

A TEKS-aligned Discussion & Activity Guide for Grades K -2



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Illustrated by Kuleigh Smith
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Texas Chili? Oh My! is a retelling of the beloved fairy tale The Three Little Pigs—Texas style! Meet Bluebonnet, Mockingbird, and Sweet-Olive, three little armadillos, as they leave Mamadillo’s home and build their own dens out of native Texan materials. But watch out for Trickster Coyote, always looking for armadillos to make into Texas chili!

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Pre-Reading Discussion Questions

Observe the front cover:

- Describe the illustrations featured here on the front cover.
- Contrast the expressions of the armadillos featured in the smaller frames in the upper portion of the illustration and that of the coyote depicted in the large frame below. Tell how they differ. Predict why this is so.
- Predict what the coyote wants.
- Consider the title of the book – *Texas Chili? Oh My!* Discuss why there is a question mark in the title.

Observe the back cover:

- Examine the illustration featuring the armadillos seated around a table. Describe the action. Explain how the armadillos are feeling.
- List the objects depicted on the table top. Identify the type of insect depicted there. Are the armadillos troubled by the fact that insects are present on the table top? Tell why or why not.
- Predict what the phrase “The story of the three little pigs . . . Texas style!” means.
- Tell all that you know about the story of The Three Little Pigs.
- Guess what this book, *Texas Chili? Oh My!*, is going to be about.

Meet the author – Patricia Vermillion!

- *Texas Chili? Oh My!* is an award winning book. Both the San Antonio Conservation Society and Texas Institute of Letters have honored Ms. Vermillion’s story. The San Antonio Conservation Society states that *Texas Chili? Oh My!* preserves “...Texas History and educate[s] the public with knowledge of our inherited values.” Consider how a re-telling of a fairy tale can earn such high regard in the literary world.
- On her website, Ms. Vermillion encourages aspiring young authors to write every day. She also says that it is important for writers to read lots of books. Tell how reading can help a writer improve their work.
- To learn more about Patricia Vermillion and her other award-winning books, access her website at www.patriciavermillion.com.



Meet the illustrator – Kuleigh Smith!

- Mr. Smith attended the Art Institute of Dallas. Consider what it would be like to study art as a profession. Is this something that you might like to do? Why or why not?
- In addition to illustrating books for children, Mr. Kuleigh served as the director of Galeria Sin Fronteras, an art gallery in Austin, Texas specializing in Chicano, Latin American, and Caribbean art. Tell how working in an art gallery might have influenced Mr. Kuleigh's illustrations.
- *Texas Chili? Oh My!* is not only a charming story, it is filled with symbols and great examples of Texas history. Discuss why an author who lives in Texas would be the best person to illustrate an important book such as this one.



Cause & Effect - Texas Style

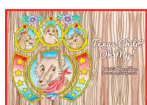
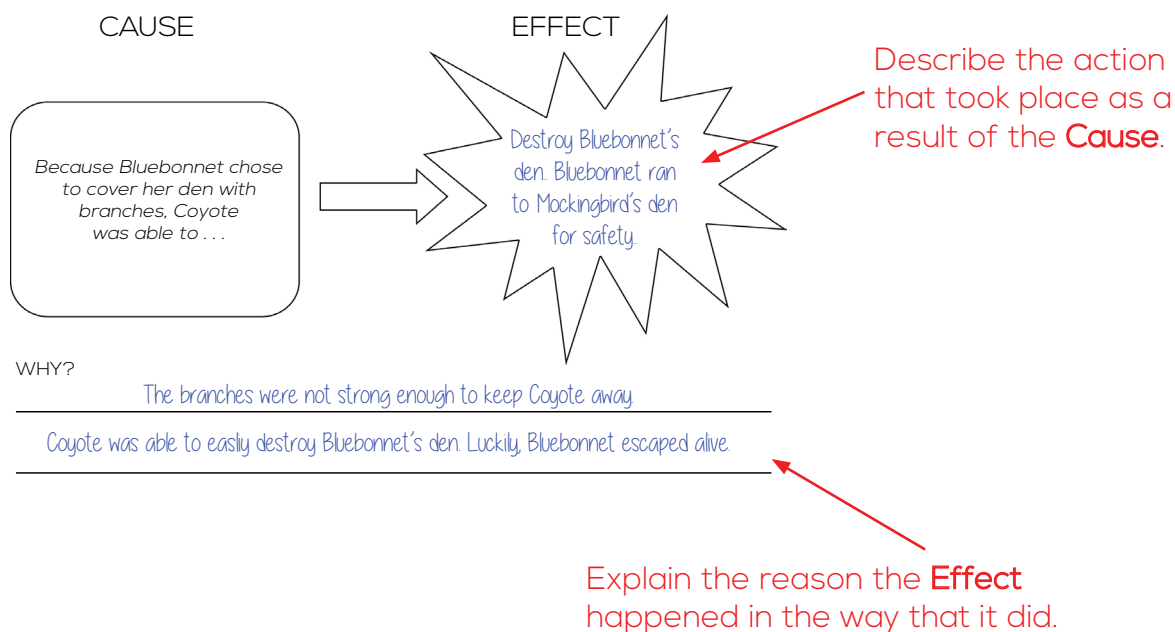
Objective: To predict and evaluate the cause and effect aspects of the story.

