

## **Juan Bobo Sends the Pig to Mass**

Written by Ari Acevedo

### ABOUT THE BOOK

**GUIDED READING:**  
H

**LEXILE LEVEL:**  
610L

**CHARACTER  
TRAITS:**  
Resourcefulness  
Responsibility  
Trustworthiness

**REGION:**  
Latin America

**ISBN:**  
978-0-874838-83-1

### COMMON CORE STANDARDS

**NOTE:**  
Find correlating  
Common Core  
Standards at the  
head of each activity  
section.

### **Outcome**

Students will demonstrate an understanding of the story through discussion, reading, predicting, writing, drawing, and acting.

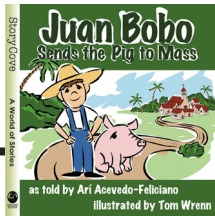
### **Overview**

Students will read and explore a folktale from Puerto Rico while utilizing interdisciplinary connections in language arts, math, art, dramatic arts, and cooking.

### **Materials**

#### General

- Book, *Juan Bobo Sends the Pig to Mass*
- Scissors
- Blackboard or Whiteboard
- Pencils
- Large sheet of paper
- Crayons or markers
- Unlined paper
- 2 Paper plates per student 1 large and 1 small
- Gray, pink, black, brown, and white construction paper
- Glue



## Juan Bobo Sends the Pig to Mass

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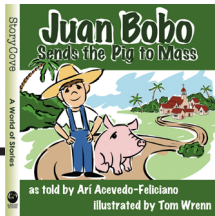
- 1 Pipe cleaner per student (gray, pink, black, brown, or white)
- 1 Large box of pasta

### Cooking Activities

- Large soup pot with lid
- Ladle
- Stove
- Small bowls or cups
- Spoons
- Napkins
- 1 Large Onion, finely chopped
- 3 Stalks of Celery, chopped
- 1 Cup Baby Carrots, chopped
- 2 TBL Canola Oil
- 3 Cups Cooked Chicken, shredded
- 1 (16-Ounce) Box of Spaghetti
- 1 Tsp Dried Parsley
- 1 Tsp Thyme
- 1 Tsp Black Pepper
- Salt to taste
- 2 (32-Ounce) Boxes of Low Sodium Chicken Broth

### Optional: Extension Activities

- Computer with Internet access
- Shahan, Sherry. *Cool Cats Counting*. Little Rock: August House, 2005.
- Shahan, Sherry. *Spicy Hot Colors*. Little Rock: August House, 2004.



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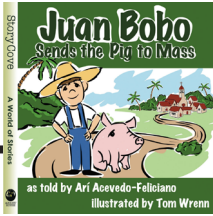
Kindergarten

## Assessment Tools

- “Pig” Phonics worksheet
- “Count and Connect the Dots” worksheet

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# Juan Bobo Sends the Pig to Mass

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## Introduction

### Introducing the Story

Directions:

- Asks students what they know about pigs.
- Asks students to name stories, movies, songs, and poems about pigs.
- Shares the following facts about pigs as appropriate:
  - Pigs have a snout for a nose. They have small eyes and a curly tail. They have thick bodies and short legs. Pigs have four toes on each foot. Since they only walk on two of their four toes on each foot, they appear to be walking on tiptoe. (Teacher asks students to demonstrate how they walk on tiptoe.)
  - Pigs may be black, brown, white, pink, gray, or a combination of these colors.
  - Pigs make grunting and squealing sounds. (Teacher asks students to grunt and squeal like a pig.)
  - Pigs like to wallow in the mud because it keeps flies off of them and helps them stay cool.
  - Pigs push their snouts along the ground like a plow to dig up roots to eat.

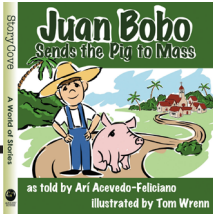
### Teacher Reads the Story

Materials:

- Book, *Juan Bobo Sends the Pig to Mass*

Directions:

- Informs students that they will be reading a folktale from Puerto Rico about a pig.
- Reads the story.



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## Discussion Questions

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.1/

CCSS.ELA-LITERACY.

RL.K.3/

CCSS.ELA-LITERACY.

