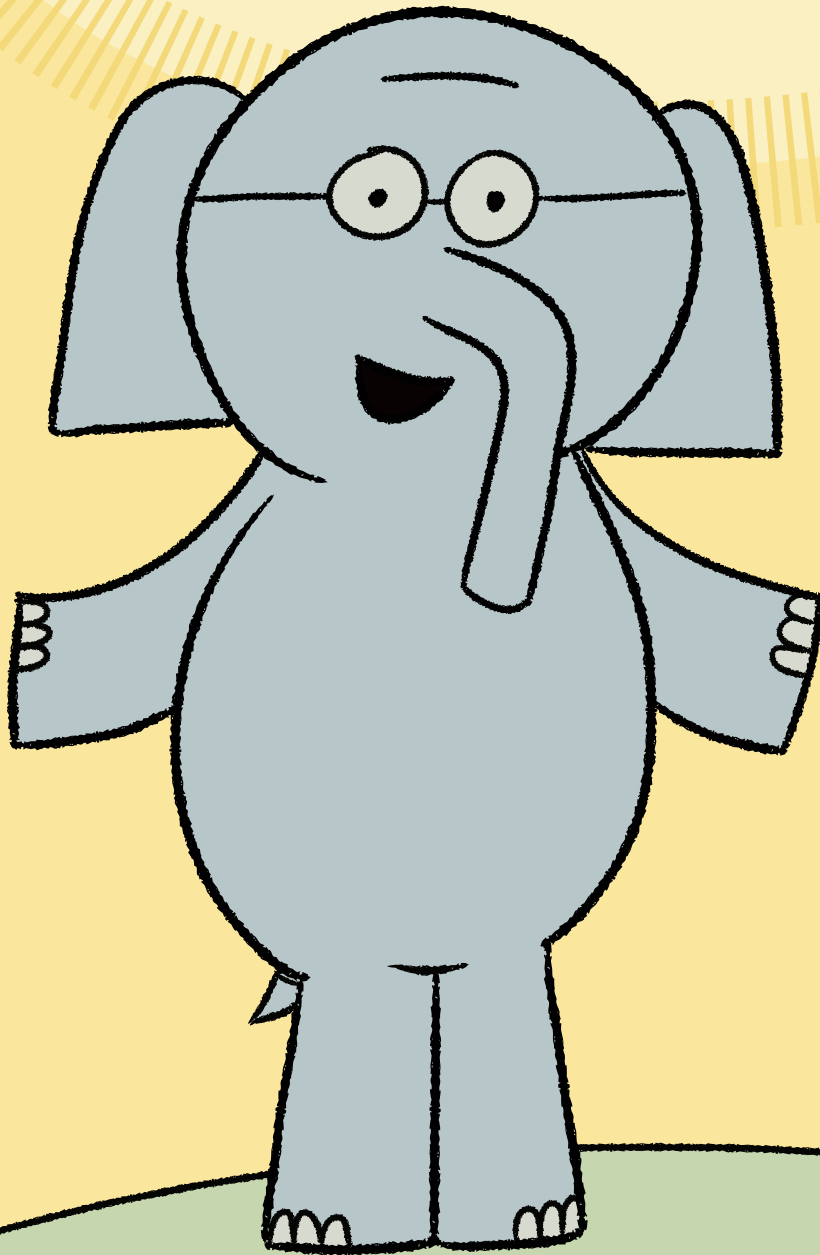
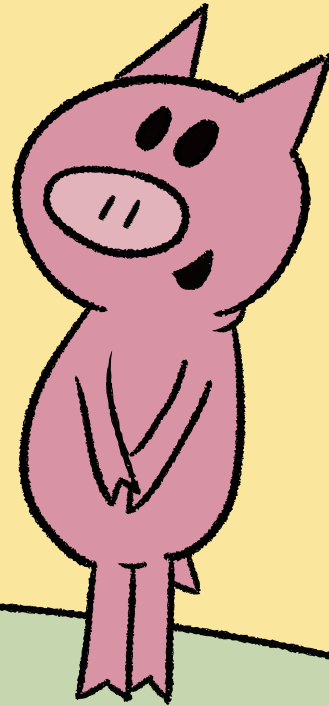


# The World of

# ELEPHANT & PIGGIE



Welcome!



A Teaching Guide for **Mo Willems'**  
Elephant & Piggie Books

## Dear Teachers:

Here they are—all 25 exciting adventures of Elephant and Piggie!

At least, Mo thinks they're exciting. Okay, fine.

The books are sort of hilarious, and charming (I suppose), and they speak directly to kids. Piggie is an optimistic pig, and Elephant (otherwise known as Gerald) is a cautious, pessimistic elephant.

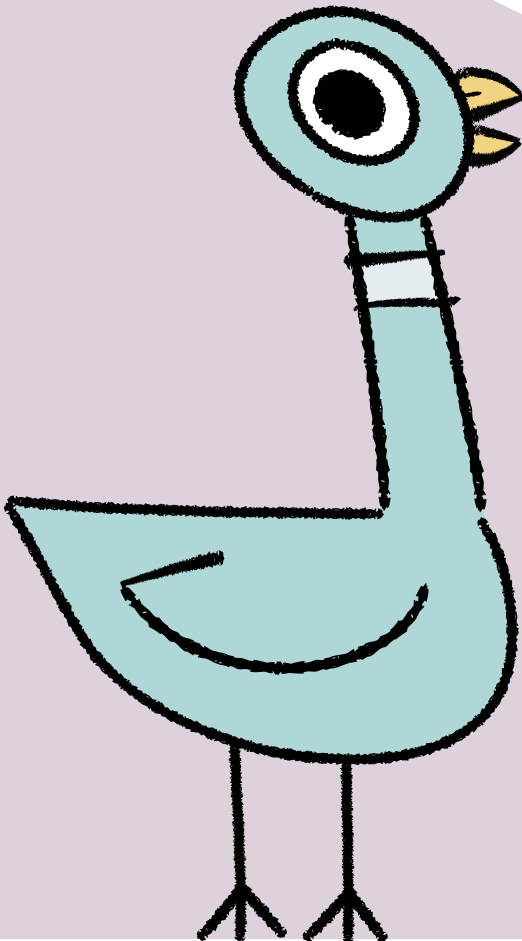
Sure, go ahead. Like them. Love them! But whatever you do, please—don't let them drive the bus!

Sincerely,

Pigeon

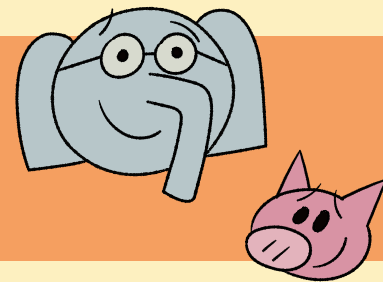
(and all the little birdies at Hyperion Books for Children)

P.S.: Don't forget to check out *my* Web site [www.pigeonpresents.com](http://www.pigeonpresents.com) (you'll find them there, too) and their website (if you like that sort of thing) [www.thankorama.com](http://www.thankorama.com).

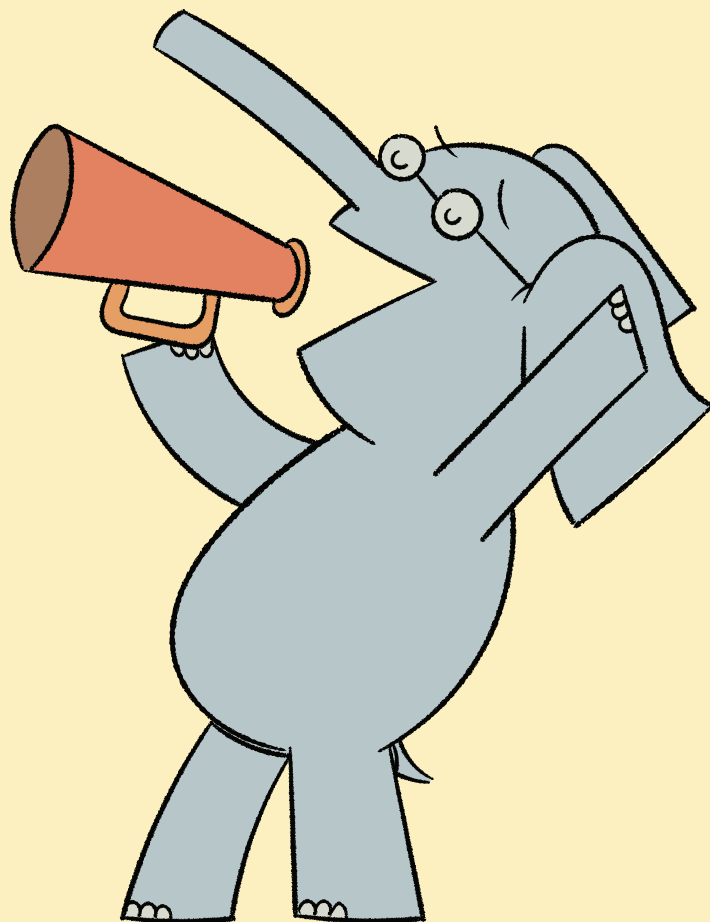


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# ACCLAIM FOR THE ELEPHANT & PIGGIE SERIES



