Title/Author: All Pigs are Beautiful by Dick King-Smith

Suggested Time to Spend: 4 Days (Two sessions daily, twenty minutes each)

Common Core grade-level ELA/Literacy Standards: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7; RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7; W.1.2, W.1.8; SL.1.1, SL.1.2, SL.1.6; L.1.1, L.1.2, L.1.4, L.1.6

Lesson Objective:

Students will actively listen to the Literary Nonfiction picture book *ALL PIGS ARE BEAUTIFUL* in order to learn more about the behaviors and physical characteristics of pigs. This book study can easily be paired with other books and articles about pigs.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

**Big Ideas/Key Understandings/Focusing Question**

Do you think we as humans have anything in common with pigs? One key takeaway is that actually, pigs are animals with many of the same characteristics and behaviors as humans.

**Synopsis**

We will learn about how pigs and their characteristics and behaviors relate to humans as we learn about the world around us.

1. Go to the last page of the lesson and review “What Makes this Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *All Pigs are Beautiful* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/3071/all-pigs-are-beautiful-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| --- | --- |
| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING: (Session 1, Day 1)**  Read aloud the entire *Pigs Are Beautiful* with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused.  Do not read any of the facts that are located on several pages during this reading. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| **SECOND READING: (Session 2, Day 1)**  Beginning with pages 1-7, display each page on the ELMO, rereading each page to the class, stopping to check for understanding of the vocabulary in context. (See vocabulary chart below for reference) As you read the pages, one at a time, you can call attention to the facts located on some pages that you feel will add to the understanding of pigs.  (page 1)   1. Where do you think the **snout** is located? 2. Find the pigs with the different kinds of **snouts** and ears. What feature on your body is the same as a snout? What is different about the way you use your nose than how a pig uses its snout?   (page 2)   1. After reading this page, clarify the literal meaning of “**twisted**” and then make sure the students understand   what “**twisted**” means in this context. Clarify that the word “**twisted**” in this context involves “giving an opinion. Reread and check for understanding.  Exactly what kind of pig does the farmer say is his  favorite kind of pig.   1. Point out that “**boar**” is a male pig or “daddy”.   (page 4)   1. What is a “**pond**”? 2. Look at the illustration on this page and tell me what you think “**wallow**” means. (Read the fact at the bottom of the page and point out that pigs can get sunburn just like humans.   Why do you think pigs can get sunburn?  (page 5)   1. What does “**youngster**” mean in this sentence? 2. Reread the remainder of the page, beginning with the word “Monty” and then ask, “How do you think a pig could be “**gentle**” and a “**pushover**” and be “**monstrous**” and ”**frightening**” at the same time? (Have students do a ‘’shoulder talk” with their partner and demonstrate the differences between “gentle/pushover” and “frightening/monstrous”.) 3. Ask a student to demonstrate “**galloping**”.   (page 6)   1. As you reread this page, remind the students that “**slop**” is a pig’s dinner and clarify with the fact at the bottom of the page. Turn and Talk to your partner about what you think what would be in “**slop**”. 2. (Point out that “**affected**” in this sentence means produced the same effect each time. What is there about scratching the pig on the top of his head, between his ears, that would make him excited and happy?   (Page 7)   1. Reread this page, using emotion and feeling with expression, to reflect the word “**ecstasy**”. What do you think “**ecstasy**” means? 2. What do you think the author is trying to tell you about what the pig is feeling?   Now, turn to your partner and act out how you think the pig feels. Be convincing! Then switch and the other partner act it out.   1. Refer to page 6 to point out what the word “**hindquarters**” refers to.   **DAY 2 – (Session 1) (Pages 8-17)**  Beginning with page 8, continue rereading the story, projecting from the Elmo.   1. What does “**fussy**” mean to you? Have students give examples of “fussy”. 2. What picture do you see in your mind when you hear, **“squirm with pleasure”?** Now turn to your partner and act it out. 3. Turn and Talk to your shoulder partner about why pigs might want humans to talk to them. (Page 9) 4. As you review this page talk about the illustration and discuss the facts about pigs at the bottom. Compare the pig’s sense of smell to your sense of smell. How are they alike and how are they different?   (page 10)   1. A mother pig is called a “**sow**” and the baby pigs are called “**piglets**”. Read the last fact at the bottom of the page and explain that piglets nurse at the same place at their mother’s breast each time they eat.   (page 11)   1. As you reread this page, explain that “**squashes**” means the same as “sits on” or “mashes”. Your mom would never do that, right? Of course not!!   (page 11)   1. As you read page 12, call attention to the illustration of the young boy having a conversation with the pigs.   What do you think he might be saying to the pigs?  (page 13-15)   1. Reread pages 13-15, clarifying as you read, about what pigs would be saying if you understood their language of “grunts” and “squeaks”. (We don’t really know what the pigs are saying but we can pretend or guess. Beginning on 14, have the children “echo” read the pigs’ remarks after you read with expression.   (page 16-17)   1. You will continue the “echo” reading after clarifying the different attitudes the pigs display.   **DAY 2 – (Session 2)**   1. Whole Group Vocabulary Activity:   Step 1: On 3 x 5 index cards write the 11 vocabulary words: flop, wallow, galloping, monstrous, frightening, scratched, fussy, squirm, squashes, grunts and squeaks. *(These words have already been introduced and discussed as you read the story.)*  Step 2: Explain to the students that they are going to play *Charades* with the **Powerful Pig** **Words** from the story. With a partner they will decide how they want to act out the word assigned to them. (Assign partners at your discretion)  Step 3: Give them five minutes to rehearse how they will portray their word.  Step 4: Take the remaining ten-fifteen minutes to allow each partner group to share their *Charade*.  **DAY 3 – (Session 1)**   1. Reread pages 18 – 19 and discuss “**stubborn**”, “**difficult**”, and “**herd**” as they relate to the illustration. Read the phrase on page 18 and ask students what “**stubborn**” means in the context of this phrase. Do the same with “**difficult**” on page 19.       (page 20)   1. Read the fact at the top of the page and then discuss the illustration, making sure students talk about what a veterinarian does.   (page 21)   1. As you reread the first two sentences, discuss how a   pig’s body parts are located in the same places as  ours. Point out the location in our body where  each organ is located.  Reread the last sentence and ask students what  kinds of clean habits pigs have that compare with  our clean habits.  (page 22)   1. Reread page 22. Look at the illustration and discuss what is happening.   Point out details of what you see in this illustration.  (page 23)   1. Look at the illustration and point out details, especially the prize ribbon, and who won it. 2. How do you think the author came to the conclusion that “ALL PIGS ARE BEAUTIFUL”. 3. Turn to your shoulder partner and ask them if they agree or disagree that “ALL PIGS ARE BEAUTIFUL”. Ask the students to vote on this statement and write   the results on the board.  **DAY 3 – Session 2**  Step 1: Students should be with a partner. Hand out  one copy of a VENN Diagram to each partner group,  labeled with “pigs” and “humans”.  Step 2: Have a model of a VENN Diagram on the  board showing the labels over each section.  Model how to begin to fill in the diagram.  Have students respond with ideas for at least three or  four examples of the differences and similarities  between pigs and humans.  Step 3: Students complete their VENN Diagram with  at least two or three additional facts. After about six  or eight minutes, ask students to share out facts as  you complete the VENN Diagram on the board.    **Culminating Writing Task**  **DAY 4 – Session 1**  Students will independently complete the four square graphic utilizing the Venn diagram information. The teacher will demonstrate by showing the four- square on the Elmo modeling how to complete each section.  **DAY 4 – Session 2**  Students will complete the writing prompt sheet as their Culminating Writing Task. They may utilize the Venn diagram and the Four-square Graphic completed earlier.  The teacher should give clear direction on using two facts about pigs, people, likenesses, and a sentence about what you have learned from this book and our class discussions. | *Note: As you reread these pages, make sure the text and illustrations can be seen clearly by the students. To define the word,* ***ginger****, as you read page 1, point to the pig at the top of the page to clarify that color.*   * The **snout** is the pointed nose of the pig. * Each illustration of the pigs on this page shows the snouts and ears. * *Note: As you read this page, include the illustration on the next page and clarify that the man looking at the pig is the farmer, who is also the author of this book!