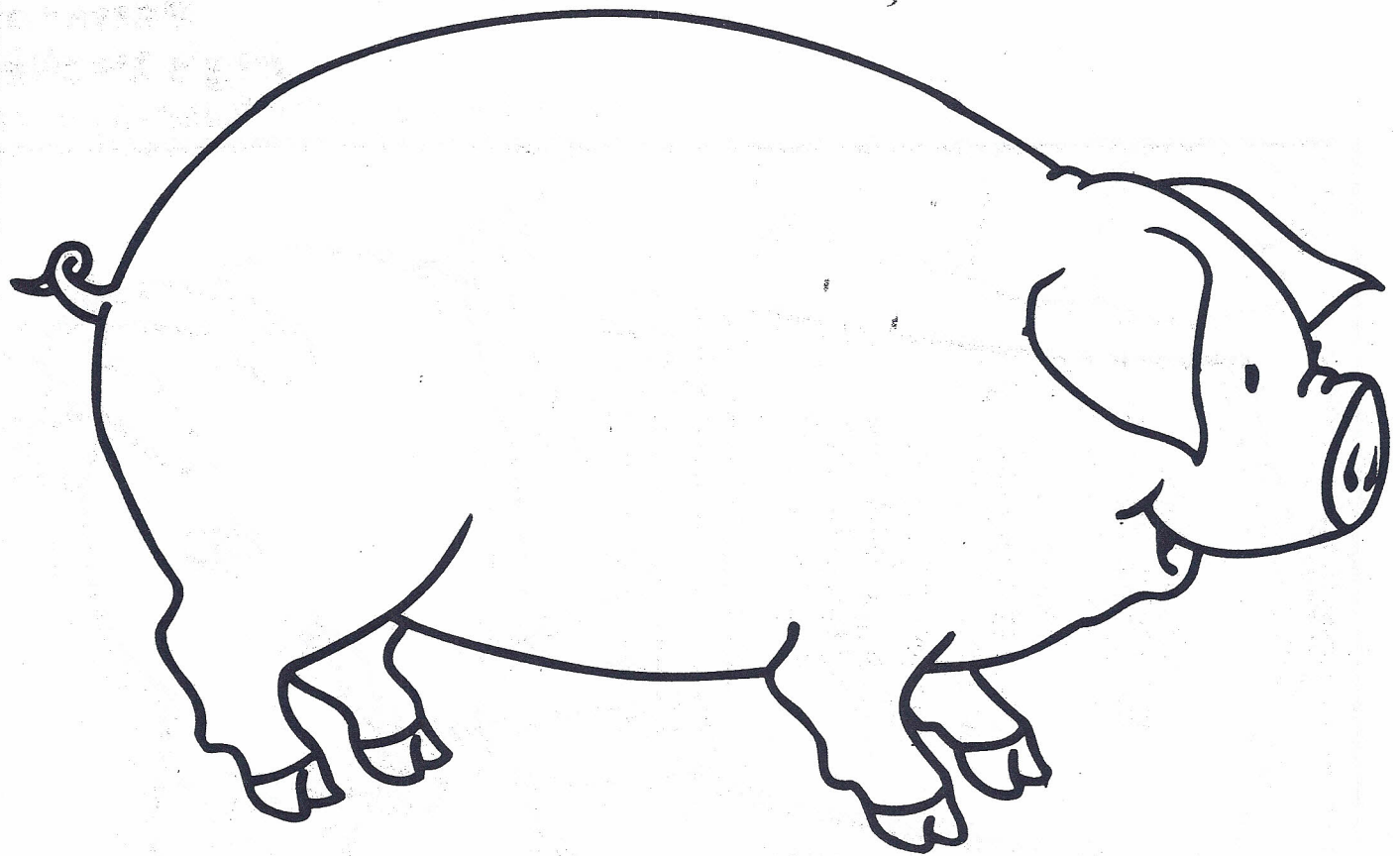
For each child, duplicate the award and personalize it before sending it home.

Congratulations, _____ !

**You've done First-Prize
work as we've learned
about PIGS!**



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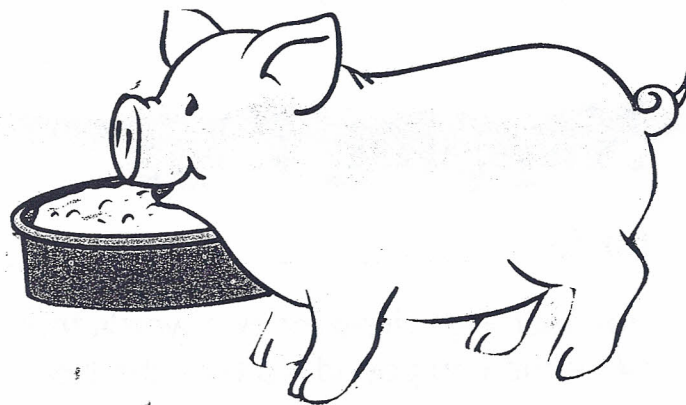
Pig Collage

Decorate pigs and cut on dotted lines. Arrange in wet brown finger paint.

Piggies

Read aloud Don and Audrey Wood's humorously illustrated pig tale (Harcourt Brace & Company). For more pig fun, make these mighty fine swine. To make ten little piggies, have a child remove his socks and shoes. Recite the "This Little Piggy Went To Market" rhyme as you paint the bottom of his toes with washable pink liquid paint. Have the child step onto a piece of paper, then into a tub of warm, soapy water. When the paint—and the child's feet—are dry, encourage him to use a marker to add pig features to each of his ten pink toe prints. This little piggy went to preschool and said, "Yeah, yeah, yeah," all the way home!

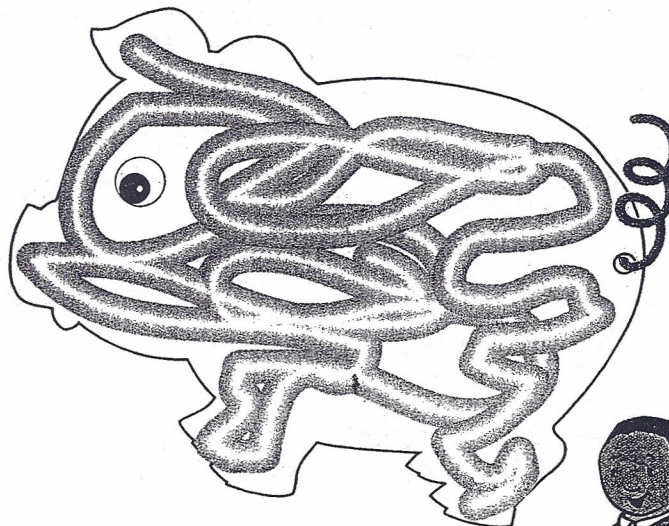
Sue Lein—Four-Year-Olds, St. Pius X, Wauwatosa, WI



Impeccable Pigs

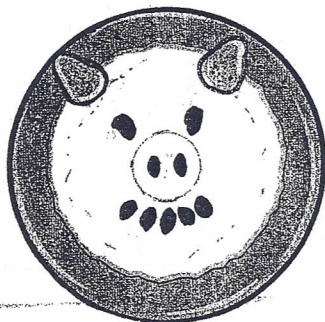
Your youngsters will be as pleased as punch to make these precious pigs. To make one, cut a pig shape from a large sheet of art paper. Use finger paint to cover the entire shape. When the paint is dry, glue a large wiggle eye in place. Punch a hole in the back of the pig and attach a curly pipe-cleaner tail. Mount these perky pigs on an animal- or color-related bulletin board.

Tammy Bruhn—Pre/K
Little Farm School, Ypsilanti, MI



Make Piglet Snacks!

First, help your child spread strawberry cream cheese on a rice cake using a blunt plastic knife. Make ears using a strawberry sliced in half vertically. Use a banana slice for the nose and raisins to create eyes, nostrils, and mouth. When the piglets are complete – oink, oink! – it's time to eat!



Muddy "Piggy" Prints

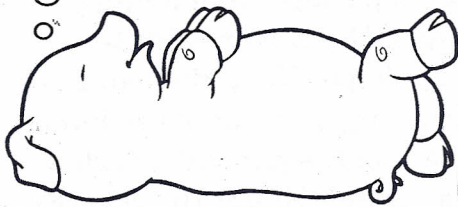
Stretch out a long piece of butcher paper outside on the ground (weather permitting). Mix some mud in a plastic dishpan. Remove shoes and socks, step into the mud, and walk across the butcher paper. When the mud has dried, display the muddy "piggy" prints.

Napping Pigs

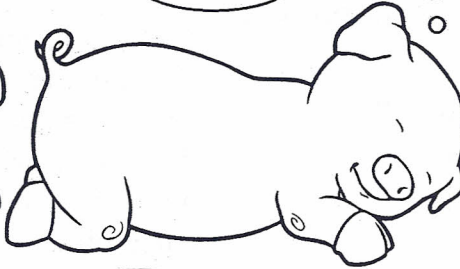
Name _____ Date _____

For each pig, circle the two words that make a compound word.
Write the compound word on the pig.