- Winner of the Theodor Seuss Geisel Medal for *There Is a Bird on Your Head!* and *Are You Ready to Play Outside?*, and Geisel Honors for *We Are in a Book!*, *I Broke My Trunk!*, *Let's Go for a Drive!* and *Waiting Is Not Easy!*
- Thirteen *New York Times* Best Sellers
- “Beginning reader heaven.”  
— JonScieszka, the first National Ambassador for Young People’s Literature
- “Better than Beckett . . . Elephant and Piggie are the Vladimir and Estragon of children’s literature.”  
— *Entertainment Weekly*
- “The biggest new talent to emerge thus far in the ’00s.”  
— *The New York Times Book Review*
- ★ “These books will easily take their place alongside Seuss and Eastman as classics in the beginning-reader genre.”  
— *The Bulletin* (starred review)
- ★ “Accessible, appealing, and full of authentic emotions about what makes friendships tick, these titles will put a contemporary shine on easy-reader collections.”  
— *Booklist* (starred review)
- ★ “These masterful mini-dramas will delight and amuse easy-reader and picture-book audiences, alike.”  
— *School Library Journal* (starred review)
- ★ *My New Friend Is So Fun!*  
“A must-buy for ‘Elephant & Piggie’ fans.”  
— *School Library Journal* (starred review)



# A CONVERSATION WITH MO WILLEMS



Photo: Mary Umans

**Q:** *What inspired you to create early readers in addition to your picture books?*

**A:** After hearing a few authors say, “Picture books are hard, but early readers are the harder,” I just had to try my hand at them.

Picture books have no real language limitation and can engage young minds so fully that when children are ready for “easy readers,” the subject matter can suddenly appear dull by comparison.

So, my primary goal was to create stories that were as funny and exciting as possible — despite their being early readers.

**Q:** *Do you use a simpler art style in your Elephant & Piggie books and your picture books?*

**A:** The simpler the drawing, the more expressive it can be. The idea is to focus on the words and the body language of the characters. Everything else is superfluous.

I designed Elephant and Piggie less as book illustrations than as designs for animation. They’re structured as a series of overlapping circles, which allows them to stretch and squash with greater ease than, say, The Pigeon or Edwina the Dinosaur.

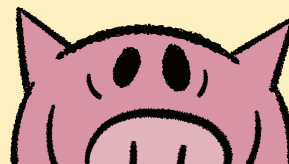
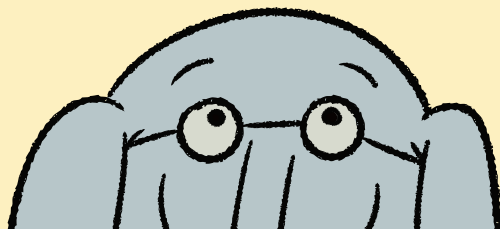
If I’m going to make a bunch of books with these guys, I need to know they can do a bunch of things.

**Q:** *And how did you decide which animal should have which character traits (optimist vs. pessimist; adventurous vs. cautious)?*

**A:** The characters determine who they are. I merely spend time doodling them until their personalities make themselves known.

**Q:** *How important is the theme of friendship in communicating with young readers?*

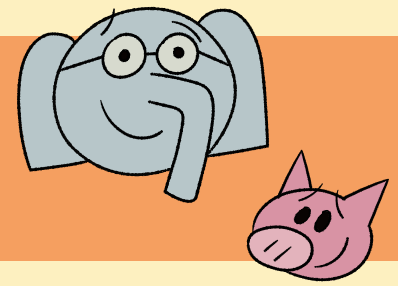
**A:** Friendship is not a child issue; it is a people issue. Since children are, in fact, people, it seemed an appropriate topic for a few funny stories.



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# ABOUT THE ELEPHANT & PIGGIE BOOKS

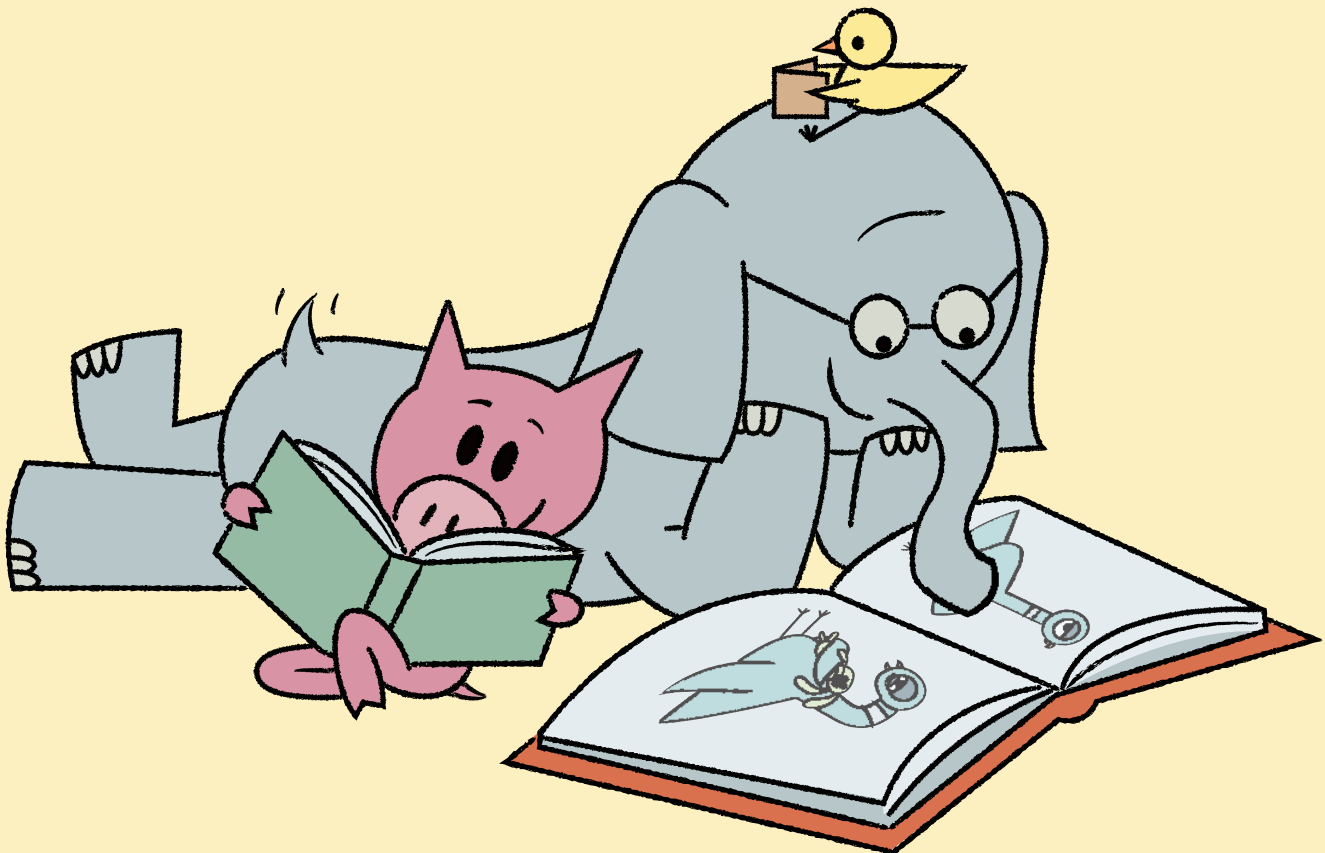


## Mo Willems presents Elephant & Piggie's friendship in twenty-five delightful early reader books:

- *Today I Will Fly!* is the funny introduction to these characters. Piggie is determined to fly, but Gerald the elephant knows that's impossible — right?
- In *My Friend Is Sad*, Gerald is down in the dumps. Piggie is determined to cheer him up by dressing as a cowboy, a clown, and even a robot! But what does it take to make a sad elephant happy? The answer will make even pessimistic elephants smile.
- In *I Am Invited to a Party!*, Piggie is invited to her very first party. But what will she wear? Gerald, the party expert, knows just how to help . . . or does he?
- In *There Is a Bird on Your Head!*, Gerald discovers that there is something worse than a bird on your head — two birds on your head! Can Piggie help her best friend?
- In *I Love My New Toy!*, Piggie can't wait to show Gerald her brand-new toy. But will an accidentally broken toy accidentally break a friendship?
- In *I Will Surprise My Friend!*, Gerald and Piggie want to play a game and surprise each other — but the biggest surprise is the one they least expect.
- In *Are You Ready to Play Outside?*, Piggie can't wait to go play in the sunshine. But will a rainy day ruin all the fun?
- In *Watch Me Throw the Ball!*, Gerald is determined to teach Piggie that ball-throwing is serious business . . . but Piggie is just as determined to have serious fun.
- In *Elephants Cannot Dance!*, Piggie tries to teach Gerald some new moves. But will Gerald teach Piggie something even more important?
- In *Pigs Make Me Sneeze!*, Gerald believes he is allergic to his best friend! Will he have to stay away from Piggie forever?
- In *I Am Going!*, Elephant is distraught when he thinks Piggie is going away for good!
- In *Can I Play Too?*, Elephant and Piggie learn that there's always room for one more friend to participate, even if it means finding new ways to play the game.
- In *We Are in a Book!*, Gerald and Piggie discover the joy of being read, but what will happen when the book ends?
- In *I Broke My Trunk!*, Gerald tells Piggie the long, crazy story about breaking his trunk. Will Piggie end up with a long, crazy story of her own?
- In *Should I Share My Ice Cream?*, Gerald has a big decision to make, but will he make it in time?
- In *Happy Pig Day!*, Piggie celebrates her favorite day of the year, but will Gerald the Elephant be included in the festivities?