* * His favorite pig would be a “A black-and-white spotted, medium-snouted, flop-eared pig that comes from Gloucestershire” * A **pond** is smaller than a *lake* and a *river*. It’s usually not very deep and has fish in it. They’re mostly found on a farm. * To **wallow** is to squirm and roll around in mud. * Some pigs don’t have thick hair covering their skin and unless they have a place to **wallow,** they can get sunburn when the sun is shining and the weather is hot. * A **youngster** is the same as a child.   A few students will act out the differences for the rest of the class.   * “**Galloping**” is running quickly. * “**Slop**” is like all the leftovers from a meal with water added. Some restaurants give leftover food to farmers who raise pigs. * The pig loves the affection he receives from a human. Scratching a pig seems to make them extremely happy and satisfied, much like a cat or dog. * *Note: Allow the students to talk about what “Ecstasy” means among themselves. Then give them the definition.* “**Ecstasy**” is the best feeling in the world, a very happy feeling or emotion. * He feels so content and loved. He grunts like he is saying, “Thank you so much! This feels so good!” * The very back part of the pig’s body, before the tail. * **“Fussy”** means hard to satisfy or please. * **Squirm with pleasure”** means you are moving your body – wiggling. * *Note: Notice someone who is quite good at this and ask them to act it out for the class.*      * *Note: Allow the students to discuss among themselves about animals and their sense of smell.* * *Note: Call attention to the fact that piglets feed in the same way that newborn cats and dogs do.* * *Note: Solicit answers from a variety of students.*   Make sure students understand that the mother pig is sometimes very large and the baby pigs are very small. She usually doesn’t realize she might be sitting on one of her babies.   * *Note: If your students don’t understand “echo” reading, model a phrase or two with them responding. As you read, tract the text so students can notice the words*. * *Note: As you read these two pages, point out to the students the different kinds of “grunts”, etc. the pigs have when they are bothered by your actions.* * *Note: As the students act out their word, point to the word on the Vocabulary Chart. At the end of the session*   *Have a conversation about how many new words they now know!*   * *Note: Spend a few minutes getting students to give you details from these two pages. Explain how this illustration describes life on a pig farm.* “**Stubborn**” is when you are strong-willed, wanting your way no matter what.” **Difficult**” means “hard or not easy”. Point out that these two words actually mean the same. *Remember to explain the difference in the homonyms, “****herd****” (a groups of animals, especially those with hoofs), and “****heard****” (to hear with your ears).* * *Note: A veterinarian is a doctor of animals. Sometimes they specialize in doctoring certain kinds of animals, like farm animals. Ask the students to name all the kinds of animals they notice in this illustration—(horse, duck, pig, dog, cat, bird).* * *Note: Model with students where the heart, lungs, liver, kidneys, and stomach are and explain how these same body parts in pigs are in the same part of their body that ours are.* * Pigs have very clean habits (like to take a bath) and never soil their nests (never use the bathroom in their nests). *Point out that these are reasons pigs make good house pets, even pigs of all sizes)* * The man in the white coat is a judge, looking at each pig carefully and giving it a score. At the end, the pig with the highest score will win. * The man in the gold shirt, holding a stick, is getting ready to “show” his pig and he’s walking him around to practice. * The lady and two boys are washing the pig so he will look really good when the judge comes around. * *Note: As the students point out details, this might be a good time to talk about living on a farm. The whole family, including the children, has chores. They all help take care of the animals.* * *Note: This is a good time to discuss “point of view” and how authors use this in telling a story.* Students might answer, “He loves pigs.”, “Maybe he raises pigs or has pigs as pets.” * The author is a farmer who raises pigs because he loves being around them and has done this for a long time.   *Note: Point out that the author was born and raised on a farm in the country of England and had all kinds of animals, but loved pigs the most. Later in life he raised pigs just for pleasure. He wrote about them many times.*   * *This might be an example of Student Work you could display.* * *The Venn diagram is posted on chart paper for the class to see at the front of the room. (Day 3 Session 2) Students also have their partner Venn diagram to refer to.* * *Students will be directed to draw an illustration of a pig and then write a paragraph about the differences and similarities between pigs and people including a statement about what they learned about pigs from the book.* |