RL.K.5/

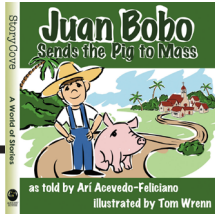
CCSS.ELA-LITERACY.

RL.K.10:

Details in text, identify characters, settings, events in a story, types of text, group reading activities with purpose

### For Assessing Comprehension

- Who is this story about?
- What is this story about?
- Where does this story take place?
- Describe Juan.
- What was Juan called? Why?
- Where did Juan Bobo's mother go on Sunday?
- What did Juan Bobo's mother ask him to do while she was gone?
- How did Juan Bobo's mother dress for Mass?
- What is Mass? (a church service)
- How was the weather that day?
- What did the pig do when it got hot?
- Why did Juan Bobo think the pig was crying?
- What did Juan Bobo do with the pig?
- How did Juan Bobo dress the pig?
- What did the pig do when Juan Bobo opened the door?
- Why do you think the pig rolled in the mud?
- What did Juan Bobo's mother think when she saw the pig rolling in the mud, dressed in her best clothes and jewelry?
- Did Juan Bobo understand what he did wrong?
- Have you ever forgotten what someone asked you to do?
- Have you ever mixed up directions you were given? What happened?
- What should you do if someone asks you to something and you can not remember what to do?



# Juan Bobo Sends the Pig to Mass

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## Language Arts

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.2:

Retell familiar stories, key details

CCSS.ELA-LITERACY.

SL.K.1/

CCSS.ELA-LITERACY.

SL.K.4/

CCSS.ELA-LITERACY.

RL.K.6:

Collaborative conversations, speak audibly, clear ideas, additional details

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.10:

Group reading activities with purpose

### Tell a Partner

Materials:

- Book, *Juan Bobo Sends the Pig to Mass*

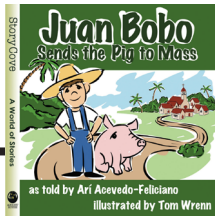
Directions:

- Teacher assigns each student a partner.
- Asks students to retell the story to their partners.

### Telephone Directions

Directions:

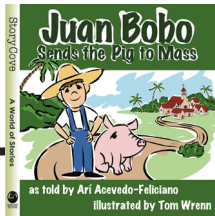
- Shares an experience about being given directions and mixing them up.
- Asks students to share a time when they mixed up directions they had been given.
- Asks students why they might mix up directions (don't understand directions, they were not listening, directions were not clear, they could not remember directions, etc.).
- Asks students what they should do if they don't understand or remember directions.
- Instructs students to sit in a circle on the floor.
- Informs students that they will play a game of "Telephone" in which a message travels from student to student.



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- Whispers a long set of directions to the student on his or her right. That student whispers the same message to the student to his or her right. Students continue to whisper the message to the person to their right until the last person gets the message. The last student tells the entire group what he or she heard.
- Tells students the original message and asks them to compare it to the message the last student heard.
- Gives students a chance to start a message around the circle and the activity repeats.



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## Phonics

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.K.2.A:

Rhyming words

CCSS.ELA-LITERACY.

SL.K.1 :

Collaborative  
conversations

### Pig Phonics (Differentiated Learning)

#### Materials:

- “Pig” Phonics worksheet
- Scissors
- Blackboard or Whiteboard

#### Directions:

- Teacher divides class into two groups:

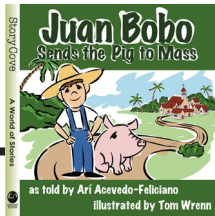
#### Group A:

- Students work with the teacher to rhyme words with “pig.”
- Then, teacher writes “ ig” on the board and asks students to suggest beginning letters to make words.

#### Group B:

- Students complete the “Pig” Phonics worksheet by cutting out the pig, the letter strip, and the slits in the pig.
- Students feed the letter strip into the slits in the pig so that the letters are visible next to the /ig/ on the pig.
- Students practice with a partner reading the /ig/ family words created by pulling the strip through the opening.





