

Creative Adventures with Literature

#8: *The Three Little Pigs* by Paul Galdone and *The Three Little Javelinas* by Susan Lowell, illustrated by Jim Harris

Introduction	<p>Children through the ages have enjoyed the story of <i>The Three Little Pigs</i>. Now they will have an opportunity to meet the lovable and wild cousins of the pigs in a southwestern adaptation of the story titled <i>The Three Little Javelinas</i>.</p>				
Story Preparation	<ul style="list-style-type: none"> • Read and become familiar with both books. • Practice saying the following words in <i>The Three Little Javelinas</i>: javelinas (pronounced ha-ve-LEE.nas) and saguaros (pronounced sa-WA-ros). • Prepare a chart on a regular size sheet of paper as follows: Draw a vertical line down the middle of the sheet so that there are two equal columns. Write Three Pigs at the top of the left column and Three Javelinas at the top of the right column. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Three Pigs</th> <th style="text-align: center;">Three Javelinas</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </tbody> </table> <p>Make enough copies so that you have a sheet to use with small groups of children (3-5 children per group). The number of sheets will depend on the number of children in your classroom. Record answers to the following questions on the sheets.</p> <ul style="list-style-type: none"> • Write on another sheet of paper the following questions to ask children after you have read both stories to them: Tell me the name of the 3 characters in each of the books. Tell me the name of the animal in each of the books that wants to harm the pigs. Describe what the ground is like where the pigs live. What do you see growing? Describe what the ground is like where the javelinas live. What do you see growing? What materials do the pigs use to build their houses? What materials do the javelinas use to build their houses? What noise does the wolf make when he tries to blow the pig's house down? What noise does the coyote make when he tries to blow the javelina's house down? Describe what happens to the first two pigs. Describe what happens to the first two javelinas. Describe what happens to the wolf. Describe what happens to the coyote. <p>Teacher Note: <i>This activity can be done with the total group as opposed to small groups if desired. Use a chart sheet instead of regular size paper so all children can participate.</i></p> <p>Teacher Note: <i>In the Story Presentation there are 2 readings of each book, plus a reading with small groups of children. Plan to present the stories on successive days; for example the first reading of <i>The Three Little Pigs</i> on Monday and the second reading on Tuesday; the first reading of <i>The Three Little Javelinas</i> on Wednesday, and the second reading on Thursday. On Friday, involve small groups of children in experiences with both books.</i></p>	Three Pigs	Three Javelinas		
Three Pigs	Three Javelinas				

	<p>Teacher Note: <i>If you feel creative, draw a picture of the three pigs and a picture of the three javelinas at the top of the column on the chart sheet in the appropriate column.</i></p>
<p style="text-align: center;">Story Presentation</p>	<p>Benchmarks: 3.1 Shows enjoyment of books and stories and discussion of them 3.2 Tells a story in sequence, following the pictures in a book</p> <p>Books: <i>The Three Little Pigs</i> by Paul Galdone <i>The Three Little Javelinas</i> by Susan Lowell, illustrated by Jim Harris</p> <p>First Reading of <i>The Three Little Pigs</i></p> <ul style="list-style-type: none"> • Be familiar with the book. • Show the cover, give title, author and illustrator. (Explain that the author is the person who writes the words and the illustrator is the person who draws the pictures.) • Invite children to look at the cover and describe who and what they see. • Read the story so all children can see the pictures in the book. • Follow up by showing pages and inviting children to retell the story as they look at the illustrations. <hr/> <p>Second Reading of <i>The Three Little Pigs</i></p> <ul style="list-style-type: none"> • Show the cover, give title, author and illustrator. • Read the story so all children can see the pictures in the book. • Invite children to join you in saying sentences and phrases that repeat. Examples include: “Not by the hair of my chinny-chin-chin!” “Then I’ll huff, and I’ll puff, and I’ll blow your house in.” “And he huffed, and he puffed and he blew the house in.” • Follow up by showing the first page and asking children how they think the mother and the pigs felt when the 3 pigs left home. If children do not notice, call attention to the tears on the mother’s face and on the face of one of the pigs. • Call attention to the grass and flowers that are growing. • Show the page where the wolf is blowing down the house made of straw and invite children to discuss why they think the wolf was able to blow this house down. • Show the page where the wolf is blowing down the house made of sticks and invite children to discuss why they think the wolf was able to blow this house down. • Show the page where the little pig is building his house of bricks and the page where the wolf cannot blow it down. Invite children to discuss why they think the wolf was not able to blow down the brick house. • Accept all explanations that children give you. <p>Additional Benchmark: 5.9 Uses language to problem solve</p> <hr/> <p>First Reading of <i>The Three Little Javelinas</i></p> <ul style="list-style-type: none"> • Show the cover and read the title of the book. State the author and illustrator. • Invite children to look at the cover and describe what they see. • Explain to children that javelinas (ha-ve-LEE-nas) are cousins of pigs and that they live in the desert where it is very hot and the ground is sandy (point to ground in illustration). • Begin to read the book to the children, taking time to explain the words that children may not know and to point out things in the pictures that may be unfamiliar to them. Examples include: <ul style="list-style-type: none"> ○ snout (javelina’s nose and jaws) ○ cactus (desert plant with prickly spines, something like thorns; spines can best be seen on the page where second javelina is walking in the hot sun)

