

Chickapig™ Education Initiative

Common Core Lesson Plan: Kindergarten

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Little Joe Chickapig: A Story About Following Your Dreams and Chickapiglets®

Lesson Plan

“Follow Your Dreams Wherever You May Roam”

Grade Level: Kindergarten Language Arts

Length of Unit: 4 Language Arts lessons, including 2 complementary activity lessons

Abstract:

This Common Core English Language Arts unit focuses on the fable *Little Joe Chickapig: A Story About Following Your Dreams* by Brian Calhoun and the cooperative, concentration-style (matching) board game, Chickapiglets®.

Students will be involved in activities that: develop confidence through understanding the meaning of courage and facing one’s fears; develop an understanding of how choices have both consequences and lessons from which to learn; and promote individual and group learning.

Materials & Resources:

- a. Instructional Materials: [Little Joe Chickapig: A Story About Following Your Dreams](#) by Brian Calhoun, Illustrations by Pat Bradley and Brian Calhoun
- b. Resources: [Chickapiglets® A Matching Game of Animal Hybrids](#)

Overview of Learning Objectives:

- a. Identify concept objectives
 - i. Students will gain an appreciation of fables and their purpose
 - ii. Students will learn to make choices
 - iii. Students will understand all choices have consequences and lessons from which to learn
- b. Identify content objectives
 - i. Fables
 - ii. New words and phrases:
 - 1. Fable: a short story, typically with animals as characters, conveying a moral

2. Moral: a lesson, especially one concerning what is right or prudent, that can be derived from a story, a piece of information, or an experience.
 3. Hybrid: 1. the offspring of two plants or animals of different species or varieties, such as a mule; 2. a thing made by combining two different elements; a mixture.
 4. Courage: 1. the ability to do something that frightens one; 2. strength in the face of pain or grief.
 5. Dreams: a cherished aspiration, ambition, or ideal
 6. Idioms: a group of words established by usage as having a meaning not deducible from those of the individual words, i.e., “against the tide”
- iii. Phrase patterns
 - iv. Listening and understanding
- c. Skill objectives
- i. Students will be able to identify literary elements: author, character (main and supporting)
 - ii. Ask and respond appropriately to specific questions
 - iii. Contribute to group discussions

Anchor CCSS Standards:

[Common Core State Standards for English Language Arts & Literacy](#) | Grades K-5

Kindergarten Reading Standards for Literature (RL)

Key Ideas and Details

- RL.K.1 With prompting and support, ask and answer questions about key details in a text
- RL.K.2 With prompting and support, retell familiar stories, including key details
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story
- RL.K.4 Ask and answer questions about unknown words in a text

Craft and Structure

- RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story

Integration of Knowledge and Ideas

- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Range of Reading and Text Complexity

- RL.K.10 Actively engage in group reading activities with purpose and understanding.

Kindergarten Speaking and Listening Standards (SL)

Comprehension and Collaboration

- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Kindergarten Language Standards (L)

Vocabulary Acquisition and Use

- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

Sequence of Instruction:

Lesson 1: Book Walk: Introduction to the fable *Little Joe Chickapig: A Story About Following Your Dreams* by Brian Calhoun, Illustrations by Pat Bradley and Brian Calhoun

Lesson 2: New Vocabulary Comprehension

Lesson 3: Abstract Idea Comprehension and Hybrid Animals (Art Project)

Lesson 4: Chickapiglets®: Introduction to Board Game Instruction and Play

Lesson Implementation:

Lesson 1: Book Walk: Introduction to the fable *Little Joe Chickapig: A Story About Following Your Dreams* by Brian Calhoun, Illustrations by Pat Bradley and Brian Calhoun

Task	Time	Activity	Questions or Tips
A	2 minutes	Group Discussion	What is the title, who is the author, who is the illustrator?
B	5-8 minutes	Group Discussion and white board/flip chart recording	What do we think the story is going to be about based on the title and book cover?
C	10-15 minutes	Reading and Group Discussion	Read the entire story to students and discuss predictions.

Task A: Introduction to the story

Discuss the title of the story, the author and the illustrator. What do each of these people do?

Task B: What is the story about?

