Title/Author: *The Three Little Javelinas* by Susan Lowell

Suggested Time to Spend: 5 Days (Recommendation: 20-30 minutes per day)

Common Core Grade-level ELA/Literacy Standards: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7; W.1.2,

W.1.8; SL.1.1, SL.1.2, SL.1.3; L.1.1, L.1.2, L.1.4

Lesson Objective:

Students will listen to a read-aloud of the picture book, *The Three Little Javelinas*, and use literacy skills (reading, writing, listening, speaking, and language) to demonstrate their understanding of the Big Ideas.

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

What do the three little javelinas learn in this story? How is this version of the fairy tale different than *The Three Little Pigs*?

The three little javelinas learn about the materials in the American Southwest that make the best houses and the importance of working together.

The story also offers qualities of a legend in that explains why coyotes howl at night.

Synopsis

*The Three Little Javelinas* is a picture book that retells the classic story, *The Three Little Pigs*. The story’s plot is similar to that of the original fairy tale in that the javelinas must survive an antagonist (a coyote) who tries to gain access to each by blowing down the homes they’ve built, but differs significantly in setting, with the modern version being set in the American Southwest. The main lessons of this version are that planning carefully is important, working together can lead to defeat of a common enemy or accomplishing a goal, and an explanation of why coyotes howl at night.