- saguaros (sa-WA-ros – giant cactus plants)
- tumbleweed (desert plant that breaks off near the ground when it dries out and is blown about by the wind)
- adobe brick (bricks made from mud and straw and dried in the sun; used to build houses in the desert – show the house of the third javelina)
- Allow children time to see the pictures and to make comments about the story.
- Follow up by showing the double-spread pages and inviting children to tell you something about what is happening on them.

Additional Benchmark: 5.3 Expands vocabulary

Second Reading of *The Three Little Javelinas*

- Show the cover and invite children to recall the title of the book.
- Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Invite children to join you in saying phrases and sentences that repeat. Examples include: “Little pig, little pig, let me come in.” “Not by the hair of my chinny-chin-chin.” “Then I’ll huff, and I’ll puff, and I’ll blow your house in.” “And he huffed, and he puffed...”
- Allow children time to see the pictures and make comments about the story. If they notice similarities or differences in this story and the story of *The Three Little Pigs*, say “Yes, that is the same” or “Yes, that is different.” “I’m glad you noticed that.”
- Follow up by showing the page where the first pig built his house of tumbleweed and the pages where the coyote blew the tumbleweed house away. Ask children why they think the coyote was able to blow this house away.
- Show the page where the two pigs are laying down in the house build of sticks and recall with children that the coyote blew this house down, too. Ask children why they think the coyote was able to blow this house in.
- Show the page where the third little javelina is getting bricks to build her house.
- Turn the page and read, “So the third javelina built herself a solid little adobe house.” Ask children why they think the coyote couldn’t blow this house in.
- Accept all of the answers that children give you.

Additional Benchmark: 5.9 Uses language to problem solve

Benchmark: 3.5 Understands that print conveys a message

3.22 Makes comparisons (scientific process: comparing)

Activity: Contrasting *The Three Little Pigs* and *The Three Little Javelinas*

- Take the two books and the chart sheets with questions to a quiet area in the room.
- Gather three to five children together for this activity.
- Show children the covers of the two books and invite them to first tell you some things they remember about *The Three Little Pigs*, then some things they remember about *The Three Little Javelinas*.
- Show the chart sheet and state that in this column (show left column) you will write things they say about the three pigs and in this column (show right column) you will write things they say about the three javelinas.
- Show the cover of the book, *The Three Little Pigs*, and invite children to tell you who they see (pigs or three pigs).
- Record in the left column children’s response.
- Show the cover of the book, *The Three Little Javelinas*, and invite children to tell you who they see (javelinas or three javelinas).
- Record children’s response in the right column, opposite what you have recorded

