

About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 152

Book Summary

In this entertaining story, Pig and Poodle fix a nice dinner. Everything is going well until Pig discovers Poodle has very poor manners. What will Pig do? Use this story to discuss the importance of proper table manners. Colorful and engaging illustrations support the text. Students will have opportunities to make, revise, and confirm predictions as well as compare and contrast characters.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions to understand text
- Compare and contrast
- Discriminate initial consonant *gr*-blends
- Identify initial consonant *gr*-blends
- Recognize and use past-tense verbs
- Recognize the suffix *-ed* and understand the formation of past-tense verbs

Materials

Green text indicates resources that are available on the website.

- Book—*Eat Like a Pig* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Sheets of paper
- Compare and contrast, initial consonant *gr*-blend, past-tense verbs worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *and*, *he*, *his*
- Content words:
 - Story critical: ***grabbed*** (v.), ***manners*** (n.), ***napkin*** (n.), ***sipped*** (v.), ***slurped*** (v.), ***wiped*** (v.)

Before Reading

Build Background

- Write the word *manners* on the board and point to it as you read it aloud with students.
- Discuss with students that manners are polite behaviors or habits. Ask students to name some manners they know about and use while eating. Make a list on the board.
- Have students discuss why it might be important to use manners while eating.

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Remind students that effective readers make predictions about what will happen in a story. Review with students that predictions are made on the basis of clues from the story and the reader's prior knowledge. Emphasize that knowing how to make predictions is more important than whether the prediction is confirmed, or right.
- Explain to students that making predictions can help readers learn new information and better remember the story. Point out that readers continue to make new predictions and revise their predictions as they read.
- Model making predictions using the cover and title page.
Think-aloud: *On the cover, I see a picture of a pig and a poodle eating. The poodle is talking while eating. I know talking while eating is a sign of bad manners. The pig looks angry. The title of the story is Eat Like a Pig, I know that pigs are often known for being sloppy eaters. Using these clues from the text and the information I already know, I predict the story will be about the table manners of the pig and the poodle. I also predict they will both use bad manners. As I read, I will watch to see if my predictions are confirmed.*
- Record your predictions on the board, using key words and pictures. Have students use the think-pair-share strategy to determine a prediction for the story: think about it, pair with a partner and discuss the prediction, and then share it with the class. Record student predictions on the board.
- Explain to students that as they read, they might learn new clues that change their predictions. Explain that they can change, or revise, their predictions when they read new details. Encourage students to revise or confirm their predictions as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Explain to students that one way to understand and organize new information in a book is to explain how objects are alike and different. Write the words *compare* and *contrast* on the board. Point out that explaining how things are alike is called *comparing* and explaining how things are different is called *contrasting*. Write the word *alike* under *compare* and the word *different* under *contrast* on the board.
- Draw a Venn diagram on the board. Label the left side *Dog* and the right side *Pig*.
- Model how to compare and contrast a dog and a pig.
Think-aloud: *I can compare and contrast a dog and a pig. A dog has thick fur covering its body, and a pig has some hair on its body but mostly just skin. I will write thick fur on the Venn diagram under the Dog heading and hair and skin under the Pig heading to show one way these two animals are different. I know a pig and a dog both have four legs. I will write four legs on the diagram where the circles overlap to show one way these two animals are alike, or similar.*
- Ask students to suggest other ways a dog and a pig are similar and different. Write student responses on the Venn diagram under the appropriate headings.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *It looks as though Pig and Poodle sat down to have a nice dinner. Pig put the napkin on his lap, but Poodle put the napkin on his neck. What is a napkin? Yes, it is a piece of paper or fabric used to wipe food from the mouth or hands. What kind of napkin do you usually use at dinner?*
- Write the following story-critical words on the board: *grabbed, sipped, slurped, and wiped.*
- Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand the story.
- Give each student a blank piece of paper. Have students divide the paper into four sections and write one vocabulary word in each section. Then, have students illustrate each vocabulary word on the basis of prior knowledge. Once students have illustrated each vocabulary word, have them share and discuss each word with a partner.
- As a class, discuss the meaning of each vocabulary word.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *grabbed* in the dictionary. Invite a volunteer to read the definition for *grabbed*. Have students compare the dictionary definition with their definition.
- Have students follow along on page 8 as you read the sentence in which the word *grabbed* is found to confirm the meaning of the word. Ask students to look at the picture on page 8 for clues about the meaning of the word *grabbed*. (Poodle's hands are reaching out, and the pie is in them. This is usually what happens when someone reaches out quickly to take hold of something.) Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out more about Pig and Poodle. Remind them to make predictions on the basis of clues in the story and the pictures, as well as to think about how Pig and Poodle are alike and different as they read.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 5. Encourage those who finish early to go back and reread.
- Model making and revising predictions.
Think-aloud: Now that I have read the beginning of the story, I can stop and check my predictions. One of my predictions was this story would be about the table manners of Pig and Poodle. I was right, so this prediction is confirmed. My other prediction was that both Pig and Poodle would use bad manners. So far, only Poodle has used bad manners at the table. He has put the napkin around his neck and used his paws to eat. I want to revise my prediction. I predict that Pig will use good manners, and Poodle will use bad manners. I also predict that Pig will help Poodle learn how to act at the table. What new predictions can you make using the details we just read?
- Write your revised prediction on the board. Write the letter C next to the confirmed prediction. Have students share with a partner at least one new prediction for the story. Invite students to share new predictions with the rest of the class, and record them on the board.
- Review with students the predictions they made earlier. Have students point out any predictions that were confirmed. Ask volunteers to write the letter C next to each confirmed prediction. Invite students to share any revised predictions they want to make. Add these predictions to the board.
- Introduce the **compare-and-contrast worksheet**. Label the left side *Pig* and the right side *Poodle*. Have students identify things that are alike and different about the two characters on the basis of what they have seen and read in the book. (Pig put the napkin on his lap. Poodle put the napkin on his neck. Pig and Poodle cooked.) Write this information on the Venn diagram.