Materials:

- *Texas Chili? Oh My!*
- Cause and Effect Graphic Organizer (Guide, pgs. 6-7)
- Pencil

Procedure:

- Print **Cause and Effect Graphic Organizer** and distribute a sheet to each student to be used as a reference for group discussion.
- Consider the statements printed in the rounded rectangles. Point out that these statements represent events in the story that caused other events to occur. The events that followed the cause are known as the effect. In the story, one plot point causes another plot point to happen. The *cause*, which is represented in the rounded rectangle, creates an *effect*, which is represented by the explosive shape.
- Beneath the Cause and Effect graphics is a space for the students to state the reason that the effect took place. Instruct students to explain the cause and effect of each of the examples presented in their own words.
- Refer to *Texas Chili? Oh My!* for plot point clarification.

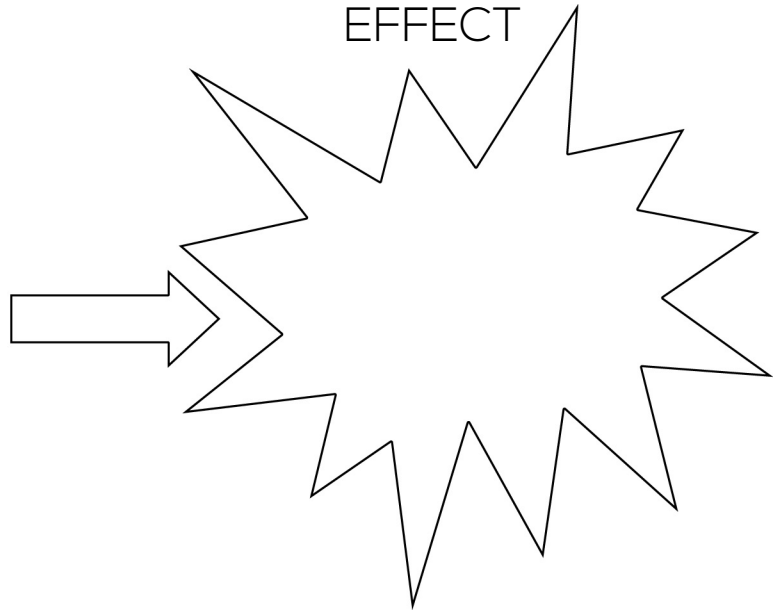


Cause & Effect Graphic Organizer

CAUSE

EFFECT

Because Bluebonnet chose to cover her den with branches, Coyote was able to . . .

