

ELA: Grade 2, Lesson 15, The Sheep and the Pig

Lesson Focus: Student will describe how characters build a community and discover their contributions to it in the fable *The Sheep and the Pig*.

Practice Focus: Student will record character strengths in a t-chart to support written response to a prompt.

Objective: Student will use the fable *The Sheep and the Pig* to describe how characters build a community and determine each character's contribution to the community.

Academic Vocabulary: contribute, community, orchard, gnaw, pegs, hind, moss, broad, preened, strutted, hewed, cellar

TN Standards: 2.RL.KID.1; 2.RL.KID.2; 2.RL.KID.3; 2.RL.CS.4; 2.W.TP.2

Teacher Materials:

- The Teacher Packet for ELA, Grade 2, Lesson 15
- White board or chart paper
- Markers

Notes to teacher: You will be making two charts with students today. The first one is a vocabulary chart with words and definitions. The second one is the graphic organizer that lists each of the characters and their strengths.

Student Materials:

- Paper, pencil, a surface to write on
- The Student Packet for ELA, Grade 2, Lesson 15 which can be found on www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 2nd graders out there, though everyone is welcome to tune in. This lesson is the fifth in this week's series.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn't see our previous lesson, you can find it on www.tn.gov/education. You can still tune in to today's lesson if you haven't seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</p> <p>Today we will be learning about how characters contribute to a community in the fable <i>The Sheep and the Pig</i>! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Paper and a pencil, and a surface to write on• The Student Packet for ELA, Grade 2, Lesson 15 which can be found on www.tn.gov/education	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>

<p>Ok, let's begin!</p> <p>Intro (4 min)</p> <p>Let's review your independent practice from the previous lesson. Get your paper out so you can compare your writing about the fable <i>Do What You Can</i> with this example. Do you remember the prompt? Retell the fable <i>Do What You Can</i> using key details and transition words. Write the lesson learned through the moral of the story. To be an excellent scholar, use some of the vocabulary words that you learned in this lesson.</p> <p>[Show Slide 1.] In the beginning, a farmer harrowed and weeded his field of corn, but the crop withered without rain.</p> <ul style="list-style-type: none"> • Did you use a transition phrase or word like "In the beginning"? [Pause.] Nice! <p>The raindrop wanted to help the farmer but was only one little raindrop. Since the raindrop wanted to help in any way it could, the raindrop fell to the field. Next, all of the raindrops came together to form a shower.</p> <ul style="list-style-type: none"> • Did you include key details about the first raindrop falling followed by all of the raindrops? [Pause.] Great! • What transition words did you use? [Pause.] Good choices! • How many vocabulary words have you included so far? [Pause.] Impressive! <p>Finally, the corn was able to grow when all the raindrops came together. The moral of the story is that one person can make a big difference by inspiring others.</p> <ul style="list-style-type: none"> • Did you correctly determine the moral? [Pause.] Wonderful! <p>Today our goal is to determine what strengths the characters in the fable contributed to the community. We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.</p> <p>We have been reading fables this week, and today's fable is <i>The Sheep and the Pig</i>.</p> <ul style="list-style-type: none"> • What kind of characters do we see in a fable? [Pause.] Yes, we see animals in fables • When the characters are trying to fix their problem, they learn a lesson. What is this lesson called? 	<p>Student will connect to the previous lesson on the fable of <i>Do What You Can</i> by reading the independent practice response to compare with an exemplar response using transitions and determining the moral of the story.</p>
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[Pause.] **Yes, the lesson they are trying to learn is called the moral.**

In this fable, a sheep and a pig want to build a house. On their way, they meet other animals who want to live with them. The sheep and the pig have a very important question about what can be contributed (or given) to the community by each of the new animals. Hmmm... Did you hear the word contribute?

- Do you know what that word means? [Pause.] When I said the word contribute, I then said “or given.”
- Listen again. The sheep and the pig have a very important question about what can be contributed (or given) to the community by each of the new animals. Do you think that contribute means to give something? [Pause.]
- So the sheep and the pig ask animals whom they meet what those animals can give to a community. To contribute is to give or help in some way. Great thinking, scholar!

Do you know what a community is? [Pause.] Correct! A community is a group of people living together; they usually have things in common.

A community can be the city where you live. It can also be a neighborhood where you live. A community can even be a classroom. Let's think about the classroom that you were in. What was your teacher's name? [Pause.] Who did you sit next to? [Pause.]

