

First Grade

READING COMPREHENSION

Identify text that uses sequence or other logical order.

Students identify sequence vocabulary used in the story. Put these words on a word wall.

1. Use *first, next then, finally* and other sequence vocabulary to retell parts of the story.

Comprehension and Analysis of Grade-Level-Appropriate Text

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

Retell stories 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

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

Create a chart of questions to use during each re-reading of *Piggy*:

1. Why did Martha chase Piggy?
2. What does Piggy see with ____ (character) ____ that made him run away?
3. How did Rosa trick Piggy?
4. What do you think will happen to Piggy after Miss Carranza gets him?
5. What might happen if Piggy gets away from Miss Carranza.

LITERARY RESPONSE AND ANALYSIS

Compare and contrast plots, settings, and characters presented by different authors and generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.

What happened to Piggy at the end?

Was he eaten? What proof is there?

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

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."

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

SOCIAL STUDIES

After hearing the story, draw a map of the neighborhood Piggy runs through.

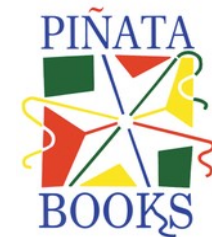
Draw a map of your own neighborhood.



By / Por
James Luna
Illustrations by / Ilustraciones
de
Laura Lacámara

Spanish translation by /
Traducción al español de
Carolina Villarroel

PIÑATA Books
Arte Público Press
Houston, Texas



James Luna: moonstories.com

THE STORY:

In the classic tradition of *The Gingerbread Man*, James Luna's piggy cookie leaps off the baking tray and takes the reader on a mad dash through the barrio, past Lorenzo's Auto Shop, Nita's Beauty Salon, Leti's Flower Shop, and Juana's Thrift Shop.

Children—and adults too—will delight in the clever piggy's escape from Martha's Panadería in this entertaining re-telling of a familiar story set in a colorful Latino neighborhood. A recipe to make Mexican gingerbread pig cookies is included in both English and Spanish.

PRESCHOOL:

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?

Retell the story using names of children in the class.

Movement:

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

Kindergarten:

READING COMPREHENSION

Use pictures and context to make predictions about story content.

1. Show pages 1 and 2. Have students make 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, asking 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.

Connect to life experiences the information and events in texts.

1. Ask students to relate at time when they've baked or cooked with someone.
2. Make a graph asking students what their favorite cookies/panes 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?

Retell familiar stories.

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

LITERARY ANALYSIS

Distinguish fantasy from realistic text.

Make a chart: "Real" and "Fantasy." Students describe events or characters in the stories that are real or fantastic.

Identify characters, settings, and important events.

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

Listening/Speaking

Relate an experience or creative story in a logical sequence.

Students retell the story. Teacher writes their responses in a modeled writing.