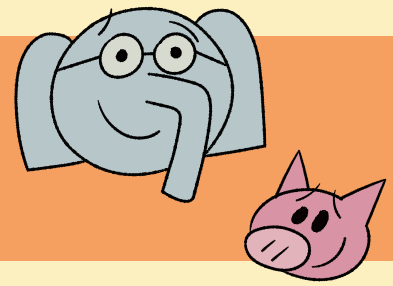
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- In *Listen to My Trumpet!*, Piggie can't wait to play her new instrument for Gerald, but is she ready to listen to his reaction?
- In *Let's Go for a Drive!*, Gerald and Piggie want to hit the road, but the best-laid plans of pigs and elephants often go awry.
- In *A Big Guy Took My Ball!*, Piggie is devastated when a big guy takes her ball! Gerald is big, too . . . but is he big enough to help his best friend?
- In *I'm a Frog!*, Piggie has some *ribbeting* news! Can Gerald make the leap to accept Piggie's new identity?
- In *My New Friend Is So Fun!*, Piggie is having so much fun with her new friend, but where does that leave Gerald?
- In *Waiting Is Not Easy!*, Piggie has a surprise for Gerald. A big surprise! Does Gerald have what it takes to wait for it?
- In *I Will Take a Nap!*, Gerald is tired and cranky. Will Piggie be in his dreams or will she keep Gerald from dreaming at all?
- In *I Really Like Slop!*, Piggie invites Gerald to try her favorite food . . . slop, but Gerald is not so sure he's going to like it. At all.
- In *The Thank You Book*, Piggie wants to thank EVERYONE, but Gerald is worried Piggie will forget someone...someone important.



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# USING ELEPHANT & PIGGIE IN THE CLASSROOM



## CHARACTER COUNTS!

Character education is a hallmark of teaching young children right from wrong. The Elephant & Piggie books offer an organic way to share these critical lessons by using the experiences and choices of these two friends to model appropriate behavior. For each character trait, share one of the suggested Elephant & Piggie books and ask students to consider the choices the pair makes to determine if their actions and attitude exhibit appropriate character-building behavior.

## TEACHING RESPECT

Be respectful of others; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit, or hurt anyone • Deal peacefully with anger, insults, and disagreements

As a pre-reading activity, discuss what it means to show someone respect. As a whole class, create a list of what showing respect looks like. Lead a discussion of the qualities that must be offered by us to others that show our respect. Next, read the following selections and complete the mini-lessons.

Ask students to listen carefully to the following story and determine if the characters show each other respect. Next, read aloud *Listen to My Trumpet!* After finishing the story, ask students to pair off to Think/Pair/Share to decide if Gerald is right to tell Piggie she wasn't making music. After each pair has discussed the issue with each other, ask for volunteers to share with the whole class about their Think/Pair/Share discussion.

Next, read aloud *Today I Will Fly!*. After reading, have students decide if they believe Gerald was

respectful of Piggie's dream of flying. Have them return to their list of respect qualities and write down the behaviors that Gerald exhibited that showed he respected his friend's dreams.

**Extension Activity:** Using legal-sized paper, have students divide the paper into cells and create an original story featuring two friends of their own creation. Ask them to pay special attention to making sure the characters demonstrate respect for themselves and each other.

## TEACHING FAIRNESS

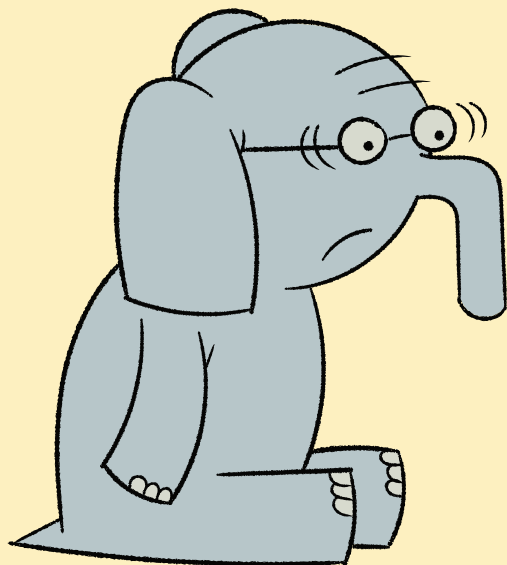
Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly

Before reading *A Big Guy Took My Ball!* with your class, ask them to define and describe a bully. Make a list of all the character traits of such a person. Next, share the book with the class. After finishing the story, return to the traits listed and see if there are any descriptions that no longer fit, being sure to point out any generalizations made solely on appearance or size.

**Ask them:**

- What does it mean to be fair?
- Why is it necessary to take turns and share with others?
- Why is it important to not make assumptions about others based on how they look?
- What makes Whale so sad? What does he really want?

As a pre-reading activity, ask students to share



with the class their very favorite dessert. Are they willing to share it or do they eat it solo? Next, read *Should I Share My Ice Cream?* with the group. After reading, ask them to discuss Gerald's choice and the consequences of it. In pairs, ask them to consider what he could have done differently.

As a pre-reading activity to the reading of *I Love My New Toy!*, have students draw a picture of their favorite toy and list five reasons it is so special. Discuss what it means to be fair. Next, read the book aloud and share the illustrations in it. After reading, have students consider Piggie's reaction to Gerald breaking her new toy.

#### Ask them:

- Was it fair for Piggie to get angry with Gerald for breaking her new toy?
- Whose fault was it that the toy was broken?
- Did Gerald have a reason to be mad at Piggie as well?
- What other lessons can be learned from their decision to play chase instead of with the new toy?

**Extension Activity:** In small groups, have students write a letter to Elephant or Piggie, explaining what they believe it means to be fair. Be sure to have them

offer suggestions to the pair about specific things they can do.

## TEACHING CARING AND COMPASSION

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

As a pre-reading activity, explain what it means to be a caring friend. Ask students to share ways they show their friends that they care for them. Next, read *My New Friend Is So Fun!* Ask them to consider how Gerald and Snake feel about Piggie and Brian Bat having so much fun together. What makes the two of them so worried? Is it okay to feel that way? In their opinion, what do both Gerald and Snake learn from the experience?

**Extension Activity:** After discussing why it's important to be a good friend and how you can show you are a good friend, ask students to make an original drawing for a special friend of theirs as a gift of friendship.

As a pre-reading activity before reading *My Friend Is Sad*, explain what it means to be a caring and compassionate individual. Next, have students brainstorm all the ways you can show your kindness and compassion for others. Show and share the book's title. Have them predict all the reasons that either Elephant or Piggie might be unhappy. Read the book to the class. Finally, have students consider Gerald's reason for his sadness. What does this demonstrate to readers about his character?

**Extension Activity:** After discussing ways we can show compassion, have students create "Get Well Soon" cards to be distributed to a



local children's hospital or create original art to be displayed for residents at a local nursing home.

## TEACHING RESPONSIBILITY

Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices

As a pre-reading activity, ask students to consider a time when having hurt feelings caused them to lose self-control and be unkind to others (to model this brainstorming, share an example from your own life). Next, read *I Am Going!* Have students consider the reasons Gerald tries to make Piggie sad by telling her, "Then I will go, too!" Is he right to behave this way? Why or why not? What could he have done instead? As a group, create an action plan outlining the choices an individual could make to show they are responsible.

### Extension Activity:

In trying to persuade Piggie to stay throughout the story, Elephant talks about all of the fun times they've had together, including skipping and playing Ping-Pong.

Have the kids make a list of the top five favorite things they like to do with their best friend and share it with the group.