	<p>in the left column.</p> <ul style="list-style-type: none"> Repeat this process with the other questions on the sheet. Show pictures in the book to help jog children’s memory. Review the recordings as follows: Say, “Let’s see what we have said about the story in each of the books. Here we have said the book is about three pigs” (run your hand under the word(s) as you say them). “Here we have said the book is about the three javelinas” (run your hand under the word(s) as you say them). Continue until you have reviewed all of children’s responses. Thank children for helping you remember and write down things about the two stories. Continue this activity with other small groups of children. 																
<p style="text-align: center;">Creative Art Extensions</p>	<p>Benchmarks: 2.10 Explores and manipulates art media 3.5 Understands that print conveys a message 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing) 3.21 Uses words to describe the characteristics of objects (scientific process: communicating) 3.22 Makes comparisons (scientific process: comparing) 3.31 Shows awareness of cause-effect relationships</p> <p>Activity: Sand Dough</p> <p>Materials: 3 cups clean sand, 3 cups plain flour, 1 cup water, ¼ cup oil, regular play dough, illustrated chart with sand dough recipe, measuring cups (one for dry ingredients and one for liquids), mixing bowl, large spoon, tray, vinyl placemat</p> <p>Directions:</p> <ul style="list-style-type: none"> Prepare an illustrated chart with sand dough recipe. Laminate or cover with clear adhesive for durability. <div style="border: 2px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Sand Dough</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; padding-right: 10px;">3</td> <td style="text-align: center;"></td> <td style="padding-right: 20px;">cups clean sand</td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">3</td> <td style="text-align: center;"></td> <td style="padding-right: 20px;">cups flour</td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">1</td> <td style="text-align: center;"></td> <td style="padding-right: 20px;">cup water</td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">¼</td> <td style="text-align: center;"></td> <td style="padding-right: 20px;">cup oil</td> <td style="text-align: center;"></td> </tr> </table> </div>	3		cups clean sand		3		cups flour		1		cup water		¼		cup oil	
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- Gather sand in a container, flour in container, water in plastic pitcher and oil in a plastic bottle. Place the ingredients, plus the mixing bowl, measuring cups and spoon on a tray. Place the tray on a table in the art center.
- Explain to children that you will be making a special kind of play dough in the art center and that they may choose to help with this when they are in the center.
- Give children who join you a small ball of regular play dough and invite them to describe how it feels.
- Read the recipe with the children and invite them to reread it with you to confirm their understanding of the process.
- Ask children to predict what they think will happen when all of the ingredients are mixed together.
- Invite children to feel the sand and the flour and describe how each feels. Remind children that the three javelinas live in the desert where the ground is sandy.
- Involve children in measuring the ingredients and mixing them in a bowl.
- Place the dough on a vinyl placemat and knead it until it forms a ball.
- Add more water if the dough is too dry or more flour if it is too wet.
- Involve children in discussing how this dough feels. Does it feel different from the regular play dough?
- Allow children to use the sand dough just as they do regular play dough.
- Store the sand dough in an airtight container.

Benchmarks: 2.10 Explores and manipulates art media
 3.21 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)
 4.6 Coordinates eye and hand movements to complete tasks

Activity: Sandpaper Art

Materials: sheets of sandpaper (medium grade), crayons

Directions:

- Invite children to rub their hands over the sandpaper and describe how it feels.
- Explain that you will place the sandpaper in the art center as another type of paper for drawing on with crayons.
- Observe to see if children draw on the sandpaper.

Benchmarks: 2.10 Explores and manipulates art media
 4.6 Coordinates eye and hand movements to complete tasks
 4.8 Uses writing and drawing tools with control and intention

Activity: Crayon Rubbings Outdoors

Materials: lightweight paper, peeled crayons

Directions:

- Explain to children that they will have an opportunity to use crayons outdoors.
- Show them the paper and peeled crayons and demonstrate how to do a rubbing if children have not had previous experiences with this. Use a piece of grained wood for the demonstration.
- Explain to children that rubbings are best done on a surface that is rough.
- Take children outdoors and invite them to touch the different surfaces they encounter to see if they think it will be a good surface for a rubbing.

