

Piglets Don't Watch Television

Tumble through oral communication, written communication, dramatization and visual arts: Curriculum integration

Topic: Critical thinking and engagement with the themes of the text, the author's message, and relevance of the text to the students' lives.

Time Period: 35-40 minutes, over a 3-5 day period

Grade Level(s): K-3

Objective(s): This novel study is intended to facilitate ongoing engagement with the text Piglets Don't Watch Television by Trina Wiebe. Students will view the e-book and work independently and co-operatively in small groups for an understanding of the text, the themes of the text, and the author's message.

Materials and Resources Required:

- ✓ e-book Piglets Don't Watch Television by Trina Wiebe
- ✓ computer/laptop
- ✓ projector
- ✓ chart paper
- ✓ markers

Type of Assessment:

- ✓ Diagnostic
- ✓ Formative
- ✓ Summative

Possible Tools and Strategies for Assessment:

- | | | |
|------------------------|------------------------|---------------|
| ✓ Student Work Samples | ✓ Teacher Notes | ✓ Observation |
| ✓ Oral Assessment | ✓ Rubric | ✓ Other |
| ✓ Peer-assessment | ✓ Checklist | |
| ✓ Self-assessment | ✓ One-to-One Interview | |



Piglets Don't Watch Television

By Trina Wiebe

The award-winning "Abby & Tess Pet-Sitters" series features Abby, an aspiring veterinarian who desperately wants a pet but lives in a "no pets allowed" apartment building, and her younger sister, Tess. The girls go into the pet-sitting business and discover new things about animals and new ways to solve problems. In Piglets Don't Watch Television, excitement turns to puzzlement as pet-sitters Abby and her sister Tess are faced with the bizarre goings-on in the home of Prissy, a pot-bellied pig. But the mystery is solved thanks to Abby's brain power and Tess's super-dog sense.

BEFORE Students Tumble: Activating Prior Knowledge

Mini-discussion. Ask the students about a pet they have or may have had in the past, or a pet someone they know has or may have had. What kind of pet was it? What was involved in caring for the pet? What were the responsibilities?

Introduce the students to the e-book Piglets Don't Watch Television by Trina Wiebe.

WHILE Students Tumble: Reading Comprehension, Critical Thinking & Co-operative Learning

The following are a variety of reading comprehension and critical thinking activities for the students to complete:

Plot Talk

The plot of a story tells the reader much about the story and the characters. Every event that occurs in a story influences what will follow, until the end of the story.

As a class or in small groups, have the students generate and record their ideas of the plot. *What happened first? Why? What happened next, as a result of that?* You may wish to have the students record their ideas in the form of a road map. Students will share their road maps with other students in the class.

Theme Talk

Understanding the theme of the text occurs through engaging with the main character(s), events that take place, what the author tells us, and what we can infer.

As a class or in small groups, have the students discuss and record ideas about the theme of the text: Have them reflect on the following questions as a guide: *What do we learn from the main characters? What is the author trying to tell us? Why do you think this is important? What connections can you make to your own life? Have you ever been in a similar situation? What is the main theme of the text? I know this because...*

Have the students record their ideas for a theme and specific examples from the text that support their ideas.

Tumble Idea: Have the students frequently refer to their ideas about the plot and theme of the text. Have the students review their ideas and identify how they have changed during and after having read the text.



Character Web (page 4)

Creating a Character Web helps the students to flush out their ideas, interpretations, and learning about a character. It also helps students to compare and contrast different characters within the same text.

Character Study: Put Yourself in Their Shoes (page 5)

Good readers use multiple means through which to understand the main character(s) of a text. One way is through drama. Have the students act out a chapter from the e-book. By playing a character the students are made privy to the possible thoughts, feeling, ideas and motives of that character. Have the students work in small groups to collaborate for a deeper understanding of what is going on in the minds of the main character(s).

Story Map (page 6)

This activity allows the students to organize the information provided to them from the text.

AFTER Students Tumble: Culminating Task

Visit a local pet store. Students are to visit a local pet store and select an animal of interest to them. Students will research and collect information about that animal. Students will then present their information in the form of a research report and present their findings in a 5 minute presentation to the class.

OR

Mask. Using paper mache, students are to create a mask of a character found within the text. On the mask you may glue pictures, words, and/or symbols that are significant to events that take place in the story and to that specific character. Be creative and colourful! Students will present their completed masks to the class.

Tumble Idea: Have the students complete a **Character Web** for a character mid way through the text and then again at the end of the text for the same character. Have the students compare and contrast their **Character Web** to identify how the character has changed and/or developed throughout the book.



