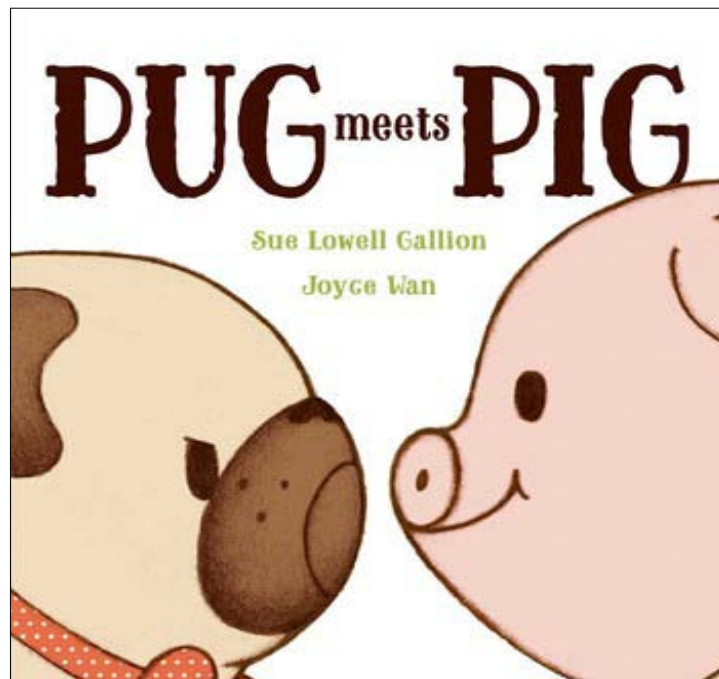


**A Common Core State Standards Aligned
Discussion & Activity Guide for**



Grades PK - 2

ISBN: 9781481420662

**Written by Sue Lowell Gallion
Illustrated by Joyce Wan
Published by Beach Lane Books
(an imprint of Simon & Schuster)**

An unlikely pair—a pug and a pig!—realize that it's better to be together.

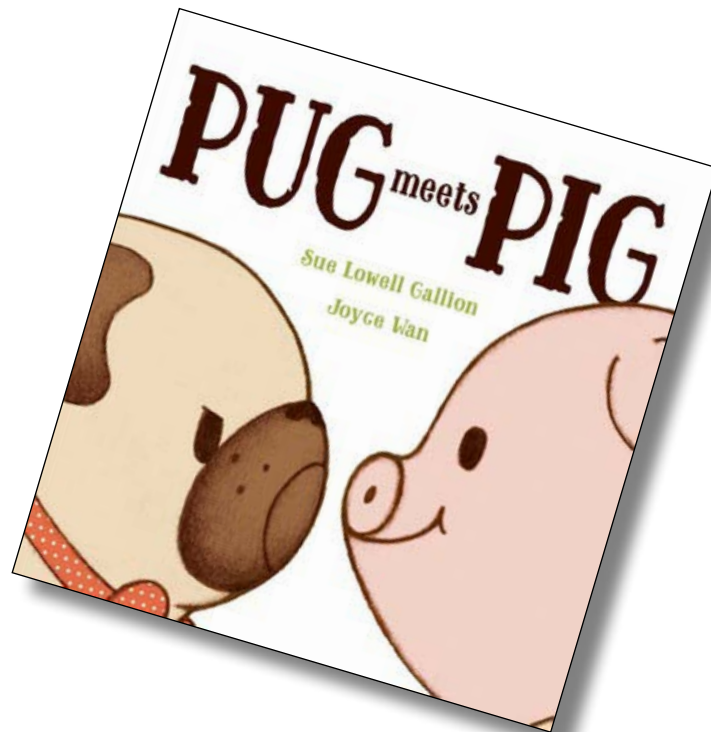
Pug is a very happy pup. He has his own yard, his own bowl, and even his own cozy bed! That is, until Pig moves in and starts eating from Pug's bowl, interrupting Pug's routine, and, worst of all, sleeping in Pug's bed. Will Pug and Pig ever learn to live together as friends?