## TEACHING TRUSTWORTHINESS

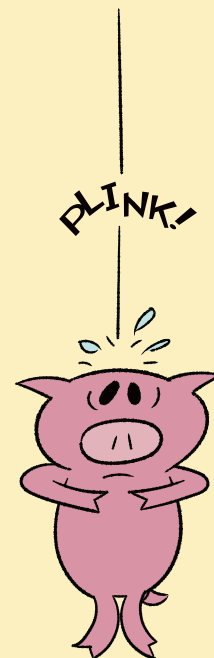
Be honest • Don't deceive, cheat, or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends, and country

As a pre-reading activity, explain to students what trustworthiness is, making sure to use age-appropriate synonyms. Share *Happy Pig Day!* with

the class. Though Piggie's friends aren't pigs, they get into the spirit of Pig Day and celebrate the day with pig music, pig dances, and pig food. Discuss how by doing so, they are supporting and showing their loyalty to Piggie. Next, read *Are You Ready to Play Outside?* After reading, have students make a list of all the ways Gerald proves himself to be a loyal friend.

### Extension Activity:

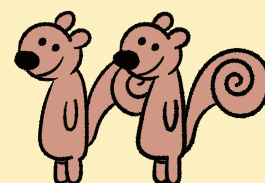
Have students consider a friend who is honest. Then ask them to share an example of what their friend has done to demonstrate this character trait. Alternatively, offer students the chance to share an experience when they demonstrated this trait as well.



## TEACHING CITIZENSHIP

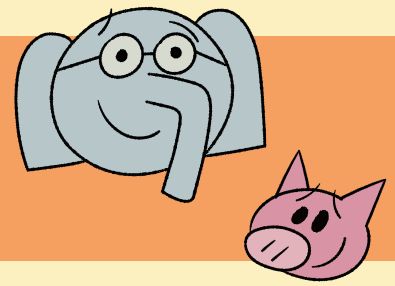
Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

As a culminating activity to using the Elephant & Piggie books to develop and model positive character traits, have students create a Classroom Declaration Page listing all the behaviors they promise to exhibit to make them a superior citizen of the classroom and school.





# MORE ACTIVITIES ACROSS THE CURRICULUM



The following Elephant & Piggie activities can be used to extend learning and create cross-curricular ties that address Common Core Standards for:

## READING

Analyze texts for basic literary elements

## WRITING

Text types and purposes

## SPEAKING AND LISTENING

Comprehension and collaboration, presentation skills, respectful audience behavior

## SCIENCE

Astronomy

## MATH

Tools of measurement

## SOCIAL STUDIES

Map skills, cultural awareness

## VISUAL ARTS

Creative responses to texts

## CREATIVE WRITING AND LANGUAGE ARTS:

In *The Thank You Book*, Elephant and Piggie use the opportunity to show their gratitude to friends, each other, and their readers. After sharing the story with young readers, discuss what it means to be grateful, and why showing gratitude is so important. Ask them all the ways they show thankfulness to important people in their lives (such as family, the people at school, or caregivers who help them). Next, allow them to create original thank you cards or small original thank you books for those people as a token of thanksgiving.

In *I'm a Frog!*, Piggie worries Gerald as she leaps around during her playtime as a “frog.” After Gerald better understands how fun using his imagination can be, he gets into the playful spirit and does some pretending of his own. After sharing the book with the class, ask students to do some imagining on their own. Who or what would they be if there were no limits? Why is using your imagination so important?

Ask students to consider their favorite things. Who invented them or dreamed them up? After a discussion, ask them to share a dream they have for themselves in their journals.

For Gerald, being surrounded by his favorite things at naptime makes the experience ultimately enjoyable in *I Will Take a Nap!* After sharing the book with the class, ask students to look closely at the art and share what they discover about his nap routine. Next, after discussing Gerald's sleeping rituals, ask students to think about their “must-haves” at nap or bedtime. Ask them to use the list to create an original story of an adventure that happens to them while dreaming. After everyone has finished, ask for volunteers to share their original stories with the group.

In *We Are in a Book!*, Gerald and Piggie are enthusiastic subjects of their book until they discover that their story will end, and they have to creatively problem solve so that there's a happy ending to their tale. After reading *We Are in a Book!* with your class, introduce the concept of point-of-view as a story element. Ask them to consider who is telling the story and what makes the "teller" important. Look at the point-of-view in other Elephant & Piggie books and working together, discuss and discover the "tellers" of those books. Next, ask students to select their favorite Elephant & Piggie book and retell the tale from a different point-of-view. Upon completion, ask for volunteers to share their version of their selected story.

In *Can I Play Too?*, Elephant and Piggie learn that if they want to include a new friend in their playtime, they will have to rethink how they play the game. Ask students to consider a time when they have gone out of their way to include someone who might be feeling isolated or alone. Why did they feel it was important to try to include this individual? What was the result of their kindness? Next, have students write a step-by-step guide to their peers on the reasons why reaching out to others is so important. Be sure to have them include the benefits they receive from this exchange as well.

In *I Am Invited to a Party!*, Gerald offers Piggie extensive advice on proper party attire and models party behavior. Have students envision their dream party. What would it look like? Where would it be? What would people wear? What types of food would be served? After brainstorming, have them create a Party Guide Handbook detailing the key elements to make their dream party a success.

## HEALTH:

In *I Broke My Trunk!*, the story behind Gerald's injury to his trunk leads Piggie to an injury as well. Before reading, ask students if any of them have ever sustained a serious injury or break. Discuss their experiences. Next, share *I Broke My Trunk!*, and following the reading, give students the opportunity to better understand what it's like to have a

temporary impairment. Using ACE bandages, slings, or a simple bandanna, allow students a chance to wrap and roll before trying to do tasks like hopping around on one leg, writing with their off hand, or eating. After allowing everyone to try, discuss the experience.

In *Pigs Make Me Sneeze!*, Elephant can't stop sneezing and is worried that he's allergic to Piggie. Ultimately, the doctor determines that Gerald simply has a cold. Using library resources and the Internet, have students research why humans and animals get colds. Have them create a chart listing common symptoms of colds, as well as a chart listing the preventive steps that can be taken to avoid getting sick.

## PHYSICAL EDUCATION:

In *Elephants Cannot Dance!*, Elephant unknowingly creates his own dance. Have students learn some common line dances such as the Macarena, the Cotton-Eyed Joe, and the Bunny Hop and then perform them for another class. Alternatively, place students in small groups and have them create an original dance. After allowing them to stand up and show off their moves, have them teach their new dance to the class.

## MATH:

In *Watch Me Throw the Ball!*, Piggie temporarily convinces herself that she has thrown a ball around the world. Have students guess how far they believe that distance is. Take the estimates and find the average of the class's predictions. Next, using library resources and the Internet, have students research the distance a ball would have to travel to go all the way around the world. After determining the actual distance, take students outside to see how far they can throw a ball.

## SCIENCE:

In *Waiting Is Not Easy!*, after making Gerald wait until nightfall for a really special surprise, Piggie

finally shares the night sky adorned with the stars and constellations. Help students better understand the basics of stars and the constellations by utilizing resources from NASA <https://www.nasa.gov/audience/foreducators/k-4/index.html> and PBS <http://www.pbs.org/seeinginthedark/for-teachers/>.

In *Are You Ready to Play Outside?*, Piggie's day is temporarily ruined when her playdate with Gerald is interrupted by rain. Help students learn more about weather by investigating weather patterns. After researching the weather predictions for the week ahead, place students in pairs and have them role-play as meteorologists giving a weather report. As an extension activity, record the "weather report" and allow students to use props and costumes.

In *There Is a Bird on Your Head!*, Gerald has to temporarily endure a family of birds who select him as host for their nest. Have students consider different types of birds and nesting patterns. Make sure they can answer the following: Who is chiefly responsible for building the nest? Where are some of the typical places that birds nest? Who is the primary caretaker for the eggs? After discovering some basic information about nesting patterns, take students out for a nature walk to see if any birds' nests can be discovered. Upon returning to the classroom, ask students to share what they have learned about birds and their nesting patterns.

## ART:

In *I Will Surprise My Friend!*, Elephant and Piggie's desire to surprise each other leads to some unexpected, yet comical consequences. Ask students to consider a special friend to whom they would like to bestow a special surprise gift. Using a variety of craft items (papers, stickers, ribbon, etc.), offer them a chance to create a gift for this friend. Make sure they include a homemade card for their friend describing what they are giving them and why they have chosen to create this gift for them.

## MUSIC:

In *Listen to My Trumpet!*, Piggie demonstrates for Gerald the sounds her new trumpet can make. Ask students to share if they've ever tried to play an instrument. After a brief discussion about their experiences, allow students to pair up and try to play a selection of instruments, taking turns and discussing whether they find the instruments fun to play. Alternatively, provide a large selection of craft supplies and empty bottles and tubes and allow students to create original instruments to name and play.