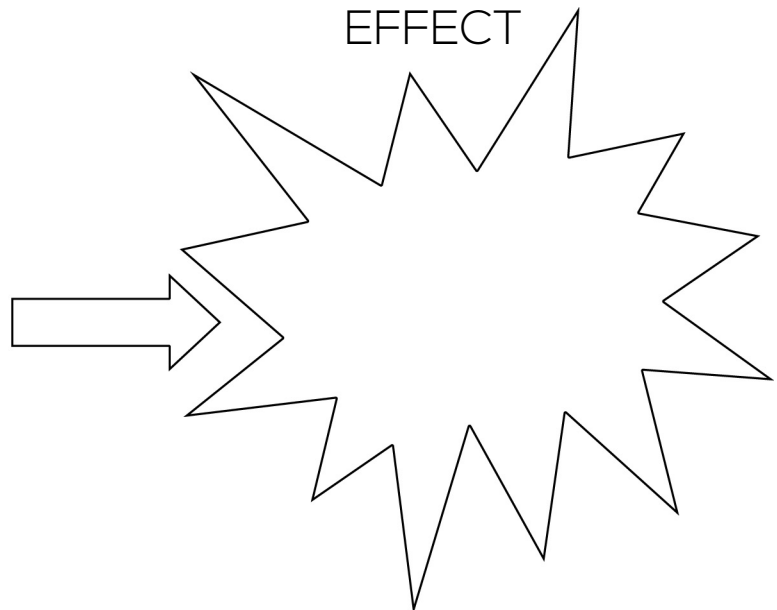


WHY?

CAUSE

EFFECT

Because Mockingbird chose to cover her den with Ruby Red grapefruits, Coyote was able to . . .

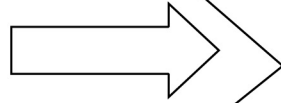


WHY?

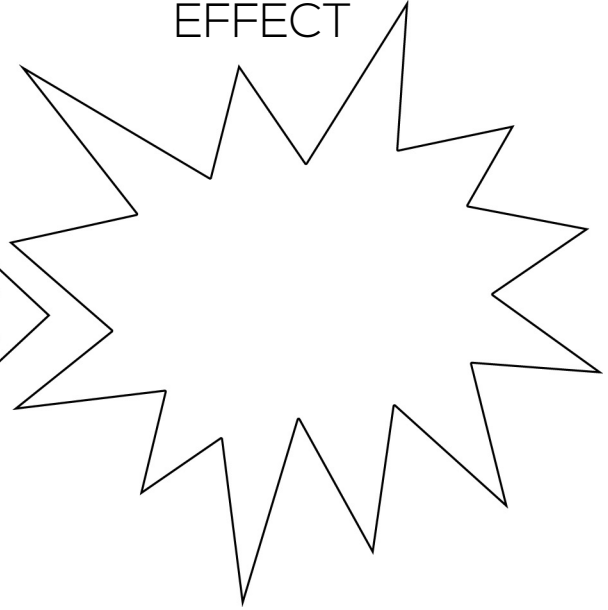


CAUSE

Because Sweet-Olive chose to cover her den with prickly pear cactus, Coyote was not able to . . .



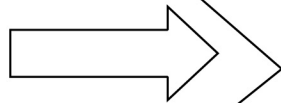
EFFECT



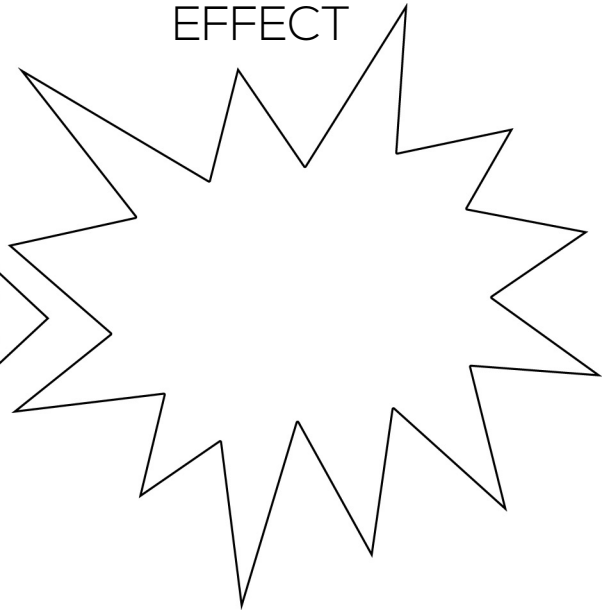
WHY?