**Guide created by Debbie Gonzales
www.debbiegonzales.com**



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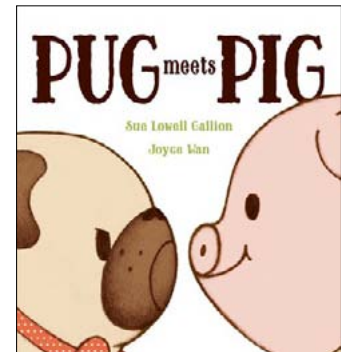
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Pre-Reading Discussion Questions

Study the illustration on the front cover.

- Notice the dog's expression. Describe the dog's feelings in this illustration.
- Observe the pig's expression. What are some clues that suggest how the pig feels.
- Tell how the dog feels about the pig.
- Predict what this story - PUG MEETS PIG - is going to be about.



Meet the author - Sue Lowell Gallion!

- Describe the tools an author uses to tell stories.
- Examine how words create pictures. Discuss how letters linked together develop images in a reader's mind.
- Explain where authors get ideas for their stories.
- When Ms. Gallion was a child, her family owned a printing plant. She and her sister grew up surrounded by printing presses, stamp pads, and mountains of paper. Consider how this type of environment fostered Ms. Gallion's interest in telling stories.
- Access www.suegallion.com to learn more about author Sue Lowell Gallion.



Meet the illustrator - Joyce Wan!

- Explain how pictures tell stories.
- Tell how an illustrator gives clues about feelings and moods such as happiness, sadness, frustration, and/or joy.
- When Ms. Wan was six years old, she entered a greeting card contest sponsored by the Art Institute of Boston and won! Ms. Wan now owns a greeting card company featuring her work. Consider how this childhood experience inspired a career in illustration.
- Find out more about Ms. Wan, her art, and her family by accessing www.wanart.com.



Endpapers - Pug's Path



Endpapers are blank or decorated papers found at the beginning or end of a book. Oftentimes endpapers are illustrated to compliment the theme of the story. Observe the illustrated endpapers featured in *Pug Meets Pig* and discuss the following statements and questions.

- Describe the action in the illustration.
- Where does Pug's trail begin? Where does it end?
- What prompted Pug to run about the yard?
- How does Pug feel about his backyard? How do you know?
- Tell the story depicted on the endpapers.
- Explain how the endpapers serve to introduce Pug's character.
- Discuss how the illustration show what Pug's world was like before Pig arrived.