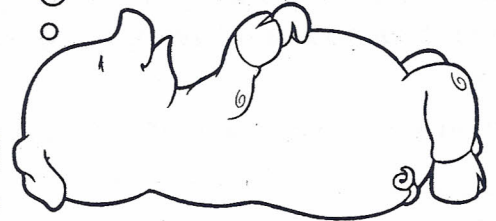
1. air shelf
plane



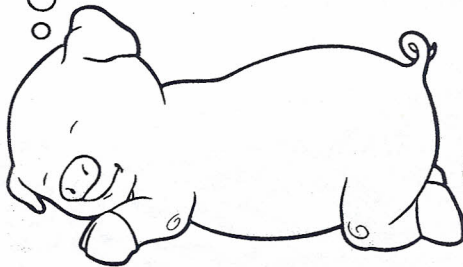
2. throw snow
ball



3. page black
board



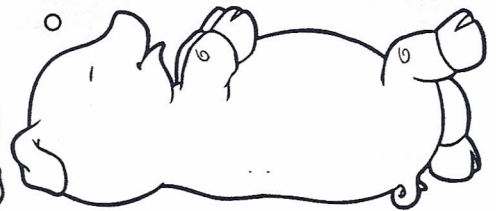
4. tooth ear
brush



5. bed hand
shake



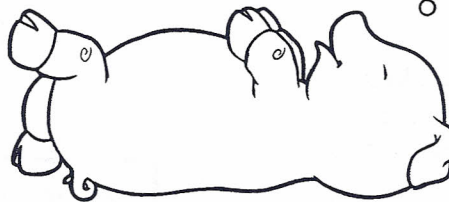
6. life out
side



7. fire works
mat



8. sing any
thing



9. when in
to



10. fly mail
butter



11. house way
bird



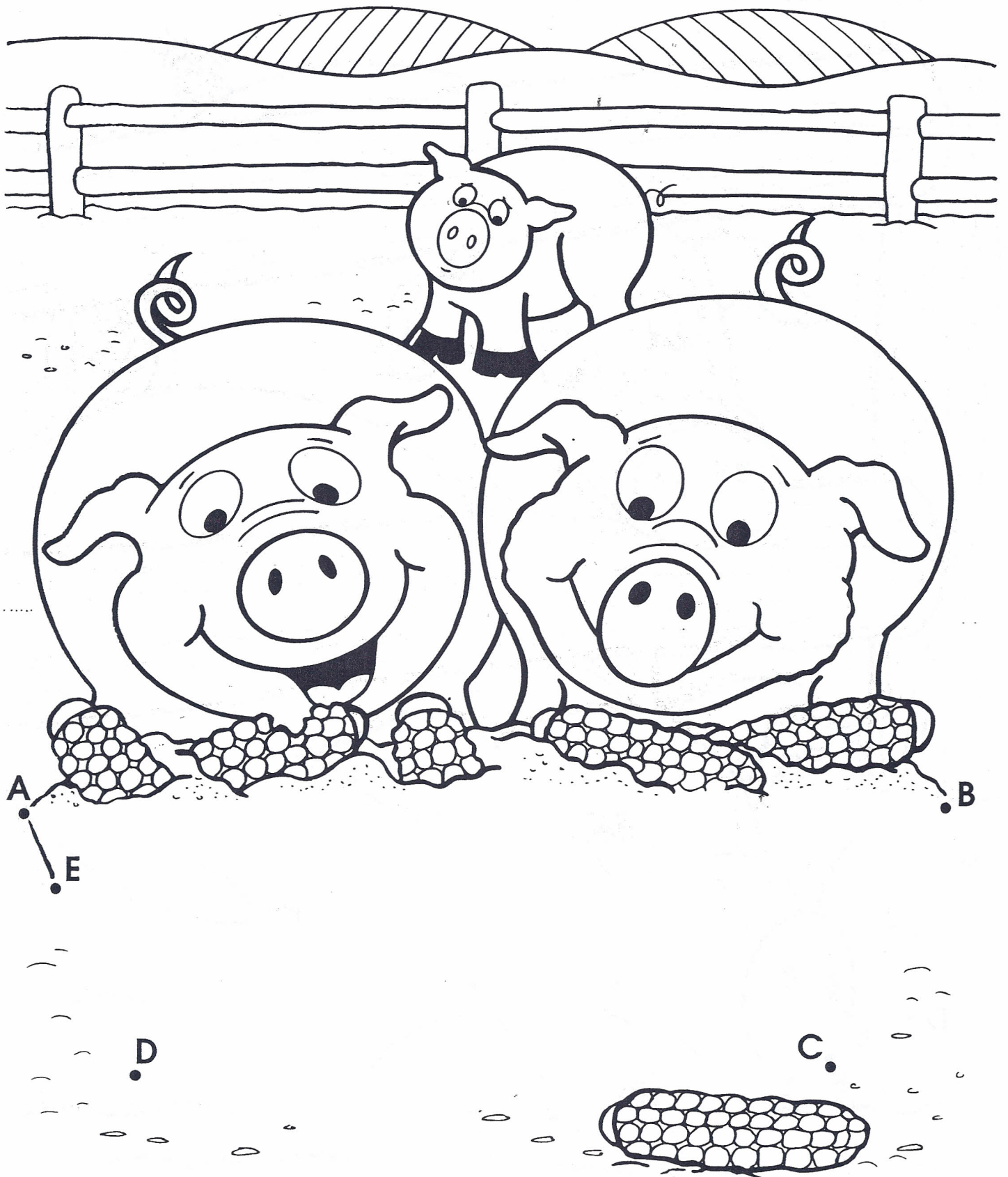
12. bee hive
heart



Let's Eat

Name _____

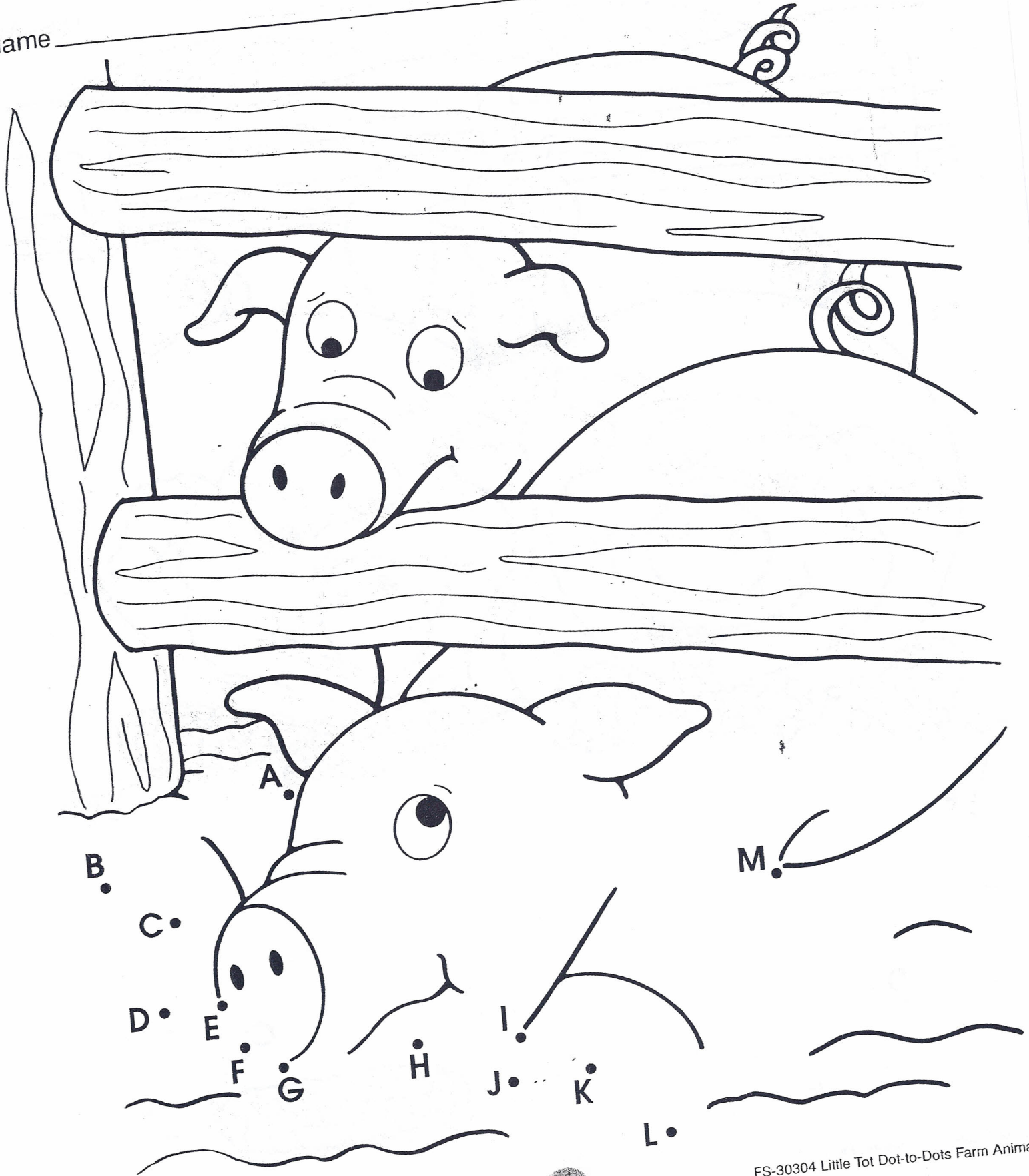
Letters A-E



..... The Great Escape

Letters A-M

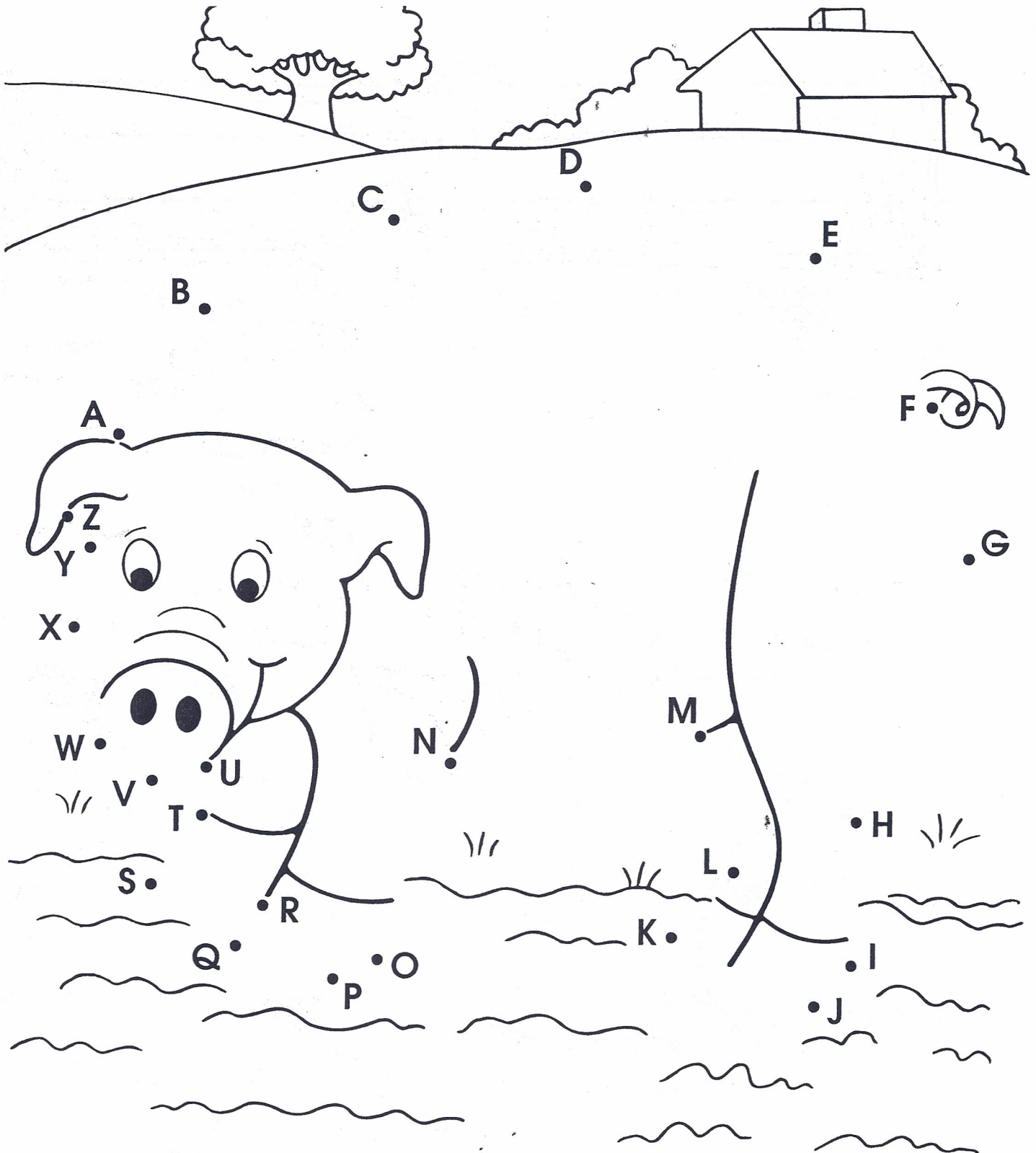
Name _____



Oink, Oink

Name _____

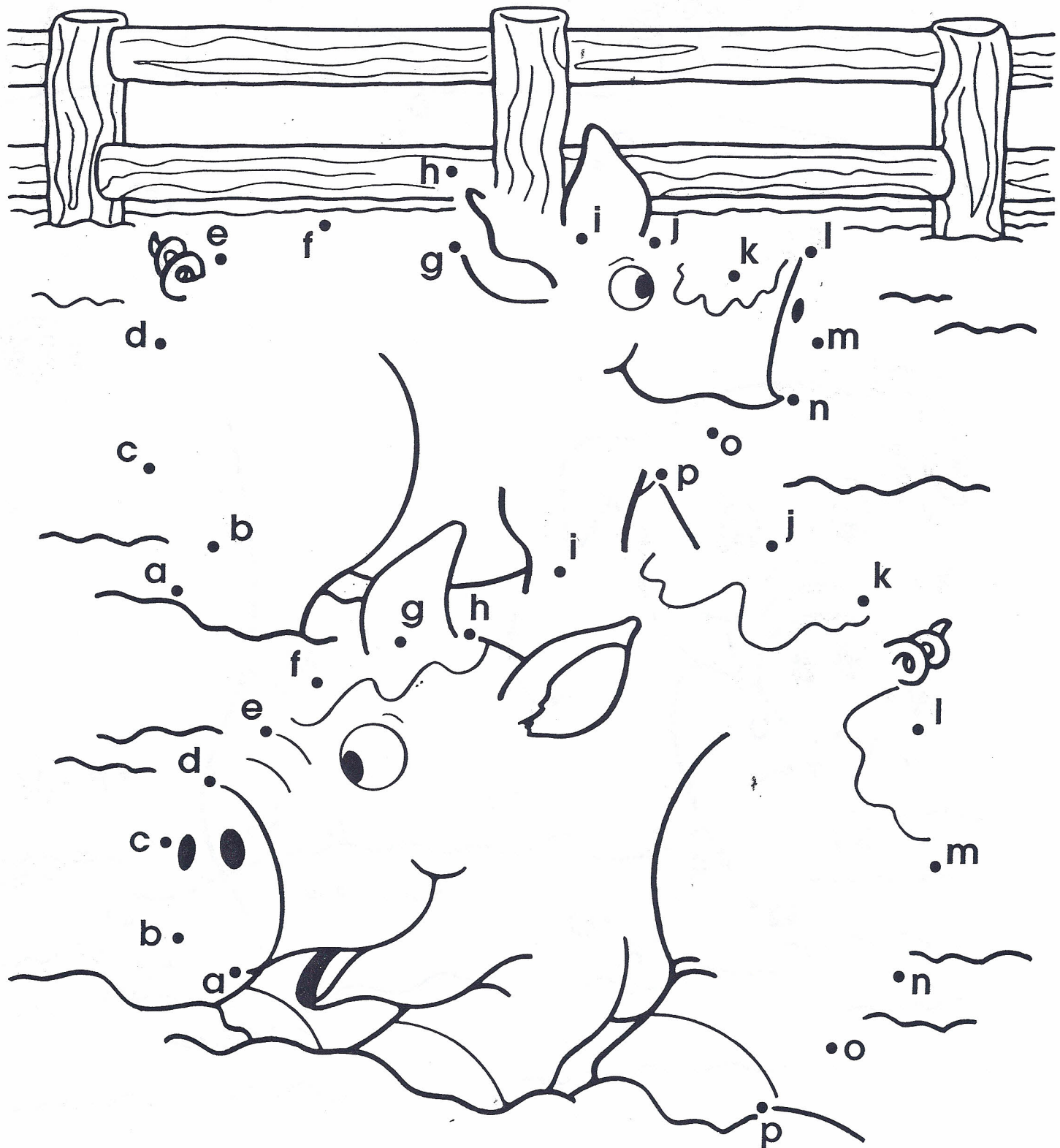
Letters A-Z



Playtime

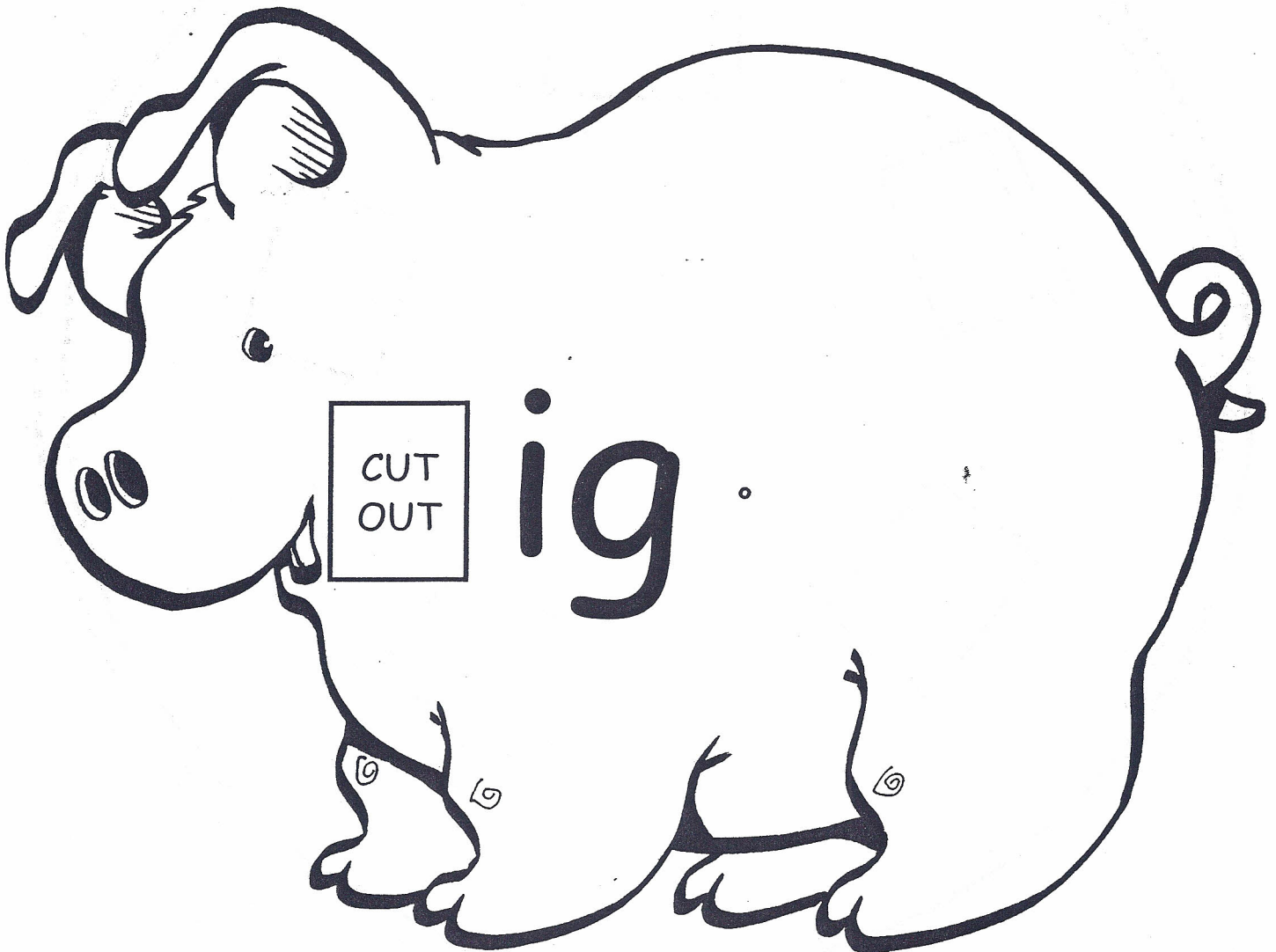
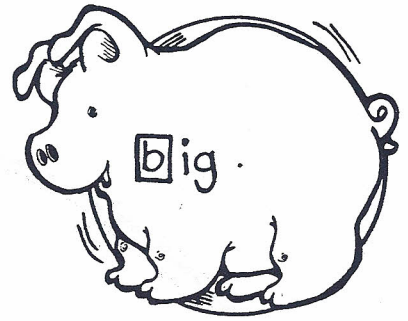
Name _____

Letters a-p



The "ig" Wheel

Create this "pig" wheel so that the children can practice pronouncing words which end in "ig." Copy the pig and blank letter wheel (page 28) onto heavy paper. Write the appropriate letters on the letter wheel and cut out the square hole as indicated on the pig wheel. Attach the letter wheel to the back of the pig with a brass fastener so that the letters show through the hole. Play!!!

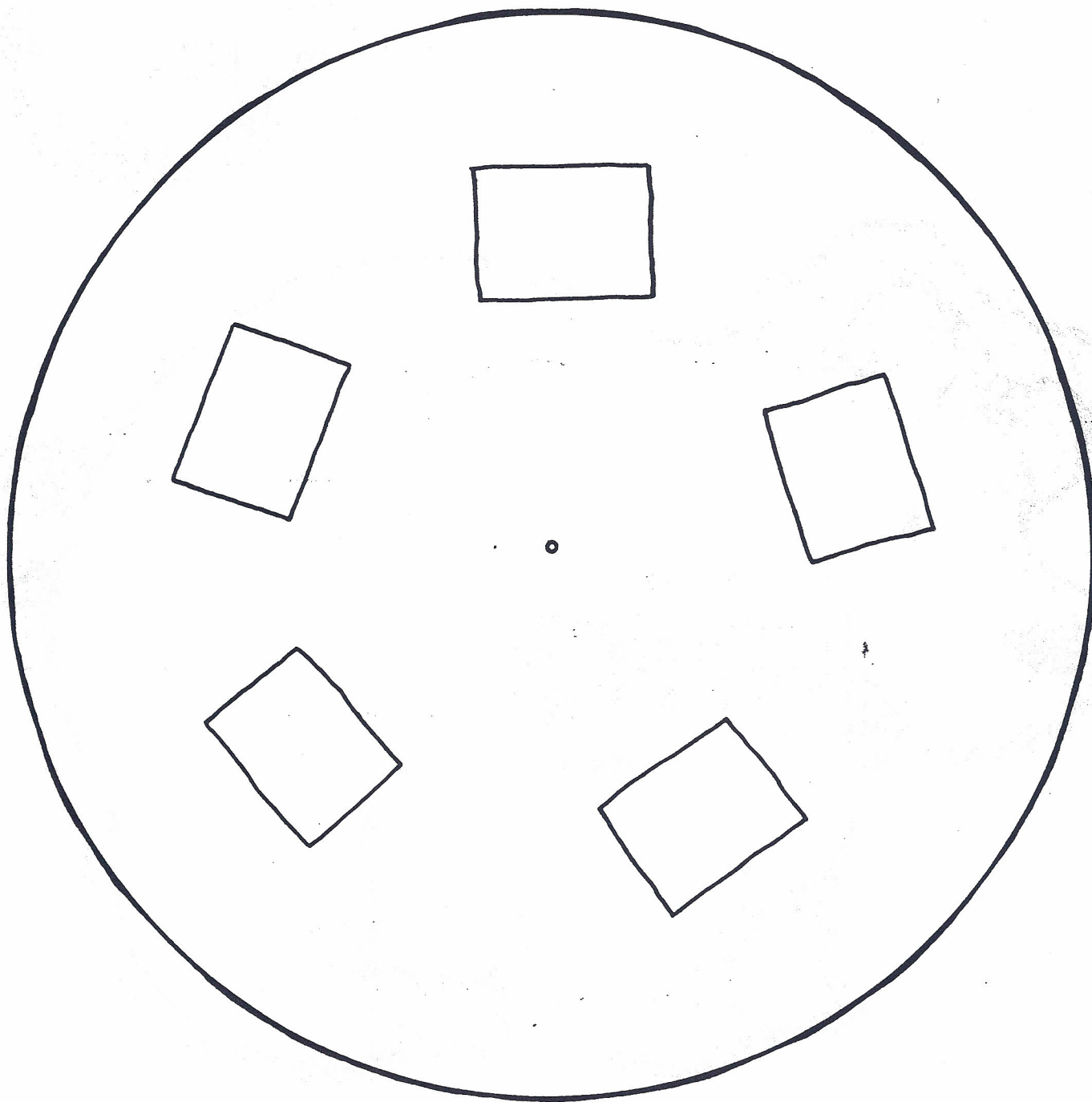


(Blank Letter Wheel)

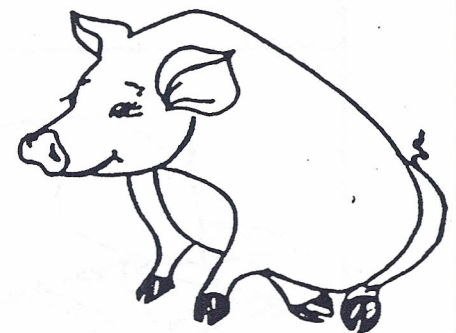
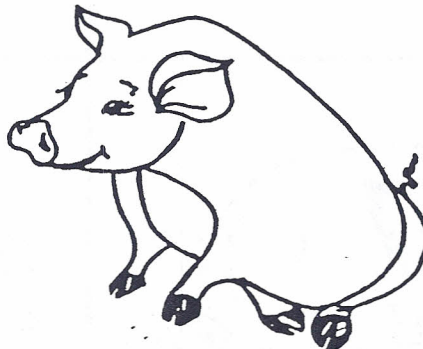
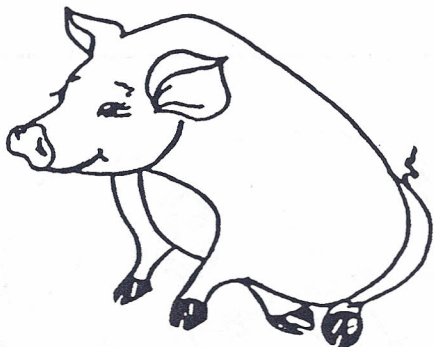
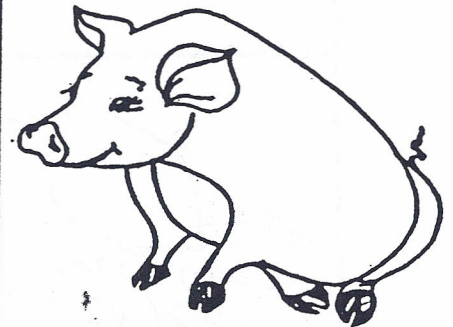
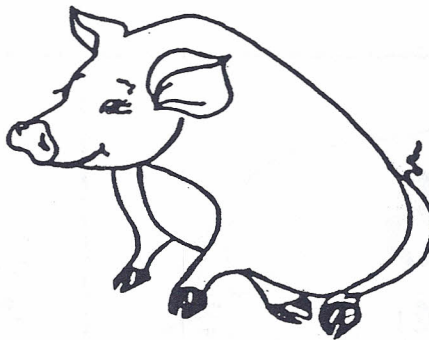
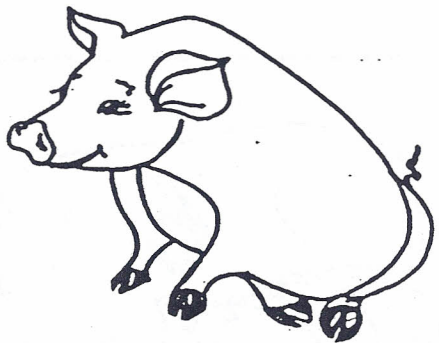
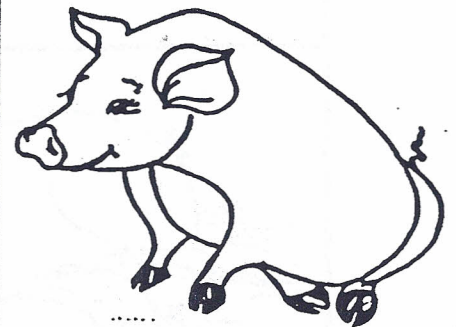
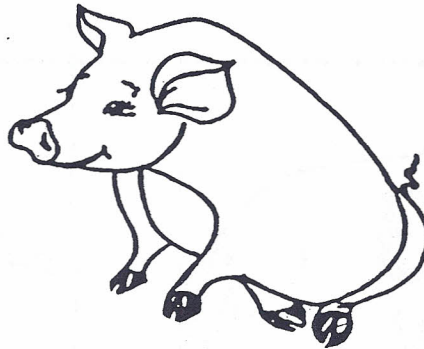
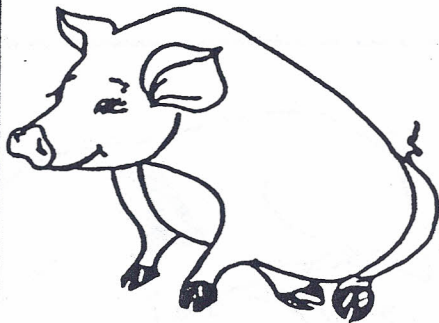
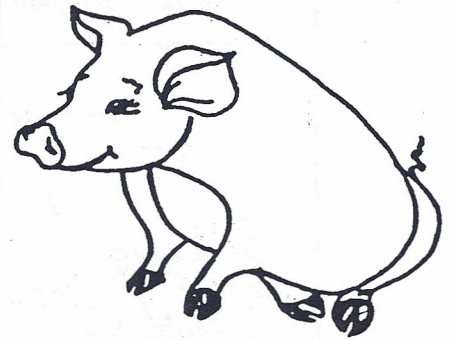
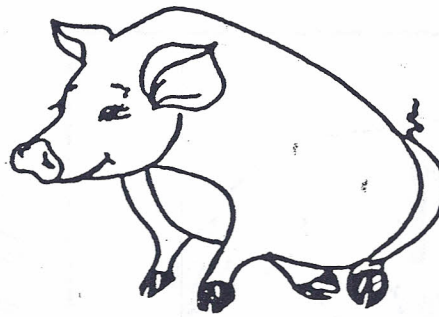
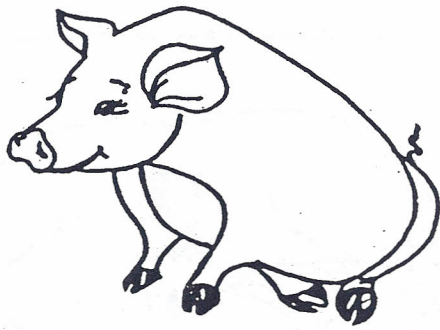
Copy this blank letter wheel onto heavy paper and attach it to the back of either the "ig" wheel or the "en" wheel. Use the following letters to form the following words:

"ig" - big, dig, fig, pig, wig

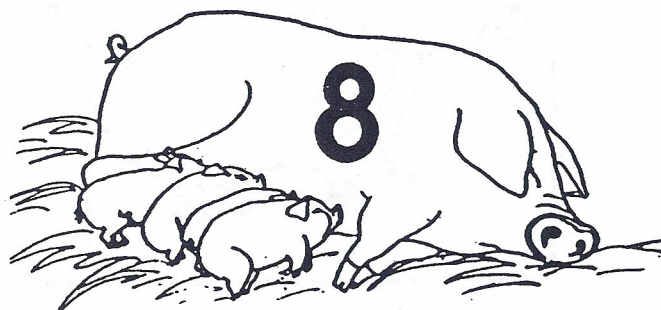
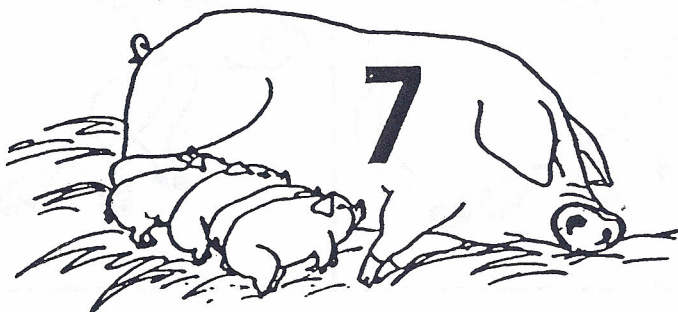
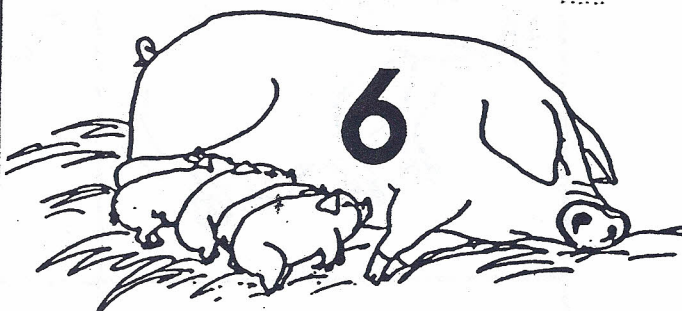
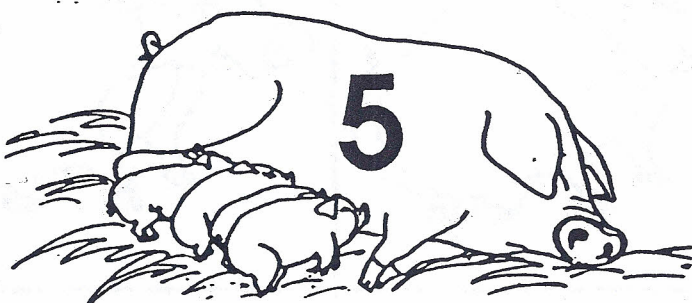
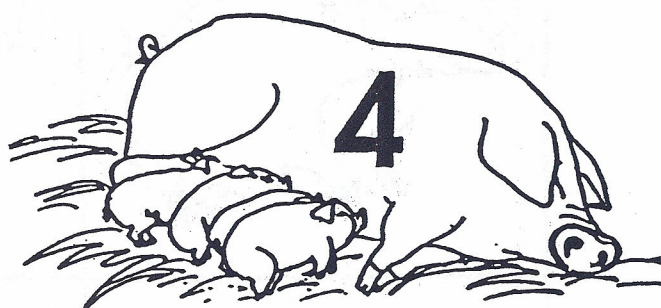
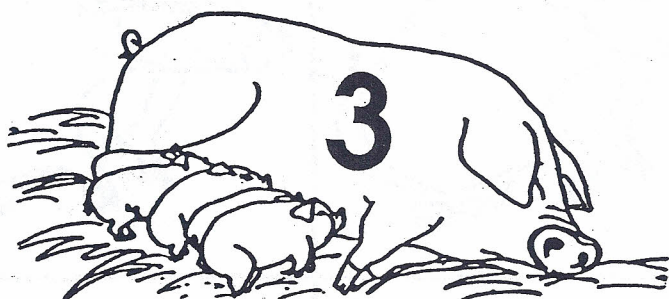
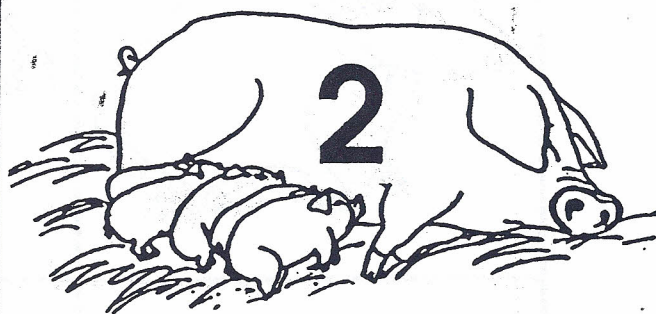
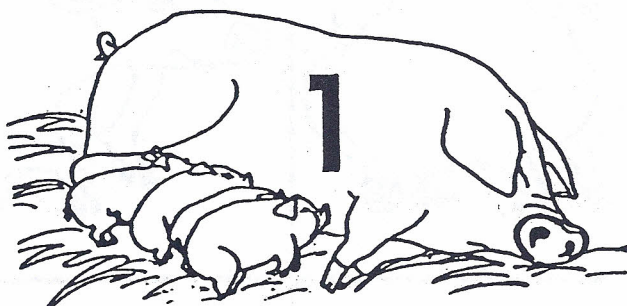
"en" - den, hen, men, pen, ten



Mathematics; Concept/Numeral Matching: Duplicate this page to make plenty of piglets for the concept matching activity. Colour and cut out the piglet cards. Mount them on a sturdy backing and laminate. Store the piglets in the same envelope as the numbered sows.



Mathematics; Concept/Numeral Matching: Colour and cut out the numbered sows. Mount the cards on a sturdy backing and laminate. Store the cards in an envelope with the piglet cards. The student will match the number of piglets to each numbered sow.





The Three Little Pigs!

Read or tell the story of *The Three Little Pigs* to your children. This is one version of the classic story.

Once upon a time, there lived three pigs. One day they decided to build their own houses.

They all worked very hard. The first pig collected straw and mud and built a house of straw. The second pig collected sticks and nails and built a house of sticks. And the third pig collected bricks and mortar and built a house of bricks.

Now, one afternoon a wolf came along. He thought of himself as a very strong and clever wolf. He came upon the first pig's house of straw and he said, "Little pig, little pig, let me come in." And the pig replied, "Not by the hair of my chinny chin chin." The wolf did not like that answer, so he said, "Then, I'll huff and I'll puff and I'll blow your house in." And he huffed and puffed and blew the straw house down.

Well, that first little pig was scared of that wolf and ran to the second pig's house of sticks. A little while later, the wolf came knocking at the door of the second pig's house of sticks and he said, "Little pigs, little pigs, let me come in." And the pigs replied, "Not by the hairs of our chinny chin chin." The wolf did not like that answer, so he said, "Then, I'll huff and I'll puff and I'll blow your house in." And he huffed and puffed and blew the stick house down.

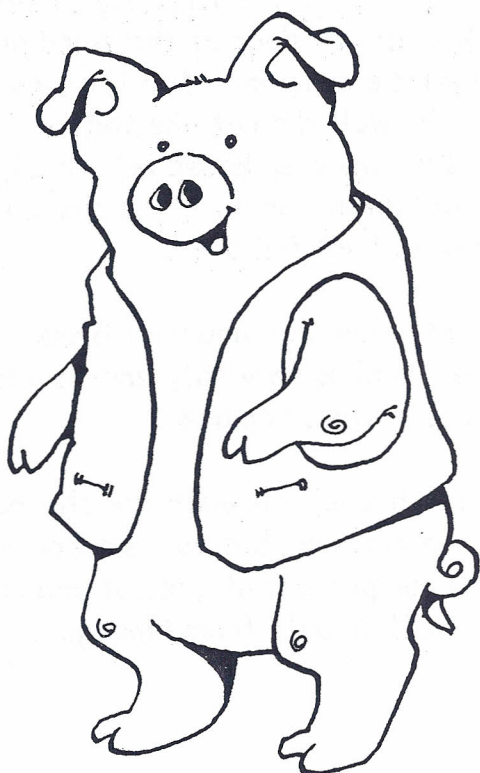
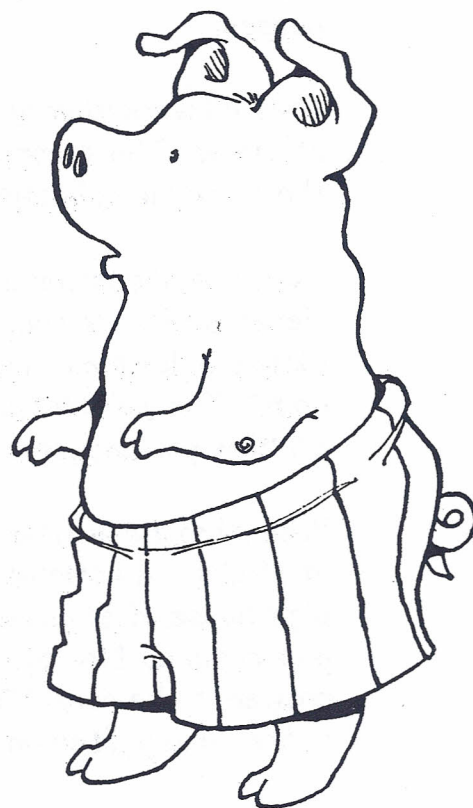
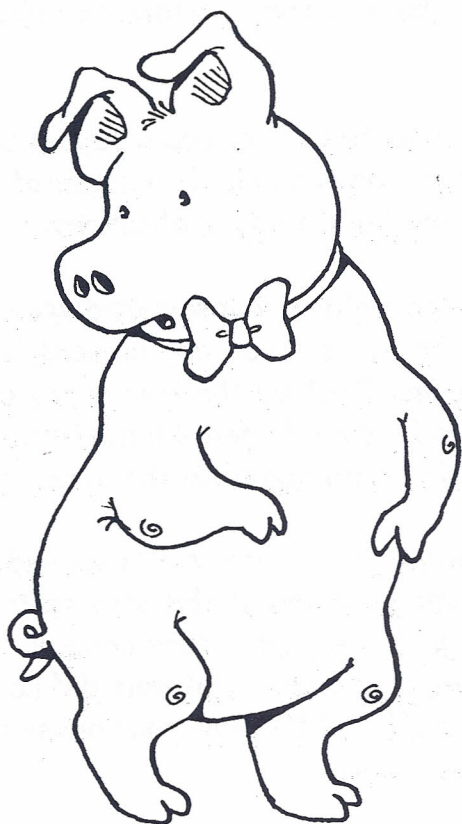
Well, those two little pigs were scared of that wolf and ran to the third pig's house of bricks. A little while later, the wolf came knocking at the door of the third pig's house of bricks and he said, "Little pigs, little pigs, let me come in." And the pigs replied, "Not by the hairs of our chinny chin chin." The wolf did not like that answer, so he said, "Then, I'll huff and I'll puff and I'll blow your house in." And he huffed and puffed and blew, but the house did not fall down. So, he tried again. He huffed and he puffed and he blew, but still the house did not fall down.

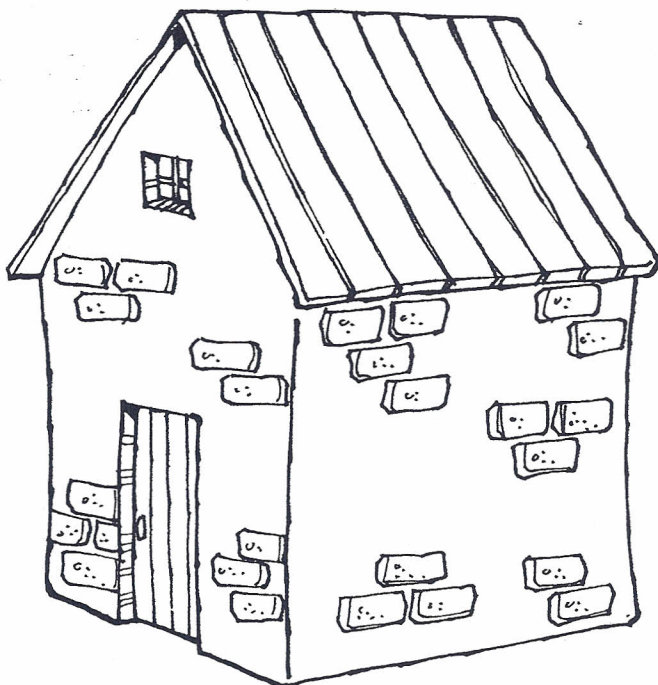
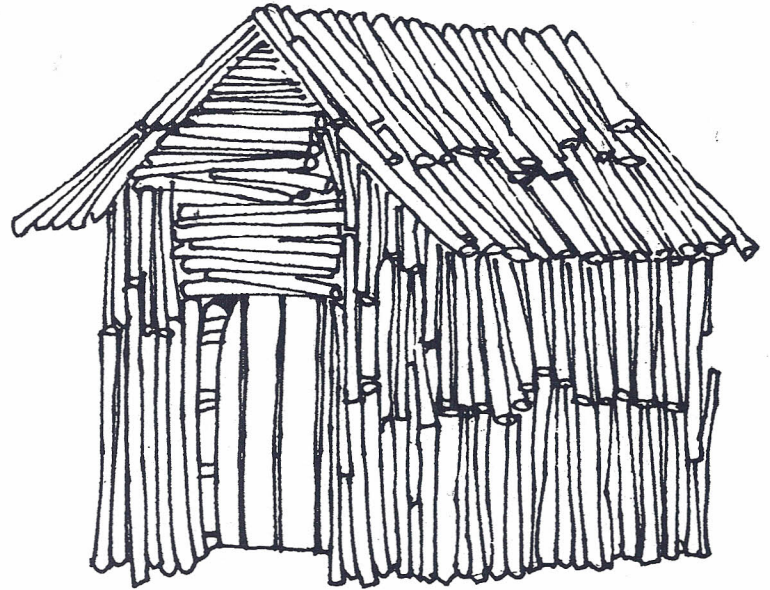
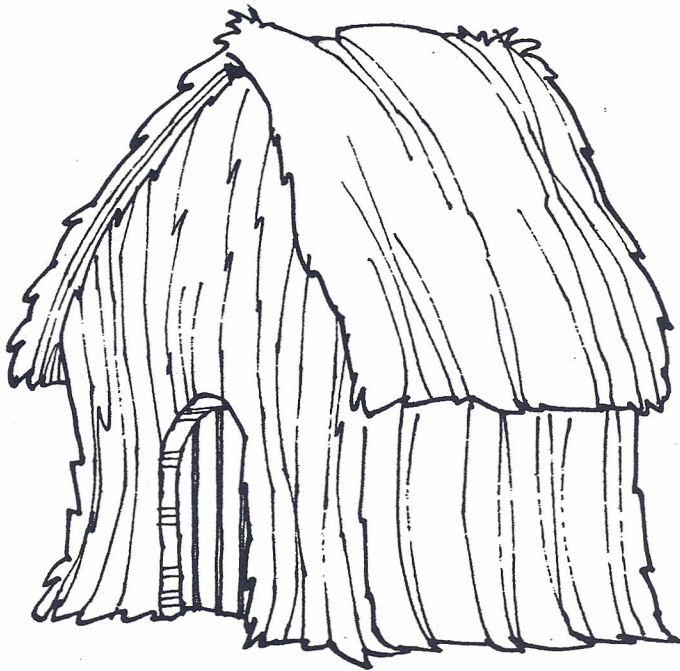
So, the wolf thought and thought about how to get into this pig's house of bricks. Meanwhile, the three pigs inside the brick house were feeling very safe and decided to cook vegetable soup for an afternoon snack in a pot in the fireplace.

Outside, the wolf had discovered a way to get into the house.....through the chimney. So he climbed to top of the roof and wiggled down the chimney, but to his surprise, he landed right of top of the hot vegetable soup. He jumped out of the pot and ran out the door and the three little pigs never heard a huff or puff from him again.

The Three Little Pigs!

Copy, color and laminate the patterns. Add tape or felt to the back of each pattern and use them to retell the popular story: *The Three Little Pigs*

