



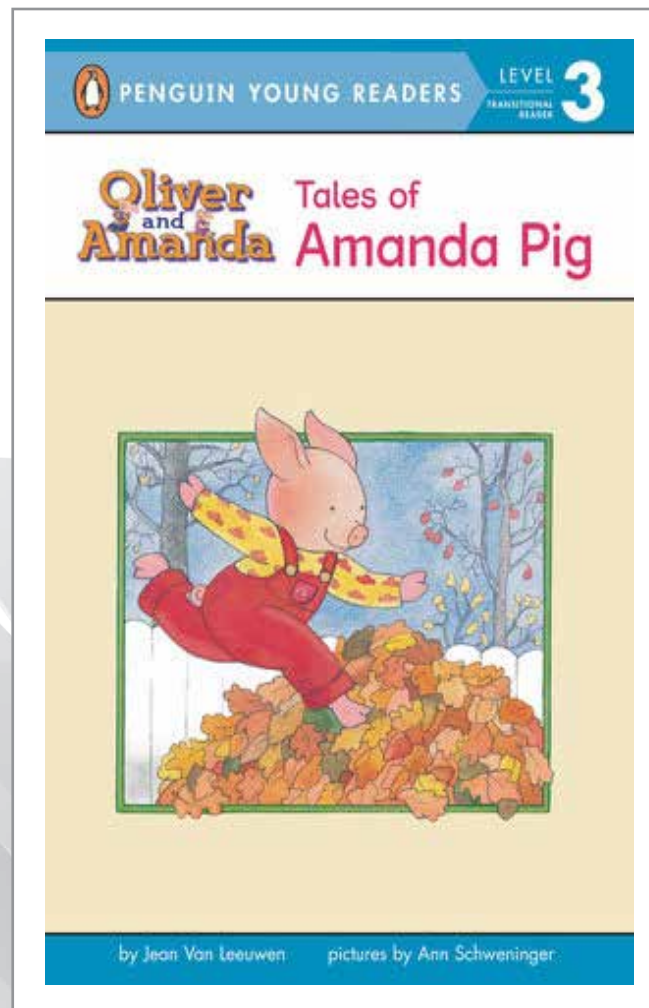
TEACHER GUIDE

GRADES K-3

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Tales of Oliver Pig

Jean Van Leeuwen



READ, WRITE, THINK, DISCUSS AND CONNECT

Tales of Oliver Pig

Jean Van Leeuwen

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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Summary

The Benjamin Pig Family is much like many human families of four, but mother, father, Oliver, and Amanda are pigs. *Tales of Oliver Pig* is an "Easy-to-Read Book," organized into five tales about life at home.

About the Author

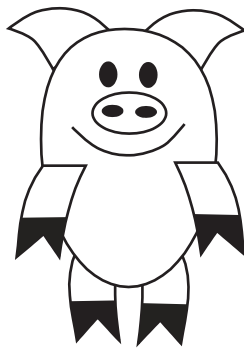
Jean Van Leeuwen was born December 26, 1937 in Glen Ridge, New Jersey. She attended Syracuse University, and received a B.A. degree in 1959. She married Bruce David Gavril, a digital computer systems designer in 1968. She has two children, David Andrew and Elizabeth Eva.

Jean Van Leeuwen has been an assistant editor and associate editor of juvenile books for several New York publishing firms. She enjoys photography, reading, travel, and music. Van Leeuwen has said about her work, "I am trying to do two things—to use humor to put across something serious that I want to say, and to recreate certain remembered turning points in my own life in terms that will be meaningful to readers of today. I expect to keep writing books for children of all ages, as long as I have something to say. When I don't, I hope that I stop."

Initiating Activities

You may choose to do one of these activities before reading the story, and the other activities after reading the story. Some are appropriate at any time.

1. Decorate the classroom with pictures of pigs, stuffed pigs, etc. Make some banners to hang around the room, to announce the arrival of Oliver Pig. After the students gather in a group, tell them that there are some "clues" in the room as to what this story will be about. Ask if anyone has any ideas to share about it. Accept all suggestions. You may wish to record them. If using the pig bulletin board, see Bulletin Board Ideas on pages 26–27, put the pieces of the pig together at this time. (The children may later wish to make some pigs to place on the board.)