**Complete the maze featured on the following page.
Feel free to illustrate the path Pug takes to find his doghouse.**

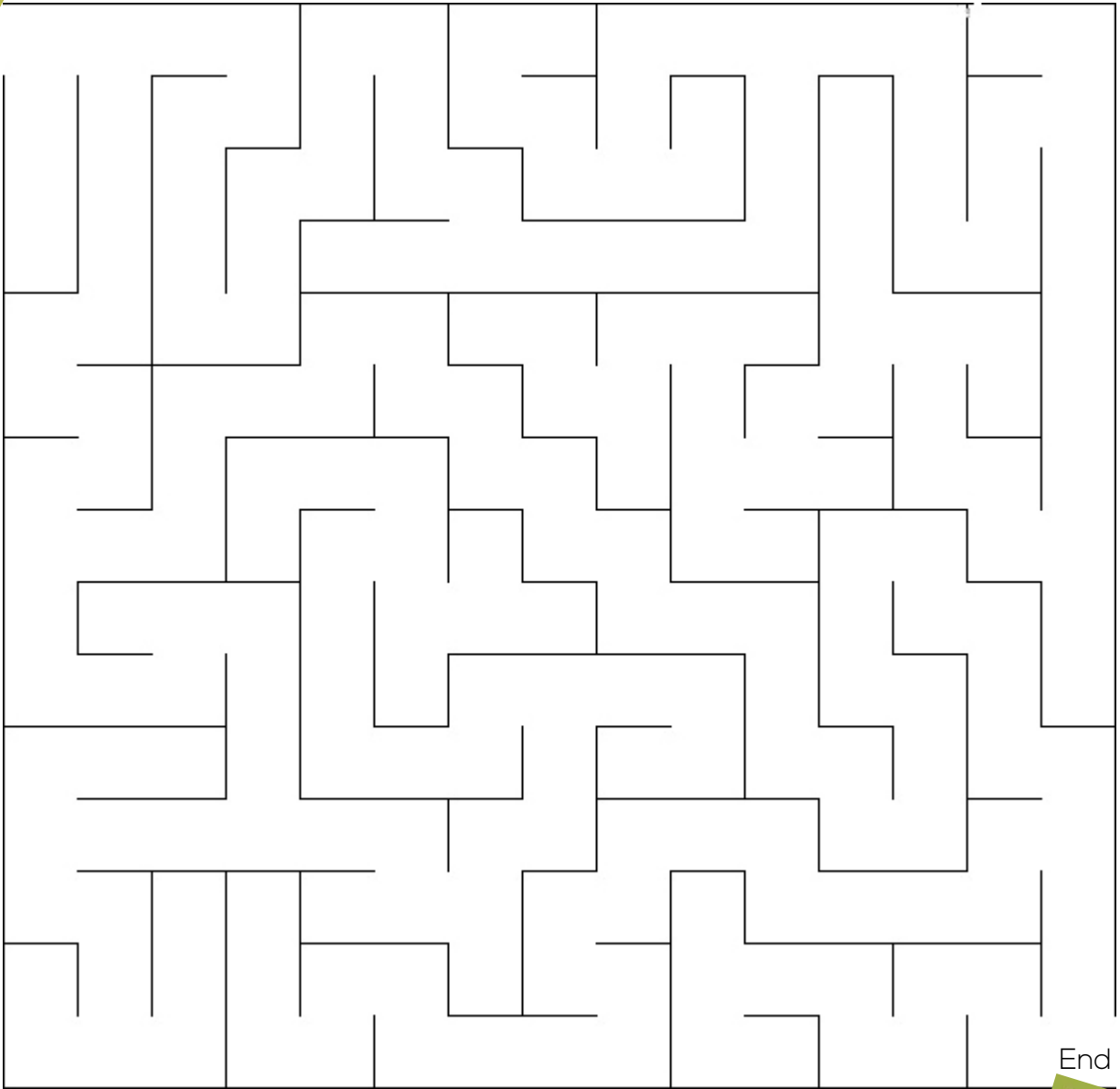


Pug's Backyard Maze

Help Pug make a trail to his dog house.



