

ABOUT THE AUTHOR OF THIS GUIDE

This guide was prepared by Toni Buzzeo, M.A., M.L.I.S., educational consultant and library media specialist.

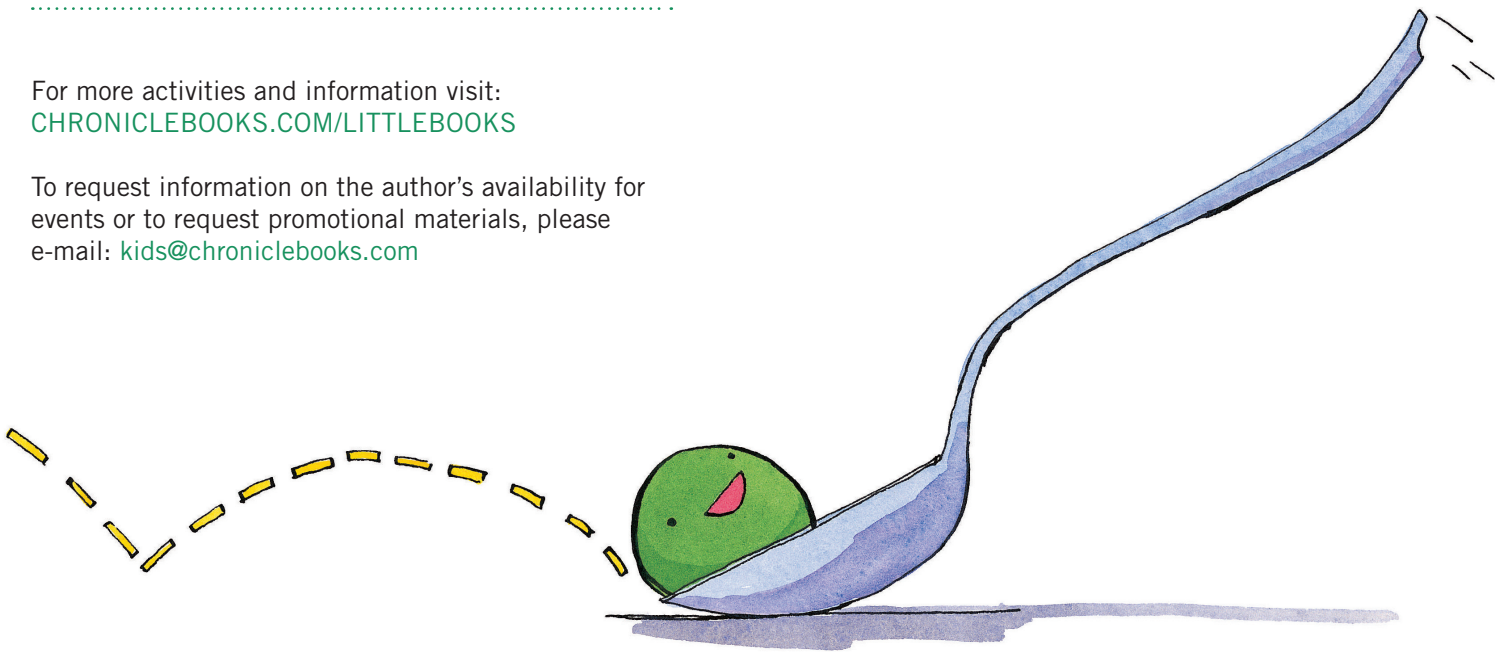
ABOUT THE AUTHOR



Amy Krouse Rosenthal is a Chicago-based writer. She is the author of *Little Pea*, *Little Hoot*, *Little Oink*, *Duck! Rabbit!*, and several other books for children and adults.

For more activities and information visit: CHRONICLEBOOKS.COM/LITTLEBOOKS

To request information on the author's availability for events or to request promotional materials, please e-mail: kids@chroniclebooks.com



THIS TEACHER'S GUIDE INCLUDES

PRE-PLANNED ACTIVITIES FOR STUDENTS

- LANGUAGE ARTS
- SOCIAL STUDIES
- SCIENCE
- ART

*Little Pea, Little Hoot, and Little Oink
Teacher's Guide Grades K-2*



DEAR TEACHER:

This trio of lively picture books will delight children with word play and concept inversion as the author stands time-honored adult admonishments, such as "eat your vegetables," on their heads! The clever texts provide opportunities for connections in language arts, science, social studies, and the arts. The books encourage critical thinking while simultaneously inspiring giggles in young readers.

