



**Reading Reinforcement  
Kit for**

**"The Wonderful  
Pigs of Jillian  
Jiggs"**

**by Phoebe Gilman**

**Created by Ann M.  
Gauvin**

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# READING REINFORCEMENT ACTIVITY KIT

TITLE OF BOOK :	<b>The Wonderful Pigs of Jillian Jiggs</b>
AUTHOR/ILLUSTRATOR :	<b>Phoebe Gilman</b> <a href="http://www.phoebegilman.com">http://www.phoebegilman.com</a>
PUBLISHER :	<b>Scholastic Canada Ltd.</b>
LEVEL :	<b>Grade One</b>
ISBN NUMBER :	<b>0-590-74847-5</b>
CONTENT:	Once the irrepressible Jillian Jiggs learns how to make cloth pigs, she aims to make lots of money by selling them in the neighbourhood. But she discovers that she can't bear to part with her creations and instead shows others - including the reader - how to make their own pigs.
SPECIAL FEATURE :	There are detailed instructions at the back of the book on how to make cloth pigs.  Materials are included in this kit for this craft.
KIT PREPARED BY :	Ann M. Gauvin Quebec City Reading Council (418) 658-8298
FUNDING FOR PROJECT :	Through Concerted Literacy Councils of Quebec Federal/Provincial Initiatives Project

# EARLY SKILLS BY GRADE

In its study of reading research, *Preventing Reading Difficulties in Young Children*, the National Research Council has come up with a list of skills students need to master in the early grades to remain on track for reading success. Here's a glimpse:

## Kindergarten

Can name and recognize all the letters in the alphabet.

Understands that the sequence of letters in a word represents the sequence of sounds.

Recognizes some simple words by sight, such as "a," "the," "my," "you."

Correctly answers questions about stories read aloud.

Given a set of spoken words such as "dan, dan, den," can identify the first two as the same and the last one as different.

Given a set of spoken words like "dak, pat, zen," can recognize that the first two share a sound.

Can come up with a word that rhymes with a spoken word.

Can write his or her own name.

## First Grade

Can read aloud and comprehend any text designed for the first half of first grade.

Can sound out simple words as well as short nonsense words (sit, zot).

Routinely sounds out unfamiliar words in text.

Monitors own reading and self-corrects when an incorrectly read word doesn't fit with cues provided by letters in the word or context.

Can count the syllables in a word.

Can blend or separate the sounds that make up a word.

Can answer simple written questions about a text.

## Second Grade

Reads and understands fiction and nonfiction at grade level.

Can sound out multi syllable words with regular spellings such as capital, Kalamazoo.

Sounds out unknown words.

Reads many irregularly spelled words and common letter patterns such as special vowel combinations or word endings.

Reads voluntarily to pursue his or her own interests or purposes.

Correctly spells previously studied words.

Represents all the sounds of a word when spelling.

# THE WONDERFUL PIGS OF JILLIAN JIGGS

**PRE-READING ACTIVITIES :** Have the child draw a picture of a pig

**DIRECTIONS :** Using the example below, have the child draw and colour his pig.

Find printable colouring activities at:

Pigs at Enchanted Learning

<http://www.enchantedlearning.com/themes/pig.shtml>

Includes pig rhymes, crafts and printouts to colour.

# THE WONDERFUL PIGS OF JILLIAN JIGGS

## PRE-READING ACTIVITIES :

Nursery Rhymes

**DIRECTIONS :** This activity should be theme related to the story

1. Introduce the Nursery Rhyme, chants or fingerplays. If it comes from a book introduce the author, illustrator and talk about the cover.
2. Read the rhyme, verse etc. If using a fingerplay, teach the motions while you read.
3. Choose one or more of the following reading activities to complete with the child.
  - have the child join in with you
  - have the child read or repeat it to you
  - take turns reading or repeating one line each
  - leave out words and challenge your child to replace them

## SELECTION TO USE :

### THIS LITTLE PIG

This little pig went to market  
This little pig stayed home  
This little pig had roast beef  
This little pig had none.  
This little pig said,  
« Wee, wee, wee »  
All the way home.

Hold baby's big toe and wiggle gently  
Hold baby's next toe and wiggle  
Hold baby's next toe and wiggle  
Hold baby's next toe and wiggle  
Hold baby's next toe and wiggle  
Then run your fingers up to his neck  
and tickle gently.

### TO MARKET

To market, to market  
To buy a fat pig  
Home again, home again  
jiggety-jig.

Note: With the above verse, you could have the child colour a picture. (Pictures can be obtained at the sites listed below).