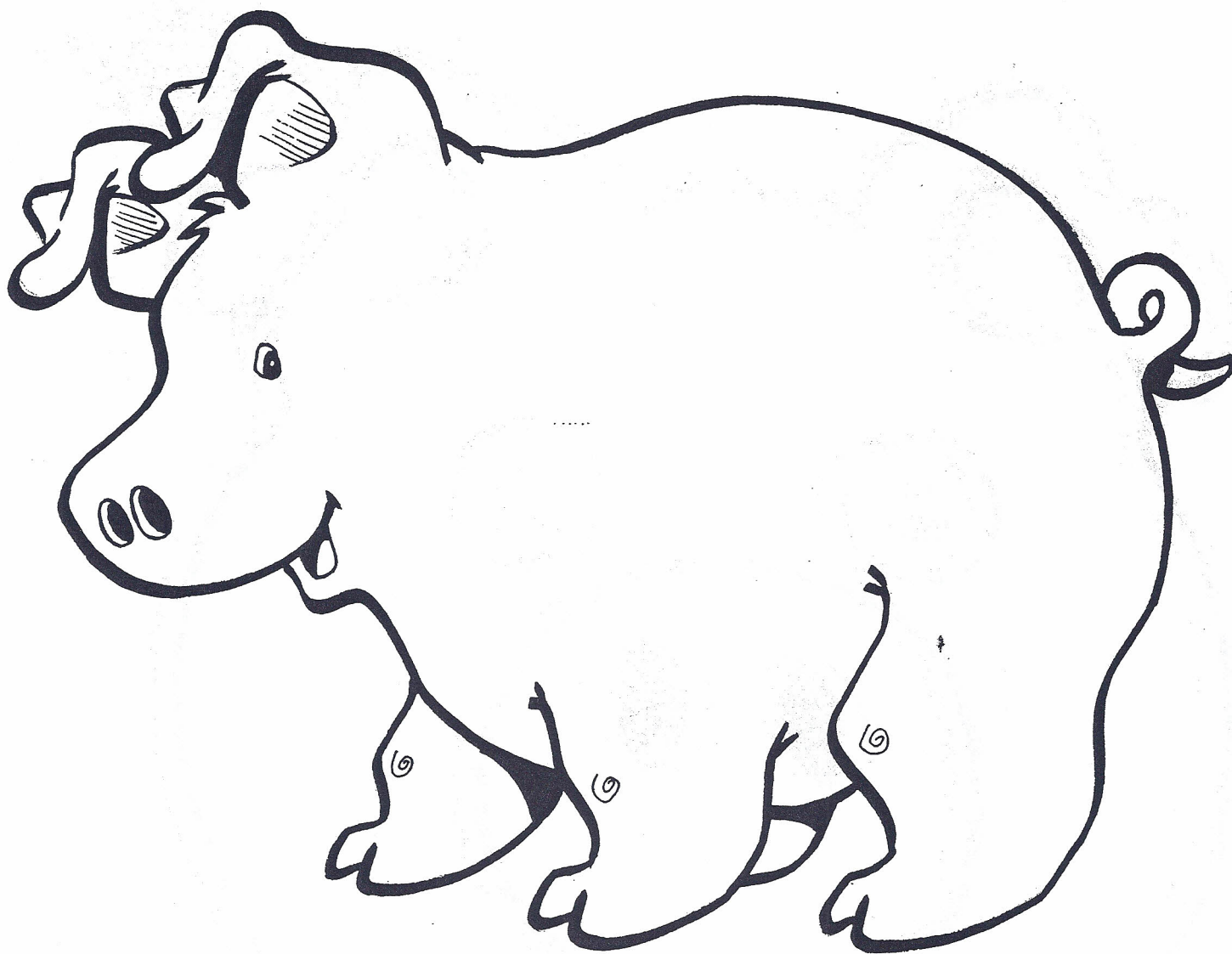






Pigs in Mud

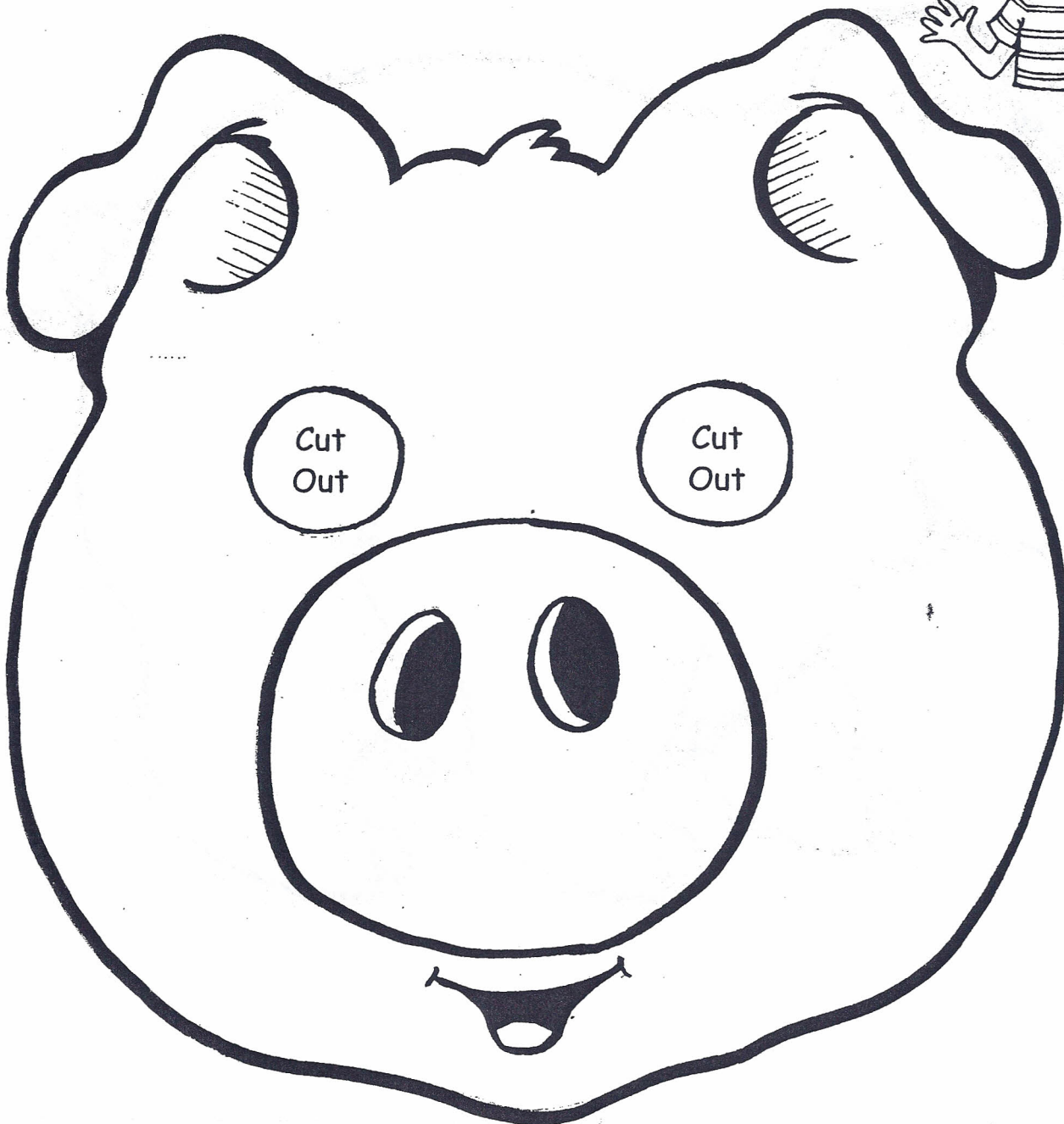
Copy this pig pattern onto fingerprint paper or pink construction paper. Scoop a small amount of brown fingerprint onto the pig. Encourage the children to move the paint around the pig with their fingers. Let them dry and display them around the classroom or school.

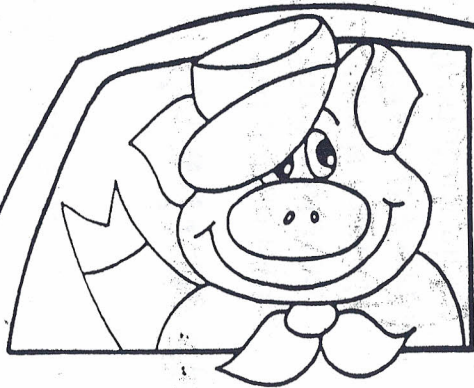




Pig Mask

Trace the pig features onto construction paper. Cut eye holes in a paper plate and tape a tongue depressor to the back of the plate. Children can glue the patterns, as shown. Older children may be able to complete all the steps by themselves.





Read the words in the wheels. Print the words in alphabetical order under the correct column. Make sure you look at the second letter of each word to complete your work.

c	g	t



c

circus
canal
coast
chair
creamer
climb

g

gentle
gobble
giraffe
grave
garden
glimmer

t

touch
there
trick
taxi
tight
teacher

Alphabetical Order Second Letter

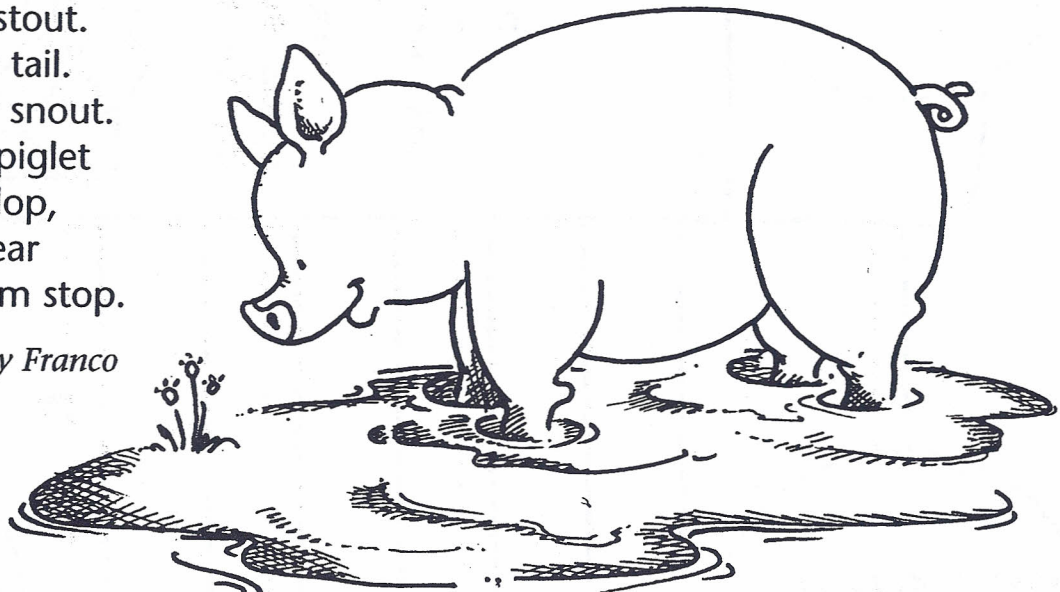
Name _____



I'm a Little Piglet

I'm a little piglet,
short and stout.
Here is my tail.
Here is my snout.
If another piglet
takes my slop,
I yank his ear
to make him stop.

Betsy Franco



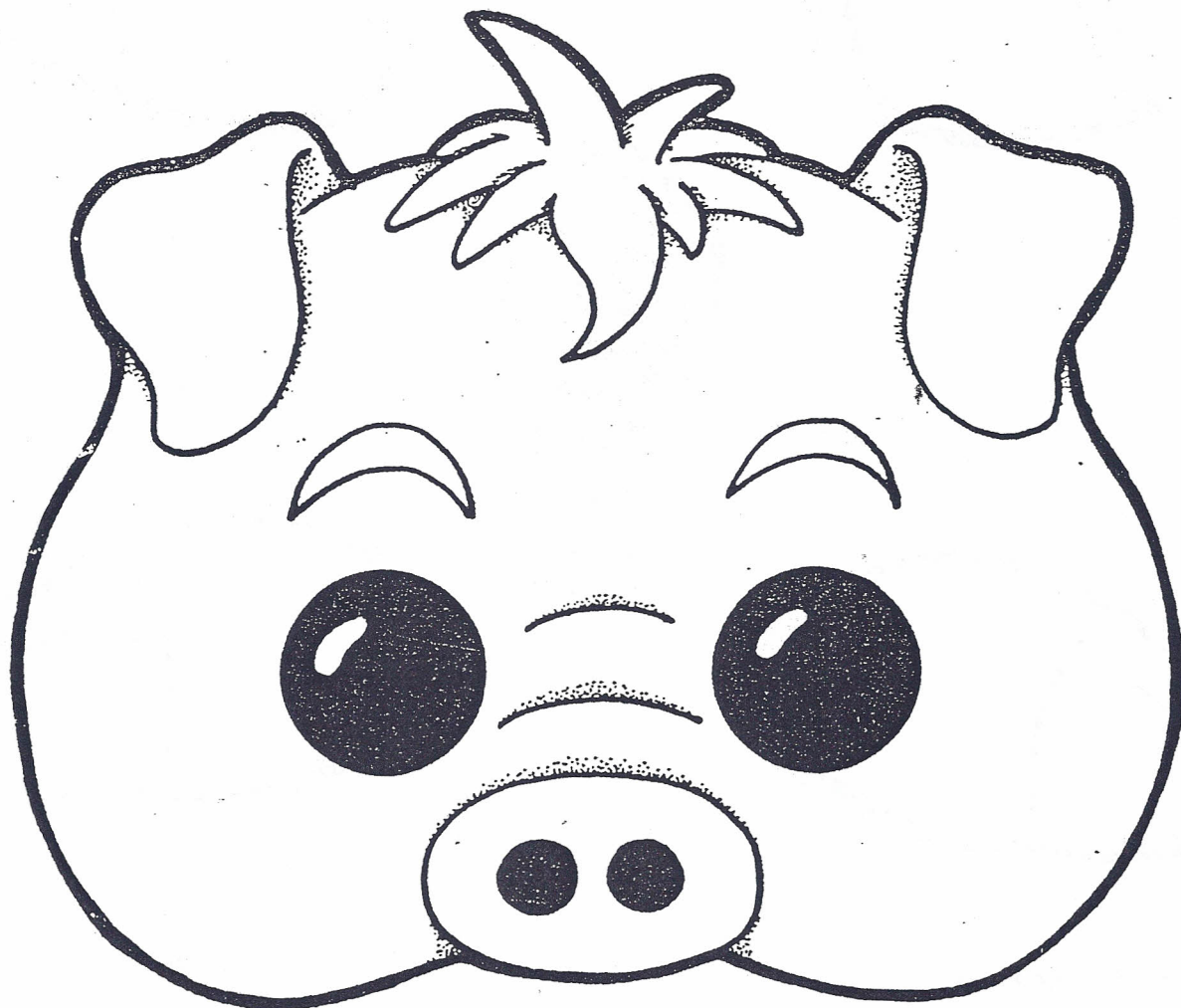
Pink-Skinned Pigs

The pink-skinned pigs
roll in the mud
because it's not much fun
to get a piggy sunburn
in the blazing summer sun.

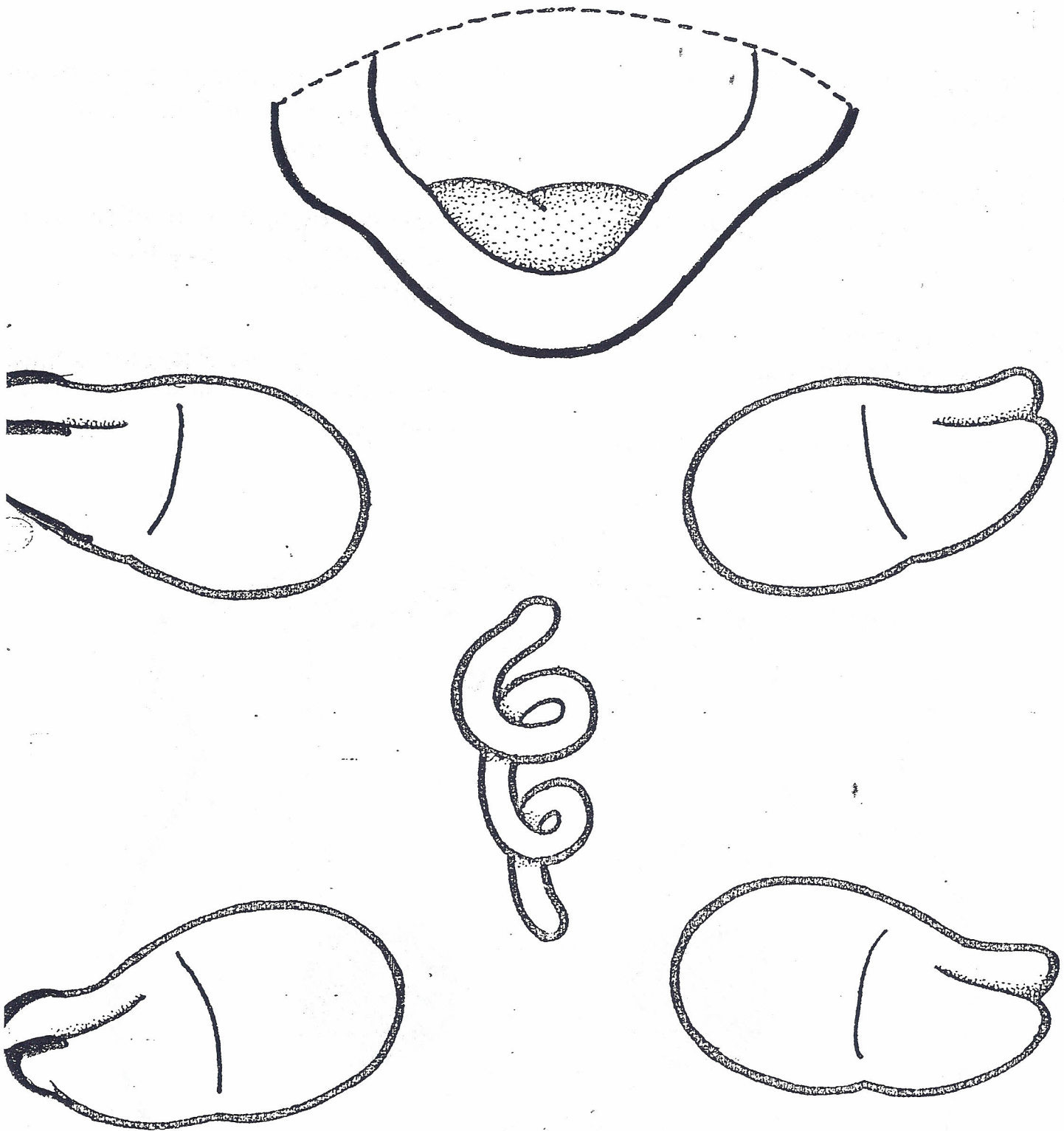
Betsy Franco

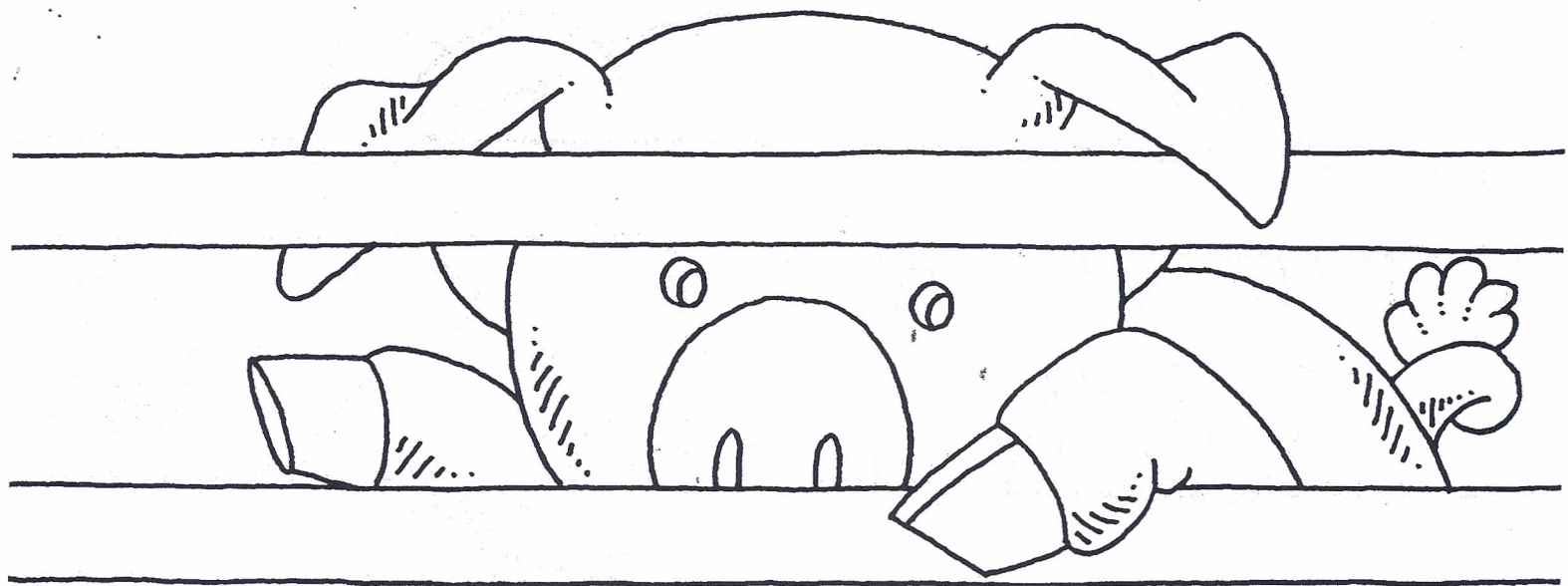
Wilbur Paper Bag Puppet

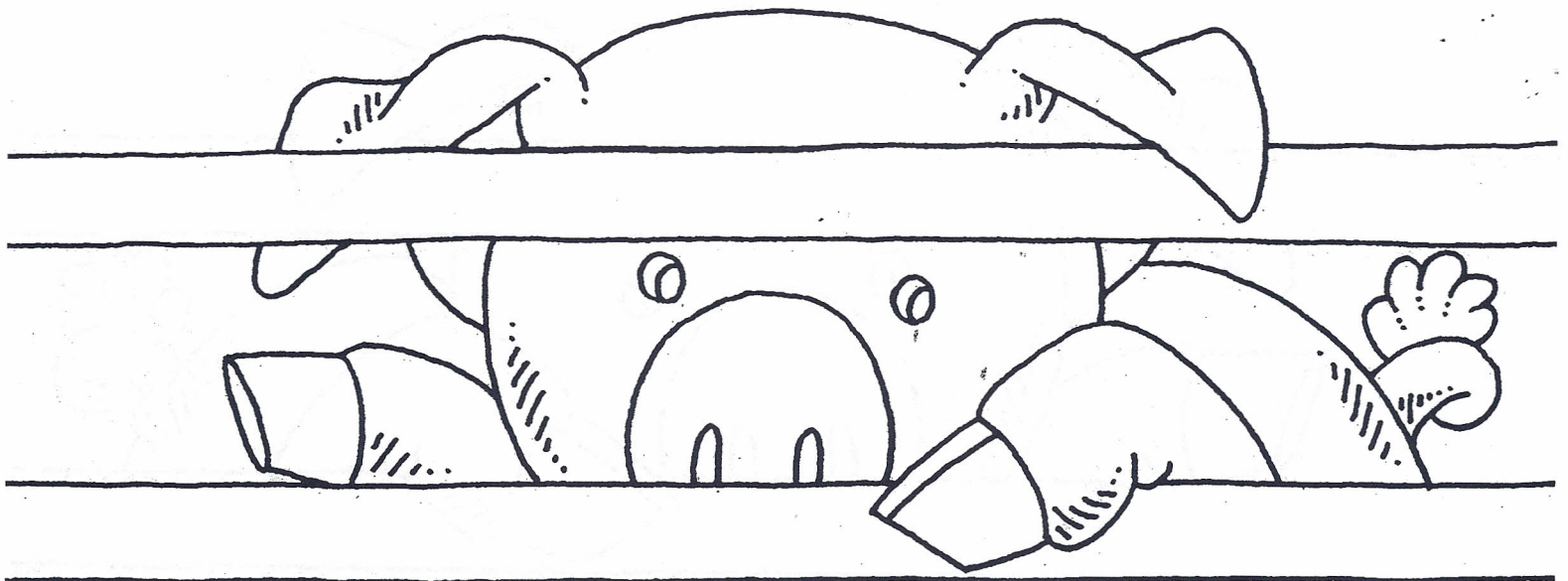
1. Color and cut out all pattern pieces.
2. With the bottom flap of a lunch bag facing up, glue the head to this flap.
3. Lift the bottom flap and glue the mouth under this flap.
4. Draw a body onto the lunch bag. Color.
5. Paste two legs, one on either side of the body, towards the top of Wilbur's body.
6. Paste two legs, one on either side of the body, at the bottom of Wilbur's body.
7. Turn the bag over. Paste the tail in the center about half way down on the bag.