Use the front cover of the book and select pages of the story to discuss with the students what they predict the story will be about from viewing the cover and a few illustrations on select pages. Teacher to record everyone's responses. Use student's responses during Task C to decide how well they predicted the story.

Task C: Reading and Group Discussion

Read *Little Joe Chickapig: A Story About Following Your Dreams* by Brian Calhoun, Illustrations by Pat Bradley and Brian Calhoun. Before the last page of the story, ask the students to guess how the story ends, based on what they have seen so far. Use a term like "prediction" or you can ask them for their best guess. Turn, read the last page and ask if their guess was correct.

Lesson 1: Book Walk Objectives

- RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.10 Actively engage in group reading activities with purpose and understanding.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Lesson 2: New Vocabulary Comprehension

Task	Time	Activity	Questions or Tips
A	5-10 minutes	Group Discussion	Review new vocabulary and idioms.
B	10-15 minutes	Reading and Group Discussion	Read the entire story again to students and pause to note where the story uses/illustrates the vocabulary.

Task A: New Vocabulary and Idioms

- Fable: a short story, typically with animals as characters, conveying a moral
 - Teacher will explain that a story is different from a fable because a fable teaches a moral.
- Moral: a lesson, especially one concerning what is right or prudent, that can be derived from a story, a piece of information, or an experience.
- Hybrid: 1. the offspring of two plants or animals of different species or varieties, such as a mule; 2. a thing made by combining two different elements; a mixture.
- Courage: 1. the ability to do something that frightens one; 2. strength in the face of pain or grief.
- Dreams: a cherished aspiration, ambition, or ideal
- Idioms: a group of words established by usage as having a meaning not deducible from those of the individual words, i.e., “against the tide”

For each new vocabulary word, question students to see if anyone has ideas about the definitions, then explain and give examples, either from *Little Joe Chickapig* or other sources.

Task B: Reading and Group Discussion

Again, read *Little Joe Chickapig: A Story About Following Your Dreams* by Brian Calhoun, Illustrations by Pat Bradley and Brian Calhoun. Pause each time new vocabulary words are used in the text and check in with students to assess understanding.

Lesson 2: New Vocabulary Comprehension

- RL.K.2 With prompting and support, retell familiar stories, including key details
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story
- RL.K.4 Ask and answer questions about unknown words in a text
- RL.K.10 Actively engage in group reading activities with purpose and understanding.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

Lesson 3: Abstract Idea Comprehension and Hybrid Animals (Art Project)

Task	Time	Activity	Questions or Tips
A	2-5 minutes	Group Discussion	Review new vocabulary words.
B	2-5 minutes	Group Discussion	Introduce the concept of following your dreams.
C	10-15 minutes	Reading and Group Discussion	Read the entire story again to students and pause to note where the story illustrates a character following his/her dreams.
D	10-15 minutes	Drawing and Group Discussion	Ask students to draw pictures of what they aspire to be when they get older or what adventures they want to have. Discuss and review drawings

Task A: Review new vocabulary and idioms

- Fable: a short story, typically with animals as characters, conveying a moral
 - Teacher will explain that a story is different from a fable because a fable teaches a moral.
- Moral: a lesson, especially one concerning what is right or prudent, that can be derived from a story, a piece of information, or an experience.
- Hybrid: 1. the offspring of two plants or animals of different species or varieties, such as a mule; 2. a thing made by combining two different elements; a mixture.
- Courage: 1. the ability to do something that frightens one; 2. strength in the face of pain or grief.
- Dreams: a cherished aspiration, ambition, or ideal
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Task B: Introduce the concept of following your dreams

Discuss what it means to follow your dreams, to talk to a trusted adult about something you want to do and how to achieve what you put your mind to with courage and determination. Discuss how choices have both consequences and lessons from which to learn. Encourage students to think about what they dream of becoming when they get older or what they want in terms of life adventures.

Lesson Questions:

1. What does it mean to follow your dreams? What dreams do you have?
2. Who do you look up to? Who do you go to for advice/help?
3. What choices do you currently make? What choices are best done by adults? Why do you think children and adults have different choices to make?