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## Math

### COMMON CORE STANDARDS

CCSS.MATH.  
CONTENT.K.CC.B.4.C:  
Number recognition

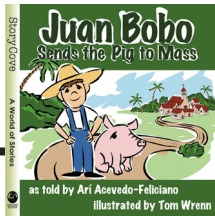
### Count and Connect the Dots

#### Materials:

- “Count and Connect the Dots” worksheet
- Pencils

#### Directions:

- Teacher asks students to put their pencils on the numeral 1.
- Draw a line from numeral 1 to numeral 2.
- Continue counting and drawing a line to each numeral in order, until the picture is completed.



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## Dramatic Arts

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

SL.K.1:

Collaborative  
conversations

CCSS.ELA-LITERACY.

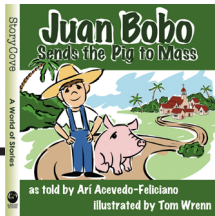
RL.K.10:

Group reading activities  
with purpose

### Pantomime

Directions:

- Asks students what “pantomime” is (acting without using words where meaning is shown with gestures and facial expressions).
- Divides class into groups of three students each.
- Asks students to pantomime the story.



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## Art

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.:

Illustrations

CCSS.ELA-LITERACY.

SL.K.1:

Collaborative  
conversations

### Make a Map

Materials:

- Book, *Juan Bobo Sends the Pig to Mass*
- Large sheet of paper
- Crayons or markers

Directions:

- Teacher asks students to look at the illustrations and discuss what Juan's mother might have seen as she walked into town.
- Instructs students to use their imagination to describe what other things she might have seen.
- And students work together to create a map of the long walk from the house into town.

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.3:

Identify characters,  
settings, and events in a  
story

CCSS.ELA-LITERACY.

SL.K.3:

Clarification

CCSS.ELA-

LITERACY.W.K.8:

Recall information from  
experiences

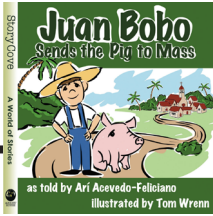
### Favorite Parts of the Story

Materials:

- Crayons or markers
- Unlined paper

Directions:

- Teacher asks students to draw their favorite parts of the story.
- Students show their pictures to the class and share why they chose those parts.



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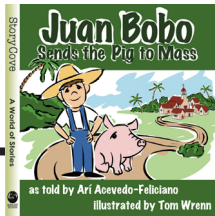
### Paper Plate Pigs

#### Materials:

- Paper plates per student (1 large and 1 small)
- Gray, pink, black, and brown crayons or markers
- Gray, pink, black, brown, and white construction paper
- Glue
- 1 Pipe cleaner per student (gray, pink, black, brown, or white)

#### Directions:

- Teacher tells students that they will make a pig as seen from a frontal view, with the face in front, and the body directly behind the face.
- Teacher reviews pig's body parts (head with eyes, ears, and snout; legs; tail; four toes on each foot).
- Students:
  - Decide what color their pig will be and color the paper plates pink, gray, black, brown, white, or a combination of these colors.
  - Draw eyes and a snout with nostrils on the small paper plate.
  - Glue the small paper plate onto the center of the large paper plate.
  - Draw ears on the construction paper.
  - Cut out the ears and glue them on the pig.
  - Draw and cut out legs and hooves and paste them on the bottom of the paper plate.
  - Make a curly tail with a pipe cleaner and glue it onto the top of the large paper plate.
- Teacher displays pigs in the classroom.



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### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.5:

Types of text

CCSS.ELA-LITERACY.

RL.K.2:

Retell stories, key details

CCSS.ELA-LITERACY.

SL.K.6:

Speak audibly, clear  
ideas

CCSS.ELA-

LITERACY.L.K.6:

Responding to text

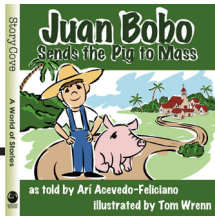
### Noodlehead Characters

#### Materials:

- Unlined paper
- Crayons or markers
- 1 Large box of pasta
- Glue

#### Directions:

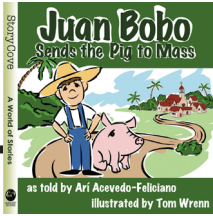
- Informs students that *Juan Bobo Sends the Pig to Mass* is a noodlehead story.
- Asks students if they know what a “noodlehead” story is (a story about a character who does not use his brain; it seems like his brain may be filled with noodles).
- Names noodlehead stories with which students may be familiar (“Jack and the Beanstalk,” etc.).
- Tells students that everyone has a time when they do something without using their brain.
- Asks students to share experiences about not using their brain.
- Informs students that noodlehead stories are not told in the spirit of making fun of someone, but in the spirit of making fun of how we all are noodleheads at one time or another.
- Instructs students to draw a noodlehead character on the piece of paper.
- Distributes pasta for the students to glue onto the character’s head to show that he or she is a noodlehead.



