

LESSON PLAN

PIG IS BIG ON BOOKS

An I Like to Read® Book, Level D

written and illustrated by Douglas Florian

Pig is big on books. What happens when there are no books to be found?

Guided Reading Level: D/Emergent Reader

Grade Level Equivalent: Kindergarten

Interest Level: Pre-K–2

Instructional Standards

Reading Literature: RL.K-1,2,3,4,5,6,7,10/RL.1.1,2,3,4,5,7

Reading Foundation Skills: RF.K-1,2a,2c,2e,3,3a,3c,3d,4/RF.1.1,1a,2,2b,2d,3,3b,4

Writing: W.K-1.3,6,8

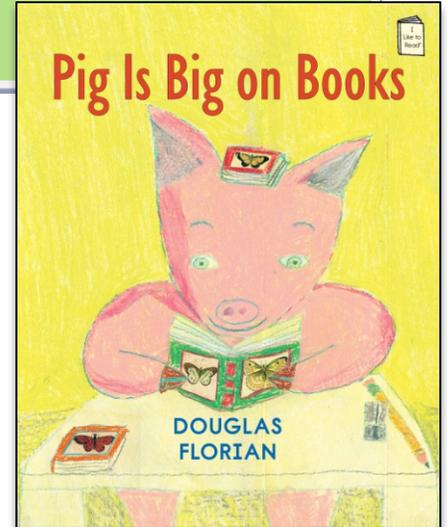
Speaking and Listening: SL.K-1.1,2,4,5,6

Language: L.K-1,1b,1d,2,2a,2c,2d,4,5,5d,6/L.1.1,2,2a,2e,4,5,5d,6

Learning Objectives: Read emergent text with purpose and understanding, retell familiar stories, including key details, identify characters, settings, and major events in a story, read common high-frequency words by sight, identify cause and effect relationships.

BEFORE READING

1. Read the title and discuss the cover illustration.
2. Write the “*Pig is Big on Books*” on the board. Talk about what it means to “be big on” something. Discuss literal and nonliteral meanings. (Pig is interested in books. He likes to read books.)
3. Create a class list of “things I am big on” (things I really enjoy doing).
4. Discuss cause and effect relationships. Pig is big on books because he likes to _____.
5. Have students share personal examples. (I am big on skating because I like speed.)
6. Read the name of the author/illustrator. Discuss each role.
7. Explain to the students that Douglas Florian writes many children’s books. Display some of his books.
8. Take a picture walk through the book.
9. Have students tell what Pig is doing on each page.
10. Write the vocabulary words on the board: **pig, big, book(s), like(s), read, small, home, school, bus, cat, Mom, one, day, look(ed), find, wrote.**
11. Invite students to identify the beginning sound for each word, including blends: **sm, sc, wr.**
12. Invite students to identify the root words: **books, likes, looked, reads.**
13. Discuss the text type of the story. Ask students to use evidence from the illustrations to explain why this book is fiction.
14. Read the book to find out who, what, where, when, and why (story elements).



HC: 9780823433933 / PB: 9780823434244
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DURING READING

1. Read the story aloud.
2. Ask students to follow along as you read.
3. Each sentence begins with a capital letter and ends with a period. Remind students to point to each word as they read.
4. Ask the students how the illustrations and words help us understand what the story is going to be about.
5. Read the story with the group (choral reading).
6. Have the students read the book independently.
7. Find the words that are repeated in the book (Pig reads).
8. Who is this story mostly about (main character)?
9. Where does the story take place (setting)?
10. Where does he like to read?
11. Find the words **in, with, to, on** and **at**. They tell us “where”(prepositions).
12. What does Pig do in the story? Find the action words: **reads, looked, wrote**.
13. How do you know Pig is big on books? Use the words and illustrations to explain.
14. What is Pig’s problem in the story? How does he solve his problem?

AFTER READING

1. What did you learn about Pig from the story?
2. What does Pig like to read about?
3. What do you like to read about? Where do you like to read?
4. What can you say about Pig from his actions in the story?
5. Was the ending a surprise? Explain.
6. What would you do if you were in Pig’s position?

Word Work

1. Invite students to find the words that rhyme in the story: book, look/Pig, big. Read the onsets and rhymes with the class: “ig”/ “ook.” Have students create as many new words as they can using “ig” and “ook.”
2. Write the following on the board. Fill in the blanks with the correct tense.
 - Pig **reads** books.
 - Pig will _____ a book.
 - Pig **looks** for the books.
 - Yesterday, Pig _____ and _____.
 - Pig wanted to **write** a book, so he _____ a book.
3. Go back to the story. Tell where Pig was.
 - Pig was on the _____.
 - Pig was with _____ and _____.
 - Pig was at _____ and _____.
4. Group project: Plan, write, and illustrate a new book for Pig.
5. Think of another way to say “I am big on books.” Write a sentence and draw a picture.
6. Create a class bulletin board: We Are Big on Books!
7. Write about a favorite book or where you enjoy reading.

Guide written by Marla Conn, reading/literacy specialist and educational consultant

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