	<ul style="list-style-type: none"> • Allow children to use the paper and crayons to experiment with rubbings. <p>Teacher Note: <i>This activity can be more successful if children have had previous experiences with rubbings. Suggested items for indoor rubbings include embossed vinyl floor covering and embossed greeting cards.</i></p> <p>Teacher Note: <i>Children will discover that things that are smooth don't make good rubbings.</i></p> <hr/> <p>Benchmarks: 2.10 Explores and manipulates art media 3.20 Uses senses to learn about the characteristics of the environment (scientific process: observing) 3.21 Uses words to describe the characteristics of objects (scientific process: communicating) 3.22 Makes comparisons (scientific process: comparing) 3.23 Shows awareness of cause-effect relationships</p> <p>Activity: Tempera and Sand Painting</p> <p>Materials: tempera paint, brushes, paper, sand in a shaker with large holes</p> <p>Directions:</p> <ul style="list-style-type: none"> • Add tempera paint and brushes to the art center. • Allow children to paint at the easel. • Show children the sand in the shaker and ask them what they think might happen if they shake sand on their painting while it is still wet. Accept all answers. • Allow child to decide if they want to shake sand onto their painting. If they do, place painting on a tray or large flat box and allow children to shake sand on their painting. Let painting dry lying flat so that paint does not run. Help children shake off excess sand when paint is dry. • Invite children to touch their dry painting and describe how it feels. Does it feel different than their painting without sand?
<p>Creative Drama and Dramatic Play Extensions</p>	<p>Benchmarks: 2.1 Shows creativity and imagination in play with materials and props 2.2 Participates in dramatic play themes that become more involved and complex 2.3 Assumes various roles in dramatic play situations</p> <p>Activity: The Three Little Pigs Puppets</p> <p>Materials: 3 pigs and wolf puppets, (See <i>The Three Little Pigs</i> for patterns http://www.arkansas.gov/childcare/services/printedmats/storyamonth.html) cardboard brick block, bundle of sticks tied together, small bale of hay found in craft stores</p> <p>Directions:</p> <ul style="list-style-type: none"> • Make stick puppets of the 3 pigs and the wolf. • Read the book, <i>The Three Little Pigs</i>, by Paul Galdone to the children. • Review the book with children to make sure they understand the sequence of events. • Explain to children that they will have an opportunity to tell the story with puppets. • Invite volunteers to play the part of the three pigs and the wolf. • Give the pigs their appropriate building material: straw (bundle of hay), sticks and

	<p>brick block</p> <ul style="list-style-type: none"> • Read the story and invite actors to hold up their puppets and say their lines at the appropriate time. Other children can participate by repeating lines such as, “And he huffed and he puffed and he blew the house in.” • Repeat the story and allow other children to be the pigs and the wolf if time allows or repeat it on another day. <p>Teacher Note: <i>If you have a child who is allergic to hay, wrap the hay in clear plastic so that it can be seen but not touched.</i></p> <p>Teacher Note: <i>Respect the wishes of a child or children who only want to be part of the audience, not one of the actors.</i></p> <p>Teacher Note: <i>Creative drama presentations are only to be presented to other children. They are not intended for an adult audience.</i></p> <p>Teacher Note: <i>Place the stick puppets and the props in the library area or the dramatic play area. Observe to see if children use the materials to act out the story.</i></p>
<p>Creative Music Experiences</p>	<p>Benchmarks: 2.4 Participates freely in music activities 2.5 Enjoys singing games, dramatizing songs and moving to music 2.9 Moves in time to the beat</p> <p>Activity: Do the Pig Jig</p> <p>Materials: CD or tape of lively/springy music, such as an Irish jig or Turkey in the Straw, that invites “dancing a jig”</p> <p>Directions:</p> <ul style="list-style-type: none"> • Provide space for children to join you in dancing a jig. • Explain to children that you are going to play music and invite them to join you in dancing like they think the pigs or javelininas would dance. Tell them they will be dancing a pig jig • Play the music and join children as each of you moves in your own way.
<p>Additional Books</p>	<p><i>Caps for Sale</i> by Esphyr Slobodkina <i>The Hatseller and the Monkeys</i> by Baba Wague’ Diakite</p> <p><i>The Gingerbread Man</i> retold by Jim Aylesworth, illustrated by Barbara McClintock <i>The Gingerbread Boy</i> by Paul Galdone</p> <p>Teacher Note: <i>Consider using the two sets of books listed here to engage children in story presentations similar to the ones described earlier where children compare two books with the same theme that are told in a different way.</i></p>
<p>Additional “Three Pigs” and “Three Javelinas” Ideas</p>	<ul style="list-style-type: none"> • Add cardboard brick blocks to block center • Add large pot to dramatic play center • Look for other versions of <i>The Three Little Pigs</i> by notable authors and illustrators