- **Check for understanding:** Have students read to the end of page 8. Remind them to continue making and revising predictions as they read. Discuss with students confirmed predictions and what details prompted them to revise predictions.
- Have students read the remainder of the book. Remind them to make, revise, and confirm predictions as they read and to think about how Pig and Poodle might be alike and different.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have students share with a partner any final predictions they made as they read the end of the story. Invite volunteers to share predictions with the rest of the class. Record them on the board.
- Have students point to confirmed predictions, and invite volunteers to come to the board and write the letter C beside them. Have students point out any predictions that need to be revised. Record these revisions on the board. Remind students that making valid predictions is more important than the predictions being confirmed.
- **Think-aloud:** *Now that I have finished reading the story, I can review my predictions. One of my predictions was that Pig would use good manners and Poodle would use bad manners. When I read the story, this prediction was confirmed. I also predicted that Pig would help Poodle learn to use better manners. I learned I was correct because Pig and Poodle sat down and talked about manners. Then, next day Poodle used good table manners. He had learned to eat like a pig! My prediction was confirmed by reading the story.*
- Discuss with students how making, revising, and confirming predictions helped them to better understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Review the meanings of *compare* and *contrast*, as well as the Venn diagram created earlier in the lesson.
- **Independent practice:** Have students complete their compare-and-contrast worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about Pig and Poodle and their table manners. Pig had nice manners, and Poodle didn't. Pig taught Poodle how to eat like a pig. Now that you have thought about this information, what will you do the next time you sit down at the table to eat dinner?