Wilbur Paper Bag Puppet







Name _____

Skill: Word recognition,
Alphabetizing

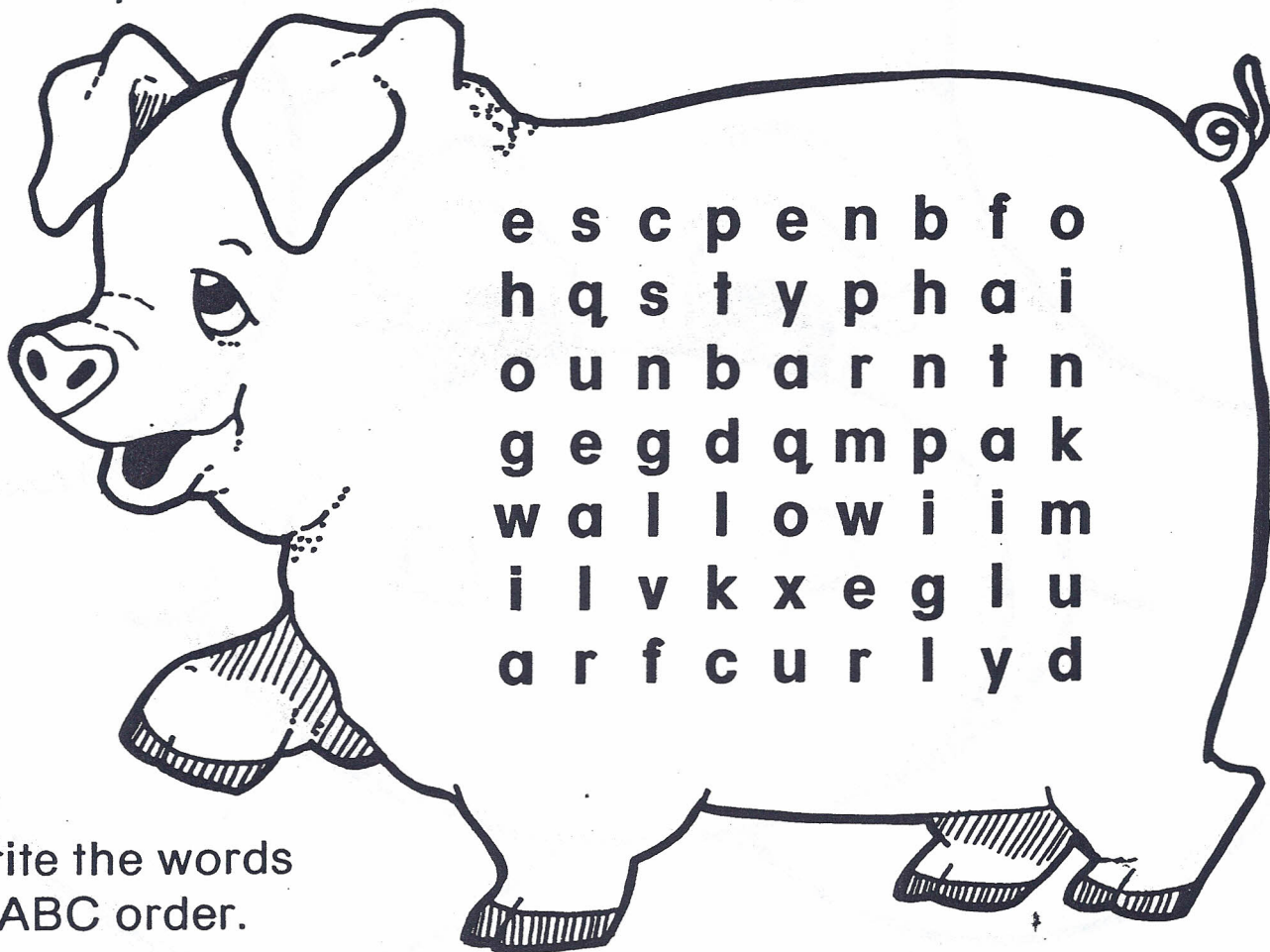
Pretty Pig

pig
curly
pen

oink
tail
barn

fat
hog
sty

mud
squeal
wallow



Write the words
in ABC order.

1. _____

7. _____

2. _____

8. _____

3. _____

9. _____

4. _____

10. _____

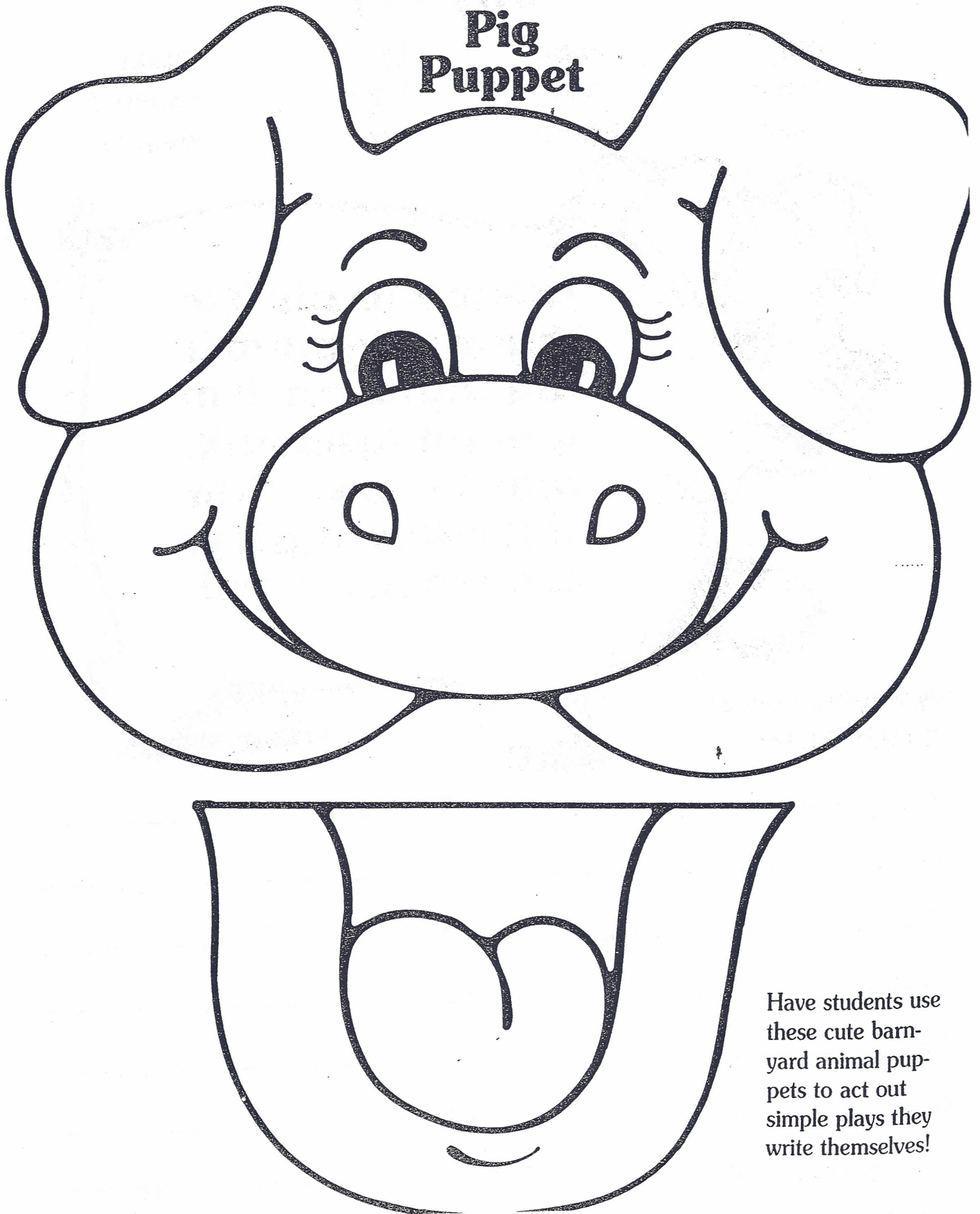
5. _____

11. _____

6. _____

12. _____

Pig Puppet



Have students use these cute barnyard animal puppets to act out simple plays they write themselves!

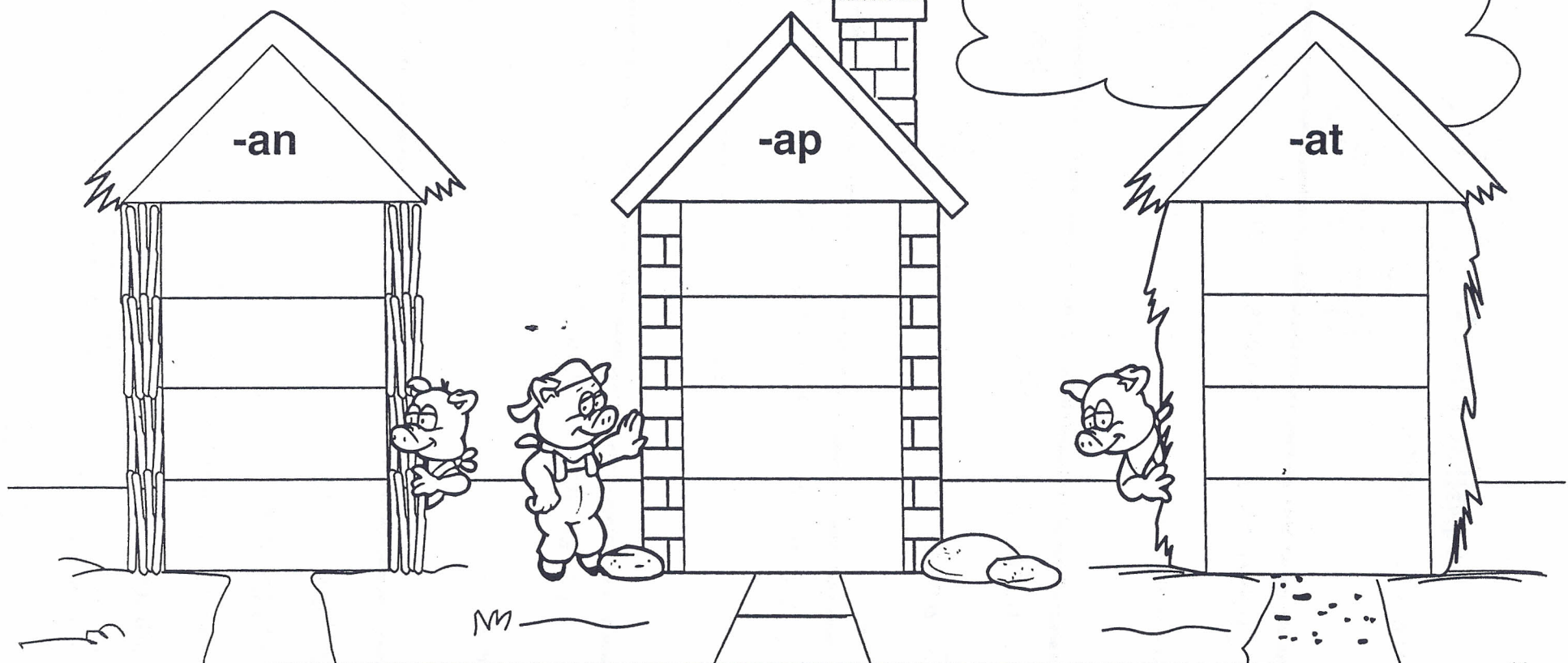
Name _____

Word Families
-an, -ap, -at

Three Little Houses

Cut. Read.

Glue each word on the correct house.



Bonus Box: Choose one -ap word. Use it in a sentence on the back of this sheet. Draw a picture to go with it.

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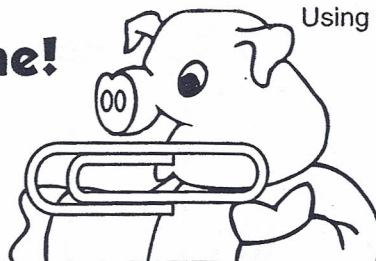
cap	pan	mat	map	sat	ran
hat	nap	can	lap	tan	bat

Name _____

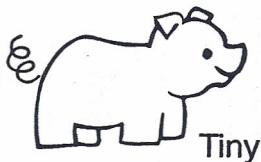
Measurement
Using nonstandard units

Feeding Time!

Estimate. Then use paper clips to measure.
Answer the questions.



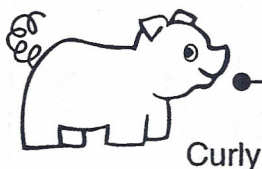
a. Estimate. about ____ paper clips Measure. about ____ paper clips



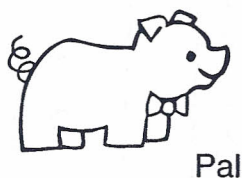
b. Estimate. about ____ paper clips Measure. about ____ paper clips



c. Estimate. about ____ paper clips Measure. about ____ paper clips



d. Estimate. about ____ paper clips Measure. about ____ paper clips



1. Which pig is farthest from the corn? _____
2. Which pig is closest to the corn? _____
3. What is the total distance for Curly and Pal? about _____ paper clips
4. What is the total distance for Penny, Tiny, and Pal? about _____ paper clips

Bonus Box: On the back of this sheet, draw an ear of corn that is about 3 paper clips long. Then list two things in the classroom that are about this long.

Three Busy Pigs

Read each sentence.
Study what is underlined.
Use the Color Code.
Color the house.

Remember!

A complete sentence has a **subject** and a **predicate**.

- The **subject** tells who or what the sentence is about.
- The **predicate** tells what the subject is or does.



1. The big bad wolf is scary!



2. The three little pigs are afraid!



3. Each little pig must build a house.



4. The first little pig buys straw.



5. He builds a straw house.



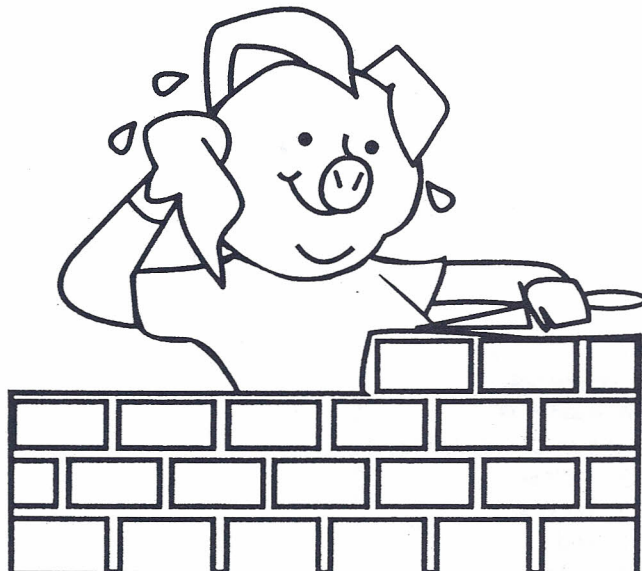
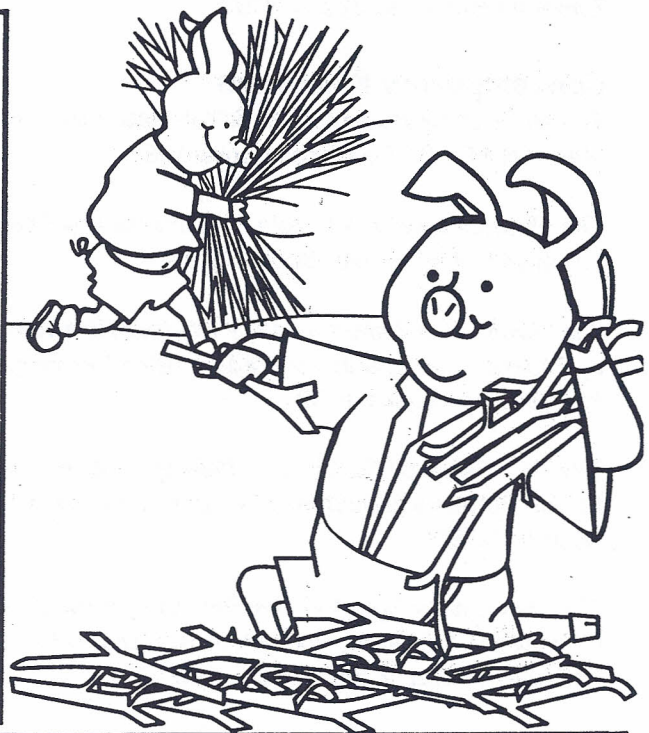
6. The second little pig buys sticks.



7. He builds a stick house.



8. The third little pig buys bricks.



Color Code

yellow = subject underlined
brown = predicate underlined
red = subject and predicate underlined



9. The bricks are very heavy!



10. The third little pig works very hard.



11. Finally the brick house is built.



12. The big bad wolf is hiding in the bushes.



13. He is watching the three pigs.



14. The wolf smacks his lips.



15. The little pigs hear the wolf!



16. Each little pig runs inside his house.

Book Corner

The Three Little Pigs Traditional Retellings

The Three Little Pigs • Retold & Illustrated by Paul Galdone • Clarion Books, 1984

The Three Little Pigs • Retold by Harriet Ziefert & Illustrated by Laura Rader • Puffin Books, 1995

The Three Little Pigs • Retold & Illustrated by Margot Zemach • Sunburst Books, 1997

Contemporary Retellings

The Three Little Pigs • Retold & Illustrated by James Marshall • Puffin Pied Piper Books, 1996

The Three Little Pigs • Retold & Illustrated by Steven Kellogg • Morrow Junior Books, 1997

The Three Little Wolves And The Big Bad Pig • Written by Eugene Trivizas & Illustrated by Helen Oxenbury • Aladdin Paperbacks, 1993

The True Story Of The 3 Little Pigs By A. Wolf • As told to Jon Scieszka & Illustrated by Lane Smith • Scholastic Inc., 1989

The Three Little Pigs And The Fox: An Appalachian Tale • Written by William H. Hooks & Illustrated by S. D. Schindler • Aladdin Paperbacks, 1997



Answer Key



(The houses should be colored the following colors.)

- | | |
|-----------|------------|
| 1. brown | 9. yellow |
| 2. yellow | 10. brown |
| 3. yellow | 11. red |
| 4. brown | 12. yellow |
| 5. brown | 13. yellow |
| 6. red | 14. brown |
| 7. yellow | 15. red |
| 8. brown | 16. yellow |

Name _____ Understanding Sentences

Types of sentences

Home Sweet Home

Read each sentence.

On the line write what kind of sentence it is.

In the box write the ending punctuation.

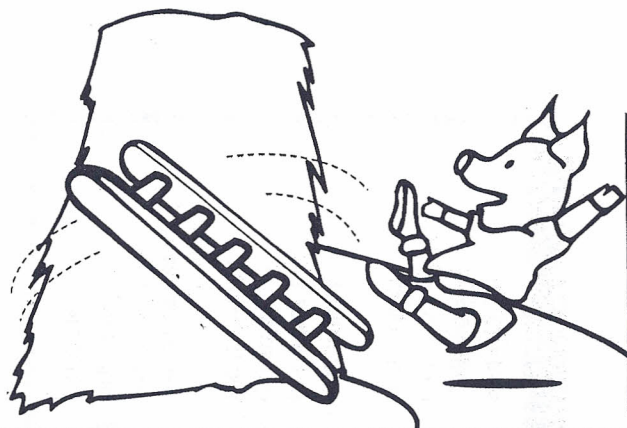
Use the information on the bush.

