The Three Little Javelinas
by Susan Lowell
and illustrated by Jim Harris

“Reading is a magical power.
Leer es un poder mágico.”
– Susan Lowell

Created by Karen Guerrero and the Arizona Geographic Alliance for the Arizona State Library, Archives and Public Records
Students learn to identify regions by physical and human characteristics and learn how to adapt to and preserve our environment.

**Author:** Karen Guerrero  
**Grade Level:** 1st - 2nd Grade  
**Duration:** 3 class periods

### NATIONAL GEOGRAPHY STANDARDS

- **Standard 4**  
  Element 2: Places and Regions.  
  The Physical and Human characteristics of Places.

### ARIZONA SOCIAL STUDIES STANDARD/GEOGRAPHY STRAND

- **Concept 1: The World in Spatial Terms**  
  Grade 1  
  **PO 4.** Recognize characteristics of human and physical features  
  a. physical (continent, ocean, river, lake, mountains, islands).  
  **PO 6.** Locate Arizona on a picture of the United States.

- **Grade 2**  
  **PO 5.** Recognize characteristics of human and physical features  
  a. physical (ocean, continent, river, lake, mountain range, coast, sea, desert).

- **Concept 2: Places and Regions**  
  Grade 1  
  **PO 2.** Discuss physical features in the world (mountains, rivers, deserts).  
  **PO 3.** Recognize through images of content studied that places have distinct characteristics (Egypt, Arizona, local community).

- **Grade 2**  
  **PO 3.** Discuss physical features in the world (mountains, rivers, deserts).

- **Concept 5: Environment and Society**  
  Grade 1  
  **PO 1.** Identify ways humans adapt to their environment.  
  **PO 2.** Identify resources that are renewable, recyclable, and non-renewable.

- **Grade 2**  
  **PO 1.** Identify ways in which humans depend upon, adapt to, and impact the earth.

### OTHER STANDARDS

**READING**  
*Strand 2 Comprehending Literary Text*  
**Concept 1 Elements of Literature**  
**Grade 1**  
**PO 2.** Describe characters (e.g., traits, roles similarities) within a literary selection, heard or read.

**Grade 2**  
**PO 5.** Identify words that the author selects in a literary selection to create a graphic visual experience.

**Concept 2 Historical and Cultural Aspects of Literature**  
**Grade 1**  
**PO 1.** Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.

**Grade 2**  
**PO 1.** Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.

**WRITING**  
*Strand 1 Writing Process*  
**Concept 1 Prewriting**  
**Grade 1**  
**PO 1.** Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, group discussion).

**Grade 2**  
**PO 1.** Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, group discussion).
OVERVIEW

Students will take their prior knowledge and new-found knowledge to learn about the desert environment.

PURPOSE

In this lesson, students will brainstorm prior knowledge of the desert in which they live, use literature to learn more about the desert, and will discuss how creatures can adapt to their natural environment. Students will also practice recycling by using reclaimed materials for their work.

MATERIALS

- *The Three Little Javelinas* by Susan Lowell
- Drawing paper, glue, markers
- Any other print or digital media about the Sonoran Desert such as books, pictures, posters, and student-friendly websites
- Items that can be recycled into artwork
- Political and physical maps of Arizona
- If doing the Extensions, variant stories of *The Three Little Pigs* (such as *The Three Little Hawaiian Pigs and the Magic Shark* or *Alaska’s Three Pigs*)

OBJECTIVES

The student will be able to:
1. Locate Arizona on a political and physical picture of the United States.
3. Identify and list physical features of a desert using literature (*The Three Little Javelinas*).
4. Recognize and discuss that places have distinct physical characteristics.
5. Identify ways creatures (javelinas) and humans depend upon and adapt to their environments.
6. Construct a picture of the desert, using renewable and recyclable materials.

