

The Runaway Piggy / El cochinito fugitivo
By James Luna

PRESCHOOL:

Describing/Counting:

What colors do you see on the page?

How many people are following Piggy on this page?

Predicting:

What do you think will happen next?

Will Piggy get away? Why or why not?

Restating events:

What happened on this page?

Who is chasing Piggy now?

What happened at the end?

Movement:

Shake like Piggy does when he shakes his stubby brown tail.

KINDERGARTEN:

READING COMPREHENSION

Comprehension and Analysis of Grade-Level-Appropriate Text

1.1 Use pictures and context to make predictions about story content.

1. Show pages 1 and 2. Have students predict what Piggy is doing, where he will go and what Marta will do about him running away.
2. Show pages with Lorenzo and Mamá Nita and ask students what they think their jobs are and what they are telling Piggy.
3. After the end of the story, ask students to predict what will happen to Piggy in Miss Carranza's class.

1.2 Connect the information and events in the text to life experiences.

1. Ask students to relate a time when they've baked or cooked with someone.
2. Make a graph asking students what their favorite cookies or Mexican sweetbreads are.
3. Make a chart of the stores and shops in their neighborhood or around the school. Ask: what would happen if Piggy went there?

1.3 Retell familiar stories.

1. Read *The Gingerbread Man* and compare the characters, settings and events of both stories.
2. Have students perform a choral reading (at the end of this guide).

LITERARY ANALYSIS

Narrative Analysis of Grade-Level-Appropriate Text

2.1 Distinguish fantasy from realistic text.

1. Make a chart: "Real" and "Fantasy." Ask students to describe events or characters in the story that are real or fantastic.

2.2 Identify characters, settings and important events.

1. Create a story map showing each place Piggy visits, who he meets there and what the person's job is.

2.3 Relate an experience or creative story in a logical sequence.

1. Ask students to retell story. Teacher writes their responses in a modeled writing.

FIRST GRADE

READING COMPREHENSION

Structural Features of Informational Materials

1.1 Identify text that uses sequence or other logical order.

1. Ask students to identify sequence vocabulary used in the story. Put these words on a word wall.
2. Use *first, next, then, finally* and other sequence vocabulary to retell parts of the story.

Comprehension and Analysis of Grade-Level-Appropriate Text

1.2 Respond to *who, what, when, where* and *how* questions.

1. Create a class summary using the following:
 - a. Who are the characters?
 - b. What did Piggy do first?
 - c. When did Piggy start running?
 - d. Where did Piggy go?
 - e. How did Rosa trick Piggy?

SPEAKING APPLICATIONS

2.1 Retell story using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why* and *how* questions.

SECOND GRADE

READING COMPREHENSION

1.1 Ask clarifying questions about essential textual elements of exposition (e.g., *why, what if, how*).

1. Create a chart of questions to use during each rereading of *Piggy*:
 - a. Why did Martha chase Piggy?
 - b. What does Piggy see with ___(character)___ that makes him run away?
 - c. How did Rosa trick Piggy?

- d. What do you think will happen to Piggy after Miss Carranza gets him?
- e. What might happen if Piggy gets away from Miss Carranza?

1.2 Recognize cause-and-effect relationships in a text.

LITERARY RESPONSE AND ANALYSIS

2.1 Compare and contrast plots, settings and characters presented by different authors.

2.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.

- 1. What happened to Piggy at the end?
- 2. Was he eaten? What proof is there?

2.3 Compare and contrast different versions of the same stories that reflect different cultures.

LISTENING AND SPEAKING STRATEGIES

3.1 Retell stories, including characters, setting and plot.

- 1. Read various versions of *The Gingerbread Man*. Compare: setting, characters, events and endings.

ART LESSONS

Mamá Nita says, “If you come in, I will disguise you so no one can find you.”

- 1. Draw what you think Mamá Nita would do in her Beauty Salon to disguise Piggy.

SOCIAL STUDIES

After hearing the story:

- 1. Draw a map of the neighborhood Piggy runs through.
- 2. Draw a map of your own neighborhood.