- When you worked in groups, did you have the same group members? [Pause.] Did it change sometimes? [Pause.] Interesting! Did your classmates ever help you understand your classwork? [Pause.]
- Think about a time when you helped a classmate understand something the class was learning, I am thinking of a time when I helped one of my students. When you helped a classmate, did it make you feel good that you could contribute to, or help, that student's learning? [Pause.]
- Wonderful! I had a student once who could not recognize the verb of a sentence, so we worked together to help her understand that a verb is an action. We sat together and looked at sentences and talked about the action in each one until she understood and could recognize the verbs. It made my heart feel so good that I could contribute to her

Student will determine the meaning of the word contribute.

Student will determine the meaning of the word community and think of a positive example when they were members of a classroom community.

<p>understanding of verbs. It also helped the whole class community because she helped her group choose an amazing verb when they were composing sentences later that day!</p> <ul style="list-style-type: none"> • Do you know what the word strength means? A strength comes from the word strong. Strong is an adjective that we use to describe something as mighty or powerful. Strength is a noun. It is the word we use when we talk about the thing that is strong or powerful. In the example above, my strength is teaching. <p>Do you think it is important to have strengths to contribute to your community? [Pause.] Yes! I agree. We all need to do our part to help each other. What strengths do you have that help you contribute to a classroom community? [Pause.] Those are wonderful and helpful strengths. I can contribute to my classroom community by being kind and listening to others. I can contribute by explaining things when someone doesn't understand.</p> <p>Before we get started reading, let's get our graphic organizer ready. This will help us organize and take notes during story to help with our independent practice at the end. Take one of your pieces of paper and fold it in half hotdog style like this. [Show students how to fold their paper lengthwise like a hotdog bun.]</p> <p>[Draw a line down the middle of a piece of chart paper BEFORE the class to create a t-chart. Point to the chart as you read below. See Slide 2.] I am going to use this chart paper to write on. It has already been folded in half and I have drawn a line down the middle so you can see both sides. On one side, we will write character. We are going to meet several characters in our story, and we are going to list each one as we read. Write character on your paper as I write it on my chart paper. Ready? [Pause.] [Write each of the following letters on the chart paper as you spell the word aloud.] C. H. A. R. A. C. T. E. R.</p> <p>On the other side of our paper we are going to write strength. Each character in our story will have a strength that we want to record. Write strength on your paper as I write it on my chart paper. Ready? [Pause.] [Write each of the following letters on the chart paper as you spell the word aloud.] S. T. R. E. N. G. T. H.</p>	<p>Students will create a graphic organizer to record the strengths and contributions of each character.</p>
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<p>Now let's start our story. <i>The Sheep and the Pig</i>. As we read, we will make notes on each of the character's strengths.</p>	
<p>Teacher Model/Read-Aloud (20 min)</p> <p>[Show Slide 3.] Our story today is <i>The Sheep and the Pig</i> by Carolyn Sherwin Bailey. Remember, as we read we are going to look for the strengths that each character has.</p> <p>[Show Slide 4.] One morning, bright and early, a sheep and a curly-tailed pig started out through the world to find a home. For the thing they both wanted more than anything was a house of their own. "We will build us a house," said the sheep and the curly-tailed pig, "and there we will live together."</p> <ul style="list-style-type: none"> • Who are the characters we meet here? [Pause.] Yes, a pig and a sheep. • What do they want more than anything? [Pause.] Great! A house! • What is their plan for getting a house? [Pause.] Excellent, they are going to build it together. • Do you think it is a good idea that they work together to build a house? [Pause.] Yeah, I think it is too. Building houses is a big job and it isn't easy. Working with someone might make the job easier. <p>[Show Slide 5.] Let's keep reading.</p> <p>So they traveled a long, long way, over the fields, and down the lanes, and past the orchards, and through the woods, until they came, all at once, upon a rabbit.</p> <ul style="list-style-type: none"> • Say orchard. [Pause.] I am going to add that to our vocabulary chart. [Write orchard on the chart paper.] • An orchard is like a farm with lots of trees. The trees produce fruits or nuts. It could be an apple orchard or a pecan orchard. There are many types of orchards. • Let's add that definition to our chart. A farm of fruit or nut trees. [Write a farm of fruit or nut trees next to orchard.] 	<p>Students follow along and answer questions about the characters.</p> <p>Students follow along and answer questions. They learn some vocabulary words.</p>
<p>[Show Slide 6.] "Where are you going?" asked the rabbit of the two. "We are going to build us a house," said the sheep and the pig. "May I live with you?" asked the rabbit.</p> <ul style="list-style-type: none"> • Who is the new character we meet here? [Pause.] Yes! The rabbit. • In the first sentence, it says, "the rabbit asked of the two." Right now, there is the sheep and pig on their way to build a house. They meet a rabbit. When the 	<p>Students follow along and answer questions about new characters.</p>