Start Here



End Here

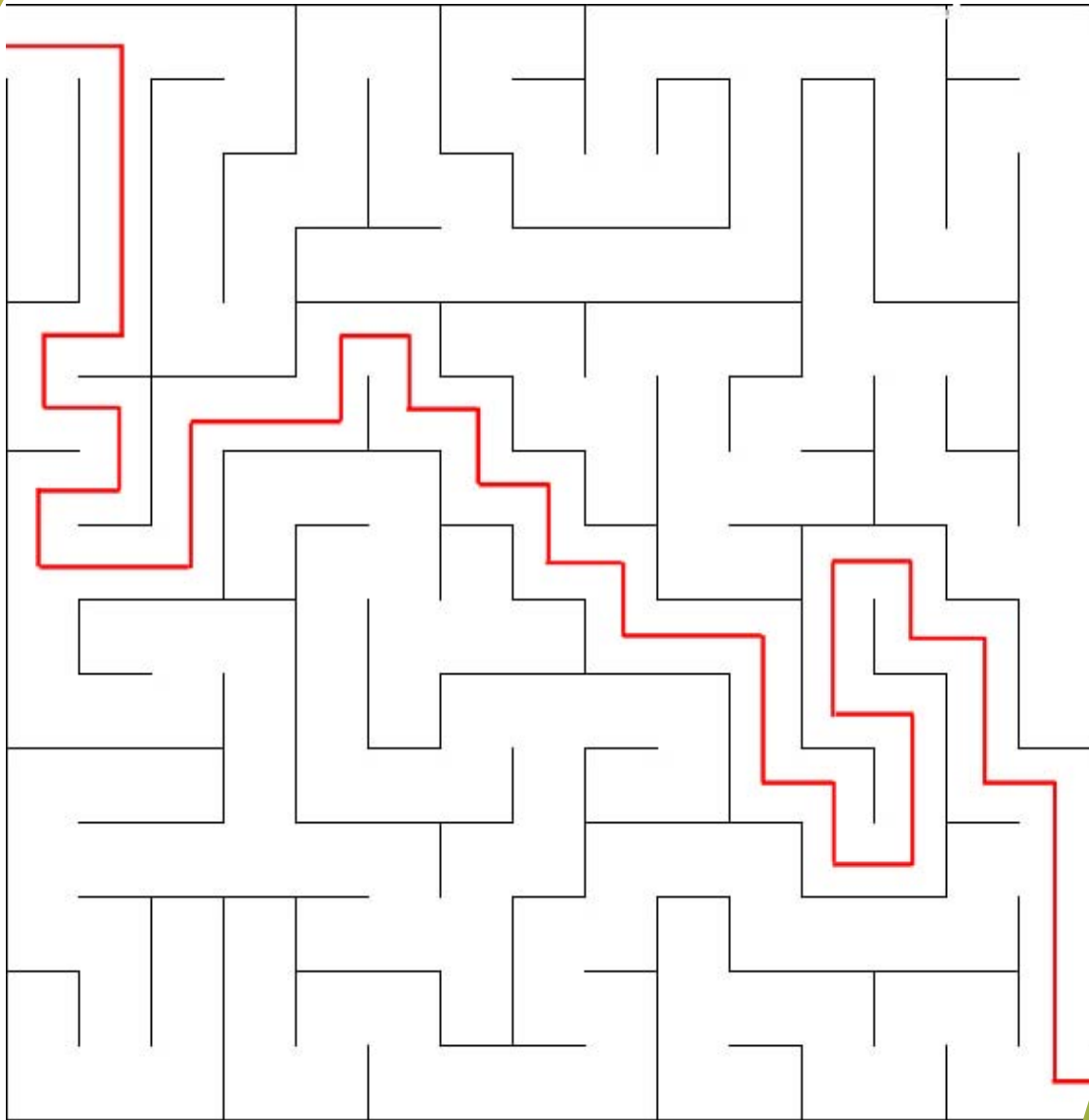


Pug's Backyard Maze Solution

Help Pug make a trail to his dog house.



Start Here



End Here



Gallion, Sue Lowell & Joyce Wan. *Pug Meets Pig*. New York: Beach Lane Books, 2016.
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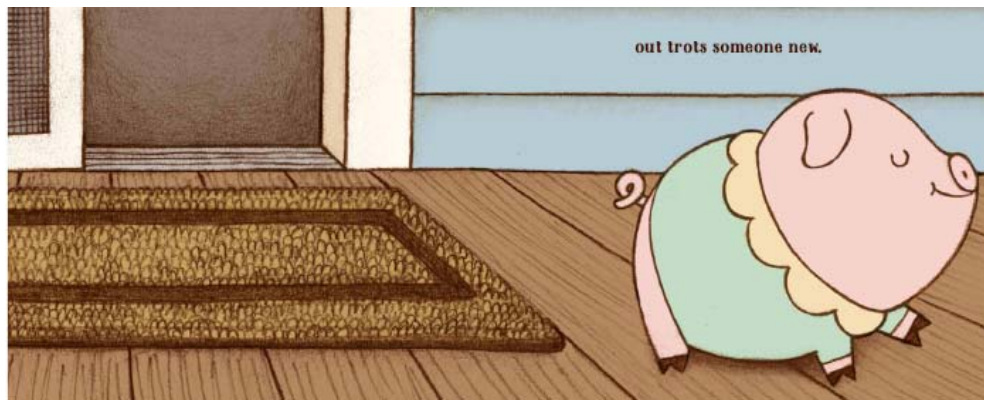
Post-Reading Discussion Questions

*This is Pug's home.
This is where Pug lives.*



- Describe Pug's home and how he feels about it.
- List the things that he enjoys doing.
- Identify the reasons he is happy being the only pet in the house.
- Explain the difference between a *house* and a *home*.

out trots someone new.