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.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| FIRST READING:  Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | 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:  This reading will focus on the elements of setting specific to the Southwest region of the United States, as well as why some building materials may be stronger than others. Most of the questions and activities will focus on building knowledge of the elements of setting and building understanding of why some of the houses were so easy to blow down. Additionally, vocabulary relevant to these elements will be discussed.  Reread pages 1-2.  What does the “desert” where the javelinas live look like?  Which words from the story or images in the illustration help you answer this question?  Reread pages 3-8.  What else do we learn about the area where the javelinas live?  The word “tumbleweed” is really two words put together, or a compound word: “tumble” and “weed.” Let’s watch a video of a tumbleweed so you can show me what “tumble” means. Show students a video of a “tumbleweed” to increase understanding of how light they are. First 30 seconds of <https://thekidshouldseethis.com/post/why-do-tumbleweeds-tumble>  Now when you combine “tumble” with “weed,” what does the compound word means?  Why was the house made of tumbleweeds so easy for the coyote to blow down?  Pages 9 – 14  The second little javelina has traveled farther into the desert than his brother did. What do we learn about the area when we read and see the illustrations about the second javelina?    As images and labels are added, ask:   * What should we do with the word “saguaro” since it describes a cactus and we already have cactus on the poster? * Point to the rattles at the end of the snake’s tail. Tell the students the name of the type of snake comes from the noise made by the tail, which “rattles.” Remind them of the compound word from earlier, which was “tumbleweed.” What compound word might be made to name this type of snake? * For “mouse,” point out that earlier “mice” was added to the chart. What is the difference between the meanings of the two words?   Why was the house made of saguaro ribs easy for the coyote to blow down?  Pages 15- 19  The third little javelina travels even farther than her brothers. What do we learn about the desert based on the sister’s trip?  The author says the snake was “sliding by, smooth as oil.” What does that mean?  What is different about the adobe than the materials the brother javelinas used to build their houses?  What word on page 17 best explains why Coyote cannot blow down the adobe house?  What do you think “solid” means then? | Before reading, teacher should show students a map of the United States, pointing out the Southwest. Have large poster paper hanging up, and a set of markers.  During the reading, teacher and students will work together to create a visual of all elements of the setting that are unique to the Southwest. In this column, you will be given pause points that will guide you to the fact that new elements have been introduced and recorded. Teacher and/or students can then quickly sketch the new element and label it. (Note: Quality of art should not be a worry.)  A desert is a large, open, sandy area that is very dry. It has a bunch of cactuses growing.  “Hot, dry land” which is found in the third paragraph and shown by the lack of plants and large amounts of sand in the illustration.  “The sky was almost always blue” which is found in the third paragraph and shown by the sky above the javelinas. Clear blue sky means not much rain in the area.  “Steep purple mountains” rise above the desert, and “the cactus forests grew” which is mentioned in the third paragraph and shown in the illustration.  PAUSE POINT: Teacher or students add images and labels to poster paper for “desert,” “hot, dry land,” blue sky,” “purple mountains,” and “cactus forests.”  There are “tumbleweeds,” “dust storms,” “whirlwinds,” and “coyotes.” There are also “mice” and “rabbits” because that is what the coyote has been eating.  PAUSE POINT: Teacher or students add images and labels to poster paper for “tumbleweeds,” “dust storms,” “whirlwinds, “coyotes,” “mice,” and “rabbits.”  Students should have the opportunity to tumble on the floor for a few seconds to show their understanding of the word “tumble.”  It’s a weed that tumbles, or rolls, across the land.  The tumbleweeds are light and round and move well in the wind. The coyote blew really hard so he was able to make the tumbleweeds roll away.  We learn that the tall cactus are called “saguaros” and they have “fruit” at the top of them. When the cactus dries up, sticks, or ribs, are left behind on the ground. We hear again how “hot” it is because of the bright sun. The picture also shows a “snake.” On page 11, we see a “mouse” hiding behind the saguaro ribs. On page 12, we see a “bird.”  PAUSE POINT: Teacher or students add images and labels for the following: For “saguaro,” discuss where the label should go. (Kids should make the connection that it is a specific kind of cactus and place the label under the image and label of the cactus already on the poster paper.)  “Fruit” can be added to the top of the image of the cactus.  Have students locate the image that shows “hot,” which should already be on the poster, and they can be encouraged to add a sun as seen on page 10 if they did not use a sun earlier.  Add “rattlesnake” after the students have discussed the compound word formation.  Then add “bird” to the poster.  One shows a single mouse and the other means more than one mouse.  Sticks are light and some break easily.  There are “palo verde trees, with green trunks and yellow flowers.” There’s another mention of a “snake,” as well as “the hot sun.” There is also a “hawk.” And “straw” and “mud” are available to make “adobe bricks.” As with previous setting elements, add the images and labels to the poster, as applicable.  The snake moved easily along, with no jerking movements.  It is a combination of materials (mud, straw) instead of just one material (tumbleweeds or saguaro ribs). You have to bake it in the sun, which takes longer than just finding tumbleweeds and ribs.  “solid”  Hard, tough, not easily destroyed |
| THIRD READING:  This reading will focus on the traits of the characters in the story, as well as relevant vocabulary.  Pages 1-2:  The author says the javelinas left home to “seek their fortunes.” What does this mean?  How do the three little javelinas feel as they start their trip?  How do you know?  Page 3-4  What do the words “wandered lazily” and “in no time at all” reveal about the first javelina?  Pages 5 -8  Coyote “was almost invisible.” What does “invisible” mean?  Why did he seem invisible?  What else do we learn about Coyote?  What details on these pages show us that Coyote is “sneaky”?  What is the most likely reason the first little javelina says, “Not by the hair of my chinny-chin-chin?”  What do you think the word “hullabaloo” means on page 8?  What important thing happens because of the “hullabaloo”?  Pages 9-14  Which detail on page 9 shows the second javelina is not as lazy as his brother?  How does the Native American woman help the second javelina?  How do we know the second little javelina is kind?  What magic does the Coyote use to try to get into the saguaro rib house?  On page 13, the little javelinas are “suspicious.” What do you think “suspicious” means?  At the bottom of page 14, it says Coyote is “still not discouraged.” What does this show about him?  Pages 15-through the end  On page 16, the third little javelina “thought for a moment” after she sees the adobe bricks. How does this make her different from her brothers?  How does the brick-maker help the third little javelina?  What details show the third little pig is kind?  On page 19, what new trick does Coyote use to try to get into the adobe brick house?  Which words on page 19 show Coyote getting angry or frustrated?  What does the illustration on page 20 show about the javelinas?  What does Coyote do as his last magic trick?  Why does the author use the words “Whoosh. S-s-sizzle!” on page 22?  Show students a few moments from this video <https://www.youtube.com/watch?v=YtsZoIe3Czk>. Ask them to discuss whether the sound of Coyote in the book is similar to/different than the one made on the video.  What is the main purpose of the last two pages? | They wanted to make money, maybe become rich and get jobs.  They seem excited and happy.  The illustration shows them smiling and one is playing the guitar.  He was not in a hurry to start his new life and he was not very careful about how much effort he put in to building his house.  He can’t be seen.  He was running really fast and moving quietly.  He is magical and can do tricks. He wants to eat something different than mice and rabbits. He can smell well, because he smells the javelina in the tumbleweed house. He is sneaky.  He uses a sweet voice to try to trick the first javelina. He tiptoes behind the little javelina as he escapes from his house.  He knows Coyote will eat him if he leaves his house.  Confusion, mess, craziness  It gives the javelina a chance to run away from Coyote.  He “walked for miles.”  She lets him have some saguaro ribs to build his house so he can cool down.  He uses good manners when he asks the woman for sticks, saying “Please.” He also makes room for his brother in the rib house.  He makes his voice sound like a javelina.  They don’t trust that the voice they hear is another javelina.  He is determined to eat the pigs. He thinks his magic will work if he keeps trying.  It shows she is being careful about what she uses to build her house, while her brothers just chose whatever was easiest and found the fastest.  He allows her to have some adobe bricks.  She says “please” when she speaks to the brick-maker; She welcomes her brothers into her home.  He pretends to be old and weak.  The all capitalized sentence.  They were worried Coyote would be able to blow the house down.  He makes himself skinny so he can fit down the stove pipe.  So the reader can imagine the sounds as Coyote reaches the fire.  Students might say they are both loud and last a long time. They might say the video is scary but the book is not. A variety of answers is acceptable is students can justify.  To explain why coyotes howl at night |
| FOURTH AND BEYOND:  Reread the entire book. Afterward, review the settings poster to make sure the class has captured all aspects.  Which little javelina made a choice that helps the story end with “lived happily ever after”?    Complete writing/culminating activity. | The third because her choice ended up keeping all the javelinas safe from Coyote. |

FINAL DAY WITH THE BOOK - Culminating Task

Watch this video of the traditional *Three Little Pigs* story. <https://www.youtube.com/watch?v=CtP83CWOMwc> (A little over three minutes long)

Now watch it a second time, telling students you want them to think about all the things that are both the same and different between the video and the book you’ve been studying.

After second viewing, tell students they will write an explanation of some ways the stories are the same and different.

They should:

* Include a topic sentence
* Include at least 2 details about how the stories are the same and 2 details about how the stories are different.
* Include a concluding sentence.

Sample answer:

The book and the video are the same in some ways. But they are different in other ways. They are the same because both tell the story of animals who build houses. And they are the same because the mean character does not win. They are different because the book tells about javelinas that live in the desert. The video does not take place in the desert. And they are different because the book has a coyote and the video has a wolf. They both teach important lessons about making good choices.

Español:

Mira este video de la historia tradicional de los tres cerditos. <https://www.youtube.com/watch?v=CtP83CWOMwc> (Un poco más de tres minutos de duración)

Ahora véalo por segunda vez y dígales a los estudiantes que quiere que piensen en todas las cosas que son iguales y diferentes entre el video y el libro que ha estado estudiando.

Después de la segunda visualización: Dígales a los estudiantes que escribirán una explicación de algunas maneras en que las historias son iguales y diferentes.

Ellos deberían:

• Incluir una frase temática

• Incluya al menos 2 detalles sobre cómo las historias son iguales y 2 detalles sobre cómo las historias son diferentes.

• Incluir una frase de conclusión.

Ejemplo:

El libro y el video son iguales en algunos aspectos. Pero son diferentes en otros aspectos. Son iguales porque ambos cuentan la historia de los animales que construyen casas. Y son los mismos porque el personaje malo no gana. Son diferentes porque el libro habla sobre las jabalinas que viven en el desierto. El video no tiene lugar en el desierto. Y son diferentes porque el libro tiene un coyote y el video tiene un lobo. Ambos enseñan lecciones importantes sobre cómo tomar buenas decisiones.