Kind Of
Sentence

What The
Sentence Does

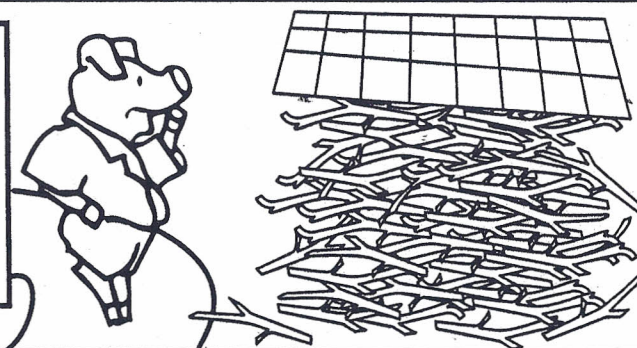
Ending
Punctuation

Statement	tells
Command	commands
Question	asks	?
Exclamation	shows strong feelings	!

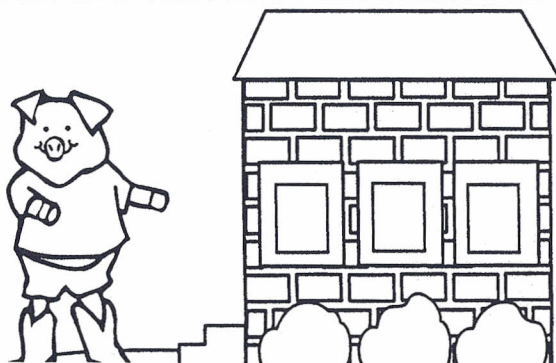


1. The first pig built a straw house ☐
2. Have you ever seen a straw house ☐
3. Oh my, the pig fell ☐
4. Call for help ☐

5. Look at the stick house ☐
6. The second pig worked very fast ☐
7. Do you think a stick house is strong ☐
8. Oh, no, the house is falling apart ☐



9. Wow, this house is strong ☐
10. Tell the third pig he did a good job ☐
11. Is the wolf watching ☐
12. This brick house is very safe ☐





Answer Key

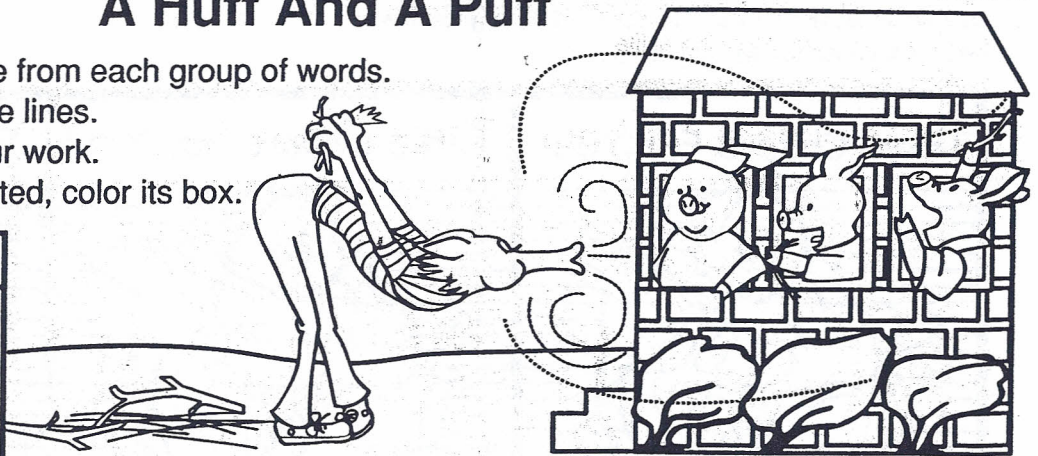


1. . statement
2. ? question
3. ! exclamation
4. . command
5. . command
6. . statement
7. ? question
8. ! exclamation
9. ! exclamation
10. . command
11. ? question
12. . statement

A Huff And A Puff

Make a complete sentence from each group of words.
Write each sentence on the lines.
Use the chart to check your work.
When each step is completed, color its box.

Chart		
Complete Sentence	Begins With A Capital Letter	Ends With A •, ?, Or !



1. The pretty straw house

2. huffed and puffed and blew the stick house apart

3. raced to the brick house

4. Why did the little pigs

5. oh, no, here comes

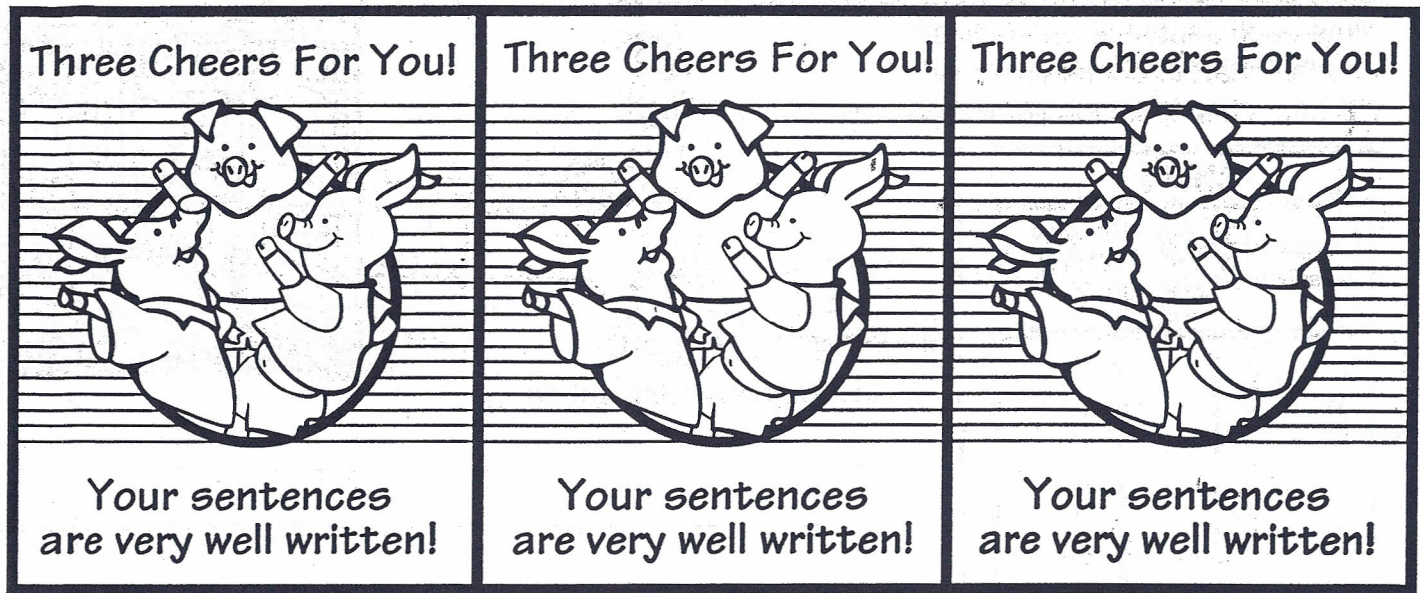
6. Look at

Bonus Box: On the back of this page, write another complete sentence about the big bad wolf and the three little pigs. Illustrate your sentence.



Awards

Duplicate and cut out a supply of the miniawards. Staple an award to a child's paper to recognize his excellent sentence-writing skills.



Answer Key



(Sentences will vary; however, each should be a complete thought that begins with a capital letter and has correct ending punctuation. Each box on the chart should be colored in.)

Name _____

Place Value
Modeling numbers

SPECIAL DELIVERY

Where should the Porker Brothers deliver each block pile?

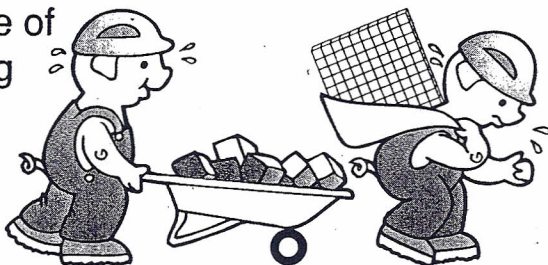
Count the number of blocks in each pile.

Write the number.

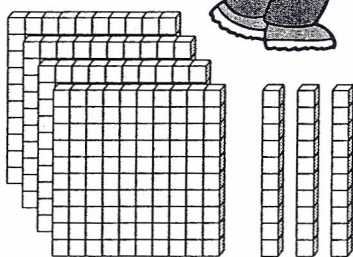
Find the number on the chart.

Write the name of the matching location.

Construction Site	Blocks
Bacon Boulevard	207
Pork Avenue	430
Rib Road	266
Swine Street	379
Ham Way	215
Piggy Place	128
Hog Lane	251
Sausage Circle	304

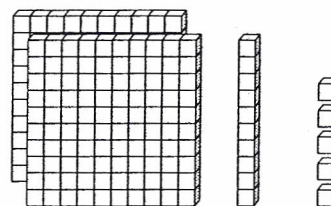


1.



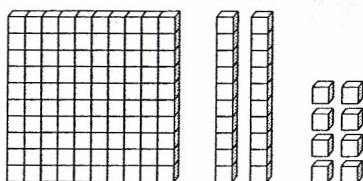
Deliver to _____

2.



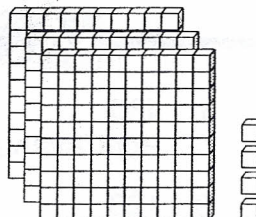
Deliver to _____

3.



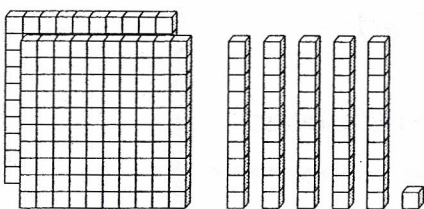
Deliver to _____

4.



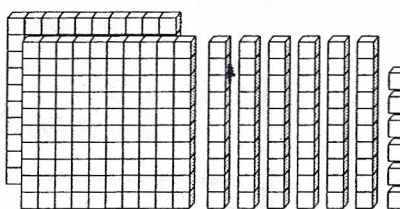
Deliver to _____

5.



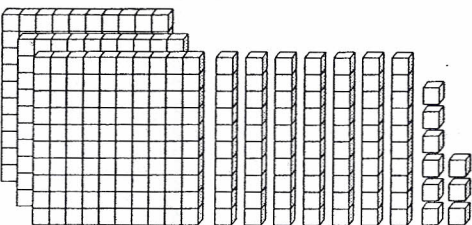
Deliver to _____

6.



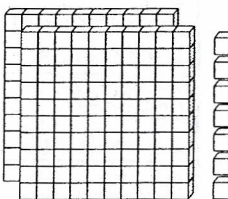
Deliver to _____

7.



Deliver to _____

8.



Deliver to _____

Bonus Box: What if the Porker Brothers add 10 blocks to each pile? Create a new chart showing how many blocks they'll deliver to each site.



How to Use This Unit

Place Value (Pages 9–16)

Use this construction-themed collection of reproducible activities to help your students build a firm place value foundation.



Answer Key



- | | |
|------------------------|---------------------------|
| 1. 430
Pork Avenue | 2. 215
Ham Way |
| 3. 128
Piggy Place | 4. 304
Sausage Circle |
| 5. 251
Hog Lane | 6. 266
Rib Road |
| 7. 379
Swine Street | 8. 207
Bacon Boulevard |

Bonus Box:

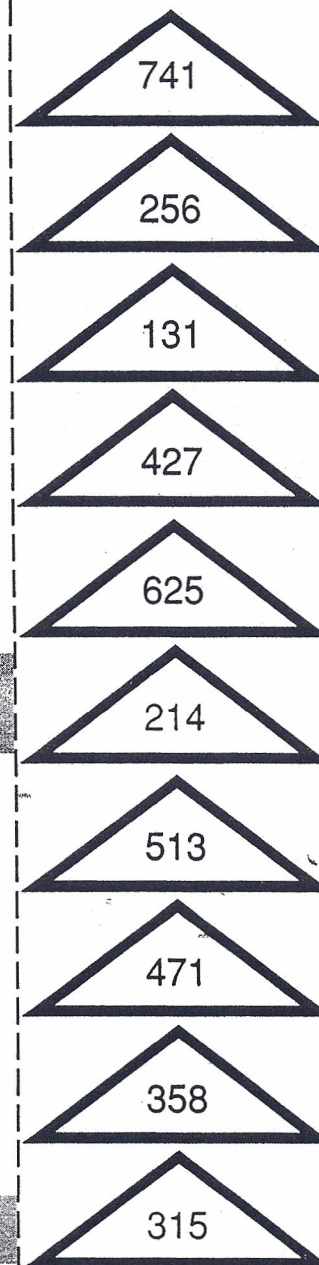
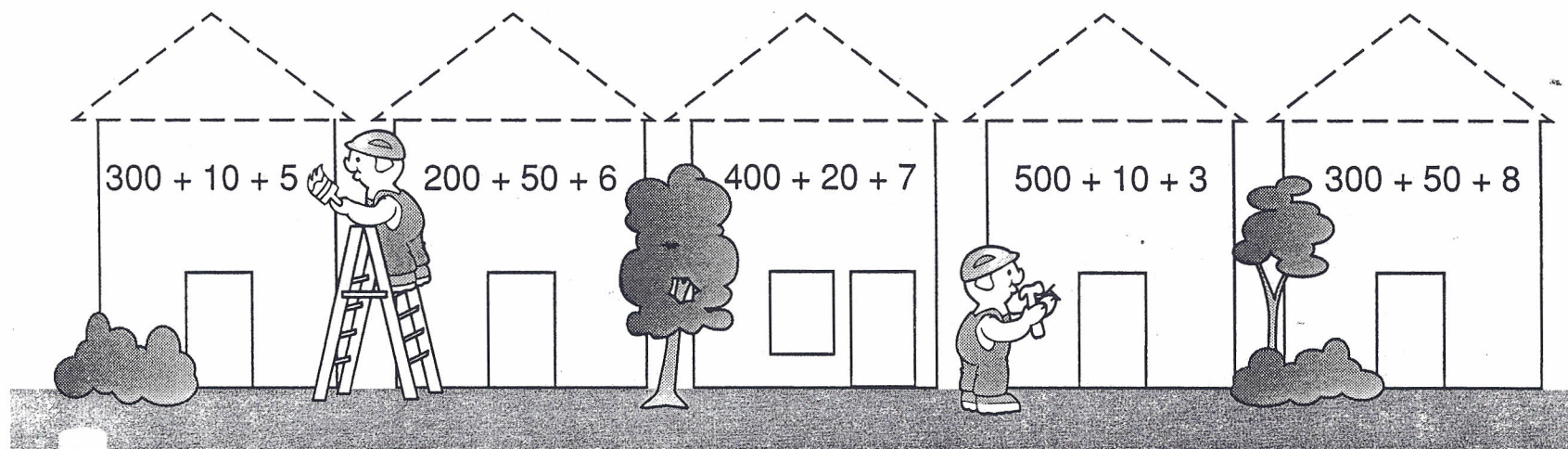
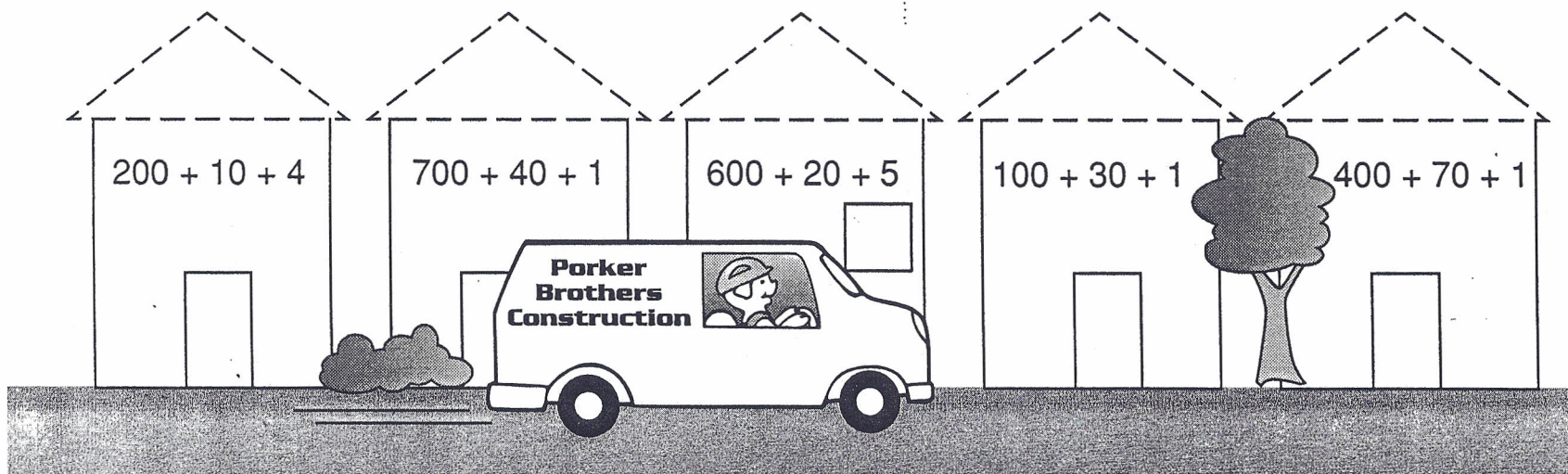
Construction Site	Blocks
Bacon Boulevard	217
Pork Avenue	440
Rib Road	276
Swine Street	389
Ham Way	225
Piggy Place	138
Hog Lane	261
Sausage Circle	314

Name _____

Place Value
Expanded notation

TOP THIS!

Cut out the roofs on the right.
Glue each roof onto the matching house.



Bonus Box: Look at the number on each roof. If it's between 0 and 300, color the house red. If it's between 301 and 600, color the house green. If the number is greater than 600, color the house blue.

Name _____

Place Value
Value of digits

BRICK BY BRICK

Write the value of each underlined digit.
Color the brick with the matching number.

a. 853

b. 302

c. 547

d. 625

e. 291

f. 738

g. 307

h. 492

i. 341

j. 287

k. 135

l. 971

m. 474

n. 913

o. 149

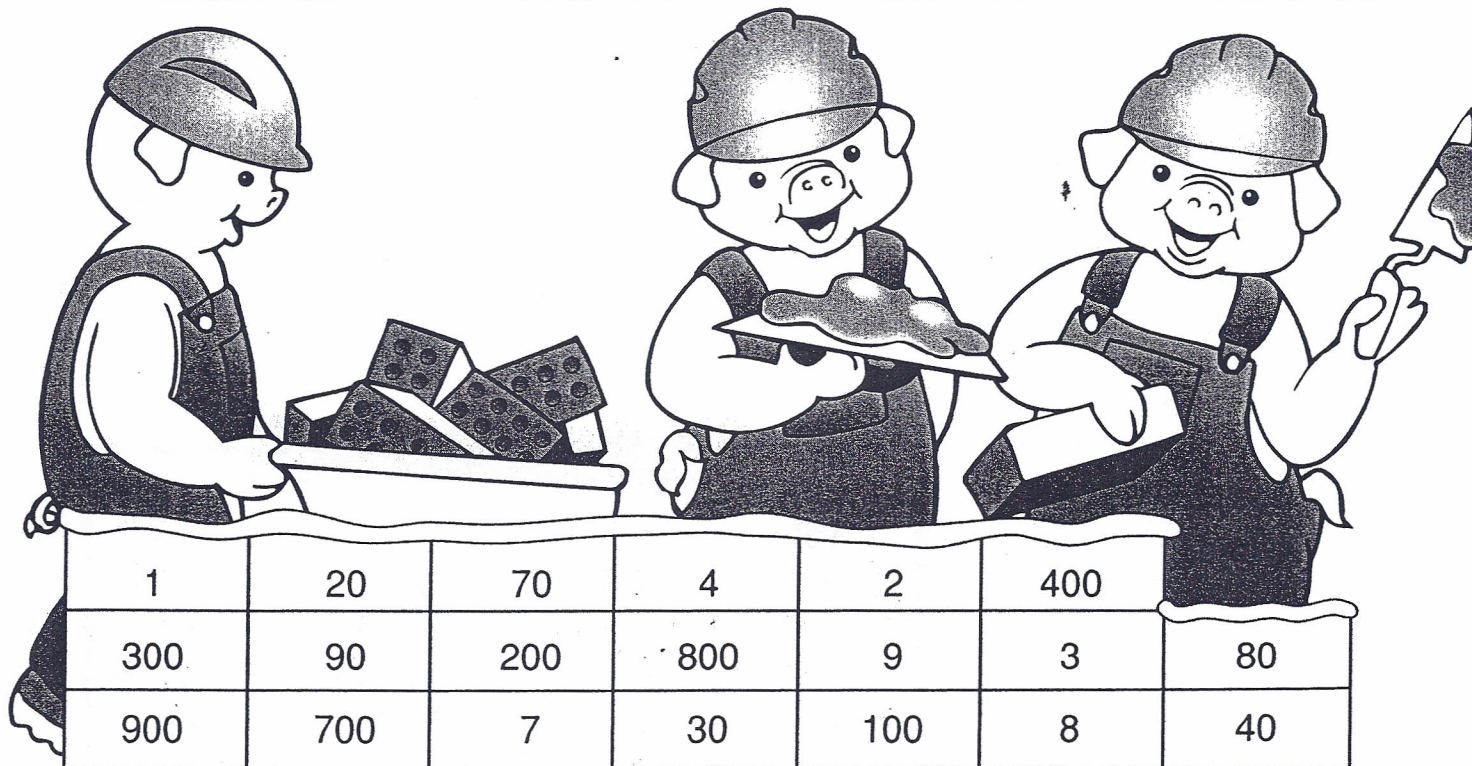
p. 419

q. 989

r. 418

s. 914

t. 184

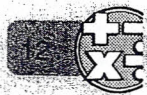




Answer Key



a. 800	b. 2	c. 40	d. 20
e. 200	f. 700	g. 7	h. 90
i. 300	j. 80	k. 30	l. 1
m. 70	n. 3	o. 100	p. 400
q. 9	r. 8	s. 900	t. 4



Name _____

Place Value
Problem solving

KNOCK! KNOCK!