Find printable Mother Goose rhymes with illustrations at:

The Real Mother Goose  
<http://trmg.designwest.com/contents.html>

# THE WONDERFUL PIGS OF JILLIAN JIGGS

## **INTRODUCTION OF BOOK :**

### **DIRECTIONS :**

Introduce the Cover of the book  
Introduce the title, illustrator, author  
Questions to be asked:

1. What do you think this book is about?
2. On the cover show me Jillian Jiggs.
3. Have we read other Jillian Jiggs books?

## **READ THE STORY :**

### **DIRECTIONS :**

Follow the directions contained in this Kit on how to read a story aloud

During the story i.e. on page 28 ask « How do you think Jillian is feeling now?

On page 30 : « What has Jillian decided ?

## **AFTER THE STORY :**

Questions :

1. Did you like the story?
2. If you were to make a pig, what would it be like ?
3. What would you call your pig?
4. Draw your favourite part in this story (see attachment)
5. Choose your favourite sentence from the story (see attachment)
6. In re-reading the story another time, follow the exercise « What's Missing » (attachment)

# How to Tell a Story

**Focus** The WAY you tell a story is important.

**Goal** For parents to use storytelling techniques when they read to their children.

## Points to Discuss

- Have fun. Act like you are having fun! If you want your child to enjoy the story, you must enjoy it, too.
- Be dramatic. Put excitement in your voice. Don't read or tell a story as if it is normal conversation.
- If a cat purrs, make your voice sound like a cat purring! If a lion roars, sound like a lion roaring!
- Imitate other sounds. If a train is part of the story, make the sound of a train!
- Use different voices for different characters. If the character is an old lady, make your voice sound like an old lady! If the main character is a mouse, make your voice squeaky!
- If a song or verse is part of the story, sing it! Make up the tune.
- Use hand actions. If something is big, show how BIG it is!
- Use your face. Look surprised or afraid or happy or sad if the story calls for it!
- Use props. If the story is about a bear, have your child's teddy bear listen to the story, too!
- Act out parts of the story. Speak clearly. Don't speak too fast.
- Pause when you want to build excitement.
- Involve your child. Have him or her make the sounds or actions.
- Make your child the main character, or make one of his or her toys.
- You don't need to read a book to do all these things! You can tell a story.
- Tell your child your favourite children's story, or make up your own story.

- You may want to tell a story about your own childhood, or something funny that happened to you.
- Don't be afraid to exaggerate!

# How to Tell a Story

## Activities for Parents

### **Putting Expressions into Stories**

Introduce the idea that HOW you tell a story is important. You can add to your child's enjoyment of a story by using the techniques of good storytellers. One way to do this by putting expression in your voice.

Try this activity:

Have parents think of a daily routine - maybe waking up, getting dressed, getting the children up, making breakfast...

Then have parents tell each other the routine in a way that makes it sound EXCITING! Do the "storytelling" in pairs, or as a "round the circle" group activity.

Repeat the activity making the daily routine seem:

- sad
- funny
- frightening
- mysterious.

### **Barnyard**

Children's storybooks feature a variety of characters, often animals. Emphasize that parent's can increase their child's interest in a book by imitating the voice of the character while reading. If a cat purrs in a story, make your voice SOUND like a purrrr. Or invite your child to "read" that part in the story, and purrrr...

Have the group create the sounds of a barnyard. Assign each parent a different farm animal, or have the parent pick an animal. At a set signal, have all parents imitate the sound of that animal for fifteen seconds!

Here is a variation of the "Barnyard" game. Make one card for each member of the group. On the card print the name of a barnyard animal. "Clue code" the word with a picture for non-reading parents. Include two cards featuring each animal; i.e., two cards reading cat, two cards reading cow, etc.

# How to Tell a Story

Have parents pick a card, look at it, but keep their "animal" secret. At a signal, parents make the sounds of their animal. The challenge: to find the person in the group who drew the same animal card! Parents continue the barnyard sounds until everyone has found his or her match.

## "Voice" Lessons

Here is another idea to emphasize how VOICE can be used to enhance a story. Assign each parent a character that may appear in a children's storybook:

- fierce lion
- mouse
- snake
- a little child
- a witch
- a fairy godmother

Give parents simple lines to repeat. Have them say the lines in a voice that sounds like their animal or character. Samples include:

- "There's no place like home."
- "Frankly, Scarlett, I don't give a damn!"
- "Play it again, Sam."
- "Will you marry me?"
- "Excuse me, where is the ladies' washroom?"

## Body Language

Introduce the idea that a parent can add enjoyment to the storytelling by acting out parts of the story, using simple hand /body actions, and facial expressions. To emphasize these "silent" storytelling techniques, have parents show the following WITHOUT the use of words:

- Looking for something
- Scolding somebody
- Petting an animal

# How to Tell a Story

- Carrying a heavy bundle
- Carrying something very small and precious
- Something very TALL
- Something very short
- Being frightened
- A HAPPY ending!

