



Little Pig

Level B / 24 words / fiction

High frequency words:

am, I, in, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Little Pig doing in the cover picture?"

Look through all the pictures

- Using the language in the story, ask students about the action in each of the pictures in the book.
- Help the children find the high-frequency phrase *I am*.
- Help the children find each word ending in *-ing*: *sleeping, eating, walking, running, jumping, and rolling*.

Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

FUN FACT

The pig's reputation for being dirty comes from the fact that they roll in mud to cool off. If pigs are kept in a cool, covered place, they stay quite clean.

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you find the pages where Little Pig is jumping and rolling in the mud?" Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Have the students look at the picture lists on page 16. Ask, "What other actions ending in *-ing* might Little Pig do?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Have the students use their fingers to frame the *-ing* ending on the word *sleeping* on page 2. Have them frame the base word *sleep*. Explain base words and endings, *sleep + ing = sleeping*.

Rereading for fluency

- Have the children read the story again, either independently or with a partner. Use this opportunity to listen and prompt for strategy use at difficulty.

Writing activity

- Have students draw a line down the center of a piece of paper. On the left side, ask them to write an *-ing* word. On the right side of the line, have them write the base word. Encourage independent attempts to spell words correctly.

Teaching Points: Using meaning to connect pictures to text; Matching words with their fingers, one to one; Practicing words ending with *-ing*; Introducing action words (verbs).