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 - cousins – sons and daughters of a person’s aunts or uncles  Page 1 - hooves – tough covering on an animal’s feet  Page 1 - snouts – front part of an animal’s head  Page 3 – whirlwinds – a small storm  Page 5 – sneaky – to move quietly or secretly; to play tricks on others  Page 9 – *Ha’u* – Yes in a Native American language  Page 12 – panting – breathing hard  Page 14 – discouraged – frustrated or upset  Page 16 – Sí- Yes in the Spanish language  Page 21 – gasped – a quick breath made when someone is surprised  Page 21- feast – a large meal  Page 21 – chile – a hot pepper  Page 23 – cackle – a loud noise | Page 1 - desert – a dry, sandy are  Page 1 - fortunes – money or wealth  Page 3 - tumbleweeds – a plant that breaks off and rolls around when blown  Page 5 – coyote – an animal that eats other animals, it is related to dogs  Page 5 – invisible –not able to be seen  Page 7 – hullabaloo–confusing situation  Page 13 – suspicious–unbelieving; not trusting  Page 16 – adobe–a mixture of mud and straw  Page 17 - solid–hard, firm |

Fun Extension Activities for This Book and Other Useful Resources

* Have students brainstorm a list of local materials that could be used to make houses. Then have group discussions to decide the advantages and disadvantages of each material.
* Cooking: Work together as a class to cook nopales, or cactus, if available in your region. A recipe can be found here: <https://www.mexicoinmykitchen.com/nopales-easy-mexican-recipe/>
* Social Studies: Read an informational book about a different region of the country (e.g., the Northwest). After discussing the resources available, students can either create a setting map like the one the class created during the 5-day lesson or illustrate their own version of *The Three Little Javelinas* using the resources learned about.
* Science: Make miniature adobe bricks following these instructions: <https://www.ehow.com/how_10006632_make-miniature-adobe-bricks-kids.html>. Then have students write a how-to.

Note to Teacher

* The page numbers of The Three Little Javelinas are not numbers so you will need to pre-number with sticky notes before reading, starting with the page “Once upon a time” as page 1.

**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

910 L

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.

The story somewhat mirrors the familiar tale of *The Three Little Pigs* in that there are three pigs who must build houses. However, unlike the original tale, this version focuses more on planning and the quality of materials rather than the idea of one pig being more industrious than the others, an important difference. It also exposes students to geographical features, plants and animals, in Southwestern United States (desert, coyote, saguaros, etc.).

The main structure is chronological, with an underlying comparison/construct among the houses built (tumbleweeds, saguaro ribs, adobe). The illustrations strongly contribute to the meaning in that the assist the reader with unfamiliar terms specific to the region. While the story is fictional, there are elements of informational text (e.g., “wild, hairy, southwestern cousins of pigs,” “hot dry land,” “cactus forests”).

“Not by the hair of my chinny-chin-chin!”

“Smooth as oil” as a description of the snake’s movement

Foreign and domain-specific words: *Ha’u, Sí,* adobe, chile

Familiarity with animals such as pigs (to understand “cousins of pigs”) and connection to *The Three Little Pigs*

Climate, geography, and inhabitants (plants like “saguaro” and “cactus,” animals like “coyote,” and humans like “Native Americans” and those of “Spanish” origin) of the Southwestern United States

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

1. **Reader and Task Considerations**

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

The implicit messages about the importance of planning and joining together to accomplish a goal will need to be a focus of scaffolding questions, mostly through order of events and characterization, to allow students to arrive at the big ideas. Additionally, teachers should provide support for the vocabulary, especially words related to the Southwest region, by focusing on context clues and illustrations.

If students are not familiar with a version of the original story of *The Three Little Pigs*, it may help to show or read a simple version prior to using this more complex text in class.

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

Students will learn about the Southwestern United States and be able to develop comparisons between a traditional, classic story and a revised, modern version.

1. **Grade level**

What grade does this book best belong in? Grade 1 or 2 as read aloud