Which wolf will be the pigs' next visitor?

Read each problem.

Look at the numbers on the wolves.

Write the described number on the line.

1. Knock! Knock!
Who's there?
I have an odd
number with a
4 in the tens
place.

2. Knock! Knock!
Who's there?
I have a 2 in ones
place, and the
sum of my digits
is 7.

4. Knock! Knock!
Who's there?
I have 6
hundreds and
5 tens.

6. Knock! Knock!
Who's there?
I have 5 hundreds
and a 0 in the
ones place.

3. Knock! Knock!
Who's there?
I have 0 tens.

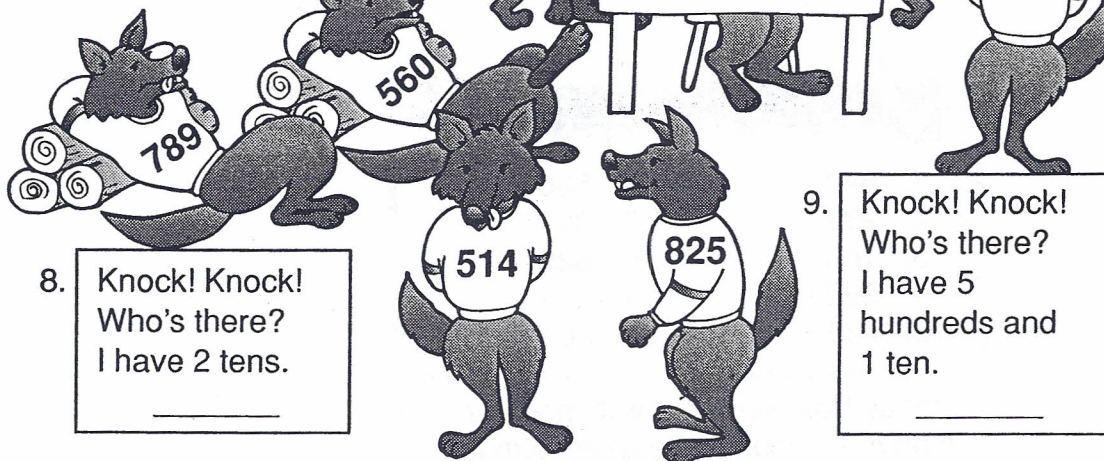
5. Knock! Knock!
Who's there?
The sum of my
digits is 24.

7. Knock! Knock!
Who's there?
I have an even
number with 8
hundreds.

10. Knock! Knock!
Who's there?
I am an odd
number. The
greatest digit
is in the tens
place.

9. Knock! Knock!
Who's there?
I have 5
hundreds and
1 ten.

8. Knock! Knock!
Who's there?
I have 2 tens.



Bonus Box: Write a "Knock! Knock!" problem for the number that was not used above.

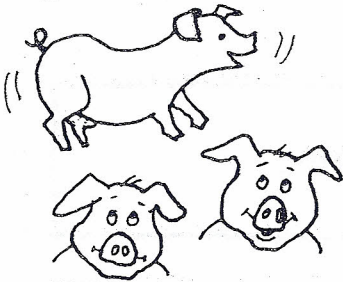
Answer Key

- | | |
|--------|---------|
| 1. 647 | 6. 560 |
| 2. 232 | 7. 816 |
| 3. 105 | 8. 825 |
| 4. 652 | 9. 514 |
| 5. 789 | 10. 361 |

Bonus Box: Answers will vary, but students should write a problem for the number 479.

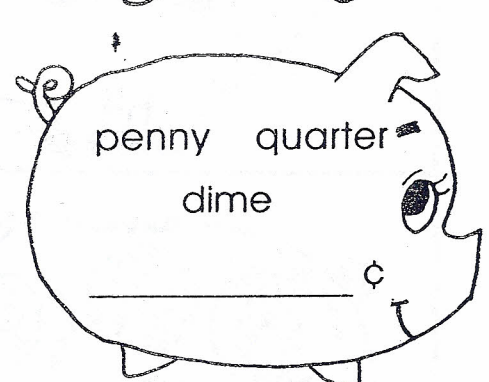
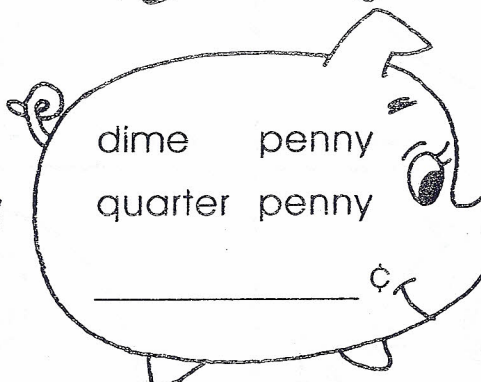
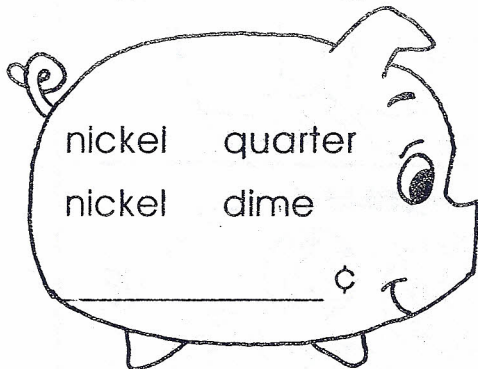
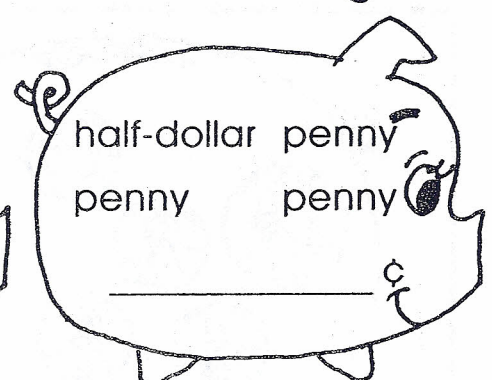
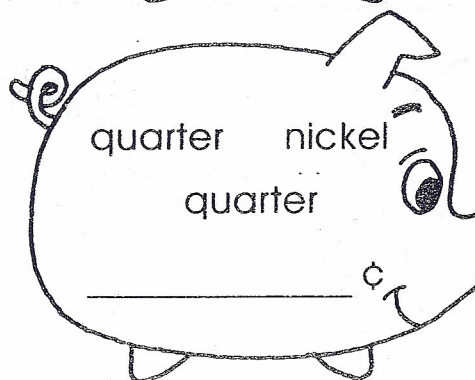
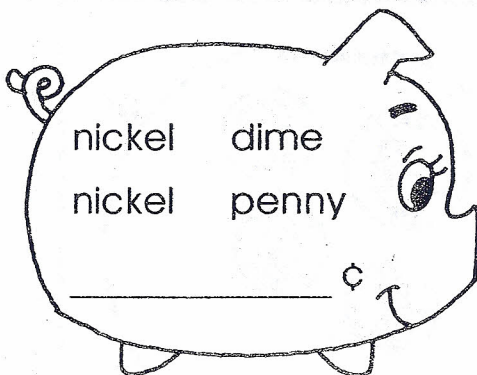
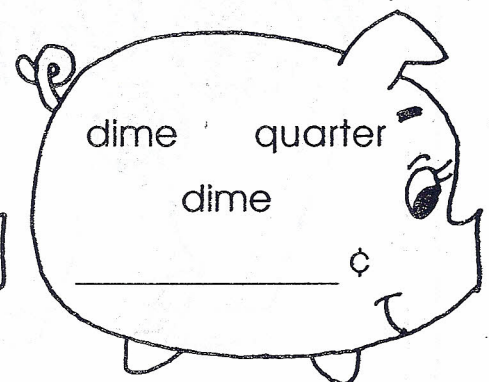
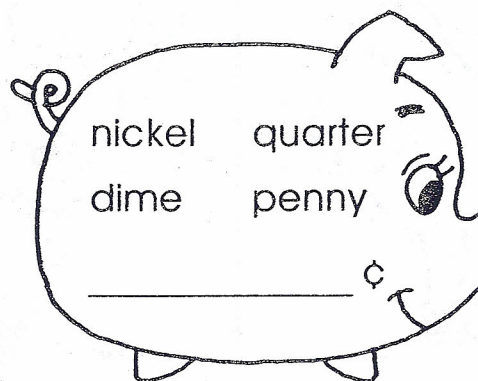
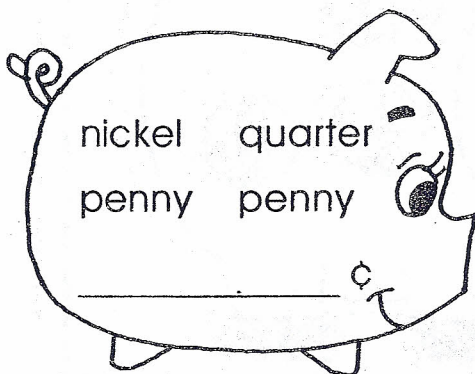


Name _____



This Little Piggy Saves Money!

Mrs. Piggini's little piglets were saving money in their piggy banks. Write the total amount in each bank.



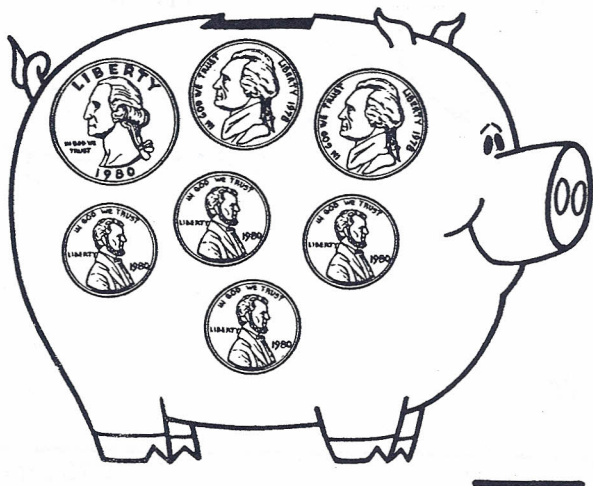
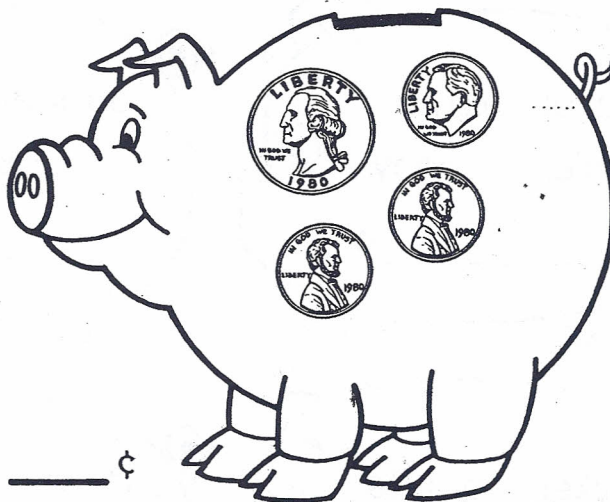
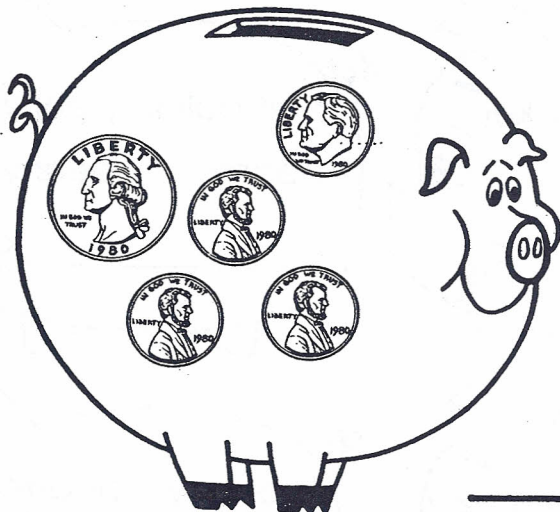
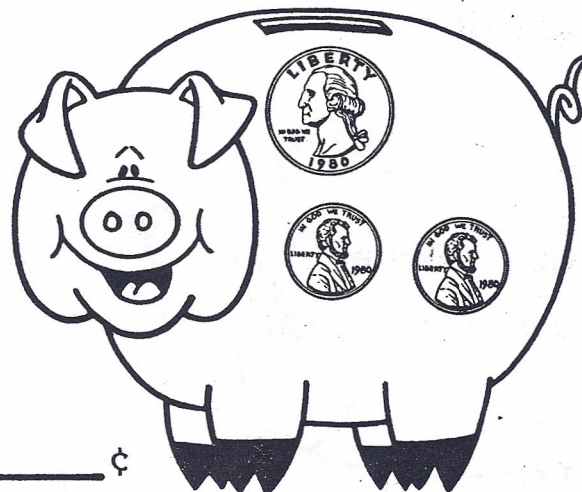
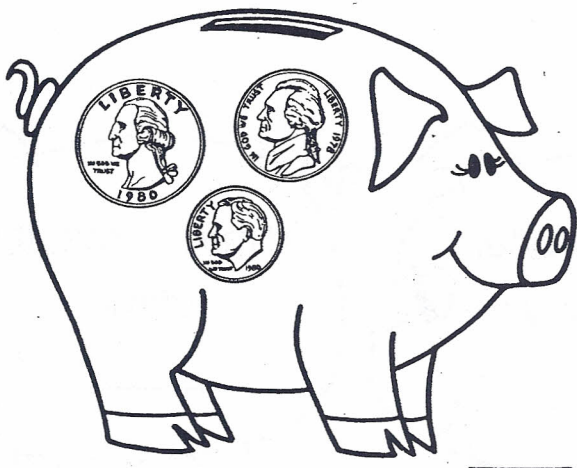
Color the bank with the **most** money green.

Color the bank with the **least** money red.

Color the 2 banks with the **same** amount yellow.

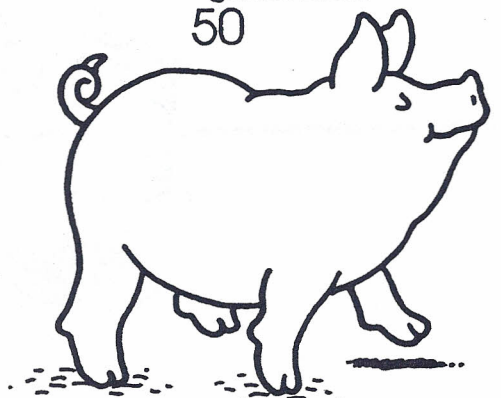
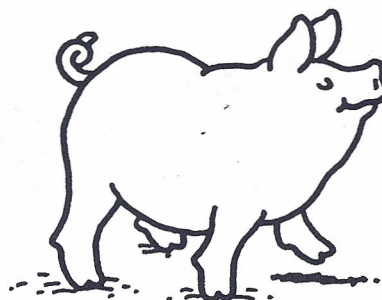
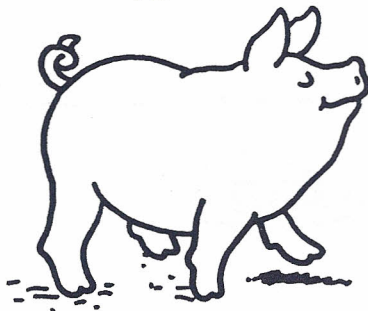
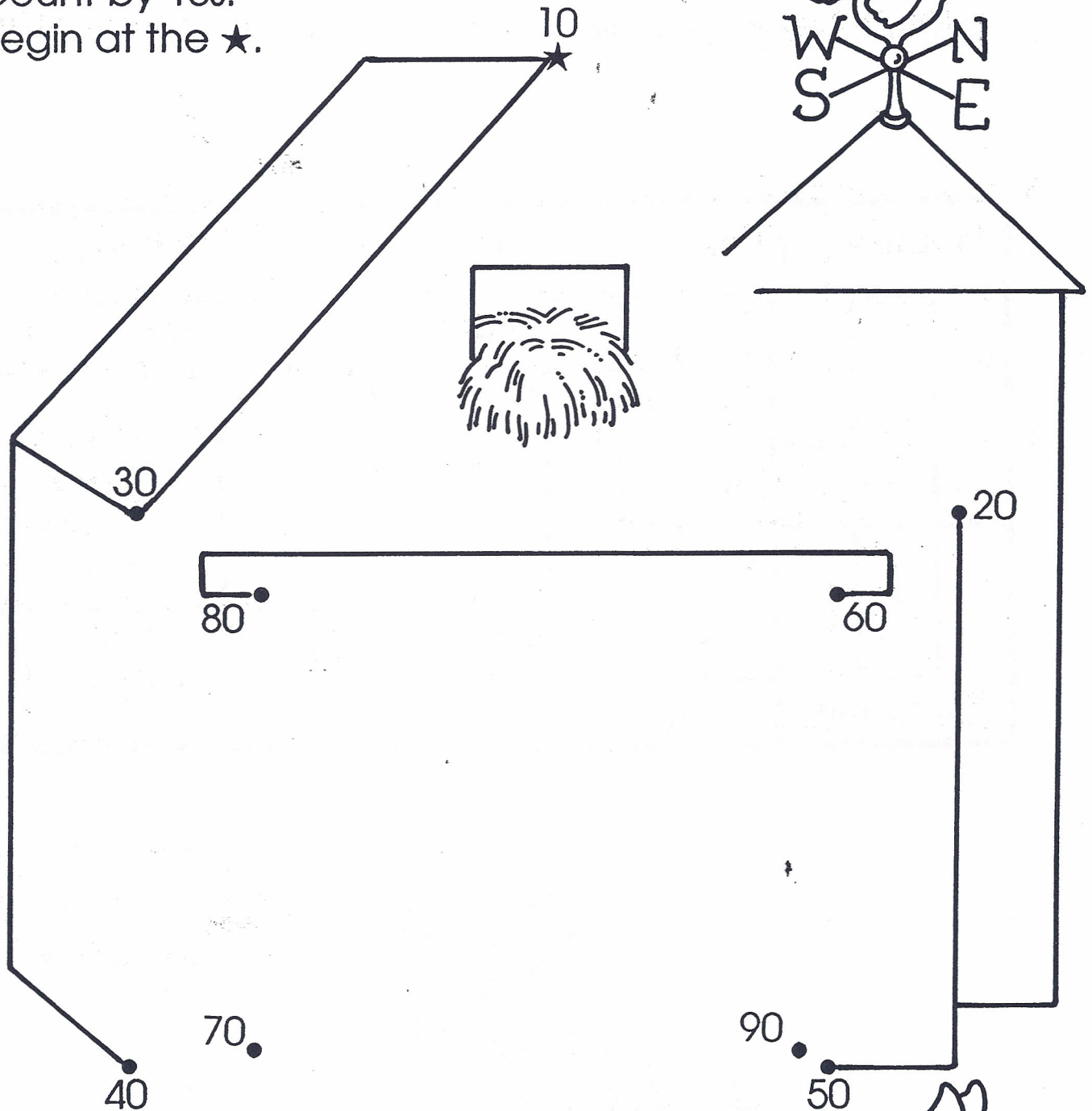
Name _____

Fill in the value of the coins shown on each bank.



