



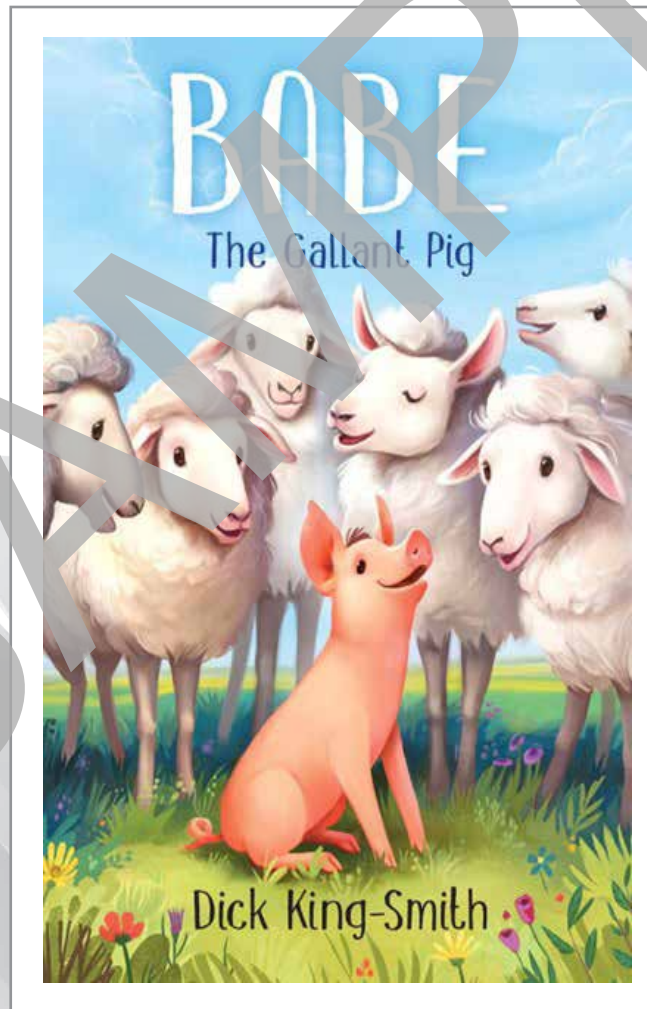
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Babe The Gallant Pig

Dick King-Smith



READ, WRITE, THINK, DISCUSS AND CONNECT

Babe The Gallant Pig

Dick King-Smith

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

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Skills and Strategies

Thinking

Research, brainstorming

Writing

Poetry, creative, dialogue

Comprehension

Predicting, comparison/
contrast, cause and effect

Vocabulary

Word mapping

Listening/Speaking

Discussion

Literary Elements

Characterization, story
elements

Summary

Babe looks like an ordinary piglet who, except for fate, would have become bacon, pork chops, and ham on the Hoggets' dinner table. But Babe is no ordinary pig. Babe and Fly, a wise old sheepdog, become friends. Fly teaches Babe about sheepherding and opens a new world of work and adventure for him.

Initiating Activities

1. Put the word PIG on the board and generate a list of facts that students know about pigs. Ask what the students would like to learn about pigs and list the responses. Use a K-W-L Chart, page 9 of this guide.
2. Help the students make a chart distinguishing between a real and a make-believe story using a T-chart.

Realistic Story	Make-Believe Story
Setting: our world Characters: like us Action: could happen Problem: could be ours	Setting: not quite our world Characters: not quite real Action: never could happen Problem: could not be ours

3. Ask: What type of story do you think this will be? Why? Have students examine the cover and back summary of the book for evidence.

Recommended Procedure

This book will be read one section at a time using DRTA (Directed Reading Thinking Activity) Method. This technique involves reading a section, predicting what will happen next (making good guesses) based on what has already occurred in the story. The children continue to read and verify predictions at the end of each chapter. See pages 4-5 of this guide.

Attribute Web

The attribute web below will help you gather clues the author provides about a character in the novel. Fill in the blanks with words and phrases which tell how the character acts and looks, as well as what the character says and what others say about him or her.

The diagram is an attribute web with a central circle containing a blank line. Four lines radiate from the circle to four rectangular boxes: 'Acts' (top-left), 'Feels' (top-right), 'Looks' (bottom-left), and 'Says' (bottom-right). Each box has four numbered lines below it for notes.

