

Books for Young Learners Teacher Resource

Book Notes



Pigs Peek / ¡Los cerdos espían!

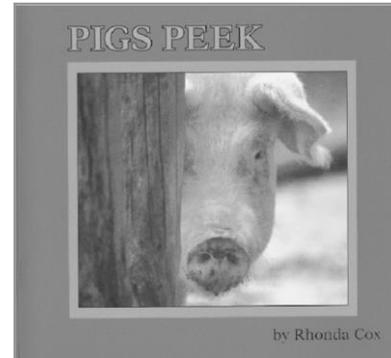
Author and Photographer Rhonda Cox

12 pages ■ 28 Eng. words ■ 44 Spn. words

Fountas and Pinnell Level C

Reading Recovery Level 4

Descubriendo la Lectura Level 5



Pigs Peek

SYNOPSIS

Pigs don't just roll in the mud, they dance and run and peek and. . .

WHAT THE BOOK OFFERS

- Nonfiction expository
- Third person
- Present tense
- Plural text but most photographs are singular
- Two word sentences of subject plus verb
- Sentence pattern established in title
- Some repetition of title
- Range of verbs—some are difficult to show in photograph
- Illustrations extend text

POSSIBLE SKILLS EMPHASIS

- Constancy of sentence structure and of first word
- Understanding that it is the action word that changes— developing understanding of verb
- Attends to final letter sound, -s denoting plural
- Using initial letter to predict verb
- Using picture as secondary cue

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INTRODUCING THE BOOK

The cover illustration will help us think who or what this book might be about.

Which word in the title might go with the photograph?

Look at the end of the word that you think says "pig." What do you notice? The title tells us about more than one pig, but the photograph shows just one pig. That is a reminder that we need to look at the ends of the words as we read.

Now let's look at the second word in the title. Look at the beginning letter and then the end one. What letters and sounds can you see and hear? What is the pig doing in the picture?

The first word told us who the book is about and the second word told us what pigs can do.

FOCUS OF INSTRUCTION

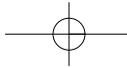
- Continue the pattern of discussion and instruction outlined for the cover to help children understand how identifying a syntactic pattern helps a reader. But it should be more than "There's a change." It is important that even at this early stage students begin to understand the function of words. Instead of just saying, "What does the word begin with?" they need to think, "What kind of word am I looking for?" or "What is the job of the word?"
- The plural text and mainly singular illustrations provide opportunities for attention to word endings and to distinguishing between singular and plural.

FOLLOWING THE READING

What could the text say if it was telling about one pig?

Choose a page that you like and draw the illustration to match the text. How many pigs will you draw?

- List the verbs and extend the list with actions that the students contribute about what they can do. Use them to form singular and plural sentences: "I skip." "We skip."



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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>Pigs like to peek at . . . Pigs use trees to scratch themselves because . . .</i>
USE YOUR MEMORY	<i>What are all the things pigs can do besides 'peek'? Find the words in the book that tell you what pigs like to do.</i>
WHAT'S YOUR OPINION?	<i>Why do pigs like to sleep on top of mud? Why do you think pigs dig holes with their noses?</i>
BE CREATIVE	<i>What do pigs need to be happy pigs? Draw a picture of a pig farm.</i>
VOCABULARY AGENT	<i>Name a word that is the opposite of 'sit' . . . Name a word that is the opposite of 'stand' . . . Name a word that is the opposite of 'sleep' . . . Name a word that is the opposite of 'peek' . . .</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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