

# The Three Little Javelinas: How Coyote Got His Howl

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**Grade Level** Kindergarten-1  
**Duration** 3 class periods

## National Standards

### GEOGRAPHY

#### Element 2: Places and Regions.

4. The Physical and Human characteristics of Places.

## AZ Standards

### ELA

#### Reading

##### Key Ideas and Details

**K.RL.1** With prompting and support, ask and answer questions about key details in a text.

##### Integration of Knowledge and Ideas

**K.RL.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

##### Range of Reading and Level of Text Complexity

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

#### Writing

##### Vocabulary Acquisition and Use

**K.L.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Arizona Social Science Standards

### GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

K.G1.2 Explore locations in stories shared.

**Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.**

1.G3.2 Compare places past and present as it relates to content focus.

## Overview

Children are increasingly isolated from their natural environment. This lesson helps to establish a sense of place for children that 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 (2 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 in construction.

## 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 the 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, paloverde 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 2 columns: Javelina Story and Pig Story. Again, discuss where do each of these plants, animals, and building materials come from.

### SESSION THREE

10. Pass out the javelina/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

### ELA and Geography

- 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/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 [www.first-school.ws/THEME/animals/cp\\_farm/cp\\_pig.htm](http://www.first-school.ws/THEME/animals/cp_farm/cp_pig.htm)

Saguaro Cactus information and pictures [www.desertusa.com/july96/du\\_saguaro.html](http://www.desertusa.com/july96/du_saguaro.html)

Tumbleweed information and pictures [www.desertusa.com/mag01/may/papr/tweed.html](http://www.desertusa.com/mag01/may/papr/tweed.html)

Coyote information and pictures [www.desertusa.com/june96/du\\_cycot.html](http://www.desertusa.com/june96/du_cycot.html)

Javelina information and pictures [http://www.desertusa.com/magnov97/nov\\_pap/du\\_c\\_ollpecc.html](http://www.desertusa.com/magnov97/nov_pap/du_c_ollpecc.html)