Acts

1. _____
2. _____
3. _____
4. _____

Feels

1. _____
2. _____
3. _____
4. _____

Looks

1. _____
2. _____
3. _____
4. _____

Says

1. _____
2. _____
3. _____
4. _____

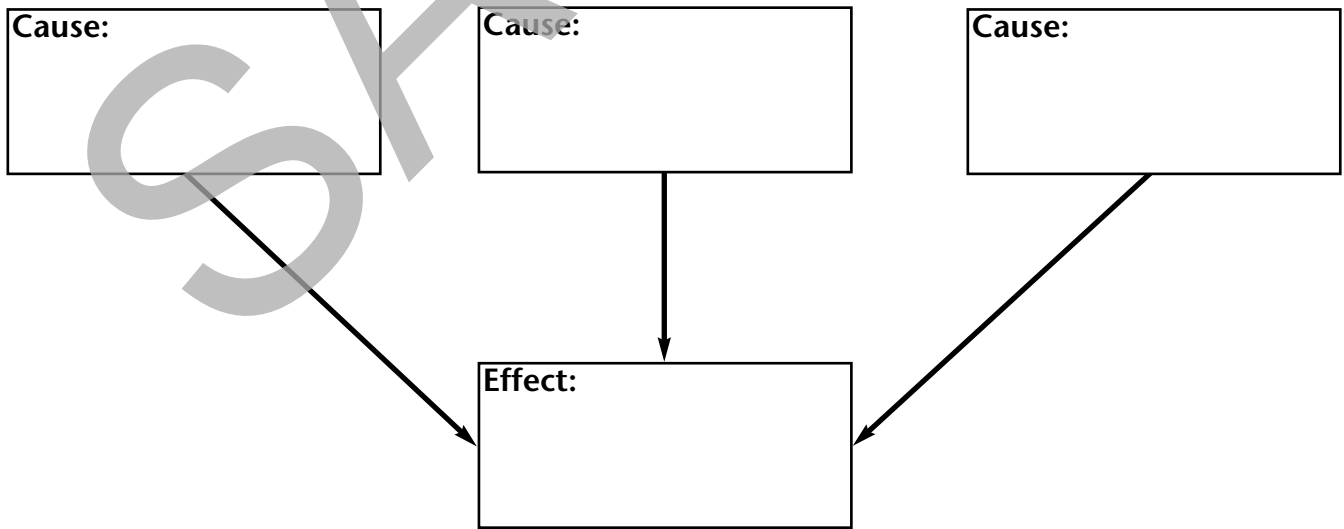
Cause-Effect

Directions: To plot cause and effect in a story, first list the sequence of events. Then mark causes with a C and effects with an E. Sometimes in a chain of events, one item may be both a cause and an effect. Draw arrows from cause statements to the appropriate effects.

Events in the story:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Another way to map cause and effect is to look for an effect and then backtrack to the single or multiple causes.



-
6. **Teacher Information:** A specific English dialect is used in this story. A dialect is a variety of language that differs from the standard. A dialect is passed down orally and reflects the vocabulary, usage, and pronunciation of a particular region of a country, an ethnic origin, or an occupation.

Students will note the dialect of Mr. and Mrs. Hogget. They may make quiz cards with unusual or nonstandard English and the page number on one side and the standard English on the other side. These may be used for a game or contest at the end of the book.

7. **Prediction:** We have read three times about the edible uses of pigs (pages 14, 17, and 22). What do you think will happen to Babe?

Chapter 3: "Why can't I learn?" Pages 24-29

Vocabulary

aimlessly 24 conducted 24 reassurance 24

Discussion Questions and Activities

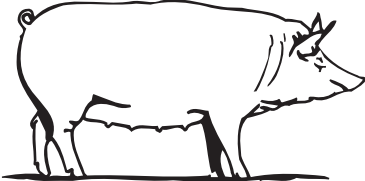

1. What did the puppy start to tell Babe when he said, "You wait..."? (Page 25, *The farmer and his wife planned to kill Babe and enjoy ham, bacon, etc.*)
2. Why did Fly say that Babe couldn't go into the farm house? (Pages 25-26, *She didn't say why.*) Why did the puppy say under his breath, "Not live ones"? (Page 26)
3. Why did Babe sleep with the dog and puppies? (Page 26, *"Farmer Hogget had not the heart to shut the piglet away so happy was it in the company of the dogs."*)
4. How did Babe begin to act like a dog? (When the farmer gave an order to Fly to come or to sit, Babe did it, too. He also preferred to eat dog food.)
5. How did Fly feel about her puppies leaving home? (Page 28, *"...she felt a pang to see them go, but this time, after the last had left, she was not alone." She would have Babe.*)
6. What did Fly know that Babe didn't? (Page 29, *"Poor little chap, in six months or so he'll be fit to kill."*)
7. Why did Babe want to be a sheep-pig? (Page 29, *Then he would be useful to the boss.*)
8. **Prediction:** What will happen to Babe?

Chapter 4: "You'm a polite young chap" Pages 30-38

Vocabulary

heaved 30 canter 31 dominate 32 peering 34
foreleg 35 mournful 35 civil 35 cud 35
potion 36 furiously 36 hocks 38 sheep-worrying 38

2. Compare real pigs and pigs in stories using a T-chart.

Real Pigs	Pigs in Stories
	

SAMPLE