# THE WONDERFUL PIGS OF JILLIAN JIGGS

**AFTER THE READING OF THE STORY :** Comprehension questions for promoting thinking skills

**DIRECTIONS :** Questions for promoting thinking skills should fit into four categories

1. **Literal :**

Who or what was involved? What happened? Should be answered in 2 or 3 sentences for primary grades

Example: What happened in this story ?

2. **Interpretive :**

Why did" x" happen? What does the word" x" mean in this sentence?

Example: Why did Julian not want to sell her pigs?

3. **Critical :**

Was it good? Why? Did you like it ? Why?

Example: Did you think that her idea of teaching her friends how to make the pigs was a good one?

4. **Creative :**

What's going to happen next? Draw a picture to show how you feel about the story.

Example: Draw a picture of what part he/she liked best

# THE WONDERFUL PIGS OF JILLIAN JIGGS

## **AFTER THE READING OF THE STORY :** Question Mapping

**DIRECTIONS :** To get children to think about their reading they should be raising their own questions. To promote this active role, parents can use a question map or four kinds of questions to guide children. Children are to develop at least one question in each of the four groups. Sample questions follow:

### BASIC INFORMATION

#### QUESTIONS :

Sample :  
Who are the main characters? What is the sequence of three major events?

### OVERALL MEANING

#### QUESTIONS :

Sample :  
What are the characters trying to accomplish?

### JUDGEMENTS

#### QUESTIONS :

Sample :  
Did these characters act responsibly? Was the story worthwhile?

### CONNECTIONS

#### QUESTIONS :

Sample :  
Can the story be used in their lives? How are the elements of the story tied together?

# THE WONDERFUL PIGS OF JILLIAN JIGGS

## RECALL OF DETAILS FROM STORY READ :

**Directions :** Ask the child to match up the names of the PIGS from the story with the descriptive phrases on the index cards.

- a. Take index cards and write the names of the pigs on one set and on the second set write the description of each of the pigs
- b. You will also write the remaining names of the pigs from the story without any description
- c. You can reverse the process for an additional reinforcement exercise
- d. You can also ask the child to find these same names and descriptive phrases in the story

## Match - ups:

### Names

James  
Clarissa  
George  
Jane  
Miranda  
McTavish  
Blackberry Billy  
Lavender Lilly  
Dudley  
Sue  
Beep,Bop,Boo

Marvin  
Thomas  
Rosie  
Marlene  
Gregory

### Phrases

sweet, smiling face  
old fashioned lace  
hat and cane  
George's girlfriend  
red cheeks, long-dark eyelashes  
old, drooping mustaches  
pirate pig  
princess pig  
striped pig  
plaid  
Martian Pigs

# THE WONDERFUL PIGS OF JILLIAN JIGGS

## RECALL OF DETAILS FROM STORY :

### Directions :

After reading the story and after the initial discussion and perhaps other exercises, this **written exercise** will be of benefit to the child in recalling the story in a different format.

This exercise could also be done orally if the child has too much difficulty in writing or you could write down the answers for the child once he/she has orally given the answer.

If the child has difficulty in retrieving the answer, you could suggest that he/she go back to the story.

## QUESTIONS ON RECALL OF THE STORY

1. What day of the week did Jillian decide to clean her room ?

Answer: **Saturday**

2. What was in the jar in Jillian's room that looked like the noses of pigs ?

Answer : **buttons**

3. How many pigs did Jillian think that she could sell if she set up a store ?

Answer : **50 or more**

4. Can you sing the song that Jillian sang as she made her pigs ?

Answer:

**« Jillian, Jillian, Jillian Jiggs  
Maker of wonderful, marvellous pigs »**

5. What did Jillian dress up the second pig in ?

Answer : **old fashioned lace**

6. Describe the pig called « McTavish »

Answer : **old with a drooping mustache**

7. What were the names of the Martian pigs ?

Answer : **Beap, Bop and Boo**

8. Who were Jillian's two friends who came over to play with her ?

Answer : **Rachel and Peter**

9. What was the song that Rachel and Peter sang when they saw Jillian's room ?

Answer:

**« Jillian, Jillian, Jillian Jiggs  
Your room really looks like it's lived in by pigs »**

10. How much did Jillian, Peter and Rachel decide to sell the pigs for ?

Answer : **10 cents**

# CUT-UP SENTENCES

## **AFTER THE READING OF THE STORY :**

### **DIRECTIONS :**

1. Read the book with your child and discuss the story
2. Have the child choose his or her favourite sentence from the story or make up a sentence about the story
3. Write the sentence on a sentence strip
4. Have the child read the sentence. As he/she reads each word, cut it off the strip
5. Scramble the words
6. Have the child put the sentence in order and read it to check for mistakes

# WHAT'S MISSING ?

## **AFTER THE READING OF THE STORY :**

### **DIRECTIONS :**

In re-reading the story a second time -

1. Begin reading the book
2. Leave out a word or phrase on each page

Example:

And Little Red Riding Hood said « Oh, what big sharp  
----- you have, Grandma »

3. Wait for the child to suggest appropriate words or phrases. If she/he offers words that do not change the story's meaning, continue reading
4. For very young children, leave out nouns and verbs to make the activity less complicated.
5. Be sure to leave enough original words and phrases in the story so the story line has continuity.

