



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

A Day No Pigs Would Die

based on the book by  
Robert Newton Peck

Written by  
Barbara M. Linde, MA Ed.

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A FEW NOTES ABOUT THE AUTHOR  
ROBERT NEWTON PECK

PECK, ROBERT NEWTON, was born on February 17, 1928, in Vermont. Children, teenagers, and adults alike found his style irresistible, despite the realistic and sometimes gory descriptions of farm life in many of his books.

Peck received an A. B. degree from Rollins College in 1953 and studied law at Cornell University. He served in the U. S. Army from 1945 to 1947 and wrote his first book, *A Day No Pigs Would Die*, in 1973. The agony of the book's hero over having to butcher his pet pig contrasts with the seeming stability of the rural setting.

Peck published more than 20 other books in the 1970s, including a volume of poetry called *Bee Tree and Other Stuff* (1975.) His book *Soup and Me* (1975) was adapted for television's After School Special in 1978. It and his other books about the character Soup reflect the author's childhood on a farm in Vermont. He also wrote several historical novels, including *Rabbits and Redcoats*, (1976), which takes place at the Battle of Fort Ticonderoga, and a musical, *King of Kazoo* (1976), which was intended to be enacted by children.

Publications

<i>A Day No Pigs Would Die</i> , 1973	<i>Trig Goes Ape</i> , 1980
<i>Path of Hunters</i> 1973	<i>Soup on Wheels</i> , 1981
<i>Millie's Boy</i> , 1973	<i>Justice Lion</i> , 1981
<i>Soup</i> , 1974	<i>Trig or Treat</i> , 1982
<i>Soup and Me</i> , 1974	<i>Banjo</i> , 1982
<i>Fawn</i> , 1975	<i>Soup in the Saddle</i> , 1983
<i>Wild Cat</i> , 1975	<i>Seminole Seed</i> , 1983
<i>Bee Tree and Other Stuff</i> , (poems) 1975	<i>Dukes</i> , 1983
<i>Hamilton</i> , 1976	<i>Soup's Goat</i> , 1984
<i>Hang for Treason</i> , 1976	<i>Soup on Ice</i> , 1985
<i>Rabbits and Redcoats</i> , 1976	<i>Jo Silver</i> , 1985
<i>King of Kazoo</i> , (musical) 1976	<i>Hallapoosa</i> , 1985
<i>Last Sunday</i> , 1977	<i>Horse Hunters</i> , 1988
<i>The King's Iron</i> , 1977	<i>Soup on Fire</i> , 1987
<i>Patooie</i> , 1977	<i>Arly</i> , 1989
<i>Soup for President</i> , 1978	<i>Higbee's Halloween</i> , 1990
<i>Eagle Fur</i> , 1978	<i>Arly's Run</i> , 1991
<i>Trig Sees Red</i> , 1978	<i>Soup in Love</i> , 1992
<i>Basket Case</i> , 1979	<i>Little Soup's Birthday</i> , 1992
<i>Hub</i> , 1979	<i>Little Soup's Turkey</i> , 1992
<i>Mr. Little</i> , 1979	<i>Soup's Hoop</i> , 1993
<i>Clunie</i> , 1979	<i>A Part of the Sky</i> (sequel to A Day No Pigs), 1994
<i>Soup's Drum</i> , 1980	<i>Soup 1776</i> , 1995

Courtesy of Compton's Learning Company

## INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, listening and speaking skills through exercises and activities related to *A Day No Pigs Would Die* by Robert Newton Peck. It includes twenty lessons, supported by extra resource materials.

The **introductory lesson** introduces students to Vermont farm life and the Shaker religion through a bulletin board activity. Following the introductory activity, students are given an explanation of how the activity relates to the book they are about to read.

The **reading assignments** are approximately twenty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II gives students dictionary definitions of the words and has them match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete extra discussion questions, there is a **vocabulary review** lesson which pulls together all of the separate vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the reading of the book, two lessons are devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel. These questions are done as a **group activity**. Using the information they have

acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to express a **personal opinion**: students will complete written and illustrated journal entries to respond to each chapter. The second assignment is to inform: students will write an autobiography. The third assignment is to **persuade**: students will write a persuasive letter to an adult, either asking to get a pet or keep a pet that is in danger of being removed.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *A Day No Pigs Would Die*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: all multiple choice-matching-true/false or with a mixture of matching, short answer, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **resource sections** include suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES  
*A Day No Pigs Would Die*