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- Asks students to show their pictures to the class and tell why their characters are noodleheads. (My character's name is Sam. He is a noodlehead because he spread his peanut butter on his toes instead of his toast.)



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## Cooking

### COMMON CORE STANDARDS

CCSS.MATH.  
CONTENT.K.MD.A.1:  
Describe measurable  
attributes

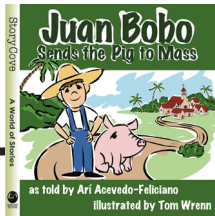
### Noodlehead Soup

#### Materials:

- Large soup pot with lid
- Ladle
- Stove
- Small bowls or cups
- Spoons
- Napkins
- 1 Large Onion, finely chopped
- 3 Stalks of Celery, chopped
- 1 Cup Baby Carrots, chopped
- 2 TBL Canola Oil
- 3 Cup Cooked Chicken, shredded
- 1 (16-Ounce) Box of Spaghetti
- 1 Tsp Dried Parsley
- 1 Tsp Thyme
- 1 Tsp Black Pepper
- Salt to taste
- 2 (32-Ounce) Boxes of Low Sodium Chicken Broth

#### Directions:

- Heat oil in large soup pot over medium heat.
- Add onion, celery, and carrots. Cook until vegetables are soft, stirring as needed.
- Add chicken broth, parsley, thyme, and pepper.

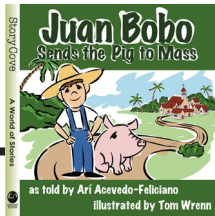


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- Bring soup to a boil, cover and reduce heat to low. Allow soup to simmer for 10 minutes.
- Add chicken to pot.
- Break spaghetti pieces in thirds. Add to pot.
- Increase heat to medium and cook 10 minutes at a low boil.
- Taste and add salt if necessary.
- Serve in small bowls or cups.





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### Extension Activity

#### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

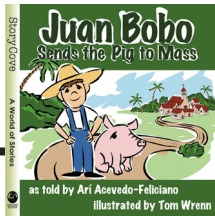
RL.K.10:

Group reading activities  
with purpose

#### El Gato

Directions:

- Reminds students that the story takes place in Puerto Rico.
- Informs students that Spanish and English are the official languages of Puerto Rico, though Spanish is the primary language and English is taught as a second language in schools.
- Tells students that “El Gato” is a game children in Puerto Rico play.
- Tells students that “El Gato” (the cat) is chasing a mouse and they need to help the mouse. Game directions:
  - Students form a circle and hold hands.
  - One student is chosen as the mouse and stands inside the circle.
  - Another student is chosen as El Gato and stands outside the circle.
  - Students forming the circle try to protect the mouse from the cat as the cat tries to sneak inside the circle and touch the mouse. If the cat gets into the circle, the students try to help the mouse get outside the circle.
  - The cat can try to gently force himself/herself inside the circle, as long as he/she does not hit or hurt anyone. Students call out warnings, such as, “Cuidado!” (kwee-DOD-o), which means, “Watch out!” to the mouse, as they try to help him or her evade being tagged by the cat.



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- When the mouse is caught, teacher chooses another cat and mouse and the game continues as described above.

### Technology Connection

Materials:

- Computer with Internet access

Directions:

- Teacher helps students access [www.storycove.com](http://www.storycove.com).
- Students view the animation for *Juan Bobo Sends the Pig to Mass* narrated in Spanish by the author's daughter, Denise Arribas.
- Teacher asks students if they were able to still follow the story even if they couldn't understand the language.

