

A Common Core State Standards-Aligned
Discussion & Activity Guide for Grades PK-2



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Written by Sue Lowell Gallion
Illustrated by Joyce Wan
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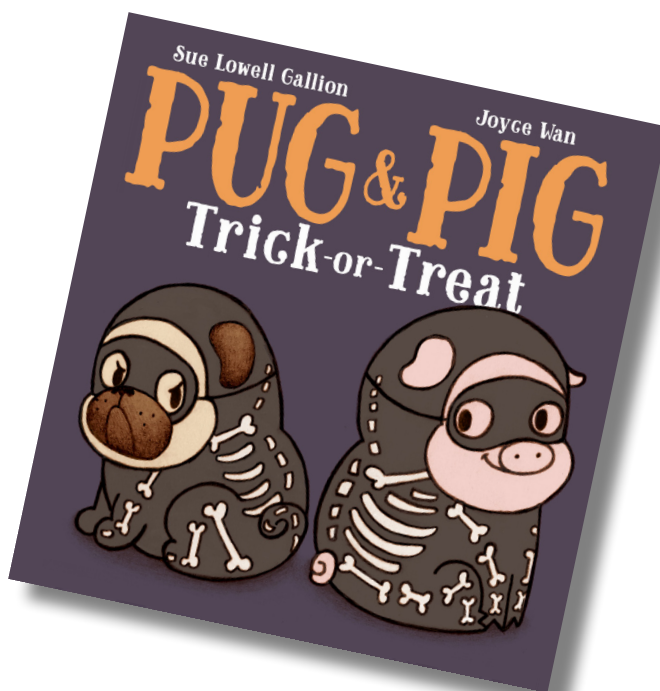
Halloween night has come to Pug and Pig's house, and the darling duo is sporting matching costumes. The costumes are cozy. They glow in the dark. And they have masks! There's only one problem—Pug hates wearing his. So he decides to rip it up and stay home. But Halloween just isn't any fun for Pig without Pug! Can Pug find a way to be a good friend and get back into the Halloween spirit?

Guide created by Debbie Gonzales, MFA
www.debbiegonzales.com

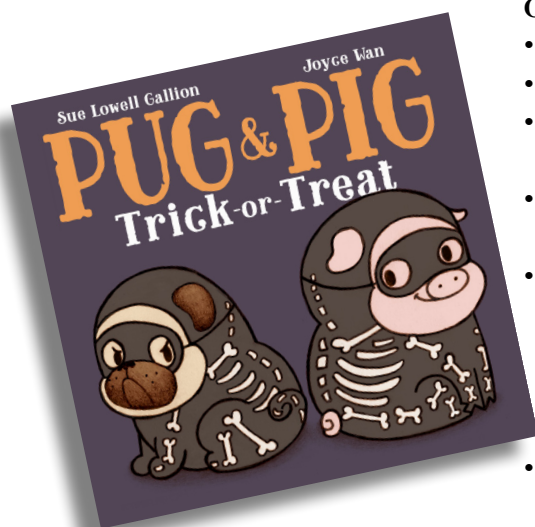


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Pre-Reading Discussion Questions



Observe the illustration on the cover of the book:

- Identify the types of animals depicted in this illustration.
- Which animal is happy? How do you know?
- Which animal is not happy? Explain how this animal is feeling. How do you know?
- Explain why the animals are wearing matching costumes. What kind of costumes are they wearing?
- The title of this story is PUG & PIG TRICK-OR-TREAT. Determine the connection between the illustration and the term 'trick-or-treat'. During what holiday do children trick-or-treat? Explore personal trick-or-treating experiences. Is trick-or-treating fun? Explain your answer.
- If trick-or-treating on Halloween is a fun thing to do, explain why the dog in the illustration seems unhappy.
- Based on the information gathered from the illustration, predict what this story is going to be about.

Meet the author - Sue Lowell Gallion:

- Ms. Gallion uses words to tell stories. Her words create pictures in a reader's imagination. Discuss how the following words create pictures in the students' imagination. Predict the images children might see in their imaginations when they hear the words *pumpkin*, *bones*, *costume*, *night-time*, *candy*, and *trick-or-treat*?
- As a child, Ms. Gallion's favorite Halloween costume was Mary Poppins. She was not so happy the year she and her sister were ghosts with their heads popping out of sheets (their usual costumes), and their friends next door were dressed in matching Native American costumes that their mom had hand-beaded.
- To find out more about author Sue Lowell Gallion's childhood access her website at www.suegallion.com.