PROCEDURES

*Prerequisite Knowledge: Students understand the difference between renewable and recyclable materials.*

SESSION ONE
1. Ask the students if they know how to find Arizona on a map. Display a United States political map and have students locate Arizona. Now display a physical map of the United States and do the same. Ask the students what are the differences between the two maps. (Political maps have man-made boundaries and cities, usually show each political unit as a different color from a neighboring unit, and might have other man-made features like roads, dams, and state parks. Physical maps will show natural features such as mountains, rivers, plains, and lakes and will have muted color tones of browns, yellows, greens, and blue.)
2. Have the students describe physical features using the physical map.
3. On chart paper or white board, brainstorm (as a whole class) desert features. Have students share stories/experiences with the desert. Record words or phrases that could be used later in their drawing.
4. Tell students to listen for words and look at the illustrations that help describe a desert while reading *The Three Little Javelinas*. Add more words and phases to the chart while reading (or after reading).
5. On another piece of chart paper or section of the white board, record the students’ observations on any similarities between the characters and humans as desert dwellers. Discuss how humans and the javelinas depend upon and adapt to the desert. (They depend on it for food, other wildlife, minerals, etc. and adapt to it by staying in the shade, saving water, watching out for predators or harmful animals, etc.)

6. Continue recording ideas on a third piece of chart paper or section of the white board, focusing on any renewable/recyclable resources found in the desert (water, plants, wildlife, minerals, soil, etc.). Brainstorm ways we as humans can use renewable/recyclable materials from our environment.

SESSION TWO
7. Tell the students they are each going to make an illustration of a desert. They will need to use renewable/recyclable materials to make the illustration. Display the chart paper or section of the white board, so students can refer to their ideas on physical features in the desert.

8. Hand out the picture rubric and discuss what a rubric is and how to read it. Review what elements are needed to complete the picture.

9. Take the students on a trip to your playground, surrounding areas, and around the classroom, looking for renewable/recyclable materials to use for the pictures.

10. Have students create their pictures.

SESSION THREE
11. Ask students to review the rubric to make sure their pictures are complete.

12. Seat students as a whole group. Each child will share his/her picture, talking about physical features of the desert and renewable/recyclable materials used to create it. As a group, they will evaluate the pictures using the rubric.

ASSESSMENT
The students will receive a score 4 – 1 based on the picture rubric.

EXTENSIONS
- Read another version of The Three Little Pigs. Compare/contrast habitat and character adaptations to their environment.
- Have students research another habitat and complete a Venn diagram.
- Have students write a story with the desert being the setting.
- Have students create a recycle project (commercial/announcement for the school, posters to hang around the school, etc.).
- Have the students pick one of the ways that people either depend upon or adapt to the desert and illustrate it.
<table>
<thead>
<tr>
<th>Explaining</th>
<th>Appearance and Effort</th>
<th>Renewable and Recyclable Materials</th>
<th>Desert Labels</th>
<th>Desert Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>I could explain all 8 of my physical features in my picture.</td>
<td>My picture looks great! I did my best job making my picture.</td>
<td>All of the materials I used on my picture are renewable and/or recyclable.</td>
<td>All of my desert features are labeled.</td>
<td>My picture has 8 or more features found naturally in a desert.</td>
</tr>
<tr>
<td>I could explain 6 of my physical features in my picture.</td>
<td>My picture looks good. I did a good job making my picture.</td>
<td>Most of the materials I used on my picture are renewable and/or recyclable.</td>
<td>Most of my desert features are labeled.</td>
<td>My picture has three 6 features found naturally in a desert.</td>
</tr>
<tr>
<td>I could explain 4 of my physical features in my picture.</td>
<td>My picture looks ok. I could have done better.</td>
<td>Some of the materials I used on my picture are renewable and/or recyclable.</td>
<td>Some of my desert features are labeled.</td>
<td>My picture has 4 features found naturally in a desert.</td>
</tr>
<tr>
<td>I could explain 2 of my physical features in my picture.</td>
<td>I did not make my picture.</td>
<td>None of the materials I used on my picture are renewable and/or recyclable.</td>
<td>I forgot to label the features.</td>
<td>My picture has only 2 features found naturally in a desert.</td>
</tr>
</tbody>
</table>