You'll find activities for each individual book and activities for the three books as a series. Get ready for a delightful ride as you accompany Little Pea, Little Hoot, and Little Oink on their unexpected daily journeys.

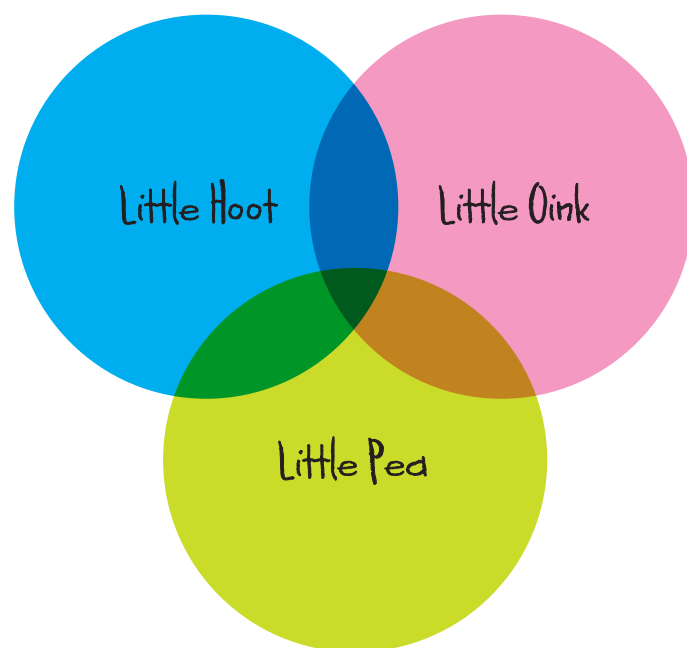


The Little Books

LANGUAGE ARTS

TRIPLE BUBBLE

Begin by reading all three stories aloud to the class. Then, involve your students in a triple bubble activity by creating three very large overlapping circles on a chalk- or dry erase board, or on chart paper. Label each of the three circles as shown in the diagram below, taking care to make the three-way overlap rather large.



USE A VARIETY OF QUESTIONS TO ELICIT SIMILARITIES AND DIFFERENCES BETWEEN THE THREE BOOKS, SUCH AS:

- Who are the characters in each book?
- What does each main character enjoy doing?
- What is the main character's problem in each of the books?
- How are these problems similar? How are these problems different?
- How are the main characters' problems different from human children's problems?

Write student responses in the appropriate sections of the diagram.

WORD PLAY

Introduce the concept of "word play" (which is a clever exchange of words such as a pun which deliberately mixes two similar sounding words) to your students if they are unfamiliar with it. Author Amy Krouse Rosenthal ends each story with a clever bit of word play.

Re-read each of the three stories and write the final line of each story on chart paper. Invite students to brainstorm other animals (or foods) that might star in a "Little" book. When you have exhausted student ideas, ask them to come up with final lines using the same pattern Rosenthal uses in her books:

"And they owl lived happily ever after."

"And they all lived hap-pea-ly ever after."

"And they all lived hap-pig-ly ever after."

MORE "LITTLE" STORIES

Each "Little" story is based on a family rule. After you have engaged students in the Animal Traits activity below, invite them to each choose another animal from the list and to write a "Little" story based on that animal. This can be an individual, paired, or group activity depending on the age of the students. Ask them to follow the patterns Rosenthal uses in all three of her stories and to invert the family rule.

LANGUAGE ARTS

LITTLE OINK "READER'S THEATER"

Read *Little Oink* aloud to children first, so that they can enjoy the illustrations and become familiar with the story. Then, hand out a set of photocopied scripts to nine students (for challenged readers to whom you'd like to assign brief parts with support, consider a part in the chorus). Ask the remaining children to be the audience or, alternatively, allow them to be a part of a large chorus. If you have plenty of time set aside, allow students to practice their parts individually or as a group until they are reading fluently. If time is limited, have performers face the audience and simply read their parts on the first run-through. Once all readers are comfortable with their parts, have a second reading with the opportunity to use props while reading. [Note: Each reader may want to wear a pig mask.]

ROLES

Narrator One

Little Oink

Narrator Two

Mama Pig

Narrator Three

Papa Pig

Chorus (three or more readers)

Papa Pig

If you want to grow up to be a respectable pig, you must learn how to make a proper mess.

Mama Pig

Mess up your room, put on some dirty clothes, and then you can go out and play.

Little Oink

(snort) Do I have to?

Mama/Papa Pig

Yes, you have to.

Narrator Three

So off he went.

Little Oink

(mutter) When I grow up, I'm going to let my kids clean up their rooms as much as they want.