Meet the illustrator - Joyce Wan:

- As an illustrator, Ms. Wan uses colors and shapes to create pictures to tell stories. In PUG & PIG TRICK-OR-TREAT, Ms. Wan allowed Ms. Gallion's words guide her imagination to create the illustrations for the book. Discuss how the following images might tell a story about a special holiday — *round pumpkins*, *dark night*, *masks*, *moonlight*, *black cats*, *skeletons*, and *shadows*.
- Ms. Wan's favorite costume was a store-bought Strawberry Shortcake plastic costume which she wore for at least two years in a row. Her favorite memory was carving pumpkins and baking pumpkin seeds. Her least favorite thing about Halloween when she was young was that some of the costumes were quite scary!
- Ms. Wan's website is filled with samples of her artwork. Click on www.wanart.com to see what kinds of stories her artwork might inspire in you!



Post-Reading Discussion Questions

Pig likes her costume very much.

- Tell how Pig is feeling in this illustration. Identify the details in the picture that reveal Pig's emotion.
- List reasons why Pig likes her costume.
- Explain why Pig likes her mask.
- Do you think having a costume that matches her friend Pug's makes Pig happy? If so, why?



Pug did not like his costume until...

- Tell how Pug is feeling in this illustration. Identify the details in the picture that reveal Pug's emotion.
- List reasons why Pug does not like his costume. Contrast Pug's reasons for disliking the costume with Pig's reasons for liking hers. Tell how their points-of-view are the same and different.
- Do you think having a costume that matches his friend Pig's makes Pug happy? Explain your answer.



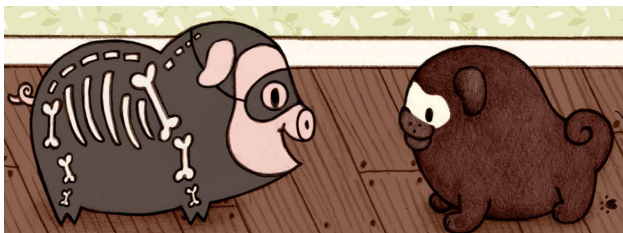
It is scattered all over the yard.

- Describe the action in the illustration on the right. Explain what Pug is doing. Determine how Pug's actions make Pig feel. How do you know?
- Examine Pug and Pig's different perspectives on Halloween. Consider how Pug's point-of-view affects Pig. Explain your answer.
- Tell how destroying his costume affects Pug's friendship with Pig.



Why who is this? Perhaps it is Pig's shadow.

- Describe the action in the illustration on the left. How are Pug and Pig feeling in this illustration? Explain why, for the first time in the story, Pug and Pig are feeling the same way.
- Identify the reason why Pug decided to roll in the mud. What caused him to do such a thing?
- Determine why Pug cared if his friend Pig was unhappy about not celebrating Halloween.
- In the beginning of the story, Pug and Pig wore matching costumes. Tell how, in the end, their costumes go together in a different way.



The Word Bank

The **Word Bank** cards found below and on the following page are to be used as resources to complete the activities included in this guide. Print **Word Bank** cards on cardstock. Use scissors to trim around the borders of each card.

Students may store **Word Bank** cards in a Ziplock bag or a small box.

