

REGIONAL CURRICULUM PLACEMENT

Where This Fits in Your Year

Yukon | Grade 1 | ELA | Pigs

Place this lesson in a Grade 1 literary-comprehension sequence when students are learning to explain why one event follows another, especially when several details could look like the cause. Students compare the same three-step pattern at the gate, the front door, and the school door. At each location they record that opening the door a little does not move the pigs, opening it farther still does not move them, and Megan's shout is the step that changes the outcome. The lesson therefore asks students to use repeated story evidence rather than chronology alone to decide what triggers the stampede.

The strongest curriculum placement is within work on character actions, important events, and meaning-making from story details. Students describe Megan's action, the pigs' response, and the repeated event pattern with evidence from the text. That is useful focused practice, but the lesson does not necessarily require every element of a broader literary-comprehension expectation such as setting, complete plot structure, or central message.

Use this after students can retell a simple sequence. The distinctive move is separating the trigger from a condition: the shout starts the movement; the open door makes escape possible.

STRONGEST CURRICULUM CONNECTION

NO CODED CONNECTION PRINTED

The lesson remains useful Grade 1 literary-comprehension practice, but the supplied curriculum record does not support a narrow coded connection strongly enough to print one here. The lesson should be placed by its actual student work rather than by a reconstructed or inferred code.

TEACHER MUST ADD FOR BROADER EVIDENCE

Add setting or complete story-structure work if the local curriculum requires more than the focused event reasoning in this lesson.

REVIEW STATUS: INSUFFICIENT CODED EVIDENCE

Source: Yukon English Language Arts | Grade 1 | British Columbia curriculum with Yukon contextualization

This regional page changes curriculum placement only. The four-page canonical Skill Lesson that follows is unchanged.

Pigs | Opened It Just A Little | Yukon

TumbleTA | Regional Skill Lesson

Pigs

Opened It Just A Little GRADE 1 · 34 minutes FULL · 18 minutes SHORT

PRIMARY SKILL

Distinguish a trigger from a condition in cause and effect

OBJECTIVE	Find what causes the stampedes in this book, and prove it from the three doors.
STUDENT PRODUCT	A table of the three doors and the three steps
FOCUS	A cause you can test, because the book runs it three times
ESSENTIAL QUESTION	The doors are open twice and nothing happens. So what actually sets the pigs off?

BEFORE TEACHING

Materials:	The book; Passages 2, 5 and 7 marked; one table with the three doors filled in.
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Text to mark: Passage 2 gate and Megan's reason. Passage 5 - front door. Passage 7 - school door. Passage 4 - kitchen aftermath.

FULL ROUTE

TIME

TEACHER MOVE

STUDENT WORK

4 min Read the gate page. Ask why Megan opens it; require the reason written in what she says about the pigs.

State Megan's reason.

7 min	Read the three door pages one after another. Model: open a little - nothing; open more - Notice which step changes the nothing; shout - pigs move. outcome.
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13 min	Use the gate, front door and school door to record the same three steps and identify Complete all three rows and name the which step triggers the stampede. trigger.
10 min	Return to Megan's first idea about the pigs. Connect that wrong idea to what follows in Explain why she opened the first gate the house and beyond. and one consequence.

TEACHER GUIDANCE

Pigs

Opened It Just A Little

WHY THIS TEXT WORKS

Teach this as a controlled experiment. The same three steps occur at three different doors, and the pigs ignore the open door twice in every round. The shout triggers the stampede; the open door gives the pigs a way out. Keep those two roles distinct.

ASSESSMENT

- The pigs do nothing when the door is only a little open.
- The pigs move when Megan shouts.
- The same pattern happens at more than one door.
- Megan opened the first gate because she thought the pigs were stupid.
- Names one consequence in the house.

SHORT ROUTE

3 min launch; 5 min model; 10 min complete the three-door table and explain the trigger.

KEEP THE CLAIM TIGHT

Assess only the named skill. Do not turn a correct partial explanation into a broader claim the student has not shown.

STUDENT PAGE Pigs Opened It Just A Little Name: _____ Date: _____	
Door Open a little Open more Shout	What happens?
Gate	

Front door	
School door	
WHAT TRIGGERS THE STAMPEDE?	
Use both ideas: the shout is the trigger; the open door is the way out.	

TEACHER KEY

Pigs

Opened It Just A Little

EXPECTED RESPONSE

At each of the three doors, Megan opens the door a little and the pigs do nothing. She opens it farther and they still do nothing.

When she shouts, the pigs jump up and run. The shout triggers the stampede; the open door gives the pigs a way out. Megan repeats the same sequence without noticing the pattern.

WHY SHE OPENED THE FIRST GATE

She had decided the pigs were too stupid to do anything even if the gate were open. The events that follow show that this idea was wrong.