Narrator One

He unmade his bed.

Narrator Two

He unfolded his clothes.

Narrator Three

He threw his towel on the floor.

Narrator One

He put on a stained T-shirt.

Narrator Two

He dragged in some mud.

Little Oink

Have I messed up enough?

Papa Pig

I still see toys in their bin, mister.

Mama Pig

Please—not another word until this room's a total pigsty.

Little Oink

(grunt) Fine.

Chorus

One toy. Two toys. Three toys. Four toys. Five toys. Six toys. Seven toys. Eight toys. Nine toys. Ten Toys. Zip, zoom, crash!

Little Oink

There. Now can I go play?

Papa Pig

Yes, sweet swine of mine, now you can go play.

Narrator Three

And Little Oink ran off to play his most favorite game . . . house!

Chorus

Sweep. Scour. Scrub.

Little Oink

Now this is hog heaven!

Chorus

And they all lived hap-pig-ly ever after.

SCRIPT

Narrator One

And now comes the story of Little Oink.

Narrator Two

Little Oink was a neat little pig.

Narrator Three

He liked a lot of things

Narrator One

He dug playing with his pig pals.

Little Oink

Hey, guys! I found a truffle!

Narrator Two

He savored his days at school.

Little Oink

Snort, grunt, squeal!

Narrator Three

And he relished nighttime with Mama Pig and Papa Pig.

Mama Pig

This little piggy went to market.
This little piggy stayed home.
This little piggy had roast beef.
This little piggy had none.

Little Oink

And this little piggy ran alllllllllll the way home.

Narrator One

But there was one thing Little Oink did not like.

Chorus

Mess up time!

Narrator Two

Because that's what you have to do when you're a pig.

Chorus

Make a mess, mess, MESS!

Little Oink

All my friends get to clean their rooms. Why can't I?

Little Oink

ART CONNECTIONS

NATIONAL PIG DAY PARTY

Each year, on March 1, National Pig Day is celebrated. Plan a classroom or library celebration. In advance of the day, invite students to create pig masks using the template available at <http://www.freefunfings.com/masks/masks/pdf/004008.pdf> or using paper plates as the base.

Read *Little Oink* aloud to your group of masked students and then enjoy a fine snack of pig slop (combine cookie crumbs, gummy worms, miniature marshmallows, and/or granola with pudding to make this delicious treat).

SCIENCE

WHAT A PIGSTY!

Pigs are said to be dirty animals, but are they really? Select one or more primary level nonfiction books or articles about pigs and share them with your students. Discuss where pigs' dirty reputation comes from. What behavior makes people think they are messy?

Ask students to imagine that Little Oink has a chance to design his own pigsty. Using chart paper taped to the wall or laid out on an open area of the floor, draw a large, fenced-in pigpen. Invite students to illustrate the various areas that Little Oink would include if he were living there.

IT PAYS TO BE CLEAN

Even though the messy reputation of pigs might not be deserved in *Little Oink*, it makes the story a lot of fun. Invite students to imagine the classroom in its dirtiest, messiest state. Ask each student to imagine that he or she is Little Oink and following Mama and Papa Pig's instructions in the classroom. What would they dump out, spill, scatter, or leave lying around during "Mess Up Time?"

Now, discuss the consequences of each of those actions. Invite each student to compose a "consequences" statement.

For example:

- If I spilled the paint all over the floor, someone might slip and fall.**
- If I left my used tissue on the table, someone else might catch my cold.**

To reinforce the message, ask students to invert the statements.

For example:

- I make sure not to spill paint on the floor so that no one slips and falls.**
- I throw my used tissue in the trash so that no one catches my cold.**



SOCIAL STUDIES

FAMILY RULE INVERSIONS

All three of the "Little" books are based on inversions of typical family rules.

After you read each book aloud, ask students to identify the three family rules that are being turned on their heads. Then, help students to create a declarative sentence following this pattern:

In most families, the rule is: _____, **but in the**
_____ (pig, owl, pea) family, the rule is: _____.

Engage students in a group discussion of the bedtime, clean-up, and healthy eating rules in their families. Then, ask students to name other family rules for children. Create a list of these rules on chart paper.

Discuss Little Hoot's and Little Oink's plans for rules for their own children when they grow up. Then, ask students which family rules they plan to change for their own children.

SCIENCE

ANIMAL TRAITS

Ask children to think more deeply about why Rosenthal's inversions are especially funny. Why, for instance, is the messy room a perfect match for Little Oink? Students will recognize that pigs are thought to be messy (i.e. rolling in mud).