Character Web



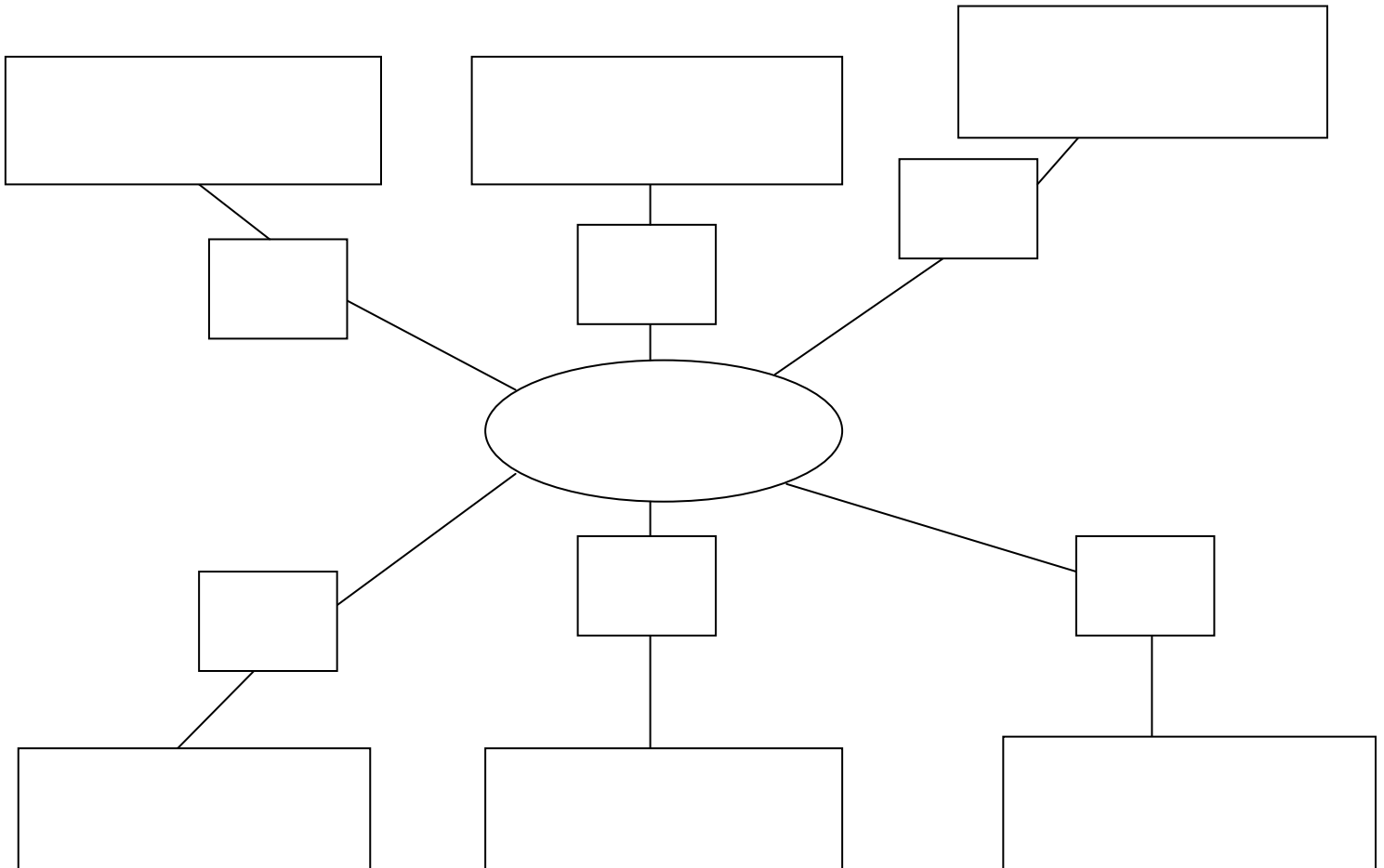
oval

square

In the center **oval** write a character's name. In each, **square** write words that describe the character's personality.

In each, **rectangle** describe a behaviour or event that demonstrates the specific personality trait.

Take it one step further: Complete a Character Web for more than one character in the e-book, and then compare the Character Webs you have created for each of the different characters: How are the characters similar? How are they different? Which of the characters are you most similar to? How? Why?



Put Yourself in Their Shoes



My group acted a scene from chapter: _____. I played the character named _____.

Before acting this scene I thought...

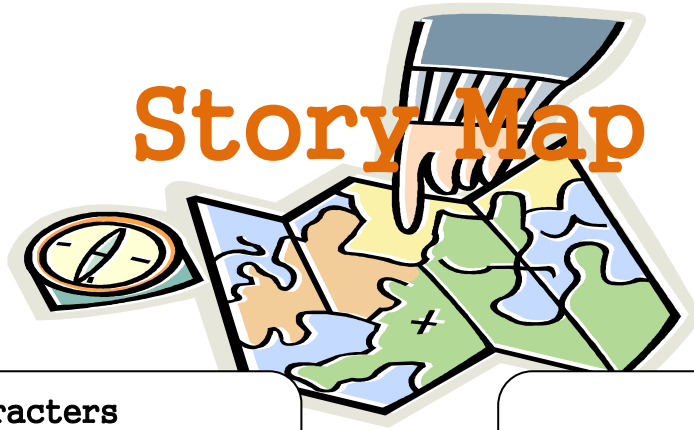
After I acted this scene, I now understand...

Something new I learned is...

A question I still have is...

A piece of advice I have for this character is...

Story Map



Characters

Setting

Problem/Situation

Major Events

- 1.
- 2.
- 3.
- 4.
- 5.

Resolution

Theme