CAUSE

Because Coyote jumped down the chimney, he . . .



EFFECT



WHY?

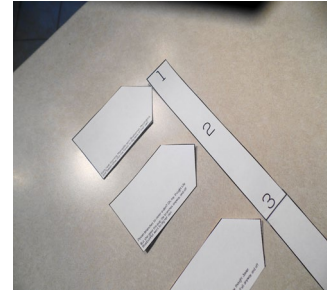


Story Sequencing

Objective: To comprehend aspects of story structure by arranging specific plot points in a sequential manner.

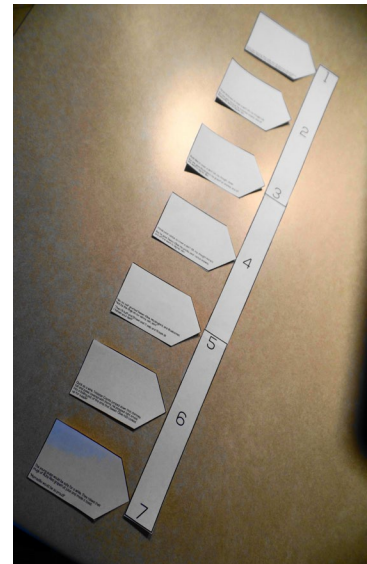
Materials:

- *Texas Chili? Oh My!*
- Story Sequencing Strip (Guide, pg. 9)
- Story Sequencing Tabs (Guide, pgs. 10-11)
- Story Sequencing Answer Sheet (Guide, pg. 12)
- Scissors
- Tape
- Colored markers



Procedure:

- Print **Story Sequencing Strip** and **Story Sequencing Tabs**. Use scissors to trim around the borders of the strip and tabs.
- Place strip sections together according to the instructions printed on the center strip. Use tape to secure strip sections together.
- Read the **Story Sequencing Tabs** with students. Instruct them to use colored markers to illustrate the quotations printed on the tabs.
- Instruct students to place **Story Sequencing Tabs** in the correct sequential order according to the chronological manner in which the events take place in the story. Encourage students to refer to *Texas Chili? Oh My!* as needed.
- Check work using the **Story Sequencing Answer Sheet**.
- Using the **Story Sequencing Strip** as reference, encourage students to retell the story of *Texas Chili? Oh My!*



Story Sequencing Strip

1

2

3

Tape under number 3 on the preceding strip.

4

Tape under number 5 on the following strip.

5

6

7

Story Sequencing Tabs

The young pups would be safe for a while. They raised their mugs of Ruby Red grapefruit juice and made a toast.

"Mamadillo would be so proud!"

Early next morning, Mamadillo sent Bluebonnet, Mockingbird and Sweet-Olive into the forest to dig dens of their own.

Quick as a wink, Trickster Coyote jumped down that chimney, tail and paws covered with thorns. He plopped right smack into a boiling pot of fire ants that Sweet-Olive had cooked up for supper.



Rudy Red grapefruits to cover a den? Oh, my, thought Javier.
But she gave Mockingbird the grapefruit anyway, and off she went to dig her den.

Pecan branches to cover a den? Oh, my, thought Lilly.
But she gave the pup, the branches anyway, and off Bluebonnet went to dig her den.

"No, no, no!" grunted Sweet-Olive, Mockingbird, and Bluebonnet. "Not by the rings on our skinny, skin, skin!"
"Then I'll huff and I'll howl and I'll yelp and I'll bark till I flatten your den!"

Prickly pear cactus to cover a den? Oh, my, thought Horace.
But he gave Sweet-Olive the prickly pear cactus anyway, and off she went to dig her den.

Story Sequencing Answer Sheet

1

Early next morning, Mamadillo sent Bluebonnet, Mockingbird and Sweet-Olive into the forest to dig dens of their own.