Culminating Task

See Day 4 above.

Vocabulary

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| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students ) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 1: snout – nose of some animals  Page 2: flop – to swing loosely  Page 1: ginger – a yellowish color  Page 2: twisted – to turn from one direction to another  Page 2: boar – male pig/swine  Page 3: pond – a body of water smaller than a lake  Page 3: wallow – to roll around or lie in water, mud or dust  Page 4: youngster- a young child or animal  Page 4: weighed – a form of measurement  Page 4: gentle – kind; easily handled  Page 4: galloping – to run quickly  Page 4: monstrous – frightful or hideous  Page 4: frightening – to make afraid or fearful  Page 4: pushover – informal, done easily  Page 5: digest – to convert food into the body  Page 5: tuber – outgrowth of a potato; the buds or eyes  Page 5: slop – feed for livestock  Page 5: scratched – to rub with fingernails  Page 7: lashes – hairs on the eyelid  Page 7: hindquarter – the rear part of an animal  Page 7: offer – to give  Page 8: fussy – hard to please  Page 8: squirm – to wiggle  Page 8: pleasure – enjoyment or satisfaction  Page 9: keen – strong sense of smell, hearing or sight  Page 9: buried – covered in the ground  Page 10: sow – female pig/swine  Page 10: bracken – a cluster of ferns and shrubs  Page 10: piglet- a little pig  Page 10: teat – nipple  Page 11: squashes – crush, squeeze or crowd  Page 13: gilts – young female swine or pig  Page 14: grunts – a deep guttural sound made by a hog  Page 14: squeaks – a short, sharp, shrill cry  Page 14: cloven – a part or a split  Page 14: hoofs – the foot of an animal  Page 15: actually – really  Page 18: good-tempered – good-natured  Page 18: creature – person, human being  Page 19: horrible – extremely unpleasant | Page 2: particular – exceptional or special  Page 5: affected – to bring about a change  Page 6: ecstasy – an overpowering emotion  Page 15: admire – to regard with wonder, pleasure or approval  Page 17: excellent – having an outstanding quality  Page 23: habit – an acquired behavior regularly followed until it becomes almost involuntary  Page 25: ordinary – of no special interest, plain |

Extension learning activities for this book and other useful resources

In order to reinforce the knowledge and vocabulary that students have learned about pigs, support students by watching an informative video about pigs. *Note: This is particularly supportive of English Language Learners.* Here are some examples:

* <https://www.youtube.com/watch?v=gybZTSfTSZA>
* <https://www.youtube.com/watch?v=3uVUZc2xEo0>

**ADDITIONAL BOOKS ABOUT PIGS**

* Pigs Might Fly………………………Dick King-Smith
* The Three Little Pigs……………… James Marshall
* Pignocchio………………………… .Retold by Donna Alexander
* If You Give A Pig A Pancake……… Laura Numeroff
* If You Give A Pig A Party………… .Laura Numeroff
* No Place For A Pig………………… Suzanne Bloom
* Dream Big Little Pig…………………Kristi Yamaguchi
* Hamburger Heaven………………… Wong Herbert Yee
* Piggie Pie……………………………..Margie Palatini
* Old Pig………………………………..Margaret Wild
* Hamilton………………………………Robert Newton Peck
* Chester The Worldly Pig…………… Bill Peet
* Piggies………………………………. Don and Audrey Wood
* Rufus Goes To School………………..Kim T. Griswell
* The Amazing Bone……………………William Steig
* Pig Pigger Piggest……………………..Rick Walton
* Parents in the Pigpen, Pigs in the Tub…Amy Ehrlich & Steven Kellogg
* Piggies in a Polka………………………Kathi Appelwhite
* Charlotte’s Web………………………..E. B. White
* Three Little Cajun Pigs………………..Mike Artell

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

890L

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

All about the attributes of pigs

Comparison between pigs and humans

Nonfiction

Storybook appeal

Story with facts embedded within pictures

Lots of rich vocabulary

Excellent sentence length and structure

Regional knowledge of pigs and/or farming

Some background knowledge an advantage

**Structure**

**Meaning/Purpose**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

Make sure you explain to the students about the facts about pigs that are included on several pages.

They are separate from the story, but they help the reader to understand the behavior and

characteristics of pigs.

The rich vocabulary and the amount of new information, especially details

Providing background knowledge will help

Provide additional resources about Pigs

On the first read, read the text omitting all the facts. During the sessions call attention to the facts in

your discussions.

How will this text help my students build knowledge about the world?

It will teach them specifically about the behaviors and characteristics of pigs and their similarities to us.

1. **Grade level**

What grade does this book best belong in? As a Read Aloud, Mid-kindergarten through Second.

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Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Culminating Writing Task

Use the information in your Four-Square Graphic to help you complete this task.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Four-Square Graphic

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| Pigs –(2 sentences with pig facts)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Pigs | People – (2 sentences about people facts)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Similarities – (2 things pigs and people have in common)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Concluding sentence about something new you learned.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ VENN Diagram