1. Through reading *A Day No Pigs Would Die* students will analyze characters and their situations to better understand the themes of the novel.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will practice reading aloud and silently to improve their skills in each area.
4. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with it.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *A Day No Pigs Would Die*.
6. Students will practice writing through a variety of writing assignments.
7. The writing assignments in this are geared to several purposes:
  - a. To check the students' reading comprehension
  - b. To make students think about the ideas presented by the novel
  - c. To make students put those ideas into perspective
  - d. To encourage critical and logical thinking
  - e. To provide the opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

UNIT OUTLINE  
*A Day No Pigs Would Die*

1	2	3	4	5
Unit Intro Distribute Unit Materials PV 1-2	R 1-2 Writing Assignment #1 Personal Opinion	?? 1-2 Minilesson: Figurative Language	PVR 3-4 Oral Reading Evaluation	?? 3-4 PVR 5-6
6	7	8	9	10
Writing Assignment #2 Inform	?? 5-6 PVR 7-8	??7-8 Quiz Nonfiction Assignment	PVR 9-10 Minilesson: Story Map	?? 9-10 PVR 11-12
11	12	13	14	15
?? 11-12 PVR 13-15	?? 13-15 Minilesson: Character Development	Writing Conferences	Extra Discussion ??	Projects
16	17	18	19	20
Writing Assignment #3 Persuade	Vocabulary Review	Unit Review	Test	Nonfiction Assignment Presentations

Key: P = Preview Study Questions    V = Vocabulary Work    R = Read

READING ASSIGNMENT SHEET  
*A Day No Pigs Would Die*

<b>Date to be Assigned</b>	<b>Chapters</b>	<b>Completion Date</b> (Prior to class on this date)
	Chapters 1-2	
	Chapters 3-4	
	Chapters 5-6	
	Chapters 7-8	
	Chapters 9-10	
	Chapters 11-12	
	Chapters 13-15	



## LESSON ONE

### Student Objectives

1. To preview the *A Day No Pigs Would Die* Unit
2. To receive books and other related materials (study guides, reading assignment)
3. To relate prior knowledge to the new material
4. To become familiar with the vocabulary for Chapters 1-2
5. To preview the study questions for Chapters 1-2

### Activity #1

Use books, magazines, and travel brochures to introduce students to the setting of the novel, a farm in Vermont. Have students either cut out pictures or make drawings based on the pictures. Arrange the pictures on a bulletin board.

Some information about the Shaker religion and way of life is included with this lesson. You may want to supplement it with additional books. Explain that while Robert Newton Peck's family were Shakers, they did not live in an exclusively Shaker community.

### Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should preview the study guide questions before each reading assignment to get a feeling for what events and ideas are important in that section. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know when their reading has to be completed. You can either write the assignment sheet on a side blackboard or bulletin board and leave it there for students to see each day, or you can duplicate copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Unit Outline You may find it helpful to distribute copies of the Unit Outline to your students so they can keep track of upcoming lessons and assignments. You may also want to post a copy of the Unit Outline on a bulletin board and cross off each lesson as you complete it.

Extra Activities Center The resource sections of this unit contain suggestions for a library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. Bring the books and articles in from the library and keep several copies of the puzzles on hand. Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

WRITING ASSIGNMENT #1 *A Day No Pigs Would Die*  
Journal Writing to Express a Personal Opinion

**PROMPT**

For this unit, you will keep a sketchbook- journal. This is a combination of sketches about and written responses to a story. You will make an entry for each chapter in the novel.

First, decide on the format for your sketchbook-journal. Spend some time decorating your cover and setting up the book. Make sure to include the title of each chapter and the page numbers in your copy of the book. Also date each entry.

You can sketch memorable scenes from the chapters, paste in magazine pictures , or use computer clip art. Even if you do not consider yourself a good artist, try to make some sketches. Use colors that remind you of the mood of the story. You may want to take photographs and put them in the sketchbook-journal.

The written entries should focus on your response to the literature, and should not merely be chapter summaries. They should include comments about your thoughts and feelings while reading, any questions you have, and predictions about the next chapter. Try to write at least one page for each entry. You, your class mates and your teacher will decide whether to share the journals or keep them private.

Here are some suggestions for the types of entries you may want to make.

<b>Check Your Understanding</b>	Explain how the story is making sense to you. Give examples and note page numbers. Establish the setting, mood, point of view, and character relationships. Discuss the stated themes.
<b>Make Inferences</b>	Explain your thoughts about the feelings and motives of the characters. Discuss the implied themes.
<b>Make and Revise Predictions</b>	At the end of each chapter, make a prediction about what you think will happen next. After you read, go back and check your predictions. Tell if you had to revise them, and why.
<b>Ask Questions</b>	Ask questions about scenes or events that are confusing. Record the answers if you discuss the questions in class, or later find the answer in the novel.