Often, we express these traits in similes. Read these similes aloud, filling in the missing animal as you go:

- | | |
|-------------------------|---------------------|
| wise as an _____ | happy as a _____ |
| happy as a _____ in mud | stubborn as a _____ |
| busy as a _____ | quiet as a _____ |
| slippery as an _____ | gentle as a _____ |
| quick as a _____ | strong as an _____ |
| blind as a _____ | sick as a _____ |

If you have time, invite students to talk to parents and other family members to gather additional similes.

Next, create a chart that lists traits with animals said to possess them.

Animal	Trait
owl	wise
pig	messy

Now, ask students to brainstorm family rules that would be logical for each animal family. For instance, drawing on the simile "as quick as a fox," in a fox's family, the rule might be "Eat as fast as you can," whereas the human rule is to eat slowly, chewing thoroughly, and keeping your mouth closed. Because this is a challenging activity, it is perfect for Book Buddies where younger students can enlist the ideas of their older partners.

Little Hoot

LANGUAGE ARTS

OWLISH QUESTIONS

Each owl species makes its own sound. Begin by sharing several different owl calls with students using the sound files at <http://www.owlpages.com/sounds.php>. Choose one call that most sounds like the hooting sound that Little Hoot speaks in. Invite students to practice making an owl's hoot.

Now discuss the question words written above the chalkboard in Little Hoot's classroom. All of them begin with the "wh" sound. Of course "who" sounds just like an owl's call. Ask children to pronounce the other question words as Little Hoot would if he were to pronounce them (with a full "hoo" sound at the beginning of each). Once they have practiced the pronunciations, challenge students to ask all of their questions all day using the owlish pronunciation of the question words.

SCIENCE

NOCTURNAL MEANS 'AT NIGHT'

Poor Little Hoot. All he wants is to go to sleep but his parents insist that he stay up late. Invite your students to explain why Little Hoot's parents think staying up is a good idea. Once students all understand that owls are nocturnal animals, invite them to explore books from the library about other nocturnal animals and then make a list of these animals (you can find extensive lists of nocturnal animals online if you would like to supplement their findings).

Ask each student (or pair of students) to select a nocturnal animal. Supply each student with a sheet of paper large enough to accommodate a big illustration and one sentence. Ask students to illustrate their chosen animals in their nighttime environment and to write a sentence that reads:

_____ [animal name] _____ [activity] at night.

(e.g. Hedgehogs dig in the dirt for food at night.)

Assemble student pages into a classroom book of nocturnal animals.

ART

CREATE AN OWL

Using the directions available at the Enchanted Learning Web site (<http://www.enchantedlearning.com/crafts/animals/owl/>) guide students in making paper plate owls. If you have them available, glue feathers to the owls once they are colored and assembled.



Little Pea

SCIENCE

EAT YOUR CANDY!

Drawing from all food groups, invite students to brainstorm as many foods as they can think of (depending on the age of your students, you may need to put a time limit on the brainstorming session). Then, ask your students to classify this exhaustive list into several smaller lists. Make a chart of these lists using markers, and assign one marker color to each class of foods. Your classes might include:

VEGETABLES

OTHER HEALTHY FOODS

FAVORITE CANDIES

OTHER SWEETS

JUNK FOODS

Now, using small green circular stickers, ask students to come up to the chart, one at a time, and place a "pea" in front of each food that Little Pea's parents would have made him eat before his dessert.

LITTLE PEA'S PYRAMID

Introduce students to the new Food Guide Pyramid from the United States Department of Agriculture at http://teamnutrition.usda.gov/Resources/mpk_poster.pdf. Discuss the food groups represented on the pyramid and why they are important for good health in humans.

Instruct students to imagine and create the Food Guide Pyramid for Little Pea and his fellow young vegetables. What might it look like? Which categories would it have and how much space would be devoted to each?

KNOW YOUR PEAS

Introduce students to the many different kinds of peas by sharing pictures with them or bringing in samples to see and taste, including:

- sugar-snap peas
- garden (or green) peas
- snow peas
- split peas

You may also wish to bring in some chickpeas and black-eyed peas, which are actually not peas at all; they are beans.

Once they are familiar with the different types of peas, ask students to identify which type of pea Little Pea is.

PLANT YOUR PEAS

Some seed companies have begun to produce peas that can be grown in containers. Obtain a package of these seeds (such as Little Marvel Pea from ContainerSeeds.com) and grow pea plants in windowsill containers with your students. Chart weather (sunny days) and irrigation if desired.

