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| About this Resource:  *This text set centers around the topic of a high-quality read aloud anchor text, in order to build students’ knowledge and vocabulary. Anchor texts are a part of Student Achievement Partners’ Read Aloud Project and full lesson plans are hyperlinked. Each Related Text is a suggested lightweight resource that connects to the topic of the read aloud and builds student knowledge and vocabulary. Also included are high-interest, topically related Optional Supporting Resources and Writing/Culminating Tasks in varied genres. Suggested resources are free or almost free (requiring a teacher license or sign on) and can be used as read aloud texts or for small group or independent reading depending on their complexity. All are intended to be optional resources for the classroom and teachers are encouraged to modify, adapt, or supplement these text sets with related resources. Text Sets are intended to support approximately two weeks of instruction. For additional suggestions for use, read this blog post:* [*https://achievethecore.org/aligned/reading-to-learn/*](https://achievethecore.org/aligned/reading-to-learn/)*.* |

*Teacher note: Consider combining this RAP Text Set with the “Click Clack Moo” or “From Cow to Ice Cream” Kindergarten resource to expand student learning on this topic.*

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| **Key Content (Synopsis of two weeks)** | |
| Read Aloud:  All Pigs Are Beautiful  <http://achievethecore.org/page/3071/all-pigs-are-beautiful> | **Synopsis of Text:**  In this book, the author explains why he believes all pigs are beautiful by describing the characteristics and behaviors of pigs. |
| Related Text 1:  Pigs  <https://www.dkfindout.com/us/animals-and-nature/domesticated-animals/pigs/> | **Synopsis, highlighting related learning:**  This short text gives information about pigs, building on the details about pigs introduced in the read-aloud text. It reinforces important vocabulary related to pigs, like the terms for female, male, and baby pigs. The interactive diagram shows body parts of pigs, including captions that describe each identified body part. |
| Related Text 2:  <http://easyscienceforkids.com/best-facts-about-pigs-video-for-kids-3/> | **Synopsis, highlighting related learning:**  This webpage includes information about how pigs are intelligent, athletic and clean. The bottom of the page also includes interesting fast facts about pigs.  *Teacher note: The video included at the top of the webpage provides additional relevant information for this set.* |
| Related Text 3:  Pig  <http://kids.nationalgeographic.com/animals/pig/#pig-fence.jpg> | **Synopsis, highlighting related learning:**  This text adds on to what students already know about pigs, giving more details about where pigs live and what their bodies are used for. It explains what pigs eat and describes their bodies, including how big they can become and what they use their snouts for. Photographs and diagrams help reinforce information in the text. |

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| **Optional Supporting Resources** | |
| Pig Grunts Correspond with Mood  <https://www.youtube.com/watch?v=rXk2utjvl1Y> | **Description/rationale for inclusion:**  This short video features grunting pigs, and explains that the sound of a pig’s grunt seems to change depending on its mood. Students can see how pigs move and and hear the sounds that pigs make. |
| Pig Poetry and Songs  <http://thelittleread.net/wp-content/uploads/2009/12/pig-poemsongs1.pdf> | **Description/rationale for inclusion:**  This website has songs and poems about pigs, helping students to build vocabulary about the topic. |
| **Writing/Culminating Tasks** | |
| Text Type 1: Informative | **Description of task:**  Think about what you have learned about pigs. Create a one-page article about pigs. Make sure that you:   * Provide a title * Introduce your topic * Provide a conclusion * Include 1-2 images that provide or support information, and captions for each image you provide |
| Text Type 2: Opinion | **Description of task:**  Think about what you have learned about pigs. Do you think all pigs are beautiful? Why or why not? Write 3-4 sentences stating your opinion. Make sure that you:   * Introduce your topic * Give a reason for your opinion * Provide a conclusion |
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