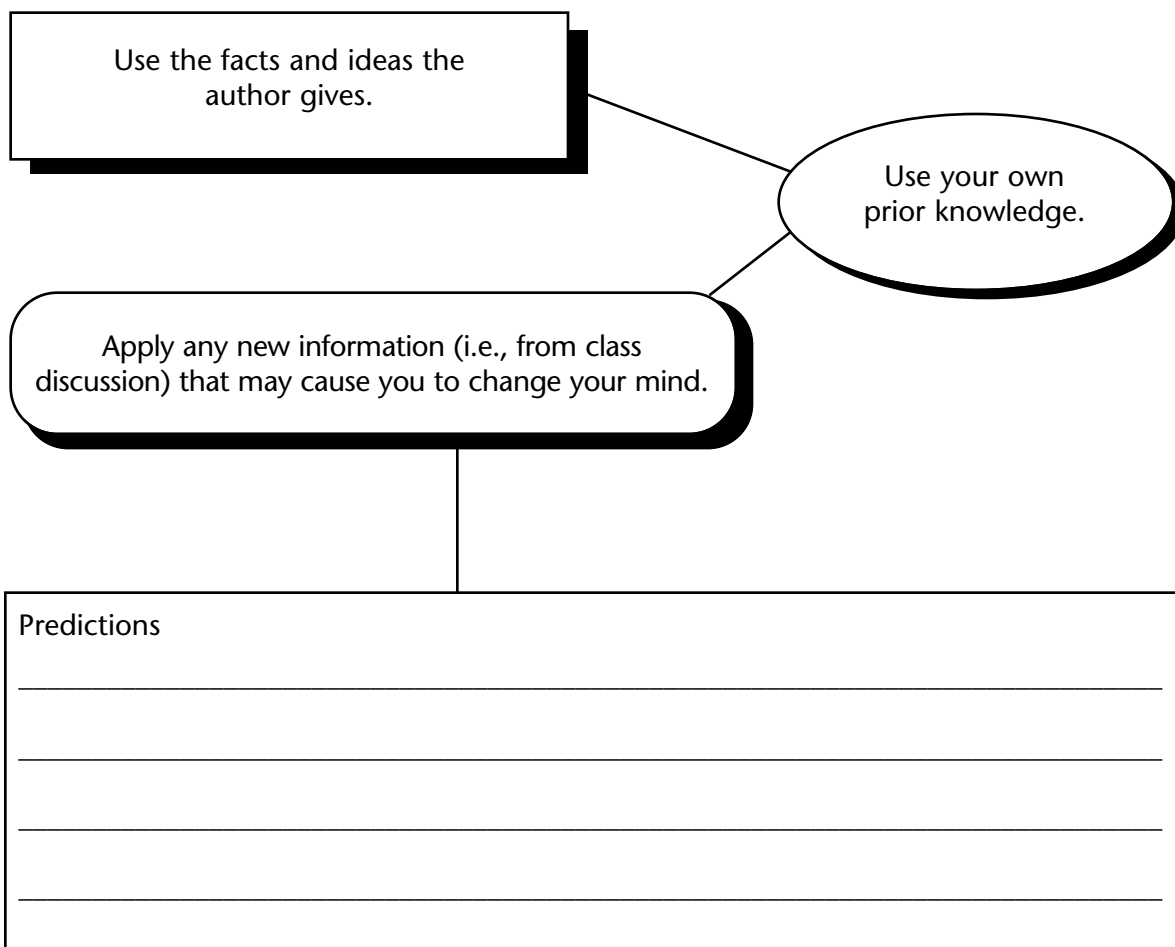
2. Having established that the story must be about pigs, ask the children if anyone knows any rhymes, poems, or riddles about pigs to share with the group. Do they know other stories about pigs? What are they? (*The Three Pigs, Perfect the Pig, Ace, etc.*)

Using Predictions

We all make predictions as we read—little guesses about what will happen next, how a conflict will be resolved, which details will be important to the plot, which details will help fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses as they read the novel.

As students work on their predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader's thinking and predicting? What clues does an author give to help us make predictions? Why are some predictions more likely to be accurate than others?

Create a chart for recording predictions. This could be either an individual or class activity. As each subsequent chapter is discussed, students can review and correct their previous predictions about plot and characters as necessary.



Snowsuits—pp 45–57

Vocabulary

| | | | |
|-----------------|----------------|--------------|--------------|
| footprints (45) | snowsuits (46) | sweater (46) | scarf (47) |
| boots (47) | wrong (49) | shovel (51) | mittens (52) |
| fixed (53) | couch (56) | | |

Discussion Questions and Activities

1. What did Mother Pig do to get Oliver and Amanda ready to go out to play in the snow? (*She helped them to put on their sweaters, snowsuits, scarves, hats, boots, and mittens. pp. 46–53*) What would you wear to go out to play in the snow? Draw a picture of what you would wear.
2. Are there times, other than winter, when you wear different kinds of clothing to go outdoors? What do you wear when it rains? when it is chilly? when it is hot?
3. What are some of the things that Oliver wanted to do out in the snow? (*Oliver wanted to sit on top of a big pile of snow, to make footprints, and to be pulled on the sled. p. 45*) What are some things to do out in the snow? Make a group list. Choose one to illustrate.
4. Why did Amanda and Oliver take off their hats, scarves, and mittens? (*They were hot. p. 55*) Do you think that that was a good idea? Why? Why not?
5. What was Mother Pig's reaction to Amanda and Oliver? (*Mother Pig sat down on the couch and cried. p. 56*) Why do you think that Mother Pig cried? If you had been Mother Pig, what would you have done?
6. Why do you think that Mother Pig stopped crying?

Is it Oliver?—pp. 58–64

Vocabulary

| | | | |
|------------------|---------------|---------------|------------|
| closet (58) | anywhere (58) | elephant (59) | crept (60) |
| caterpillar (61) | cucumber (61) | thing (62) | left (62) |
| give (62) | quilt (63) | | |

Discussion Questions and Activities

1. What game is Oliver playing? (*hiding, p. 58*) Do you think that hiding, the way that Oliver is doing it, would be fun? Why? Why not?
2. Do you think that Father really knows all along where Oliver is? Why? Why not?
3. Father tucked Oliver in tight. (*p. 63*) What do you think that means?
4. Do you think that it is nice to be tucked into bed? Why? Why not?

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5. Families often have special family games or jokes. Oliver “hides” from his father. Tell about some family games that you know. Do you think that they are special? Why? Why not?
 6. What kind of a feeling do you have at the end of the story?