2

Pecan branches to cover a den? Oh, my, thought Lilly. But she gave the pup the branches anyway, and off Bluebonnet went to dig her den.

3

Rudy Red grapefruits to cover a den? Oh, my, thought Javier. But she gave Mockingbird the grapefruit anyway, and off she went to dig her den.

4

Prickly pear cactus to cover a den? Oh, my, thought Horace. But he gave Sweet-Olive the prickly pear cactus anyway, and off she went to dig her den.

5

"No, no, no!" grunted Sweet-Olive, Mockingbird, and Bluebonnet. "Not by the rings on our skinny, skin, skin!"
"Then I'll huff and I'll howl and I'll yelp and I'll bark till I flatten your den!"

6

Quick as a wink, Trickster Coyote jumped down that chimney, tail and paws covered with thorns. He plopped right smack into a boiling pot of fire ants that Sweet-Olive had cooked up for supper.

7

The young pups would be safe for a while. They raised their mugs of Ruby Red grapefruit juice and made a toast.
"Mamadillo would be so proud!"



Word Scramble

Unscramble each of the clue words, each is a reference to the great state of Texas!

NRTIAFES
2 28 39 23 40

GERPAFTIRU
31 7 17 25

CPNAE
9 21

ICILH
26 11 12 29

COTSA
4 20 42

SAASL
1

CEANEBCAVRK
24 8 36 6 19 16

NONNAITOAS
35 18 34 3 13 30 37 22

OIESLV
33 5 41 27 32

SEATX
15 14

NDE
10 38

Copy the letters of the numbered cells to the cell labeled with the matching number.

1 2 3 4 5 6

M
7 8 9 10 11 12 12 13 ,
12 14 15 M
16
17 18 .
19 20 ,

21 22 23 Y
24
25 26 27
28 29 30 31 32
33 34 MY
35 36 37 38 39 ,

40 36 41 38 ,
42 36 2 21 .



Texas State Symbols Bingo

Objective: To demonstrate the one-to-one correspondence between a printed word and a photograph.

Materials:

- Texas Symbol Bingo Game Board (Guide, pg. 16)
- Texas Symbol Bingo Game Cards (Guide, pg. 17)
- Texas Symbol Bingo Game Answer Sheet (Guide, pg. 18)
- A minimum of 18 game pieces (pennies, beans, buttons, etc.)
- Cardstock
- Scissors



Procedure - Preparation:

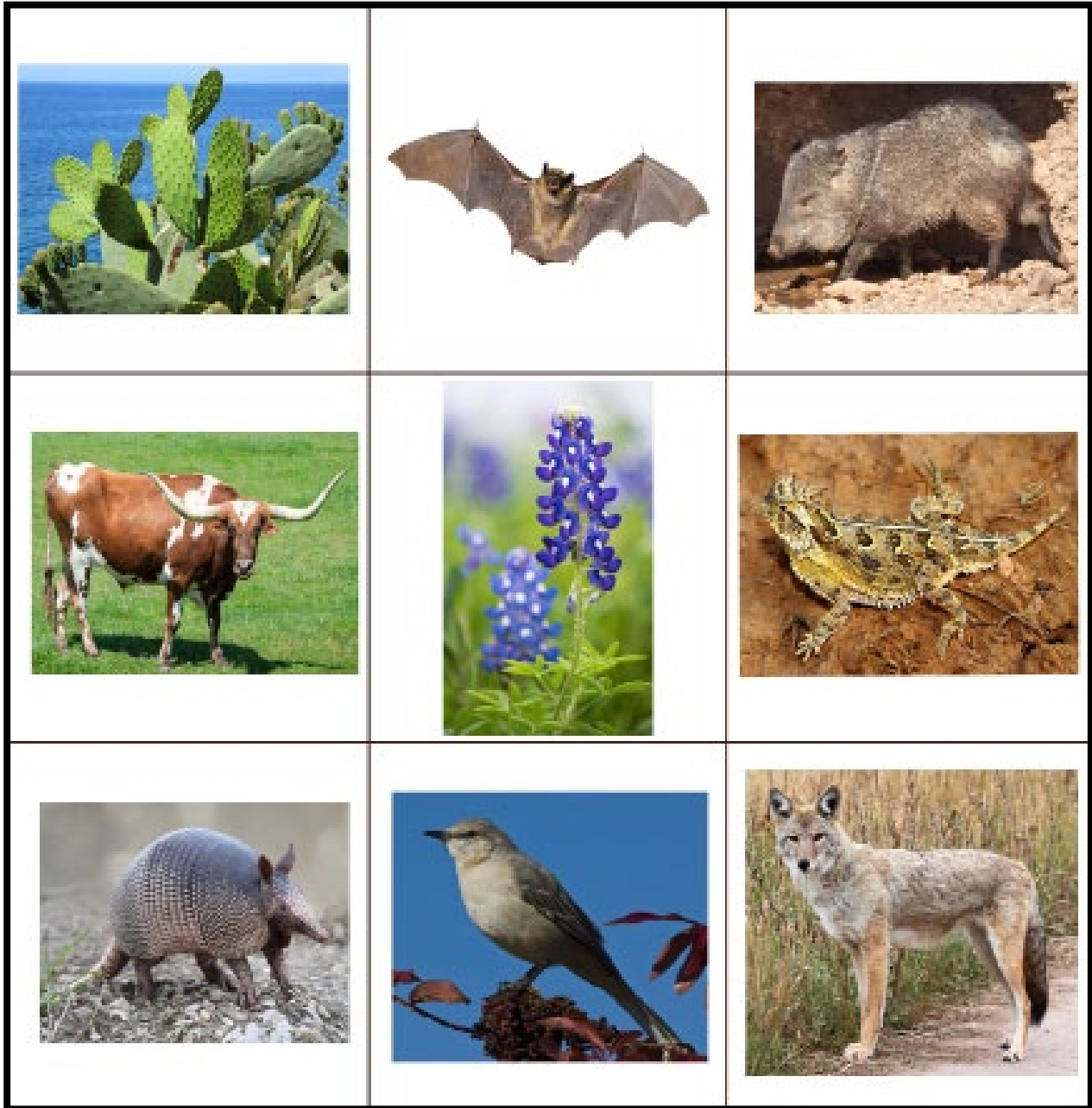
- Print **Texas Symbol Bingo Game Board** and two sets of the **Texas Symbol Bingo Game Cards** on card stock.
- Use scissors to trim around **Texas Symbol Bingo Game Board** and **Texas Symbol Bingo Game Cards** borders.

Procedure - To play the game.

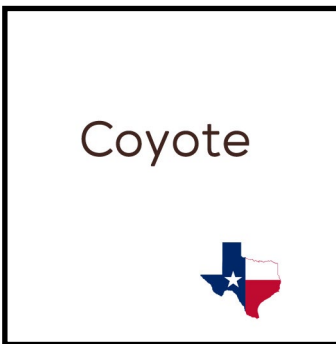
- **Texas Symbol Bingo Game Boards** are distributed – one per player. Each player will need 9 game pieces to play. (Additional game pieces will be necessary if more than two players are competing.)
- Shuffle the **Texas Symbol Bingo Game Cards**. Stack them face-down in the center of the table.
- A player chooses a **Texas Symbol Bingo Game Card** and searches their **Texas Symbol Bingo Game Board** for a match.
- If a match is discovered, the player covers the graphic with a game piece.
- The chosen **Texas Symbol Bingo Game Card** is placed in a discard stack.
- The next player chooses a **Texas Symbol Bingo Game Card** and searches their **Texas Symbol Bingo Game Board** for a match in the same manner.
- If the graphic has already been marked by a game piece, the player loses their turn. Play is resumed by the next player.
- The player who covers all of the graphics with game pieces win the game.
- Use the **Texas Symbol Bingo Game Answer Sheet** to validate matches.