- Explain why Pig came out of Pug's home. How did Pig get there in the first place?
- Identify what has changed now that Pig has arrived.
- Determine how Pig's presence is a problem for Pug.



Pug has work to do.



- Describe the action in this illustration.
- Explain how the cat, the girl, and Pug are feeling.
- Determine why barking is considered to be Pug's work.

But here is Pig.



- Tell the story that is taking place in this illustration.
- Discuss the differences and similarities of this illustration and the one above.
- Interpret Pug's reaction to Pig's befriending the cat. Explain why this action is a problem for Pug.



is also a piggy door for Pig!



- Describe the action in this illustration.
- Explain why Pug's tail is wagging.
- Notice that both Pug and Pig are smiling. What happened to cause the change between the two?

Consider this...

- Identify how the author's words and the illustrator's drawings combine together to tell the story.
- Find examples in the story where the illustrations help to clarify the characters' emotions.
- Notice events in the story in which the text helps to better understand the events taking place in the story.
- Explain how the talent of author Sue Lowell Gallion and illustrator Joyce Wan came together to create a really great story - *Pug Meets Pig!*

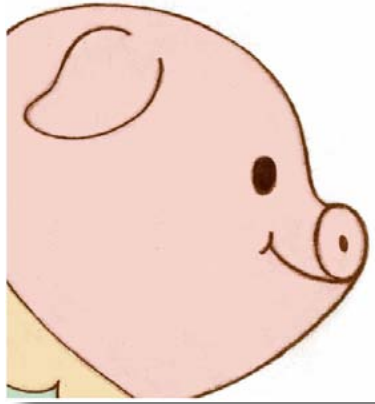


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Compare & Contrast - An Analysis of Character

Consider the two illustrations below. Discover ways that the pictures and/or characters are similar and different. List examples in the spaces beneath the illustrations.



FIND THREE SIMILAR TRAITS BETWEEN THE ILLUSTRATIONS. IF POSSIBLE, EXPLAIN WHAT THE COMPARISON REVEALS ABOUT PUG'S AND PIG'S CHARACTERS.

1.

2.

3.

FIND THREE DIFFERENCES BETWEEN THE ILLUSTRATIONS. EXPLAIN WHAT THE CONTRAST REVEALS ABOUT PUG'S AND PIG'S CHARACTERS.

1.

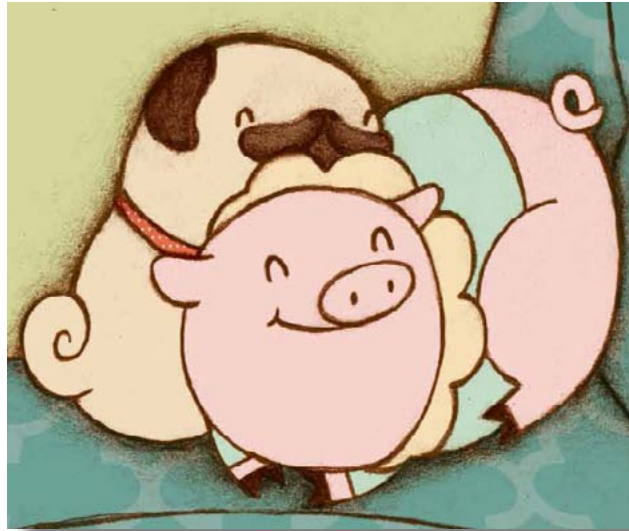
2.

3.



