

The Colors and Shapes of Language 2

Unit 7

Pigs

Activity 1 – Naming

The teacher says, “**Let’s name characteristics of pigs.**” [Students name.]

- b. The teacher says, “**Let’s name some famous pigs.**” [Students name.]
- c. The teacher says, “**Let’s name kinds of pigs.**” [Students name.]
- d. The teacher says, “**Let’s name things pigs might do.**” [Students name.]

[The teacher needs a picture of a pig, a cow and a horse.]

Activity 2 – Describing

- a. The teacher shows a picture of a pig and says, “**I want you to describe this object. Tell me the name of this object.**” [Students respond.]
 “**Tell me some categories or groups that pigs fit into.**” [Students respond.]
 “**Tell me the function of pigs. What are they for or how do you use them?**” [Students respond.]
 “**Tell me the color of pigs.**” [Students respond.]
 “**Tell me their shape.**” [Students respond.]
 The teacher shows a picture of a cow and says, “**Compare this pig to this cow. Let’s compare the colors, sizes, shapes, and functions of these two objects.**” [Students respond.]
- b. The teacher shows a picture of a horse and says, “**I want you to describe this object. Tell me the name of this object.**” [Students respond.]
 “**Tell me some categories or groups that a horse would fit into.**” [Students respond.]
 “**Tell me the function of a horse. What is it for or how do you use it?**” [Students respond.]
 “**Tell me the color of the horse.**” [Students respond.]
 “**Tell me its shape.**” [Students respond.]
 The teacher shows a horse and says, “**Compare this horse to this pig. Let’s compare the colors, sizes, shapes, and functions of these two objects.**” [Students respond.]

Activity 3 – Listening to a Story

The teacher reads this story.



Petunia Runs Away

All Petunia ever wanted to do was get out of the yard where she lived. There must be more to the world than the yard, she thought. A soft rain had fallen all morning. She decided to check the gate. (Teacher draws a pig.)

Petunia sniffed the ground near the gate. The earth was soft and moist, just right for digging. She dug her nose in and pushed the soil to the side. She pushed and pushed until she could feel a cool breeze flowing under the edge of the wood fence. Her snout would just fit. She shoved more dirt to the side until her head would fit through the opening. It didn't take long until she could squeeze her whole body into the opening and she was free. (Teacher draws a gate.)

A loud whirring noise came from around the side of the fence, so she followed it and discovered the street behind the house. Cars seemed to be flying along. Petunia turned and went the opposite direction. (Teacher draws a car.)

She came to another street. More cars were going in both directions. She looked at a house near where she stood. A man came running out of the front door with a broom yelling, "Get, get out of here!" (Teacher draws a broom.)

Petunia began to run. Her short legs could barely carry the heavy bulk of her round body. Pigs aren't meant to run, she thought. She heard a screeching noise and turned to see a car stopping. She turned to the other direction and ran. (Teacher draws a pig.)

In the distance she could hear a voice calling, "Petunia, Petunia."

Was that Nancy? Was she bringing food? Petunia was hungry and thirsty. It was Nancy. She had a big bowl of pig nuggets. Petunia could see the smile on Nancy's face. (Teacher draws a woman.)

The yard seemed like the best place for a pig to live. There's too much excitement in the world outside the fence. (Teacher draws a fence.)

- b. The teacher asks the following questions after reading the story:
- i. Why did Petunia want to leave the yard?
 - ii. Where did she run to first?
 - iii. Was she ever afraid? How do you know?
 - iv. Do you think Petunia was a pet?
 - v. What kind of food did Petunia like?
 - vi. Why do you think the man ran at Petunia with a broom?
 - vii. Was Petunia happy to be going home?

Activity 4 – Thinking about the Story

- a. The teacher gives each student five index cards. Students write *who* on one card, *what* on a second card, *when* on a third card, *where* on a fourth card, and *why* on a fifth card.

Students work in pairs. Each student in the pair lays out the cards in a column, down the left-hand side of their desks. They lay the cards out in this order: *who*, *what*, *when*, *where*, *why*.



Students think about these questions of the story.

Who (Who is the story about?)

What (What happened and what is the most important event?)

When (Time of day, year...)

Where (Setting)

Why (Why did the most important event happen?)

Students share their answers. When they think they know the answer to a question, they each move that card to the other side of their desks.

When all of the cards have been moved, they rearrange their cards: *who, when, where, what, why*.

Students summarize the story in three sentences:

The story is about (who).

It takes place (when and where).

(What happens) because (why).

Activity 5 – Writing a Story

- a. Students write a narrative paragraph using this prompt: My pet was lost and I didn't know what to do.
- b. Students use the following outline to write the paragraph:
 - Sentence 1 – State event.
 - Sentence 2 – State what happened first.
 - Sentence 3 – State what happened next.
 - Sentence 4 – State what happened then.
 - Sentence 5 – State what happened finally.
 - Sentence 6 – Restate event.

Activity 6 – Editing

- a. Students edit paragraphs using the outline.
- b. Students share their paragraphs.