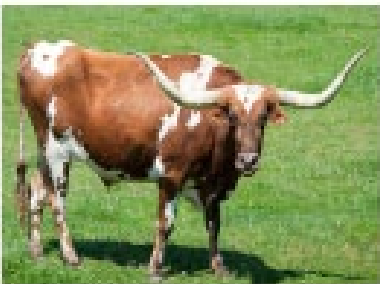




Texas State Symbols Bingo Game Board



Texas State Symbols Bingo Game Cards



Texas State Symbols Bingo Game Answers

 <p>Prickly Pear</p>	 <p>Bat</p>	 <p>Javelina</p>
 <p>Longhorn</p>	 <p>Bluebonnet</p>	 <p>Horned Lizard</p>
 <p>Armadillo</p>	 <p>Mockingbird</p>	 <p>Coyote</p>



TEKS Standards Alignment

		Pre-Reading Discussion	Cause & Effect	Story Sequencing	Word Scramble	State Symbols Bingo
110.11 - English Language Arts and Reading, Kindergarten						
110.11.b.1	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.		•	•	•	•
110.11.b.1.G	Identify different parts of a book (e.g., front and back covers, title page).	•				
110.11.b.2	Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness.		•	•	•	•
110.11.b.3	Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English.		•	•	•	•
110.11.b.3.A	Identify the common sounds that letters represent.				•	
110.11.b.3.B	Use knowledge of letter-sound relationships to decode regular words in text and independent of content.		•	•	•	•
110.11.b.4	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.	•	•	•	•	•
110.11.b.4.A	Predict what might happen next in text based on the cover, title, and illustrations.	•				
110.11.b.4.B	Ask and respond to questions about texts read aloud.		•	•		
110.11.b.5	Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing.				•	•
110.11.b.5.C	Identify and sort pictures of objects into conceptual categories.					•
110.11.b.6	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	•	•			
110.11.b.6.A	Identify elements of a story including setting, character, and key events.		•	•		
110.11.b.8	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	•	•	•		
110.11.b.8.A	Retell a main event from a story read aloud.		•	•		
110.11.b.8.B	Describe characters in a story and the reasons for their actions.	•	•	•		
110.11.b.21	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.	•	•	•	•	•
110.11.b.21.A	Listen attentively by facing speakers and asking questions to clarify information.	•	•			
110.11.b.21.B	Follow oral directions that involve a short related sequence of actions.		•	•		•
110.11.b.2e	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.		•	•		•
110.12 - English Language Arts and Reading, Grade 1						
110.12.b.1	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.		•	•	•	•
110.12.b.1.A	Recognize that spoken words are represented in written English by specific sequences of letters.		•	•	•	•
110.12.b.2	Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness.		•	•	•	•
110.12.b.3	Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.		•	•	•	•
110.12.b.3.A	Decode words in context and in isolation by applying common letter-sound correspondences.				•	
110.12.b.4	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.		•	•	•	
110.12.b.4.B	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.	•	•	•		
110.12.b.5	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	•	•	•		
110.12.b.6	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.				•	•
110.12.b.6.D	Identify and sort words into conceptual categories.				•	•
110.12.b.9	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	•	•	•		
110.12.b.9.A	Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events;			•		
110.12.b.9.B	Describe characters in a story and the reasons for their actions and feelings.	•	•	•		



		Pre-Reading Discussion	Cause & Effect	Story Sequencing	Word Scramble	State Symbols Bingo
110.12.b.28	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	●	●	●		●
110.12.b.29	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	●	●	●		●
110.13 - English Language Arts, Grade 2						
110.13.b.2	Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.				●	●
110.13.b.3	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.		●	●	●	●
110.13.b.3.A	Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions.	●	●	●		
110.13.b.3.B	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	●	●	●		
110.13.b.4	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	●	●	●		
110.13.b.5	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.				●	●
110.13.b.6	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	●	●	●		
110.13.b.9	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	●	●	●		
110.13.b.28	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.	●	●	●		
110.13.b.28.A	Listen attentively to speakers and ask relevant questions to clarify information.	●	●	●		
110.13.b.28.B	Follow, restate, and give oral instructions that involve a short related sequence of actions.	●	●	●		●
110.13.b.29	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language	●	●	●		●
110.13.b.30	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	●	●	●		●