Build Skills


Phonological Awareness: Initial consonant *gr*-blends

- Say the word *grabbed* aloud to students, emphasizing the initial /gr/ sound. Have students say the word aloud and then say the /gr/ sound.
- Have students practice making the /gr/ sound with a partner. Have students brainstorm with a group to generate a list of other words that begin with the /gr/ sound. Invite volunteers to share their words with the class.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the initial /gr/ sound: *growl, grape, table, green, good, grand, dinner, great.*


Phonics: Initial consonant *gr*-blends

- Write the word *grabbed* on the board and say it aloud with students.
- Have students say the /gr/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /gr/ sound in the word *grabbed*.
- Have students practice writing the letters *gr* on a separate piece of paper while saying the /gr/ sound.
- **Check for understanding:** Write the following words that contain the /gr/ sound on the board, leaving off the initial consonant *gr*-blend: *grip*, *grunt*, *grit*. Say each word, one at a time, and have volunteers come to the board and add the initial *gr*-blend to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant *gr*-blends worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Past-tense verbs

- Review or explain that some words name actions. Remind students that actions words are called *verbs*.
- Write the following sentences on the board: *I cook a nice meal to eat. I finish eating my food quickly.* Have volunteers come to the board and underline the action word in each sentence.
- Explain that when an action happened in the past, the *ed* letter combination is sometimes added to the end of the verb. Explain that these words are called *past-tense verbs*. Add the word *yesterday* to each sentence. Have a volunteer come to the board and add the *ed* letter combination to each verb.
- Have students turn to page 5 and read the second sentence. Ask them to locate the past-tense verb (*used*). Have a volunteer name the present-tense verb (*use*).
-  **Check for understanding:** Have students locate the past-tense verbs in the story and circle each one. Invite students to share their results with the class. Have volunteers name the present-tense verbs for each past-tense verb from the story.
- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their answers.

Word Work: Suffix *-ed*

- Write the word *cooked* on the board. Ask students what the root, or base, word is (*cook*) and remind them that the *-ed* is called the *suffix*. Explain that a suffix always comes at the end of a root word. Point out that this is a past-tense verb, and it describes something that happened in the past. Write the term *past-tense verb* on the board.
- Write the verb *stop* and its past-tense form, *stopped*, on the board. Explain that when adding the suffix *-ed* to make a regular past-tense verb, sometimes it is necessary to double the consonant before adding the *-ed*. If the word's last two letters are a vowel followed by a consonant, the final consonant is doubled before adding the suffix. For example, the present-tense verb *stop* has a vowel followed by a consonant at the end. So when changing the verb to the past tense, the final consonant (*p*) is doubled before adding the *-ed* to make *stopped*.
- Write the word *use* and its past-tense form, *used*, on the board. Explain that when adding the suffix *-ed* to a verb ending in *e*, such as *use*, the *e* remains, and a *d* is added.
-  **Check for understanding:** Ask students to turn to page 6 and underline the regular past-tense verb that has the suffix *-ed* added with the consonant doubled (*sipped*). Have students write the present tense of the verb in the margin of their copy of the book (*sip*). Ask students to turn to page 9 and underline the regular past-tense verb that has the suffix *-d* (*wiped*). Have students write the present tense of the verb in the margin of their copy of the book (*wipe*).

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them compare and contrast the characters in the book with someone at home.

Extend the Reading

Fantasy Writing and Art Connection

Have students draw a picture of Pig and Poodle using good manners. Have them write several sentences to explain their picture. Have students share their story with a partner.

Visit WritingA-Z.com for a lesson and leveled materials on fairy tale writing.

Social Studies Connection

Have a discussion about the manners the animals used or didn't use in the book at dinner. Discuss the importance of using manners while eating. Have students name other manners they use at other times of the day. Make a list and discuss the importance of these types of manners. Pose the question: Are manners the same for people all over the world? Provide information and discuss with students how different cultures have different expectations of behavior.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can

- consistently use the strategy of making, revising, and confirming predictions to understand text during discussion;
- accurately compare and contrast animals and characters during discussion and on a worksheet;
- accurately discriminate initial consonant *gr*-blends during discussion;
- identify and write initial consonant *gr*-blends during discussion and on a worksheet;
- correctly understand and identify past-tense verbs during discussion, in the text, and on a worksheet;
- accurately identify the suffix *-ed* and understand the formation of past-tense verbs during discussion and on a worksheet.

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)