# THE WONDERFUL PIGS OF JILLIAN JIGGS

## VOCABULARY: DIFFICULT WORDS FROM STORY

### Directions :

1. Have the child circle the word with the colored « wicki stix »
2. On index cards write or have the child write the word while saying it
3. Have the child find the letters to make the word from Scrabble Tiles or magnetic letters
4. If still having difficulty, have the child trace the letters on sandpaper
5. Have the child visualize the word: look at it, close his eyes and see it, write the word and say it.
6. Separate the words into syllables i.e. **sew ing** or **mar vel lous**

# THE WONDERFUL PIGS OF JILLIAN JIGGS

**READING READINESS :**

Rhyming Vocabulary words from the story

**DIRECTIONS :**

Re-read the story with the child and have him/her circle the rhyming endings of the words from the story using the « wicki stix » or pointing to them or having him write them down

**List of Rhyming Word endings from the Story :**

pin

in

recall

at all

Jiggs

pigs

warning

morning

store

more

along

song

face

lace

cane

Jane

names

James

Billy

Lilly

dozens

cousins

sale

tale

# THE WONDERFUL PIGS OF JILLIAN JIGGS

## REINFORCEMENT EXERCISES FOR CONSONANT « P »

**Directions :** Help your child plan a PRETEND PARTY to celebrate the letter « p ». Ask your child to

- a. tell you the foods that could be served at the party;
- b. ask him/her to find the appropriate word from the pile of cards
- c. say the word again
- d. draw a picture of the food

Make sure the names begin with the « p » sound i.e. pizza or popcorn.

### Possible Responses :

pizza  
pretzels  
potato chips  
peanuts  
peanut butter

pop  
punch  
pie  
pogos

popsicles  
pancakes  
pasta  
pates

pears  
plums  
peaches  
popcorn

### Materials required :

Index cards with the above foods printed in lower case letters. These can be printed by hand or use the computer and then paste onto the cards.

Paper, pencils, crayons etc. for drawing of above foods.

## **REINFORCEMENT EXERCISES FOR CONSONANT « P »**

**Directions :** Have the child play the game « I SPY » with you - something in the room that begins with the « p » sound or any other sound that the child is having difficulty with from the story.

## **REINFORCEMENT EXERCISES FOR CONSONANT « P »**

For more reinforcement ideas, check out the following web sites:

ABC Collection. Coloring Pages. Primary Games.com

[http://www.primarygames.com/print\\_zone/coloring/coloring\\_pages.htm](http://www.primarygames.com/print_zone/coloring/coloring_pages.htm)

Alphabites (Activities for All Letters of the Alphabet). Alphabet Soup.

<http://www.alphabet-soup.net/alphabite.html>

# CRAFTS

Follow Pheobe Gilman's "Instructions for making a wonderful pig," on pages 35-36 of the story book.

"Piggies After Our Snack." KinderArt Littles

<http://www.kinderart.com/littles/piggies.shtml>

Follow instructions to make little pigs from drinking cups and construction paper.

"P is for Pig Cupcake"

[http://family.go.com/recipes/special/cake/cake\\_pig/](http://family.go.com/recipes/special/cake/cake_pig/)

# ACKNOWLEDGEMENTS

## **MATERIALS / IDEAS WERE EXTRACTED FROM THE FOLLOWING PUBLICATIONS:**

1. Help America Read - A Handbook for Volunteers
2. Kindergarten Activities - homework helpers (Frank Schaffer Publication) K level
3. Nursery Rhyme Fun - homework helpers (Frank Schaffer Publication) Grades Pre K-I
4. Partners in Print - The Emergent Literacy Plan (Creative Teaching Press and Abrams & Co.)
5. Parent Talk - a publication of the ERIC clearinghouse
6. Other materials used in the activities have been so noted within the Kit itself.

# PIG RELATED STORIES

## EXAMPLES :

The Three Little Pigs	Paul Galdone
The Three Little Pigs	James Marshall
The True Story of the Three Little Pigs	Jon Scieszka
The Three Little Pigs and the Fox	William Hooks
The Three Little Wolves and the Big Bad Pig	Eugene Trivizas & Helen Oxenbury
Ziggy Piggy and the Three Pigs	Frank Asch
Goldilocks Comes Back	Anne Meyers
Five Little Piggies	Martin
Charlotte's Web	E.B. White
The Three Little Pigs	Modern Publishing