Farm Fun

Count by 10s.
Begin at the ★.

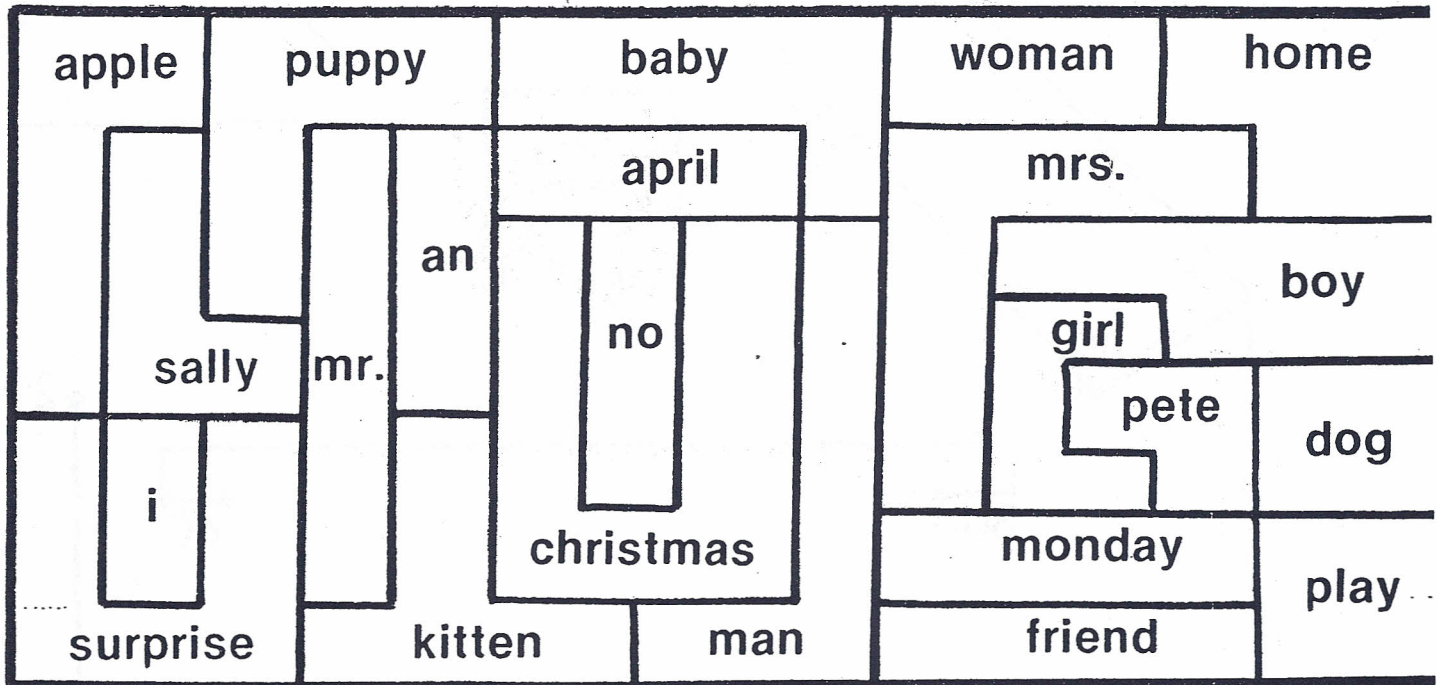


Name _____

Skill: Capital review

Color the spaces **green** that need a capital letter.

Color the spaces **red** that DON'T need a capital letter



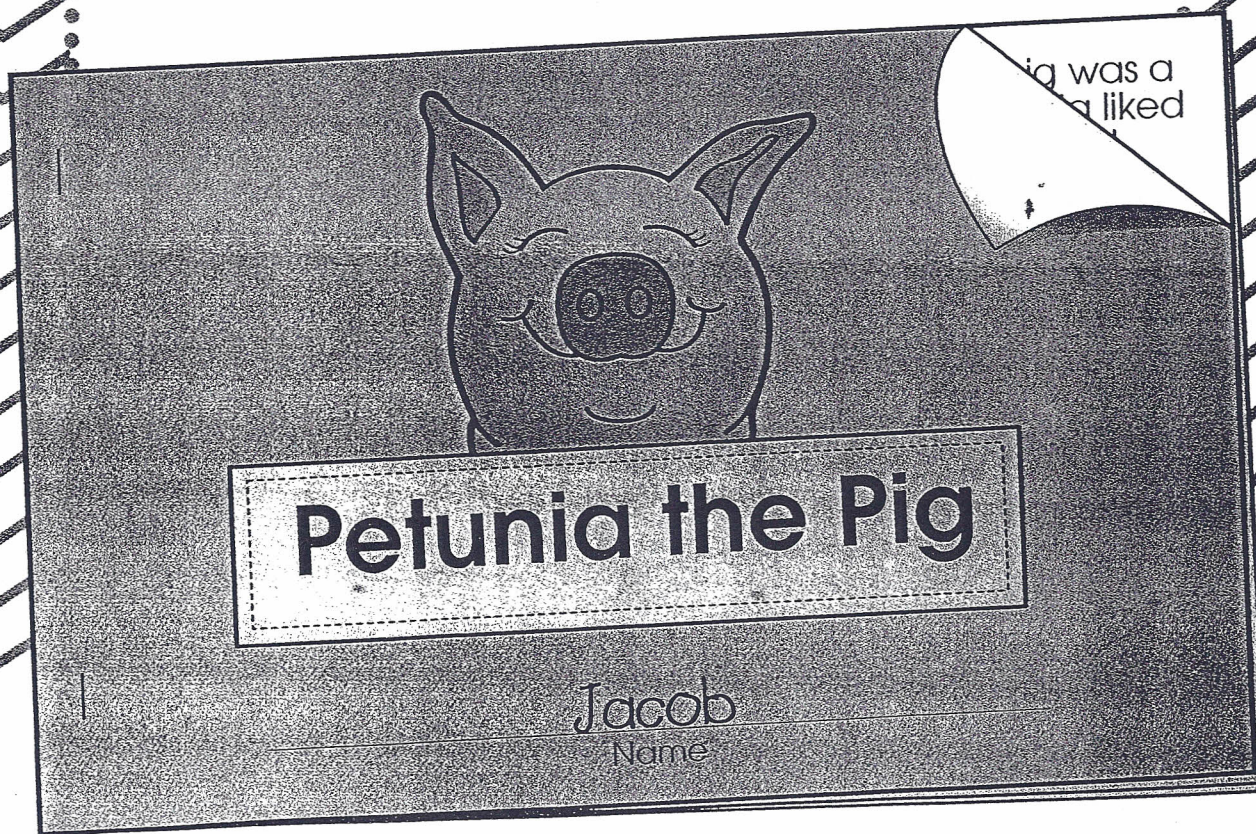
PETUNIA THE PIG

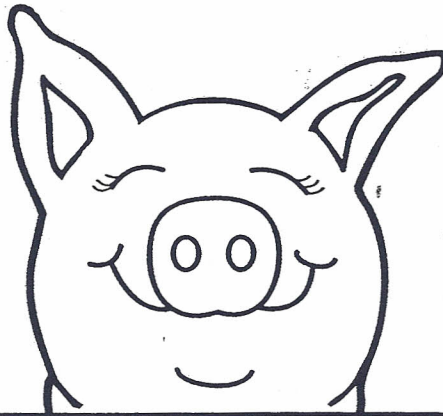
Youngsters will go hog-wild over this repetitive booklet! Give each student a copy of pages 44–48. Have the student cut out his cover and booklet pages along the bold outer lines. Instruct him to stack his pages in numerical order, placing the cover on top. Staple the booklets at the left. Then read a booklet with students. Direct the student to color in the missing parts (rabbit ears on page 3; rabbit ears and horse tail on page 5; and rabbit ears, horse tail, and cow coat on page 7). Next, invite him to color the booklet illustrations. When the booklets are finished, read one aloud with students. Then encourage each student to practice reading his booklet with a partner before taking it home to read to family members.

CREATIVE DECORATING OPTIONS

- Glue felt rabbit ears on the pig.
- Glue a tail made of brown yarn on the pig.

Extend this booklet activity by discovering the humorous outcome of a pig invasion! Read aloud *Pigs Aplenty, Pigs Galore!* by David McPhail (Puffin Books, 1997).





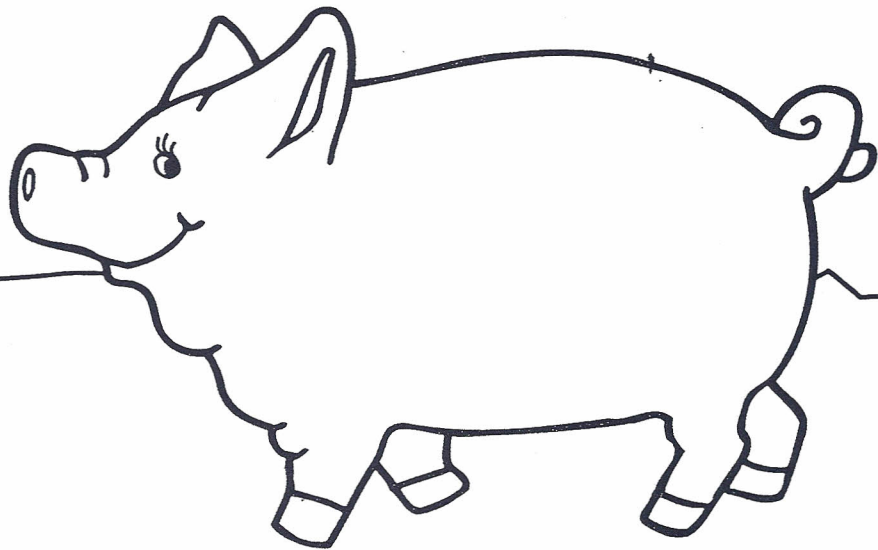
Petunia the Pig

Name

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Page

Petunia the pig was a
happy pig. Petunia liked
the way she looked.

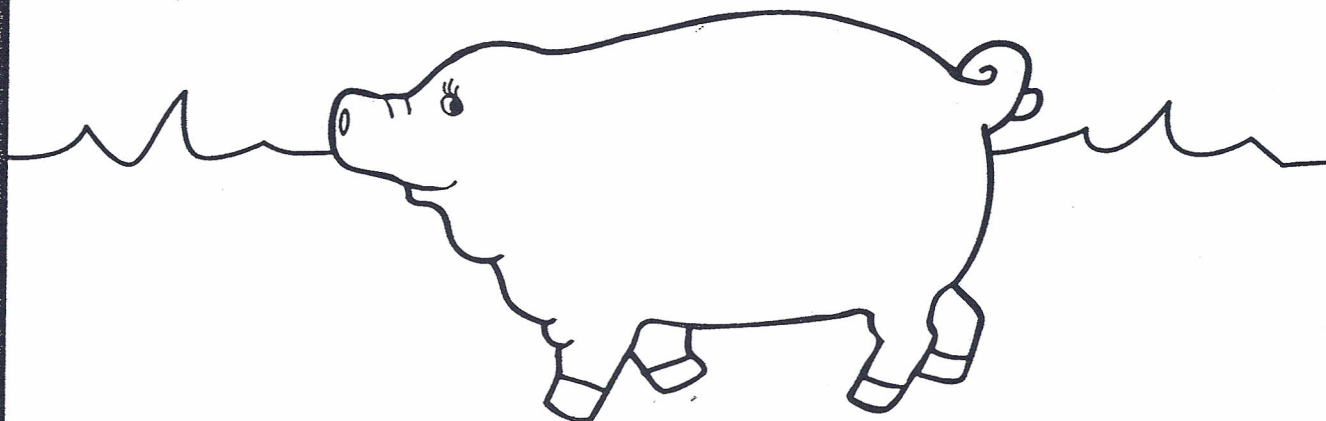


One day Petunia went for a walk. While walking, she met a rabbit. "You look funny!" said the rabbit. "You need ears like mine."



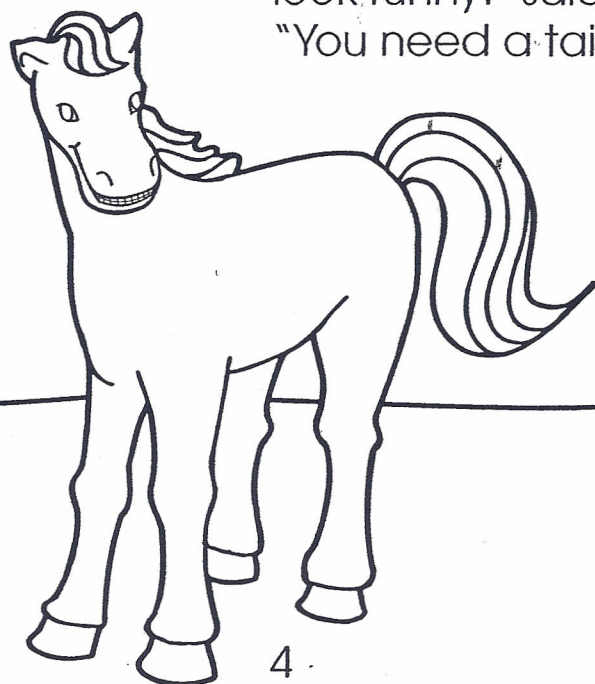
2

Petunia was not so happy. So she made herself some new ears and put them on.

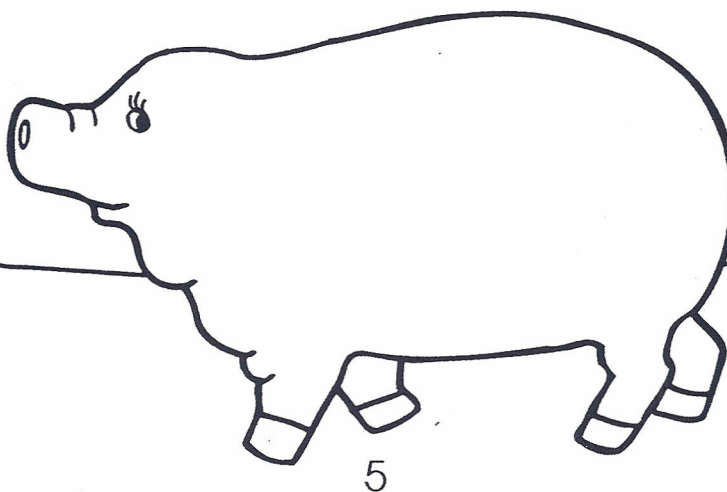


3

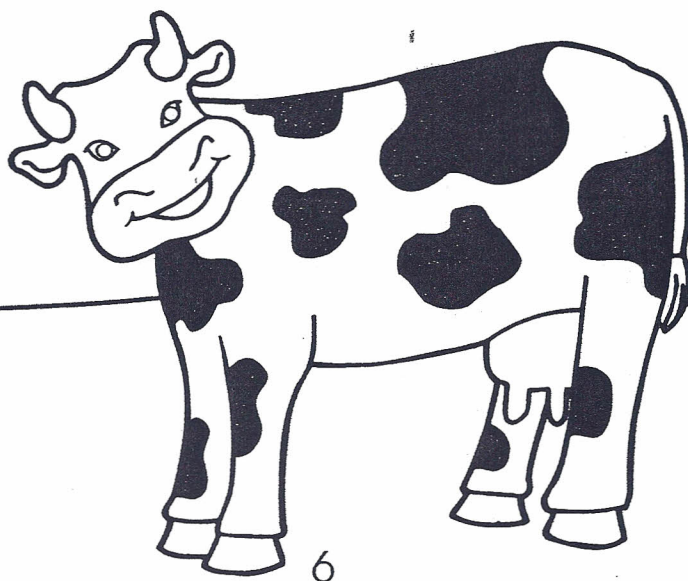
Then she met a horse. "You look funny!" said the horse. "You need a tail like mine."



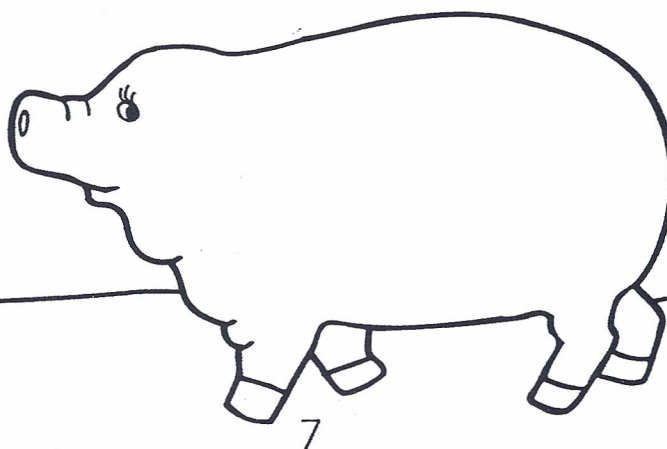
Petunia was not so happy. So she made herself a new tail and put it on.



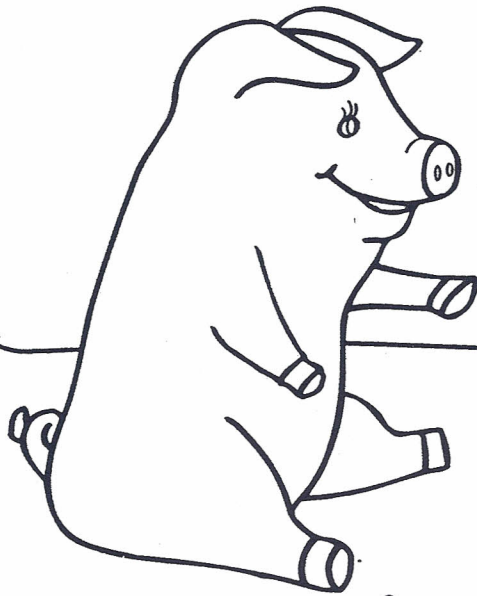
Then she met a cow. "You look funny!" said the cow. "You need a coat like mine."



Petunia was not so happy. So she made herself a new coat and put it on.

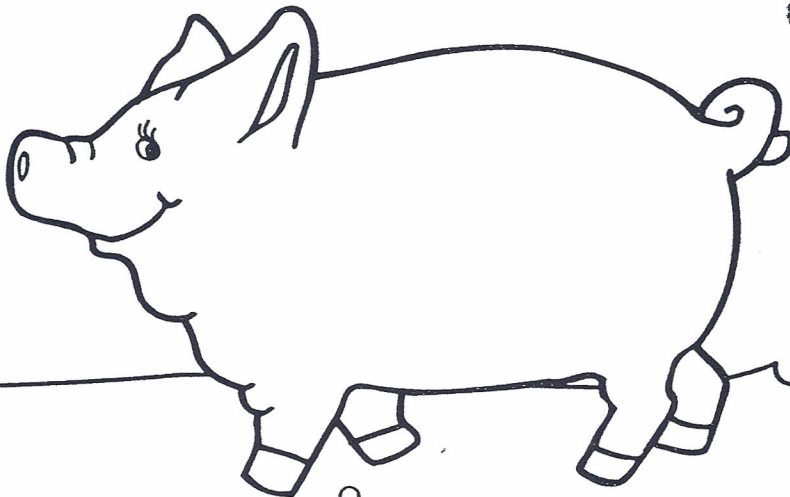


Then she met a pig friend. "You look funny!" said the pig friend. "You are a funny pig."



8

So Petunia took off her long ears, her long tail, and her spotted coat. She liked the way she looked. Now Petunia was a happy pig!



9