## SOCIAL STUDIES AND WORLD CULTURES:

In *Let's Go for a Drive!*, Gerald and Piggie plan a big adventure and fetch a map to get them where they hope to go. Ask students, "What's the purpose of a map and what do maps help us do?" Ask students if they know the cardinal directions (north, south, east, and west), and create a basic lesson that teaches students to locate a small number of items on a shared map. (National Geographic provides resources here: <http://education.nationalgeographic.org/activity/explore-cardinal-directions/>)

In *Happy Pig Day!*, though Piggie's friends aren't pigs, they gather and celebrate with her by enjoying and partaking in her favorite pig foods, pig music, and pig games, all while speaking pig. After offering some examples, have students share and discuss their favorite cultural celebrations or holidays. Consider creating a day where students and their families can share more with others about their favorite elements of celebrating a special holiday or celebration. Alternatively, using online resources, locate a calendar that features "National (blank) Day" lists. After sharing some examples from the list, ask students to think of something they'd like to celebrate and have them plan a special day in honor of it (examples might be "National Donut Day" or "National Hot Dog Day").

In *I Really Like Slop!*, Gerald struggles to enjoy



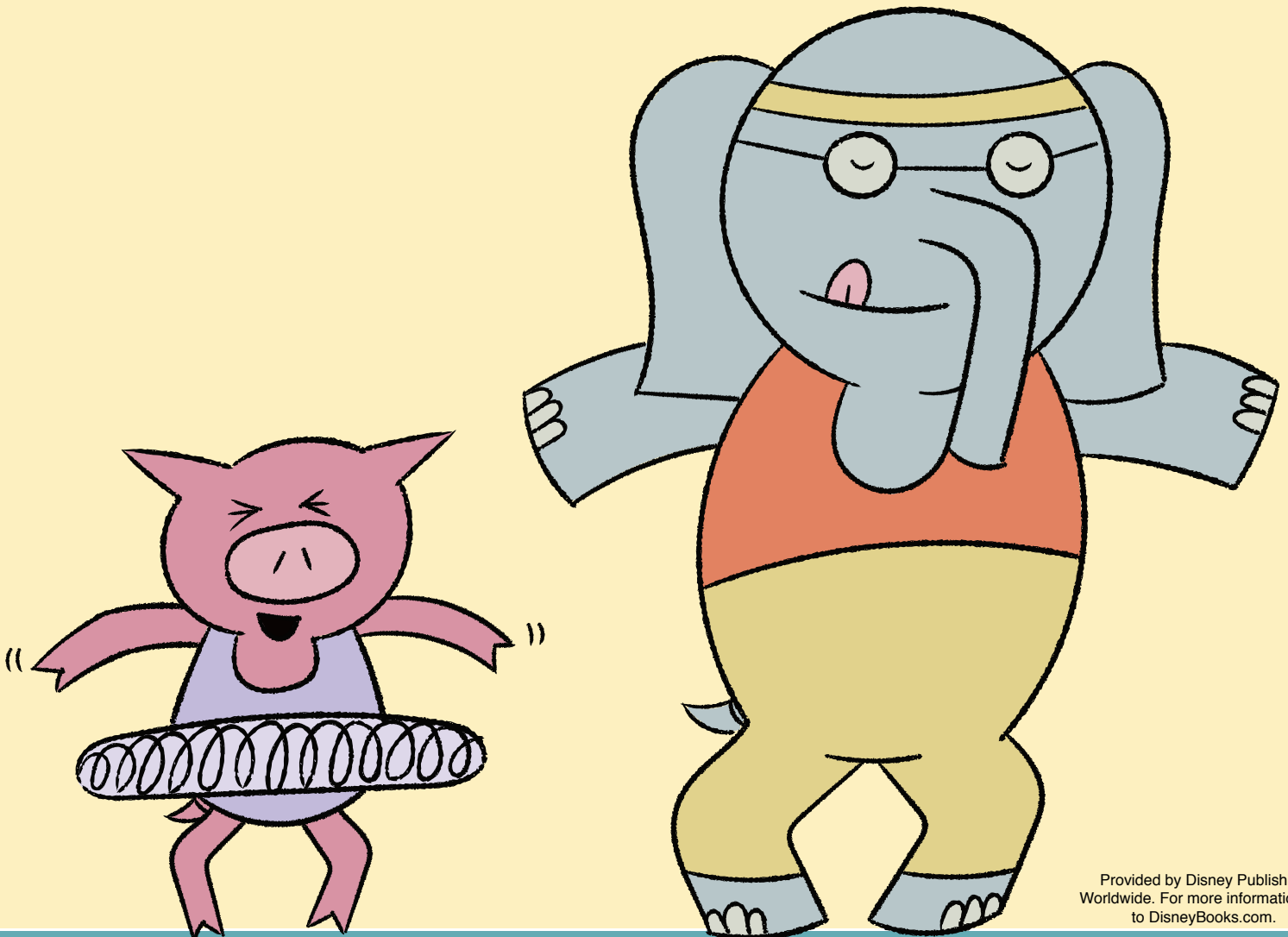
Piggie's favorite food—slop! Lead a discussion about what makes a food “different or unique.” Next, ask students to think about a time where they tried something they found “unusual.” Ask them to reflect about that experience by answering the following questions:

- What food did you try?
- What was it about that food that you thought was different?
- Did you end up liking the way it tasted?
- What did you learn from the experience of trying something new?

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## ADDITIONAL LANGUAGE ARTS RESOURCES AND REPRODUCIBLE WORKSHEETS

The Elephant & Piggie books are a great way to introduce young students to basic literary and character analysis, as well as plot structure. Use the following worksheets to guide your students through these lessons.



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Worldwide. For more information, go  
to [DisneyBooks.com](http://DisneyBooks.com).

# GRAPHIC ORGANIZER **SOMEBODY / WANTED / BUT / SO**

## Purpose:

To help students identify basic literary elements, as well as major plot points of an Elephant & Piggie book.

## Directions:

As a whole class., model the process of the SWBS chart using a familiar story (perhaps a well-known fairy tale). After checking for understanding, read an Elephant & Piggie book aloud to the class, and have students complete the following graphic organizer to check for understanding of major literary elements and plot points.

### **SOMEBODY** (Character)

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### **WANTED** (Goal)

---

### **BUT** (Problem)

---

### **SO...** (Solution)

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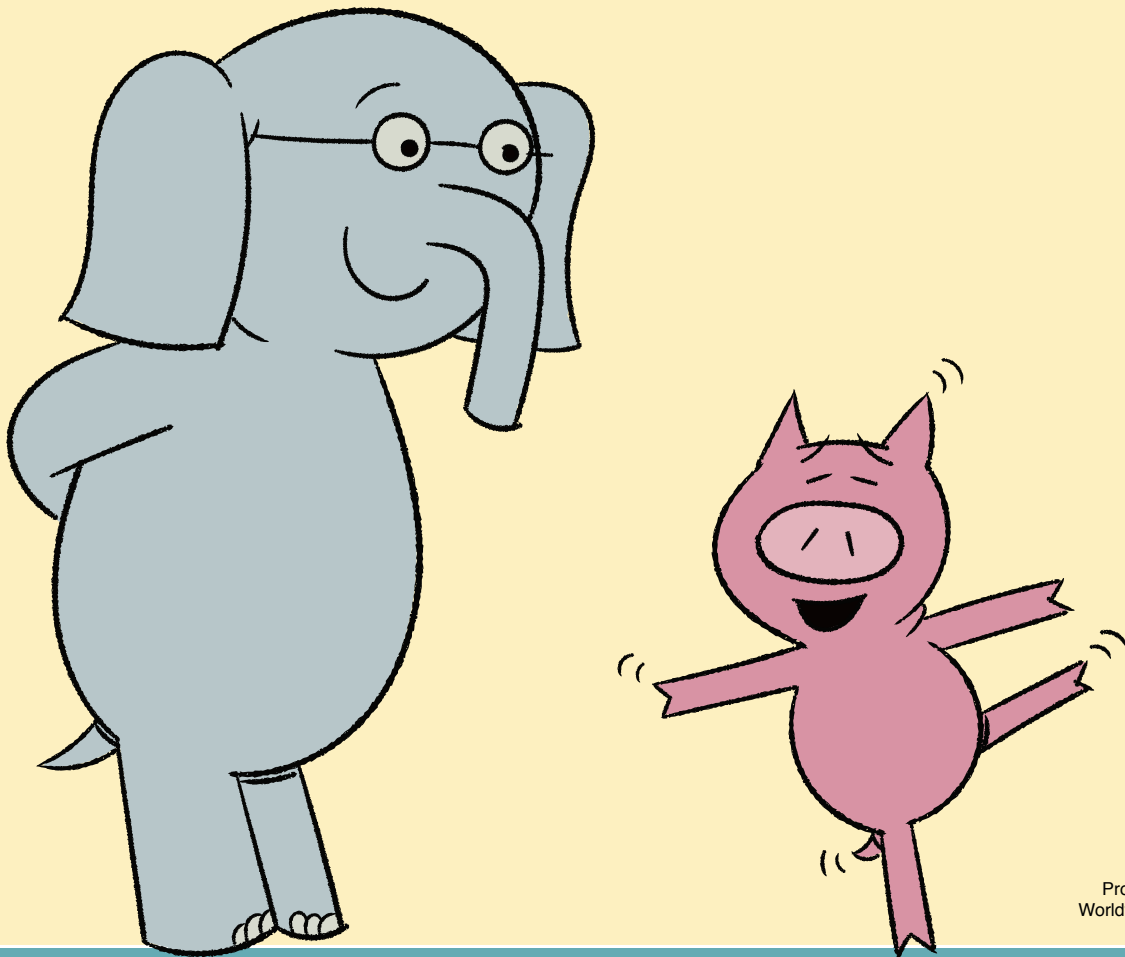
# PRE-READING / PREDICTION ACTIVITY PICTURE IT!

