



# Don't Call Me Pig

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**Grade Level** 1  
**Duration** 4 class periods

## National Standards

### GEOGRAPHY ELEMENT TWO: PLACES AND REGIONS

4. The physical and human characteristics of places.

## AZ Standards

### ELA

#### Reading

##### Key Ideas and Details

1.RI.2 Identify the main topic and retell key details of a text.

#### Writing

##### Production and Distribution of Writing

1.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **Speaking and Listening**

1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

#### Vocabulary Acquisition

1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

### SCIENCE

#### Life Science Standards

**1.L2U2.7** Develop and use models about how living things use resources to grow and survive; design and evaluate habitats for organisms using earth materials.

**1.L2U1.8** Construct an explanation describing how organisms obtain resources from the environment including materials that are used again by other organisms.

## Other Arizona Standards

### GEOGRAPHY

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

1.G1.1 Use, explore and construct maps, graphs, and other geographical representations to support content focus. Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).

## Overview

For most Arizona students, the desert is their environment. This lesson provides a glimpse into what is the habitat of the Sonoran desert. Once the student understands the habitat of the desert, they can then explore habitats new to them.

This lesson uses *Don't Call Me Pig* by Conrad Stord, Governor Napolitano's book selected for first graders for school year 2005-2006.

## Purpose

This lesson uses the children's book *Don't Call Me Pig* to teach about wildlife habitat in the Sonoran

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Desert. It includes story reading, discussion, a field experience, writing and drawing.

### Materials

- **Don't Call Me Pig, A Javelina Story.** Written by Conrad J. Storar. 1999 Resort Gifts, Unlimited, Inc. ISBN 1-891795-03-1 Hardcover, 1-891795-0105 Soft Cover
- Chart Pad and Markers
- Three pictures of different habitats that include animals
- Clip Boards (Optional)
- Writing and drawing materials
- Map of Arizona showing javelina habitat
- Sample drawing of a javelina and its desert habitat

### Objectives

The students will be able to:

- define habitat.
- describe javelina and the habitat in which they live.
- Describe how the javelina depends on its environment to live.

### Procedures

*Background Information for the Teacher:*

*The Sonoran Desert covers more than 100,000 square miles, ranging across northwestern Mexico into a large portion of southern Arizona. Although rugged, very hot and dry, it is a living desert. Rain falls during two rainy seasons each year. The summer rains come in the form of violent thunderstorms. Winter brings gentler storms and contribute to the approximately 7 to 10 inches of rain it receives in a year. This life-giving water supports plants and animals that have adapted to survive and thrive in an environment which can go many months with no rainfall at all.*

*One species of animal that has adapted to this harsh environment is the javelina or collared peccary. It is often thought of as a pig but it is not. Living in herds averaging 8 to 9 animals, they are found over approximately 34 percent of Arizona with an estimated population of 60,000 animals.*

*Adult javelinas weigh 40 to 60 pounds. They are tan to brownish in color with a reddish dorsal stripe. There is a band of grayish-white fur around the neck with heavy, bristly hair covers a thin, muscular body.*

*Their tough, leathery snouts allow them to eat cactus and other spiny desert plants without injuring their mouths. Javelina eye sight is poor and herd members identify themselves through scent. Like many desert animals that have adapted to living in this hot, dry environment, they are most active at dusk and at dawn. Herd members who are separated from the group usually do not survive.*

*Life in the Sonoran Desert is harsh. The average life span of javelina in the wild is seven to eight years. Mountain lions and bobcats are their primary predators. Coyotes and eagles often hunt juvenile javelina.*

*Javelina are adaptable and can be found in a variety of habitats. Opportunistic feeders, they often eat flowers, fruits, nuts, berries, bulbs, and succulents, including the prickly pear cactus. In urban areas they have been known to root through garbage cans and invade gardens. They often obtain water by chewing on irrigation hoses or by drinking from pools of water and naturally occurring streams. During the hot summer days animals will keep cool by digging and rolling in moist soil and seek shade from the sun.*

