

Pigs

Smarter Than You Think

TIME	30 minutes full · 15 minutes short
PRIMARY SKILL	Track a character's changing opinion with evidence
OBJECTIVE	Put Megan's claims about pigs in order and explain what the last page shows she still has not learned.
STUDENT	Three claim boxes and one words-versus-picture response.
EVIDENCE	
ESSENTIAL	How does Megan's opinion of pigs change?
QUESTION	

Before teaching

Read or play the complete book before the timed lesson. Write the father's sentence about pigs on the board, but do not announce who repeats it later.

Materials:	The book; marked passages; Student Evidence page; pencil.
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Mark these moments: father's claim · Megan at the gate · after the stampede · Megan with a piglet · repeated line · final zoo picture

Lesson sequence

TIME	TEACHING MOVE
4 min	Listen for the sentence Post the father's claim and ask students to listen for whether anyone else uses it. Do not identify the later speaker.
6 min	Model one change Compare Megan's first claim with what she says after the pigs run over her. Record the shift from certain to less certain.
10 min	Track the claims Record what Megan says at the gate, after the stampede, and later with the piglet. Let students discover who repeats the father's line.
10 min	Words and picture Read the final words before showing the illustration. Ask what the words suggest and what the picture adds.

ELA SKILL LESSON · TEACHER SUPPORT

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Access routes

SOLO	Track Megan's exact claims on the marked pages and explain the final words-picture contrast.
SUPPORTED	Use first / next / later quote strips. Match each to the correct moment, then use the final illustration to complete the last response.

LISTENING	Replay Megan's claims in sequence. After each, ask what she thinks now; describe the final illustration before the student responds orally.
EXTEND	Explain whether Megan has changed her mind about animals generally or only about pigs.

Teacher guidance

The discovery works only if the later speaker is not announced in advance. Let a child catch Megan repeating the father's line. The final picture then tests whether her learning is broad or narrow.

Accuracy note: Treat the final words and illustration as intentionally different pieces of evidence.

Assessment

- States Megan's first opinion.
- Identifies her first change after the stampede.
- Gives a later claim about pigs.
- Notices that she repeats her father's sentence.
- Explains what the final picture adds.

Short route · 15 minutes 3 min - post the father's line. 4 min - compare Megan's first two claims. 8 min - find the repeated line and interpret the final picture.

STUDENT EVIDENCE · GRADE 1

Pigs

Megan Changes Her Mind

Name _____ Date _____ Draw or write Megan's words at three points. Use the last box for what the picture shows.

AT THE GATE	AFTER THE STAMPEDE
What does Megan think?	What changes?
WITH THE PIGLET	LAST PICTURE
What does she say now?	What has she not learned?

EXIT CHECK

Megan's opinion changes because _____.

TEACHER KEY · GRADE 1

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Strong response

Megan begins by calling the pigs stupid. After the stampede she allows that they may not be so dumb; later she calls pigs smart and keeps a piglet. At home she repeats her father's idea that pigs are smarter than you think. The final picture suggests that her new understanding may apply only to pigs, because she appears ready to repeat the same mistake with another animal.

Expected evidence

- First opinion: pigs are stupid.
- First revision: maybe pigs are not so dumb.
- Later claim: pigs are smart / smarter than she thought.

- Repeated sentence: Megan echoes her father's claim.
- Final picture: she may not have generalized the lesson beyond pigs.

Watch for

- Retelling the plot without tracing the opinion.
- Treating the final words as the whole ending and ignoring the picture.

Independent success

The student can put at least three claims in order and explain how the final picture complicates what Megan has learned.