## Purpose:

To confirm and revise predictions about what will be found in an Elephant & Piggie book based on the book's illustrations.

## Directions:

1. Divide the class into pairs.
2. Distribute a copy of an illustration from an Elephant & Piggie book to each group. Have the group study the picture and discuss what they think happened immediately before and after the moment shown in the image.
3. After giving students time to plan, have groups improvise a scene that would “bookend” the action in the illustration. Have students consider what happened in the story that led up to the moment shown and consider what happens immediately following this image. Next, have each group “freeze” in the middle of their scene imitating the action in the image.
4. After each group “performs” its scene, read an Elephant & Piggie book and have students explore the importance of illustrations. How would the story be different without the pictures? In what ways do the pictures enhance the story?



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## POST-READING ACTIVITY CONNECT IT!

### Purpose:

Students make connections between characters or simple events in an Elephant & Piggie book with people and events in their lives.

### Directions:

After reading an Elephant & Piggie book, ask students to complete the chart considering the ways in which the story relates to their life and the world at large.

As I read Elephant & Piggie,  
I Observed . . .

As I read Elephant & Piggie,  
I Wondered . . .

Sensory Descriptions Included in  
Elephant & Piggie  
(smell, hear, touch, sight, taste)

This story is like me . . .

# ELEPHANT & PIGGIE STORY ANALYSIS

## Purpose:

Students demonstrate knowledge of basic story elements in an Elephant & Piggie book.

## Directions:

After a lesson on basic story elements, read an Elephant & Piggie book to the class and have students complete the chart considering setting, characters, problems (conflict), sequencing, and conclusion.

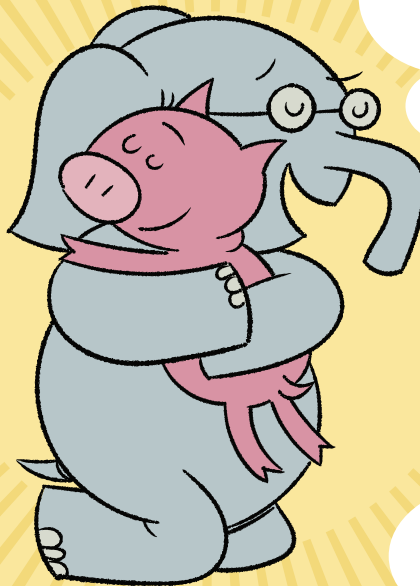
### PROBLEM

(Conflict)

What was wrong?  
What was the problem?

### CHARACTERS

Who are the most important  
people in the story?



### SOLUTION

(Conclusion)

How did they solve the  
problem?

### EVENTS

(Sequencing)

What happened first? Next?  
Then what happened?

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# READERS THEATRE PUPPET PERFORMANCE!

## Purpose:

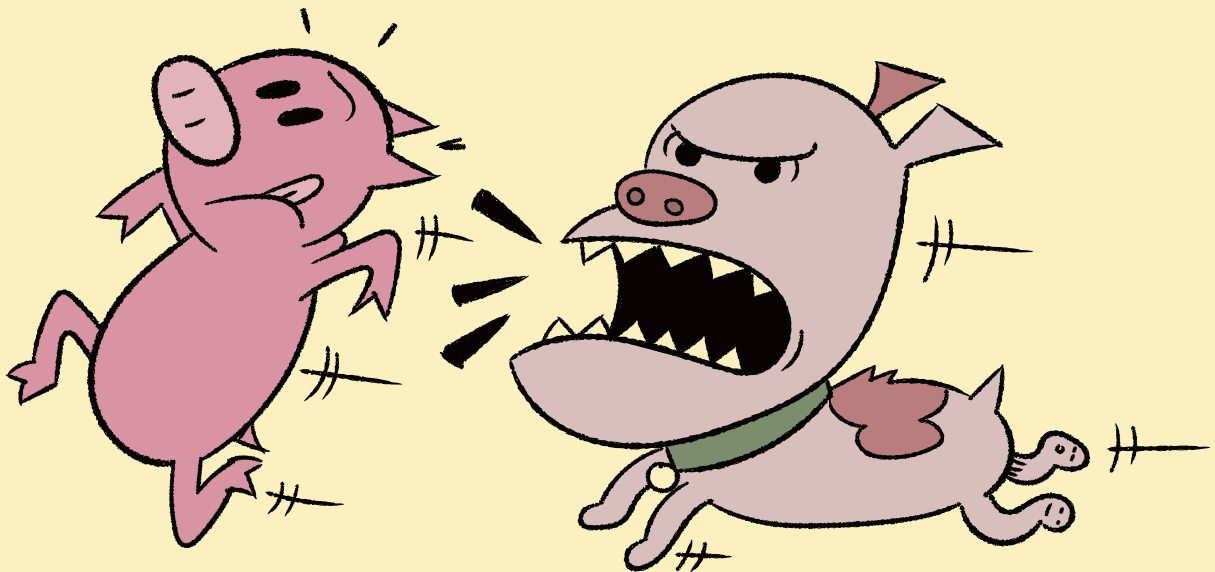
To demonstrate an understanding of text structure by retelling and sequencing a story.

## Directions:

1. Have students complete one of the included pre-reading/predicting activities.
2. Read an Elephant & Piggie book to the class. Then have students complete a story analysis graphic organizer or a SWBS chart as a way to make observations about the characters, setting, conflict, and plot.
3. To enhance understanding, take a well-known story and model writing a Readers Theatre script as a whole-class activity. After discussing dialogue and performance, divide the class into small groups that will create an original script using an Elephant & Piggie book as inspiration.
4. Next, allow students ample time to practice, and be sure to conference with each group to answer or clarify any questions they may have.
5. Finally, it is show time! Groups will perform for other teams of students. For additional fun, consider filming each performance to share with the whole class.

## Enrichment activity:

Have each group make the Elephant & Piggie paper bag puppets on the following pages. Encourage students to create additional props to use during the final puppet show performance. Using either the Readers Theatre script inspired by one of the Elephant & Piggie books or an original Elephant & Piggie story of their creation, have students gather their puppets and props and perform their puppet show!



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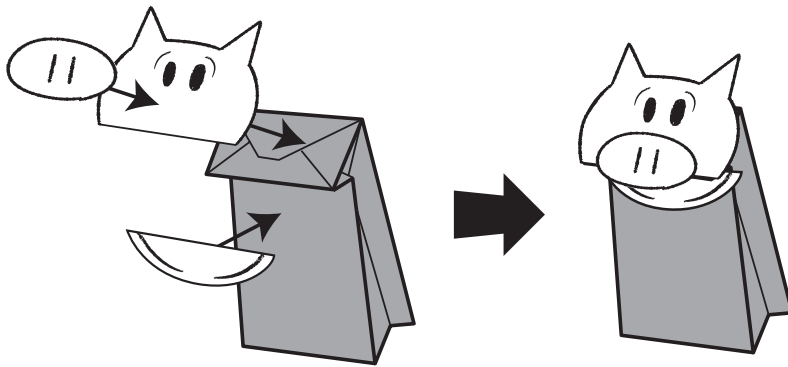
# ELEPHANT & PIGGIE

## Paper Bag Puppets!

### INSTRUCTIONS

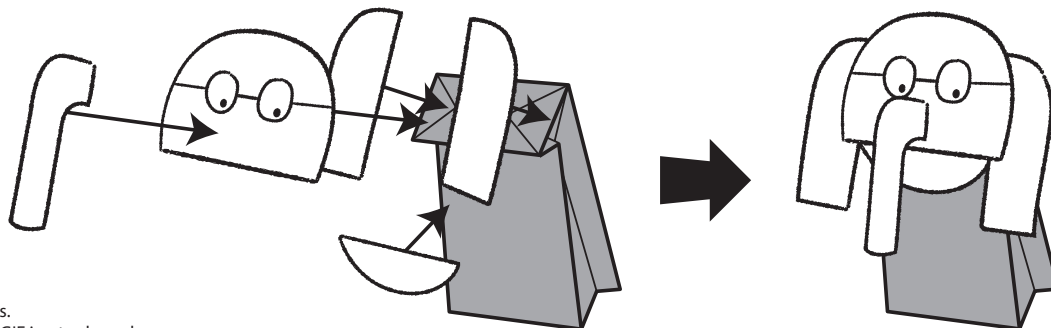
#### PIGGIE Paper Bag Puppet!