<p>rabbit asks a question, he asks both of them. That is what “of the two” means.</p> <ul style="list-style-type: none"> • What does the rabbit want? [Pause.] You’re right! He wants to live with them. <p>[Show Slide 7.] Let’s keep reading.</p> <p>“What can you do to help?” asked the sheep and the pig.</p> <p>The rabbit scratched his leg with his left hind foot for a minute, and then he said: “I can gnaw pegs with my sharp teeth; I can put them in with my paws.”</p> <p>“Good!” said the sheep and the pig; “you may come with us.”</p> <ul style="list-style-type: none"> • Wow, so the first thing the pig and sheep asked was, “What can you do to help?” Why do you think they asked this? [Pause.] Remember we talked about how big of a job building a house was? Hmm.... [Pause.] Yes, they want him to help if he is going to go with them. • Listen, “the rabbit scratched his leg with his left hind foot for a minute.” Hind means located in the back. So he scratched his head with his back foot. • I am going to add that to our vocabulary chart. [Write hind on the chart paper.] This means back. [Write back next to hind on the chart.] • Has anyone ever seen a dog scratch its head? [Pause.] When it sits down and uses its back leg to scratch, this is similar to the rabbit scratching his head. • What strength does the rabbit share with the pig and sheep? [Pause.] Yes! He said he can gnaw pegs with his sharp teeth and put them in with his paws. • There are a few words in there that I want to make sure you know. First, say gnaw. [Pause.] I am going to add that to our vocabulary chart. [Write gnaw on the chart paper.] • This means to bite or nibble at something. [Write to bite or nibble something next to gnaw on the chart paper.] • The next word is peg. I am going to add that to our vocabulary chart. [Write peg on the chart paper.] • This is referring to wooden sticks or twigs. So if the rabbit says he can gnaw pegs, he plans on biting or nibbling sticks. [Write sticks or twigs next to peg on the chart paper.] 	<p>Students follow along and answer questions. They learn new vocabulary words and add information to their note-taker.</p>
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- **What do you think they can use the sticks for on their house?** [Pause.] **Oh, yes! They can use the sticks for walls or even a roof! Excellent.**
- **Besides gnawing pegs, what else did the rabbit say he could do?** [Pause.] **Yep, he can use his paws to put the sticks in place.**
- **Let's add the rabbit's strength to our chart. Write the notes on your paper as I write them on our chart paper. Ready?** [Pause.]
- **Can gnaw or bite sticks.** [Pause.] [Write this on the chart paper.]
- **And use paws to build.** [Pause.] [Write this on the chart paper.]

[Show Slide 8.] **Let's keep reading**

So the three went on a long, long way farther, and they came, all at once, upon a gray goose. "Where are you going?" asked the gray goose of the three. "We are going to build us a house," said the sheep, the pig and the rabbit. "May I live with you?" asked the gray goose. "What can you do to help?" asked the sheep, the pig and the rabbit.

- **Who is the new character that we meet here?**
[Pause.] **Yes! A goose.**
- **Listen, “Where are you going? Asked the gray goose of the three.” When it says, asked of the three, what does that mean?** [Pause.] **You got it! He is asking all three of them.**
- **Who are the three characters he is asking?** [Pause.] **Right! Pig, Sheep, and now rabbit.**
- **What did the goose want?** [Pause.] **Yep, he also wanted to live with them.**
- **Look... the animals ask what the goose can do. Why do they ask this?** [Pause.] **You’re right. A house is hard to build. They want someone who can help.**

[Show Slide 9.] **Let's keep reading.**

The gray goose tucked one leg under her wing for a minute, and then she said: "I can pull moss, and stuff it in the cracks with my broad bill." "Good!" said the sheep, the pig and the rabbit, "you may come with us."

- **What strength does the goose have?** [Pause.] **Great.** She can pull moss and stuff it in the cracks.
- **Say moss.** [Pause.] **I am going to add that to our vocabulary chart.** [Write moss on the chart paper.]
- **Moss is a flowerless plant that grows in green clumps or mats. It is usually found in forests. Look at this**

Students follow along and answer questions about new characters.

Students follow along and answer questions. They learn new vocabulary words and add information to their note-taker.