Similarity Search - A Study of Story Conflict

Consider the illustration below. Discover ways that the characters depicted in the picture are similar. List examples in the rectangle below. Discuss the additional questions printed beneath the rectangle block as a group.



FIND THREE SIMILAR TRAITS PUG AND PIG SHARE IN THIS ILLUSTRATION.

1.

2.

3.

Discuss:

- The **problem** or **trouble** in a story is called the *conflict*. Analyze the conflict in this story. Explain the story problem in your own words.
- Tell which character experienced the conflict and why. What caused the problem and how was it solved?
- Identify which character's nature stayed the same throughout the story.
- Determine which character's nature changed as result of the events that occurred in the story. Describe the change that took place within that character.



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Pug Meets Pig Wordsearch Puzzle

P	B	D	B	H	A	P	P	Y	H
J	O	Z	A	L	Q	E	A	M	H
U	W	W	L	Q	E	H	T	U	E
C	L	F	L	L	O	A	O	N	C
V	B	F	S	P	E	L	O	M	I
G	Q	A	M	R	I	B	Z	L	E
C	G	I	R	L	G	G	Z	V	C
L	C	A	T	K	H	M	O	O	N
B	T	X	N	B	E	D	I	G	K
D	Z	U	K	Z	T	H	P	U	G

HOME

PIG

GIRL

BALL

SLEEP

BOWL

PUG

BARK

BONE

EAT

MOON

CAT

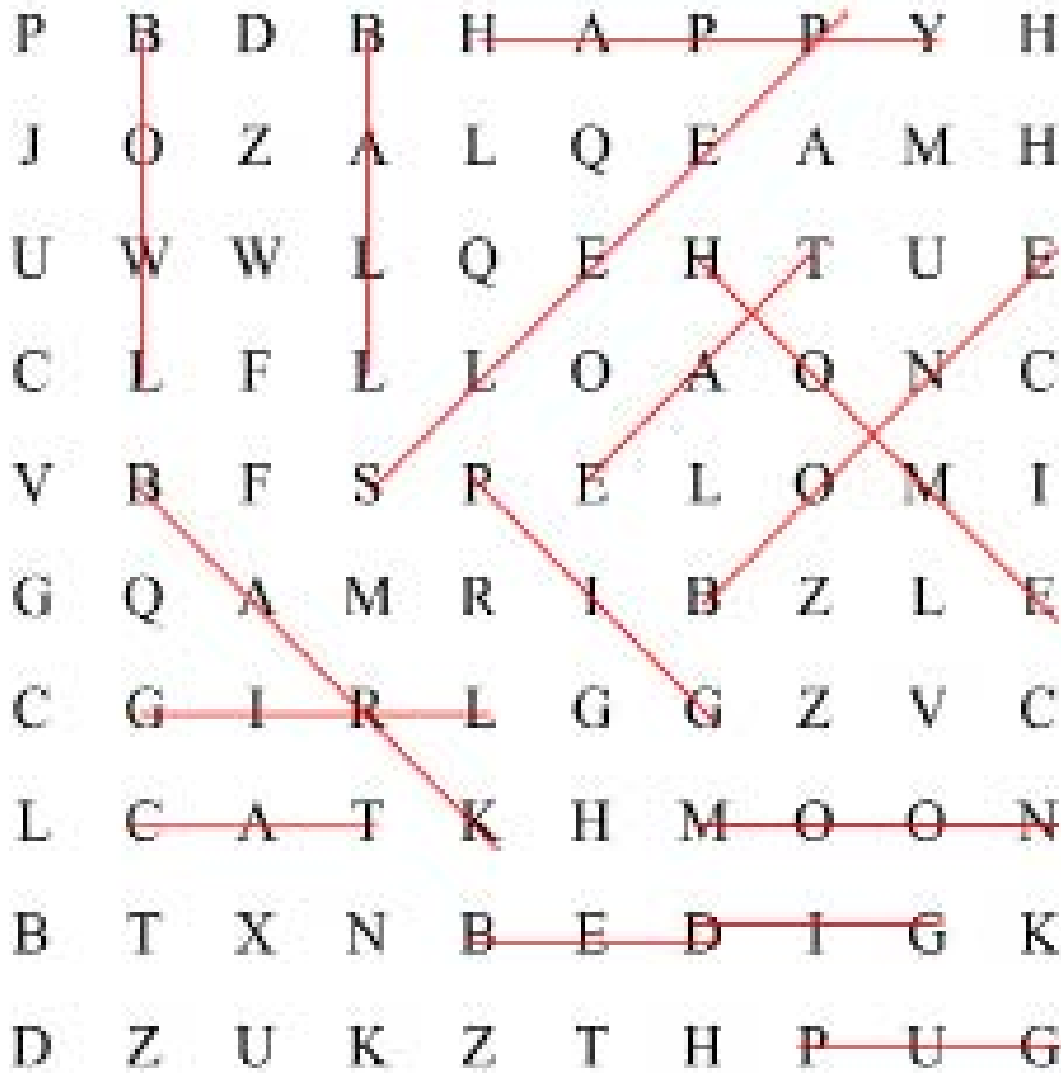
DIG

HAPPY

BED



Pug Meets Pig Wordsearch Puzzle Answers



HOME

BOWL

MOON

PIG

PUG

CAT

GIRL

BARK

DIG

BALL

BONE

HAPPY

SLEEP

EAT

BED



Narrative Summary - Draw & Label Retelling

Objective: To summarize narrative elements of the story.

Materials:

- *Pug Meets Pig*
- The Story of *Pug Meets Pig* Graphic Organizer (Guide, pg. 16)
- Pencil
- Markers or colored pencils

Procedure:

- Read and discuss the story.
- Using the **Story of *Pug Meets Pig* Graphic Organizer** as a reference, clarify the narrative elements stated there. The narrative elements explored are:
 - Character
 - Setting
 - Plot
 - Resolution
- Instruct students to illustrate each narrative element.
- Tell students to write a line describing the action in their illustrations.
- Encourage students to share their work with the class.

SAMPLE GRID

Narrative question. →

Who are the characters in this story?

Illustrate answer to narrative question. →

Draw:

Summarize action or list characters featured in illustration. →

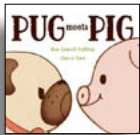
Label:



The Story of *Pug Meets Pig*

Who are the characters in this story?	Where does the story take place?
Draw:	Draw:
Label:	Label:

What happened in this story?	How does the story end?
Draw:	Draw:
Label:	Label:



Common Core State Standards Alignment

English Language Arts Standards » Reading: Literature

		Pre-Reading Discussion	Endpapers/Maze	Post-Reading Discussion	Compare/Contrast/Similarity	Wordsearch	Narrative Summary
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	●	●	●	●		●
CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.		●		●		●
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	●	●	●	●		●
CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.					●	
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	●		●			
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	●	●	●	●		
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	●	●	●	●	●	●
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.					●	
CCSS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.		●		●		●
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	●	●	●	●		●
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	●	●	●	●		
CCSS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.				●		
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	●	●	●	●	●	●
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.		●	●	●		
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	●	●	●	●		●
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	●	●	●	●		



English Language Arts Standards » Reading: Foundational Skills

		Pre-Reading Discussion	Endpapers/Maze	Post-Reading Discussion	Compare/Contrast/Similarity	Wordsearch	Narrative Summary
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.					●	
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).					●	
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.					●	
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	●	●	●	●	●	●
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.					●	
CCSS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).					●	
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.					●	
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●	●	●
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.					●	
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●	●	●

English Language Arts Standards » Speaking & Listening

CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●	●	●
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	●	●	●	●		●
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	●	●	●	●	●	●
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	●	●	●	●		●
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		●				●
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	●	●	●	●	●	●
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●	●	●
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	●	●	●	●		●
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	●	●	●	●		●
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		●				●
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●	●	●
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	●	●	●	●		●
CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	●	●	●	●	●	●
CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	●	●	●	●		●