### SESSION ONE

1. Write the lesson objective on the board. Assign each student a partner.
2. Introduce the term *habitat* to the students. Explain that the class will be learning about *habitats*. They are places where plants and animals find everything they need to live. On a chart pad write the four components of habitat: *food, water, shelter, and space*. Read and review the meaning of each using student friendly definitions. Choral read the words with the group, followed by calling on a few students at random to read.
3. Show the class pictures of different types of habitats. Choose one to use as a model and identify for them the four elements. Using a second picture tell students to look at it and describe the space to their partner. Call on three or four students at random to share their answers. Follow this procedure with the other three elements of habitat. Ask them to identify any animals they may see in the picture. Repeat the procedure with a third picture.
4. Identify for students the type of environment in which they live. Provide a definition of the word *desert*. Ask students to discuss with their partner each of the elements of their desert habitat. Call on students at random to share descriptions.

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### SESSION TWO

1. Review with students the elements of habitat.
2. Explain to the class that they are going on a nature walk around the school grounds. They will be asked to work with their partner to identify the four elements of habitat and look for evidence of animals that live in that habitat. Provide students with paper and pencil and clipboards to write about and illustrate what they see.
3. Upon returning from the school yard field trip assign students to groups of 6 – 8 members. Instruct students to share what they found with their group, doing one element at a time. When all students have shared in their group call on 4 – 5 individuals to share with the class what they observed for each of the four elements.

### SESSION THREE

1. Present the chart pad with the four elements listed. Review with the class the definition of *habitat* and each of the four elements.
2. Explain to the class that they are going to be listening to a story about an animal called a *javelina* which lives in Arizona. Using the information in the background section of this lesson plan and that which is found in the back of the book provide a description of this animal. Ask students if they have seen *javelina*.
3. Instruct students to share with their partner what they know about *javelina*. The teacher follows up by calling on 4 or 5 students at random to share their answers.
4. Introduce the map of Arizona. Explain to the class that this is a political map because it shows where cities or communities are located. It also shows where javelinas live.
5. Help the students locate their community on the map. Ask them if they think they live within the javelina habitat. Ask them to explain why or why not, including whether they have seen javelina in the area where they live. The darkened areas of the map show the range of javelina in the State of Arizona.
6. Introduce and read the story *Don't Call Me Pig* by Conrad J. Storad.
7. Tell the students that you are going to read the story a second time. Then, ask them to look and listen for the four elements of the *javelina's habitat*. Explain that when they identify one of the elements, they will give you a hand signal. Model and practice with the class what hand signal you want them to use.
8. Read the story again. Stop reading when students give you a hand signal and ask them to identify the *habitat* element.

9. At the conclusion of the story instruct the class to summarize what they have learned about *javelina* habitat with their partner. Refer back to the chart and call on several students at random to identify and describe the various elements of the *javelina's habitat*. Record answers on the chart pad.
10. Ask students to describe a javelina and explain what it needs to live and how it survives in the desert.

### SESSION FOUR

1. Read the story a third time.
2. Explain to the class that they will now share what they have learned about *javelina* through drawing and writing.
3. Review the four elements of the *javelina's habitat* listed on the chart. Explain to students that their pictures should include four elements. Show a sample drawing to illustrate for students what their product should look like. Call on a few students at random to retell the instructions. Students can be encouraged to write complete sentences that describe their habitat drawings.
4. Pass out drawing materials. Tell students how much time they have to complete the assignment.
5. When students have completed the assignment instruct them to share their pictures and writing with their partner. Call on a few class members to share with the whole class. Close by calling on 4-5 students to describe *habitat*. Display student work.

## Assessment

Students will correctly identify and draw a desert habitat and represent the four elements in their drawings and in their words. Students will also correctly describe a javelina and its habitat needs.

Outstanding will be:

Desert is portrayed in detail

Four elements are correctly drawn

Four elements are described with words and at least one sentence is used

Javelina is portrayed in detail

Habitat of javelina is shown accurately

Satisfactory will be:

Desert is portrayed

Three elements are drawn

Three elements are described by words

Javelina is portrayed

Habitat of javelina is shown accurately

## Don't Call Me Pig

Needs Improvement will be:

Desert is not portrayed

Only 2 elements are drawn

Not all elements are described by words

Javelina is not portrayed

Habitat of javelina is not shown or inaccurately shown

## Sources

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