<p>picture. This is moss. [Write plant that grows in clumps next to moss on the chart.]</p> <ul style="list-style-type: none"> • The goose said she could stuff the moss in the cracks. Thinking about the house, so far all we know is the rabbit will use sticks to build the walls. Where might the goose stick the moss? [Pause.] Yes, she will stick the moss between the sticks. This will help keep the house warm. • Say broad. [Pause.] I am going to add that to our vocabulary chart. [Write broad on the chart paper.] • The goose can use her broad bill to pull moss and stuff it in the cracks. Broad means wide. The goose has a wide bill. [Write wide next to broad on the chart paper.] • Let's add the goose's strength to our chart. Write it on your paper as I add it to our chart paper. Ready? [Pause.] • Uses broad bill [Pause.] [Write this on the chart paper.] • To pull moss [Pause.] [Write this on the chart paper.] • And stuff it in cracks [Pause.] [Write this on the chart paper.] <p>[Show Slide 10.] Let's keep reading.</p> <p>So the four went on a long, long way, and, all at once, they came upon a barnyard rooster. "Where are you going?" asked the rooster of the four. "We are going to build us a house," said the sheep, the pig, the rabbit and the goose. "May I live with you?" asked the barnyard rooster.</p> <ul style="list-style-type: none"> • Who is the character we meet here? [Pause.] Yes, a rooster. • The rooster asked a question of the four. Who are the four animals he is talking to? [Pause.] Great! The pig, sheep, rabbit, and goose. • What does the rooster want? [Pause.] Yes! To live with them. • What do you think the four animals will ask him? [Pause.] I bet you're right. They will ask him what he can do to help. Let's keep reading to see if you are right. <p>[Show Slide 11.] "What can you do to help?" asked the sheep, the pig, the rabbit and the goose. The rooster preened his feathers and strutted about for a minute, and then he said: "I can crow very early in the morning; I can awaken you all." "Good!" said the sheep, the pig, the rabbit, and the goose, "you may come with us."</p>	<p>Students follow along and answer questions about a new character.</p> <p>Students follow along and answer questions. They learn new vocabulary words and add notes to their note-taker.</p>
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<ul style="list-style-type: none"> • Were we right? Did they ask what he could do? [Pause.] Excellent! • What is the rooster's strength? [Pause.] Yes, he can crow early in the morning to wake them up. • Let's add that to our chart. Make notes on your paper as I write them on our chart paper. Ready? [Pause.] • Crow in the morning [Pause.] [Write this on chart paper.] • To wake everyone up [Pause.] [Write this on chart paper.] • There are a few words in this part that I think we need to add to our chart. Say preened. [Pause.] I am going to add that to our vocabulary chart. [Write preened on the chart paper.] • Preen means to straighten or clean feathers. [Add straighten or clean feathers next to preened on the chart paper.] • The rooster preened his feather. • The next word is strutted. Say strutted. [Pause.] I am going to add that to our vocabulary chart. [Write strutted on the chart paper.] • Strutted means to walk proudly, usually with your head held high. [add to walk proudly next to strutted on the chart paper.] • So, let's review. What can the rabbit do? [Pause.] Yes, he can gnaw sticks. • What can the goose do? [Pause.] Yes, she can pick moss and stuff it in the cracks. • What can the rooster do? [Pause.] Yes, he can crow in the morning to wake everyone up. • Do we know what the sheep and pig can do? [Pause.] Not yet. We just know they want to build a house together. <p>[Show Slide 12.] Let's finish reading. So the five went on a long, long way until they found a good place for a house. Then the sheep hewed logs and drew them; the pig made bricks for the cellar; the rabbit gnawed pegs with his sharp teeth, and hammered them in with his paws; the goose pulled moss, and stuffed it in the cracks with her bill; the rooster crowed early every morning to tell them that it was time to rise, and they all lived happily together in their little house.</p> <ul style="list-style-type: none"> • Let's talk about a few words on this page. Say hewed. [Pause.] I am going to add that to our vocabulary chart. [Write hewed on the chart paper.] 	<p>Students follow along and answer questions. They learn new vocabulary words and add notes to their note-taker.</p>
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<ul style="list-style-type: none"> • Hew is to chop or cut wood. This is the process of taking round trees and shaping them into rectangular logs by hand. <p>[Show Slide 13.]</p> <ul style="list-style-type: none"> • Look at the picture. Do you see the round tree? [Pause.] Do you see how a square has been drawn on the end? [Pause.] They will use this outline to cut the tree into a rectangular log. They have already cut one side in the picture. • Let's add this to our chart. [Write: to shape a log by chopping or cutting next to hewed on the chart paper.] • What was the strength of the sheep? [Pause.] Yes, he hewed the logs. • Let's add that to our chart. Write notes on your paper as I write them on our chart paper. Ready? [Pause.] • Hewed the logs [Pause.] [Write this on the chart paper.] • What strength does the pig have? [Pause.] Yes, he made bricks for the cellar. • Say cellar. [Pause.] I am going to add that to our vocabulary chart. [Write: cellar on the chart paper.] • A cellar is a room below the ground in a house. It is like a basement. Let's add that to our chart. [Pause.] [Write: a basement next to cellar on the chart paper.] • Let's add the pig's strength to our chart. Add the notes to your page as I add them to our chart paper. Ready? [Pause.] • Makes bricks [Pause.] [Write this the chart paper.] • For the cellar [Pause.] [Write this on the chart paper.] • Were the animal's successful working together to build a house? [Pause.] Yes, everyone used their strengths and did their part to build the house. 	
<p>Guided Practice (3 min)</p> <p>Let's review our graphic organizer to help us determine the moral of the story. [Optional Show slide 15.]</p> <p>What can the pig contribute to building the house for the community? [Pause.] Yes, the pig can make bricks for the cellar. [Pause.] What is a cellar again? [Pause.] Thank you for reminding me! A cellar is another word for a basement.</p> <p>How can the sheep help, or contribute, to building the house for the community? [Pause.] Yes, the sheep can hew the</p>	<p>Students will retell how characters respond to a challenge by identifying the details of their strengths.</p> <p>Student will describe how words supply meaning in a text.</p>

logs. Hmm, what does hew mean again? [Pause.] Oh, yes!
To shape a log by chopping or cutting.

What can the rabbit contribute to building the house for the community? [Pause.] Correct! The rabbit can gnaw pegs, (which we learned is another name for sticks) and use his paws to build.

What can the goose contribute, or give, to building the house for the community? [Pause.] Yes, the goose can use his broad or wide bill to pull moss and stuff it in cracks.

Why would moss be good to stuff into cracks? [Pause.] Great thinking, scholar! Moss is a plant that grows in clumps, so it will be pressed and clumped together for the cracks.

What can the rooster contribute to building the house for the community? [Pause.] Yes, the rooster can crow in the morning to wake everyone up! That rooster! I remember how he preened his feathers and strutted in the story! At first, I wondered what he would do for others because I know that to preen means to straighten out your feathers and to strut means to walk proudly. I was worried that he cared too much about how he looked to be able to help others. But, I was wrong. The rooster did have something to contribute to the community. Every animal had something to give to the community.

When we think about the beginning of the story, what had the pig and sheep decided they wanted? [Pause.] Yes, a house. They both wanted somewhere to live! How did they find so many other animals with a similar interest? [Pause.] That's right. They were just traveling down the lanes, and past the orchards (remember that word? a farm of fruit or nut trees), and through the woods. And then they met animals, and they just started talking together.

If we think about the story, then we meet a sheep and pig who have a similar interest. They travel together making plans to build a house, and they meet other animals along the way who have a similar interest to build a house and live together. So, they are building a community by talking and getting to know others. However, the sheep and the pig have one more requirement when they meet an animal. They ask what the animal can contribute. It is only after the animal tells his or strength that the group agrees to let the animal into their community. Wow! They built a community by talking, finding similar interests, and getting to know the

<p>strengths of other animals who could help them build a house.</p> <p>Hmmm... So when we think about the moral of the story, what lesson do we learn from this fable? [Pause.] Kiss your brain! The moral of the story is if you want something, you have to work for it. That is a great lesson to remember when someone lives in a community.</p>	
<p>Independent Work (1 min)</p> <p>Now it is your turn. In the fable, the sheep and the pig met animals along the way who could contribute to their community.</p> <p>You will respond to a prompt by writing the answer on a piece of paper. You need to write your answer in complete sentences. Remember, a complete sentence has a subject and a verb. It is a complete thought. You can use your graphic organizer to help you.</p> <p>[Show Slide 16.] I will read the prompt two times, so you have time to write it down. Ready? [Pause.]</p> <ul style="list-style-type: none"> • How was the community formed? [Pause.] • What strength did each character have to contribute to the community? [Pause.] • One more time. How was the community formed? [Pause.] • What strength did each character have to contribute to the community? [Pause.] 	<p>Student will identify in a written response the strengths that each character and how they contributed to the community.</p>
<p>Closing (1 min)</p> <p>I enjoyed determining the characters' strengths and contributions to the community in the fable <i>The Sheep and the Pig</i> with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	

The Sheep and the Pig by Carolyn Sherwin Bailey sourced from www.comonlit.org.