- 1 Print page 2 on pink paper, or print on white paper and color Piggie pink!
- 2 Cut out each piece along the dotted lines.
- 3 Glue or tape each piece to a paper lunch bag starting with the mouth, then the head, and finally the nose (as indicated below).



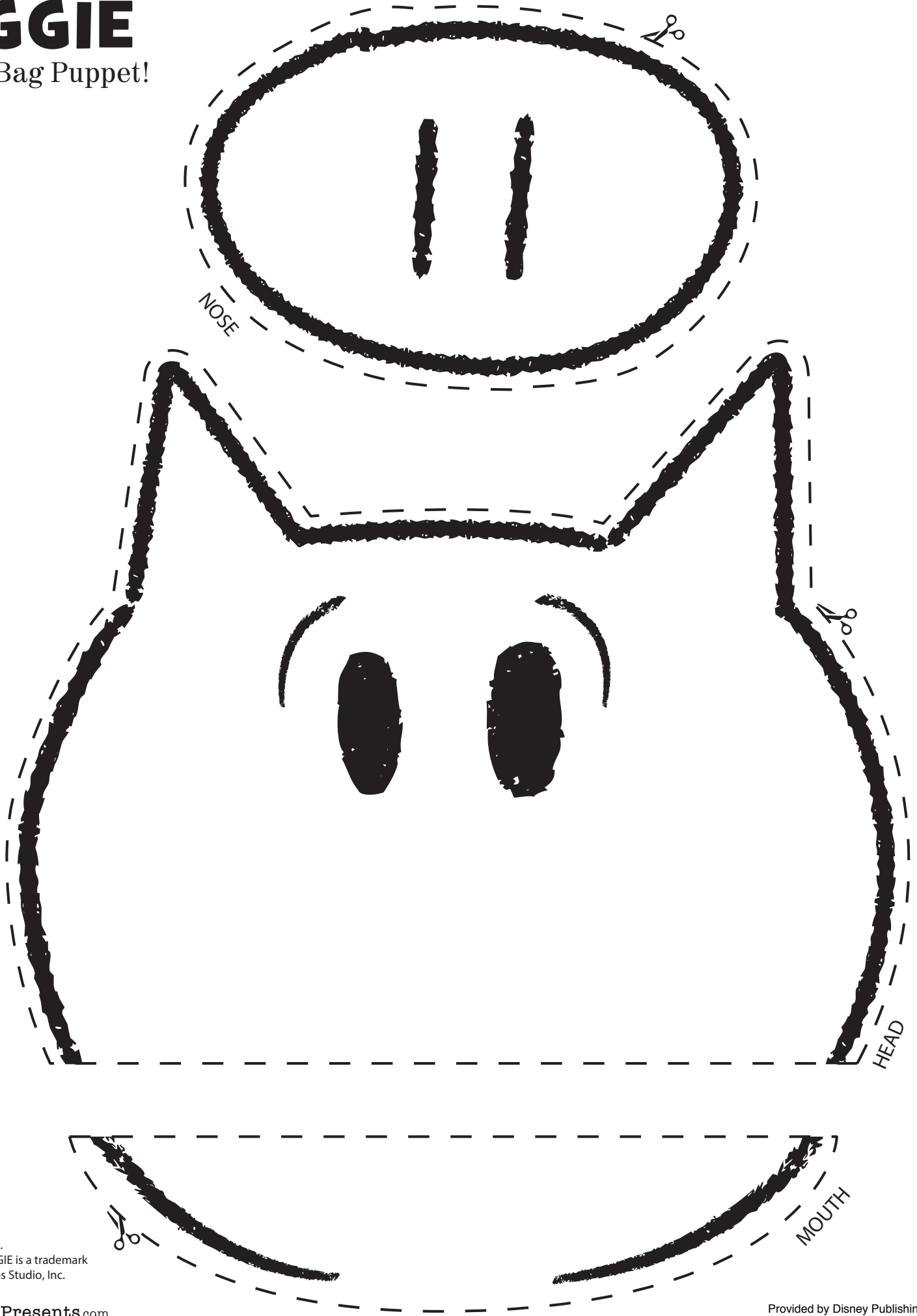
#### GERALD Paper Bag Puppet!

- 1 Print page 3 on gray paper, or print on white paper and color Gerald gray!
- 2 Cut out each piece along the dotted lines.
- 3 Glue or tape each piece to a paper lunch bag starting with the mouth, then the ears, then the head, and finally the trunk (as indicated below).



# PIGGIE

Paper Bag Puppet!



PAGE 2

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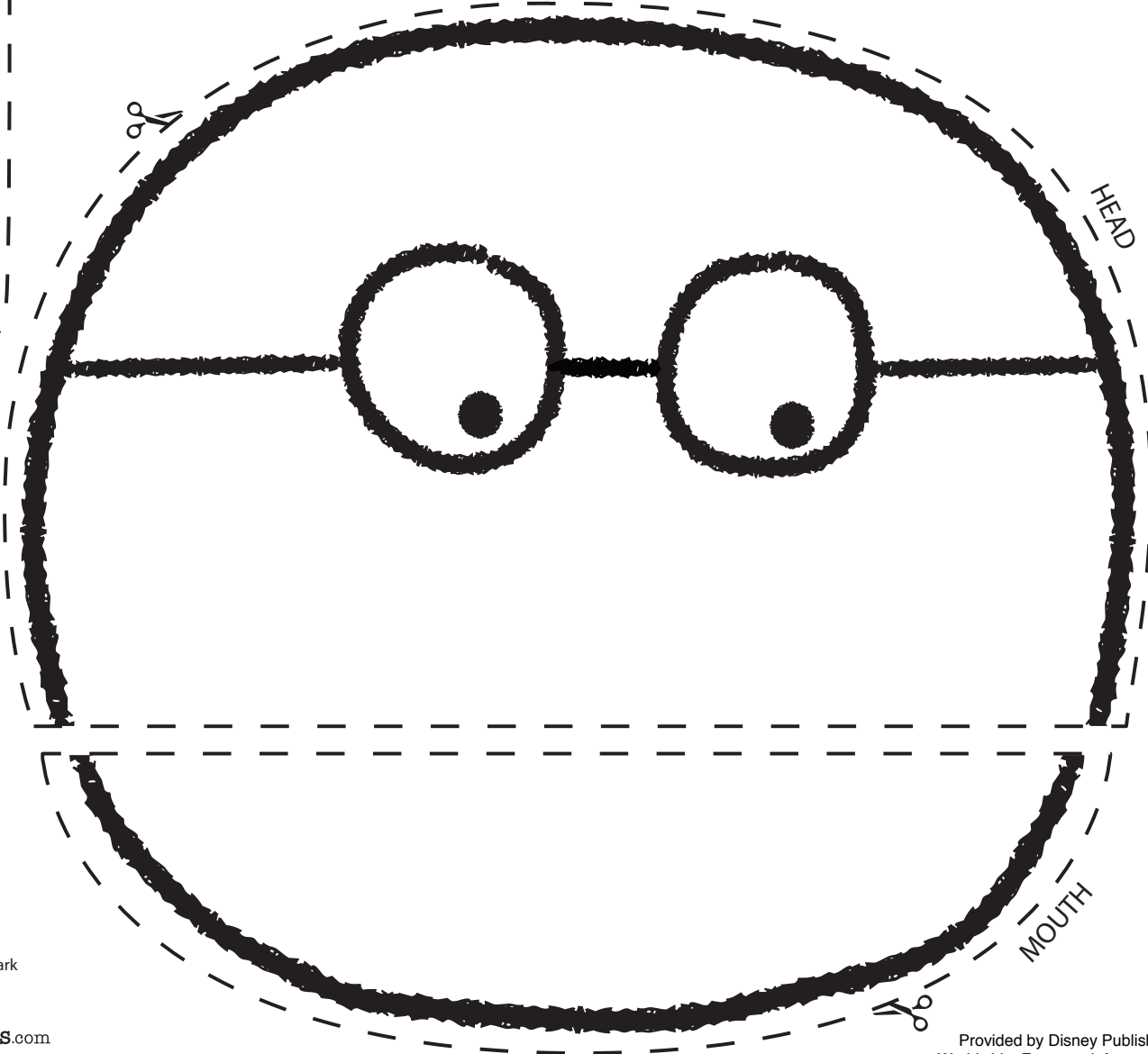
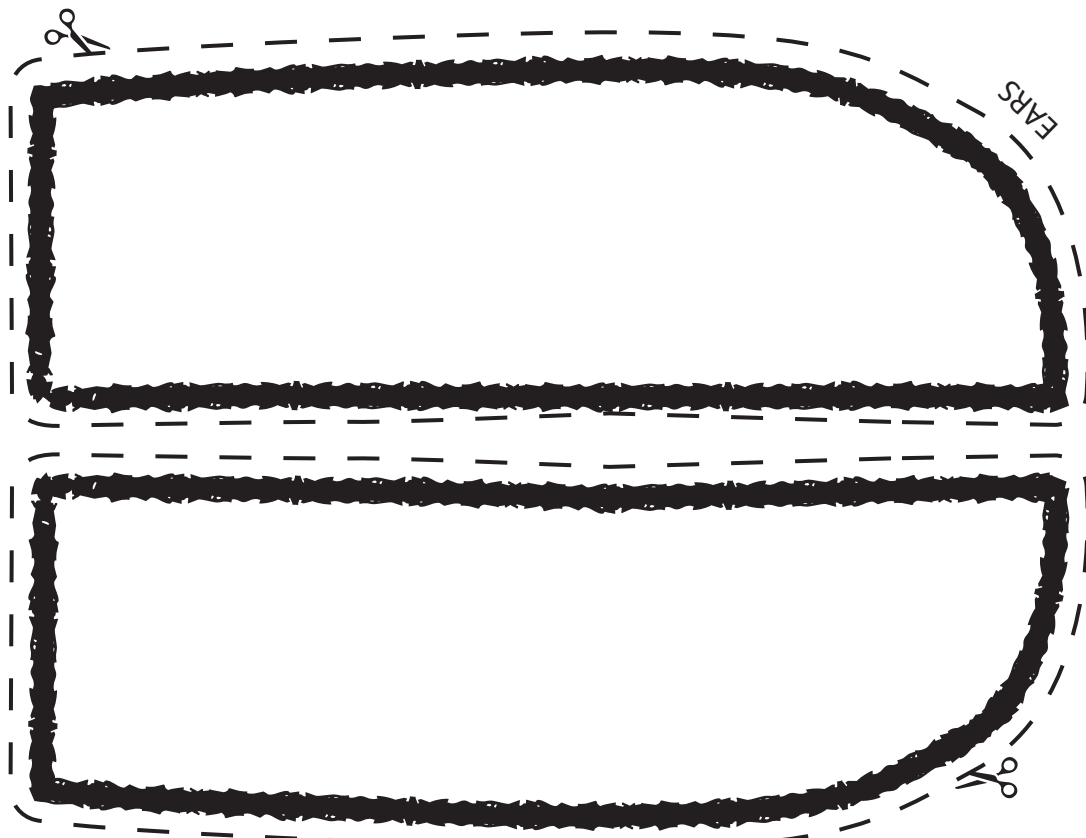
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# GERALD