Task C: Reading and Group Discussion

Again, read *Little Joe Chickapig: A Story About Following Your Dreams* by Brian Calhoun, Illustrations by Pat Bradley and Brian Calhoun. Pause each time a character follows his/her dreams and check in with students to assess understanding.

Task D: Drawing

After the discussion of new words, idioms and abstract concepts and the 3rd read of the book, students will be given a Little Joe Chickapig Dream Bubble outline and will draw inside the Dream Bubble what they want to be when they grow up based on their current dreams/aspirations or what life adventures they hope to take. When drawing time has concluded, students will share their drawings with the group. Worksheet included at the end of the packet.

Lesson 3: Abstract Idea Comprehension

- RL.K.1 With prompting and support, ask and answer questions about key details in a text
- RL.K.2 With prompting and support, retell familiar stories, including key details
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story
- RL.K.4 Ask and answer questions about unknown words in a text
- RL.K.10 Actively engage in group reading activities with purpose and understanding.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
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Lesson 4: Chickapiglets®: Introduction to Board Game Instruction and Play

Task	Time	Activity	Questions or Tips
A	2-5 minutes	Group Discussion	What is the title of the game? What do we think the game is going to be about based on the illustration?
B	8-10 minutes	Group Discussion	Introduce the instructions of the game. Reinforce new vocabulary words.
C	2 minutes	Group Interaction	Prepare the game board for play. Answer student's questions regarding rules.
D	15-20 minutes	Group Interaction	Engage students in playing Chickapiglets®. Monitor student play. Address any questions or sportsmanship issues when/if arise.

Task A: Introduce Chickapiglets® A Matching Game of Animal Hybrids

Introduce Chickapiglets® to students and reinforce that the game compliments *Little Joe Chickapig: A Story About Following Your Dreams* by Brian Calhoun because the main character, Little Joe Chickapig is the same. Use the cover and back of the box to discuss with the students what they predict the game will be about from viewing the illustrations. Reinforce the importance of reading cues from illustrations.

Task B: Introduce game instructions and reinforce vocabulary words

As you read the instructions of the game to the students, reinforce new vocabulary words (hybrid). Discuss the new hybrid animals that are part of the game. Show students the hybrid animal cards and animal tokens. Explain what you see on the board. Identify the start and end points on the game board. Have the students illustrate with their fingers in the air the direction of play around the board. Show students the player pieces and remind them of the main character, Little Joe Chickapig, from the story. Note, show and explain the special Cow piece.

Divide the students into groups of 4 players.

Task C: Prepare game board for play

As you prepare the game board for play, answer student's questions about rules and taking turns. Remind students this is a game of concentration and the importance of choices. Review the concept of choices.

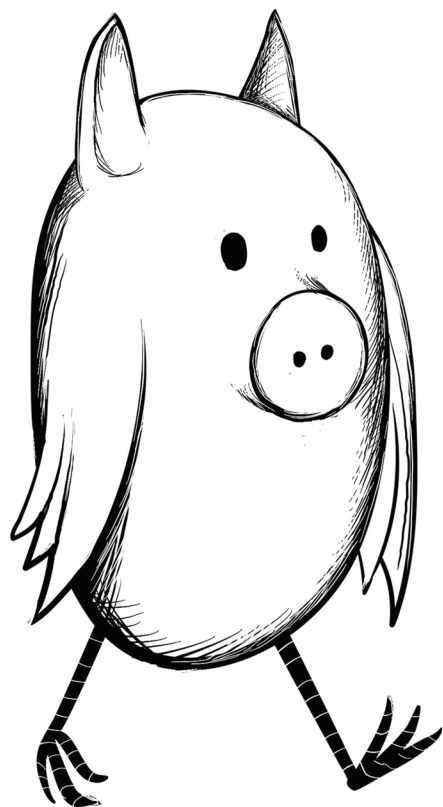
Task D: Play Chickapiglets®

Supervise students playing Chickapiglets®. Have fun!

Lesson 1: Chickapiglets® Introduction to Board Game Instruction and Play

- RL.K.1 With prompting and support, ask and answer questions about key details in a text
- RL.K.2 With prompting and support, retell familiar stories, including key details
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
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NAME: _____

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I WANT TO:
