

# The Pigman



by Paul Zindel

## Lit Link Grades 7-8

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Illustrated by On The Mark Press

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# At A Glance

Learning Expectations	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Follow-Up Activities Section 1	Chapter 6	Chapter 7	Chapter 8	Chapter 9	Chapter 10	Follow-Up Activities Section 2	Chapter 11	Chapter 12	Chapter 13	Chapter 14	Chapter 15	Follow-Up Activities Section 3
<b>Reading Comprehension</b>																		
• Identify and describe story elements	•	•	•	•	•		•	•	•	•	•		•	•	•	•	•	
• Locating the main idea	•	•	•	•	•		•	•	•	•	•		•	•	•	•	•	
• Recalling events and details	•	•	•	•	•		•	•	•	•	•		•	•	•	•	•	
<b>Reasoning and Critical Thinking Skills</b>																		
• Identify character traits	•	•	•	•	•		•	•	•	•	•		•	•	•	•	•	
• Contribute to character attribute webs	•	•	•	•	•		•	•	•	•	•		•	•	•	•	•	
• Make inferences (why events occurred, characters thoughts and feelings)	•	•	•	•	•		•	•	•	•	•		•	•	•	•	•	
• Develop opinions and personal interpretations	•	•	•	•	•		•	•	•	•	•		•	•	•	•	•	
<b>Vocabulary Development, Grammar &amp; Word Usage</b>																		
• Recognizes types of nouns					•													
• Proper Usage of nouns					•													
• Synonyms/Meanings												•						
• Recognizing types of pronouns												•						
• Proper usage of pronouns												•						
<b>Creative Writing</b>																		
• Expresses ideas in complete sentences	•	•	•	•	•		•	•	•	•	•		•	•	•	•	•	•
• Making a sociogram																		•
<b>Research</b>																		
• Finding and documenting proof of a topic																		•



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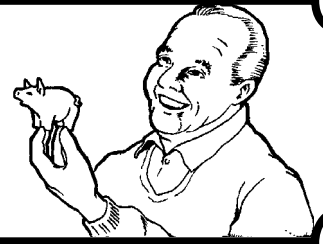
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## Section 1

## Chapter One Questions

**Vocabulary:** porcelain avocation commemorative excruciating raunchiest

Answer each question with a complete sentence.

1. List three activities that John enjoyed doing in his early years at high school.

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2. Was John “taking responsibility for his own education?” Explain fully.

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3. Find four to six examples of humor that the author uses to point out facts about the story and to encourage us to read on.

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4. Write five words or word phrases to describe the kind of guy John is.

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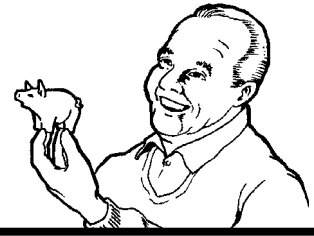
### Attribute Web:

Begin to add information about our characters to the attribute webs as outline by your teacher. Record page numbers where each fact is found.



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## Section 1:

## Chapter Two Questions

**Vocabulary:** subliminally, thrombosis, infantile, homosapiens, abominable, mortified

Answer each questions with a complete sentence.

1. John and Lorraine decide to write this “memorial epic” now, instead of later. Give reasons why the epic will be important to the reader as well as to the writers themselves (see pages 6 and 15).

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2. Show two ways the author points out to the reader the dangers of smoking.

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3. Explain Lorraine’s comment, “I think he used to distort things physically and now he does it verbally” (page7).

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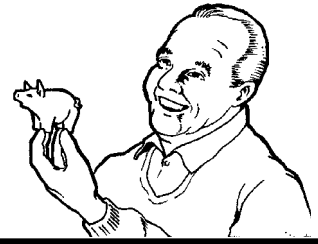
### Attribute Web:

Continue to record facts. Remember to record pages as well.



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## Section 1:

## Chapter Two Questions

4. What is the meaning of the word “compassion?”

Why doesn't John want to show compassion?

5. If you, like Lorraine, moved into a new neighborhood and enrolled at the high school, what kinds of difficulties in adjusting would you have? Explain fully.

6. What does Lorraine mean by the “source problem” (page 7,10) when she is talking about John?

7. What do you learn about both Lorraine and John from the meeting at “the bus scene?”

## Attribute Web:

Continue to record facts. Remember to record page numbers too.