### Read Other Books with Spanish Words

Materials:

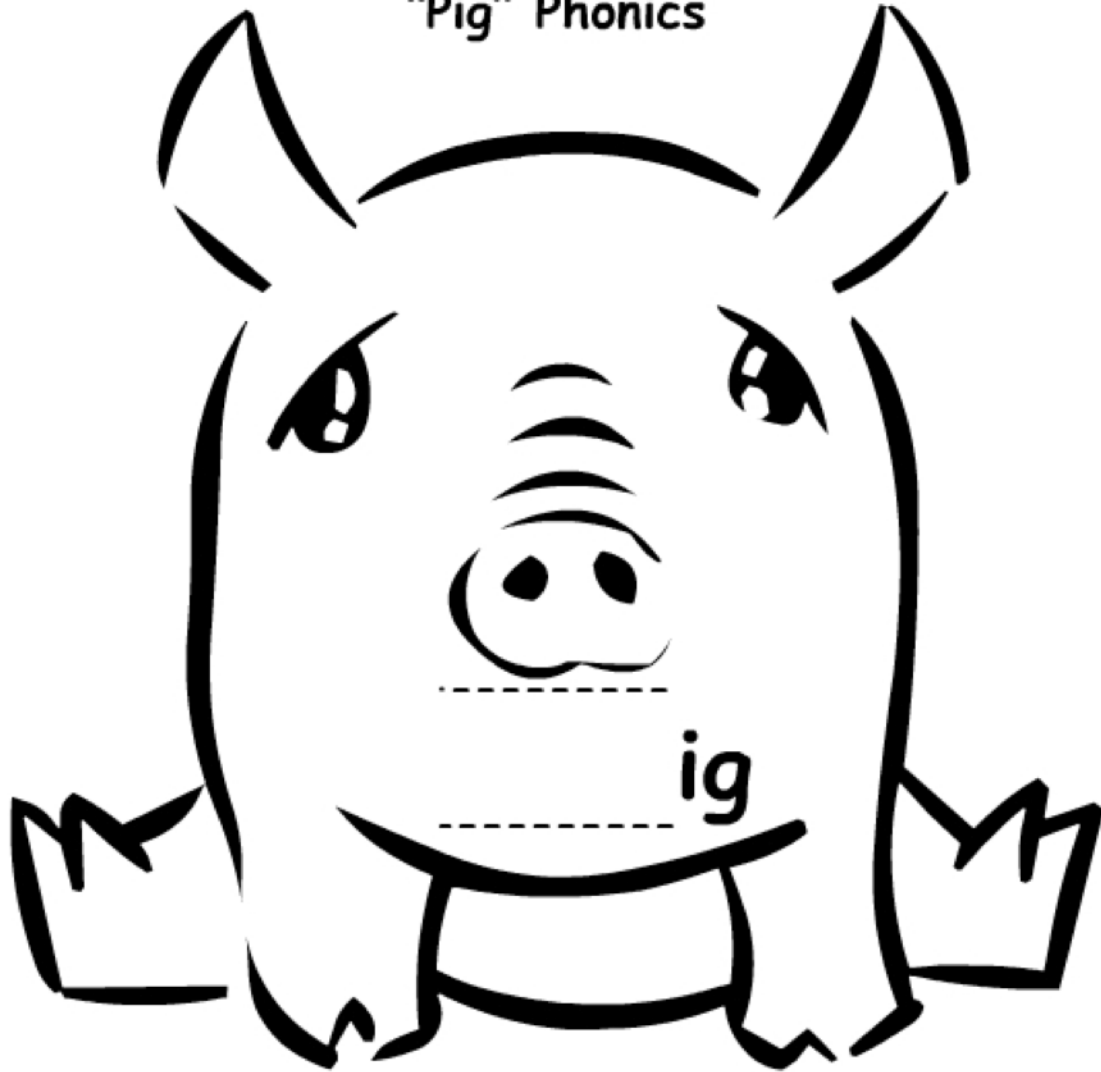
- Book, *Spicy Hot Colors*
- Book, *Cool Cats Counting*

Directions:

- Teacher reads *Spicy Hot Colors* by Sherry Shahan.
- Students learn colors in Spanish.
- Teacher reads *Cool Cats Counting* by Sherry Shahan.
- Students learn to count and say the names of animals in Spanish.

Name \_\_\_\_\_ Date \_\_\_\_\_

"Pig" Phonics



W 3 4 . 7 8 9 0

Name \_\_\_\_\_ Date \_\_\_\_\_

Count and Connect the Dots

