A Lesson Plan for Pre-K and Kindergarten

How Coyote Got His Howl

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 Judy Phillips and
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Arizona State Library, Archives and Public Records
THE THREE LITTLE JAVELINAS: HOW COYOTE GOT HIS HOWL

Students learn to identify plants and animals in the local environment.

Author: Judy Phillips
Grade Level: Pre-K and Kindergarten
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 3: Physical Systems
Grade K
Science Strand 4 Concept 3
Identify plants and animals in the local environment.

Concept 5: Environment and Society
PO 1. Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms).

OTHER STANDARDS

WRITING
Grade K
Strand 3 Writing Applications
Concept 5 Literary Response
PO 1. Participate in a group discussion in response to a given piece of literature that connects:

a. text to self (personal connection).
b. text to world (social connection).
c. text to text (compare within multiple texts).
OVERVIEW

Children are increasingly isolated from their natural environment. This lesson helps to establish a sense of place for children who live in or want to learn about the Sonoran Desert.

PURPOSE

In this lesson, students will gain a better understanding of the plants and animals of the Sonoran Desert, while also participating in a group response to literature.

MATERIALS

• *The Three Little Javelinas* by Susan Lowell
• Any traditional story of *The Three Little Pigs*
• Craft sticks or tongue depressors, glue or glue sticks, scissors, and crayons
• Javelina and Little Pig Worksheet (two for each student if doing the Extension Activity)
• Sorting Worksheet and Sorting Pictures
• Any other print media about the Sonoran Desert such as books, pictures, and posters (see Sources)
• Teacher Key: Story Elements for Comparison
• 12”x18” paper for Extension Activity

OBJECTIVES

The student will be able to:

1. describe a javelina.
2. share elements of the Sonoran desert.
3. compare the Sonoran desert environment (non-fiction) to a fairy-tale environment (fiction).
4. identify the origin of materials that are commonly used.

PROCEDURES

SESSION ONE

1. Brainstorm with the students: What is a javelina? Discuss its attributes and environment. Show pictures of real javelinas. (see Sources)

2. On the first reading of *The Three Little Javelinas*, encourage the students to predict events in the story. Compare the fictional javelinas to real javelinas.

3. Discuss the building materials of each house. Show pictures of these building materials. Write the building materials on a word wall or on chart paper. Discuss where each of the building materials comes from (soil, plants, etc.).

4. On the second reading of the book, point out elements of the desert environment, such as coyote, saguaro cacti, quail, palo verde trees, and snakes. Write these vocabulary words on the word wall or on chart paper. Discuss how these are a natural part of the Sonoran desert environment and are not put there by humans.

5. End Session One by having the students take turns identifying the pictures of building materials, plants, and animals.
SESSION TWO
6. Ask the students if the story of *The Three Little Javelinas* reminds them of any other story that they might be familiar with.

7. Read your choice of *The Three Little Pigs*.

8. Discuss with the students how the stories might be the same and how they are different. Emphasize the physical environments with reference back to *The Three Little Javelinas*, re-reading that story if desired.

9. On the whiteboard or chart paper, have the students identify plants, animals, and building materials mentioned in each of the two stories. Record their responses in two columns: Javelina Story and Pig Story. Again discuss where each of these plants, animals, and building materials come from.

SESSION THREE
10. Pass out the Javelina and Little Pig Worksheet to each student. They can color and cut out the illustrations. They should then glue the pictures to two craft sticks. One picture per stick.

11. While the sticks are drying, review and discuss the two stories one more time.

12. Using the Teacher Key, read out comparisons. If the story element is from the javelina book, students will hold up the javelina picture. If it is from the pig story, they will hold up that stick. If it is from both stories, they will hold up both pictures.

13. After cutting out the Sorting Pictures, the students will glue them under the appropriate category on the Sorting Worksheet as a formal assessment.

ASSESSMENT
The students will hold up the correct stick 80% of the time.

The students will glue the pictures under the appropriate category with 80% accuracy.

EXTENSIONS
Pass out the Javelina and Little Pig Worksheet, 12”x18” paper folded in half, scissors, glue, and crayons. The students will cut around the illustrations and glue one to each side of the paper. They can then choose a house to draw from each story to go with the appropriate illustration.

SOURCES
• Worksheet pictures
  http://www.first-school.ws/THEME/animals/cp_farm/cp_pig.htm

• Tumbleweed information and photos
  http://phoenix.about.com/od/arizonapicturesandphotos/ig/Tumbleweeds/
  http://www.desertusa.com/mag01/may/papr/tweed.html

• How adobe bricks are made and pictures
  http://www.elmerfudd.us/dp/adobe/brick.htm

• Saguaro cactus information and pictures
  http://www.desertusa.com/july96/du_saguaro.html
  http://storytrail.com/pages/Saguaroharvest.html

• Coyote information and pictures
  http://www.desertusa.com/june96/du_cycot.html

• Javelina information and pictures
  http://www.desertusa.com/magnov97/nov_pap/du_collpecc.html
TEACHER KEY:
STORY ELEMENTS FOR COMPARISON

PLEASE READ OUT IN RANDOM, MIXED ORDER:

The Three Little Javelinas:
They were walking in a hot, dry land where the sky was almost always blue.
The first house was made of tumbleweeds.
A coyote wanted to eat the pigs.
The second house was made of saguaro ribs.
The animals took a nap in the heat of the day.
The third house was made from adobe bricks.
The bad guy went down a stovepipe.
They heard an amazing howl from a puff of smoke shaped like a coyote.

The Three Little Pigs:
They lived in a cozy house with their mother.
The big, bad wolf wanted to eat them.
The first house was made of straw.
The second house was made of sticks.
The third house was made of bricks.
The bad guy went down a chimney.
They heard a howl from the wolf with a burned tail.

Both stories:
They were all building houses.
There was a bad guy that wanted to eat them.
They said, “Not by the hair on my chinny-chin-chin.”
The bad guy said, “I'll huff, and I'll puff, and I'll blow your house in.”
The bad guy got a little burned up.
They lived happily ever after.
WHERE DID IT COME FROM?

Plants

Soil (dirt)
SORTING PICTURES

CUT OUT THE PICTURES. GLUE EACH PICTURE UNDER WHERE IT COMES FROM—EITHER “PLANTS” OR “SOIL.”
JAVELINA AND LITTLE PIG WORKSHEET

Adapted from www.First-School.ws