Paper Bag Puppet!

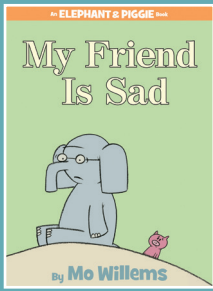


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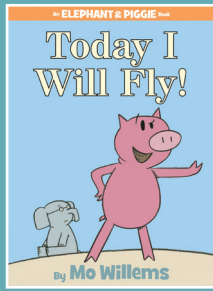
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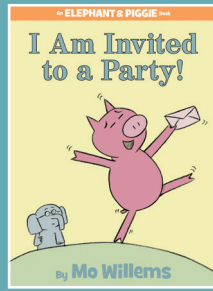
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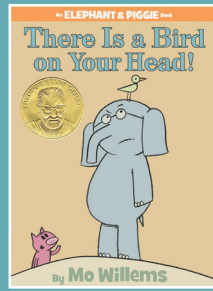
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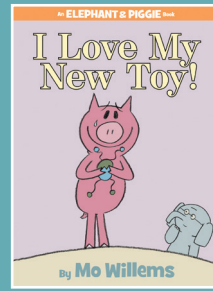
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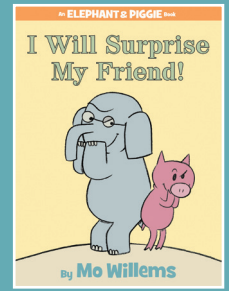
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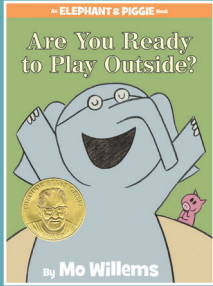
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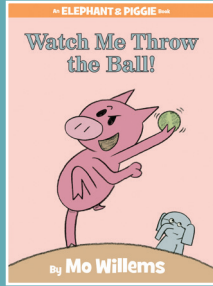
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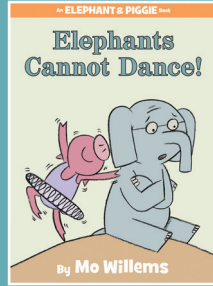
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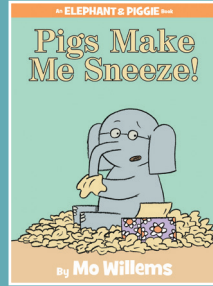
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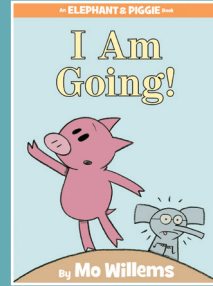
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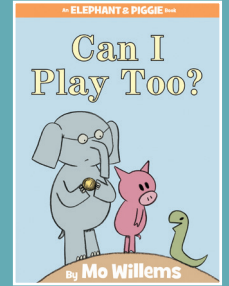
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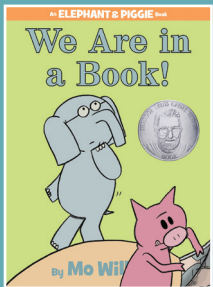
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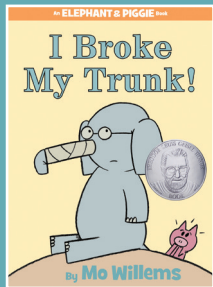
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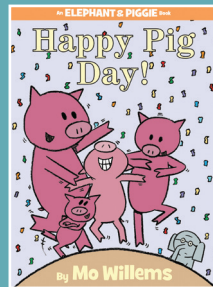
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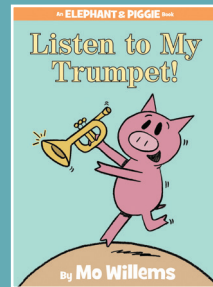
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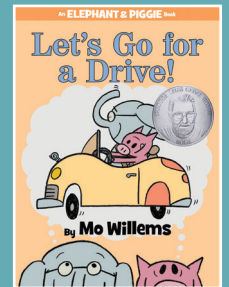
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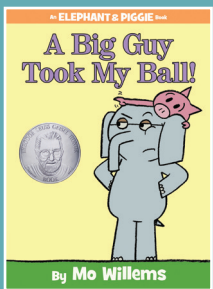
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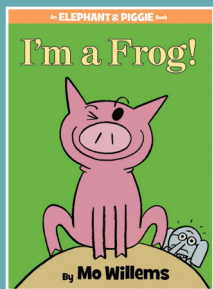
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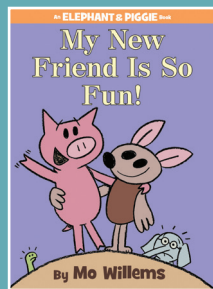
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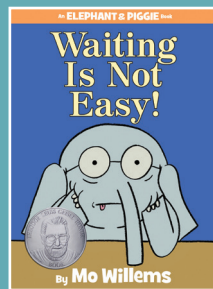
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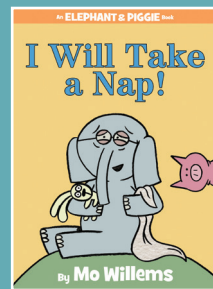
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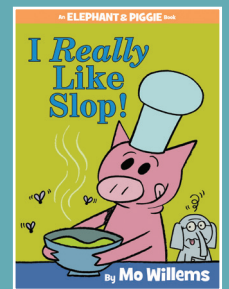
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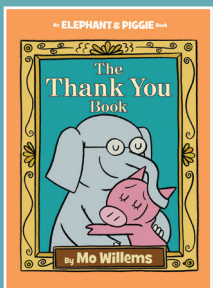
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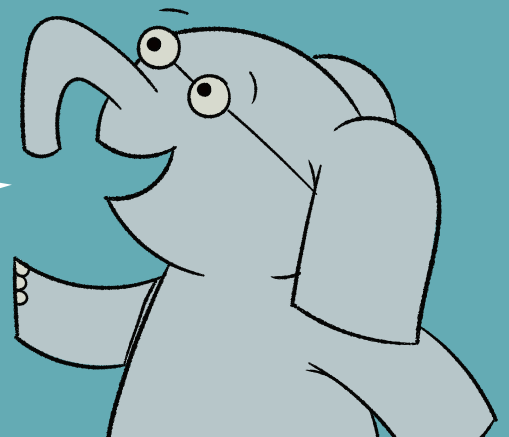


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I want to read  
them all!



This guide was created by Dr. Rose Brock, a professor at Sam Houston State University. Dr. Brock holds a PhD in Library Science, specializing in children's and young adult literature.



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