Halloween

scarecrow

Pug

Pig

pumpkin

home

costume

mask

party

muddy



shadow

candy

bones

ghost

moon

web

leaves

happy

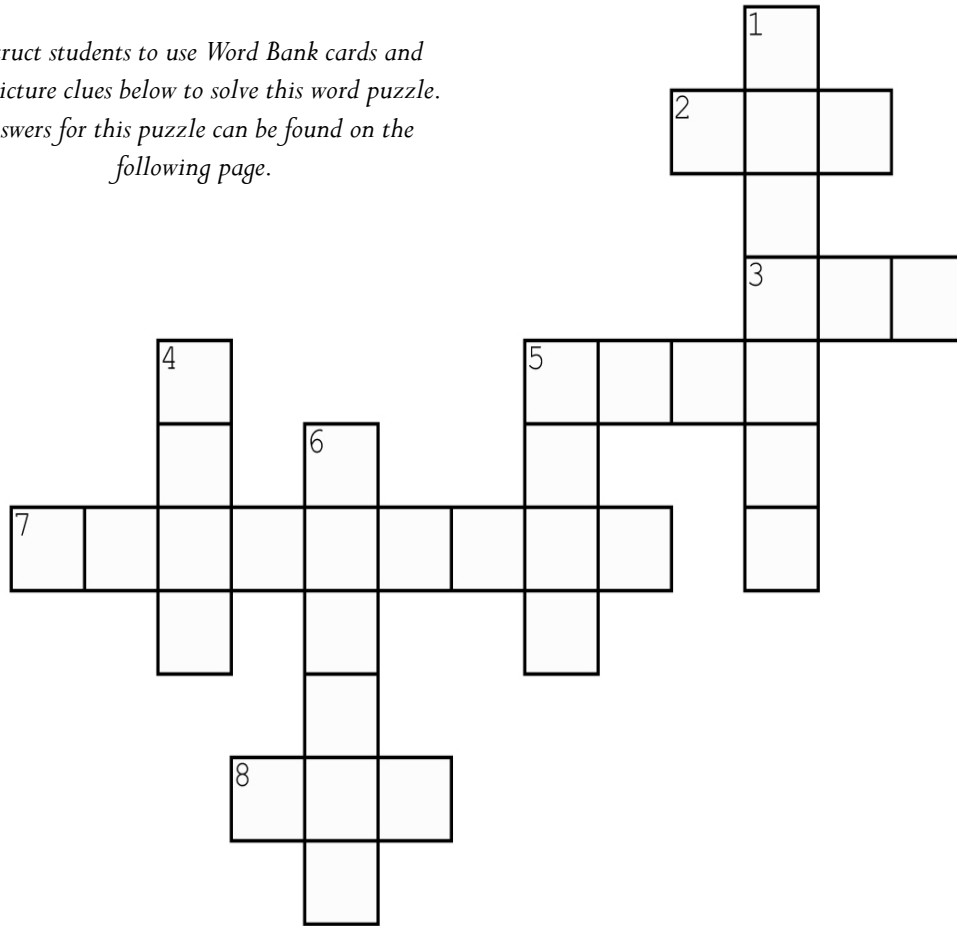
star

sad



Vocabulary Cross-Picture Puzzle

Instruct students to use Word Bank cards and the picture clues below to solve this word puzzle.
Answers for this puzzle can be found on the following page.



Across:

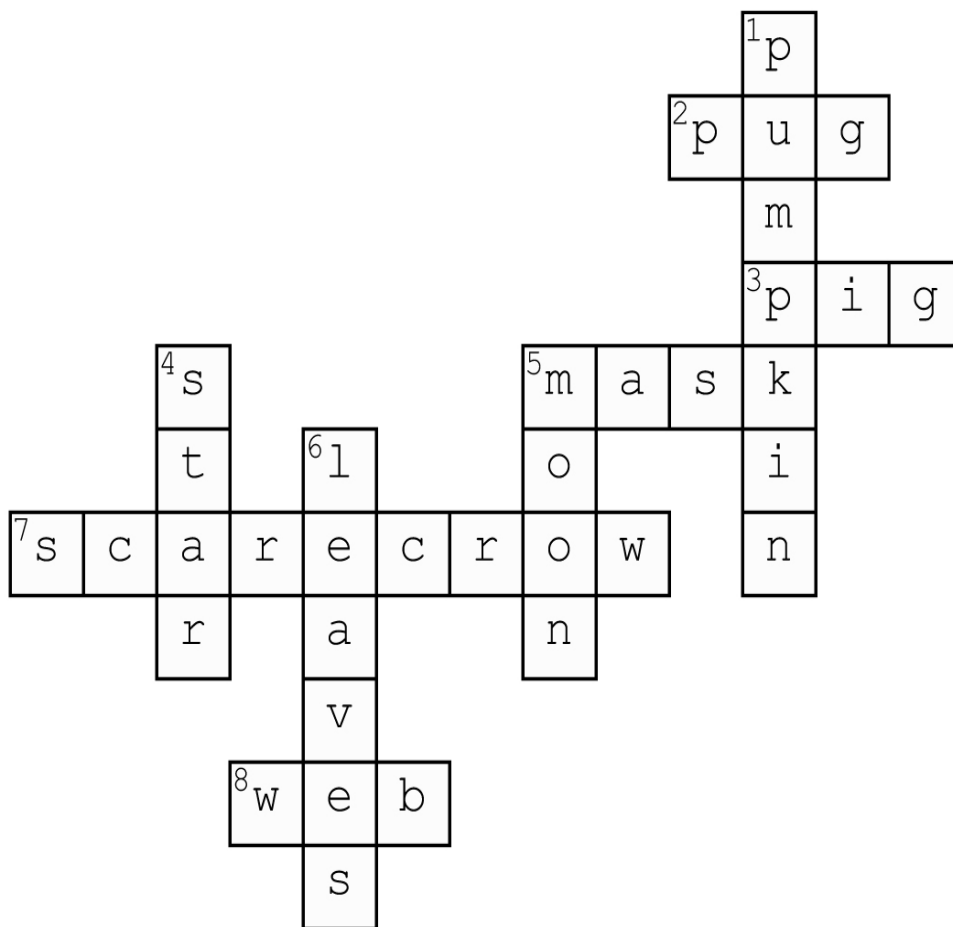
2. 
3. 
5. 
7. 
8. 

Down:






1. 
4. 
5. 
6. 



Vocabulary Cross-Picture Puzzle Answers



Across:

2. 
3. 
5. 
7. 
8. 

Down:

1. 
4. 
5. 
6. 



Letter Counting

In this activity, students will explore a deeper understanding of the organization and basic features of the printed word.

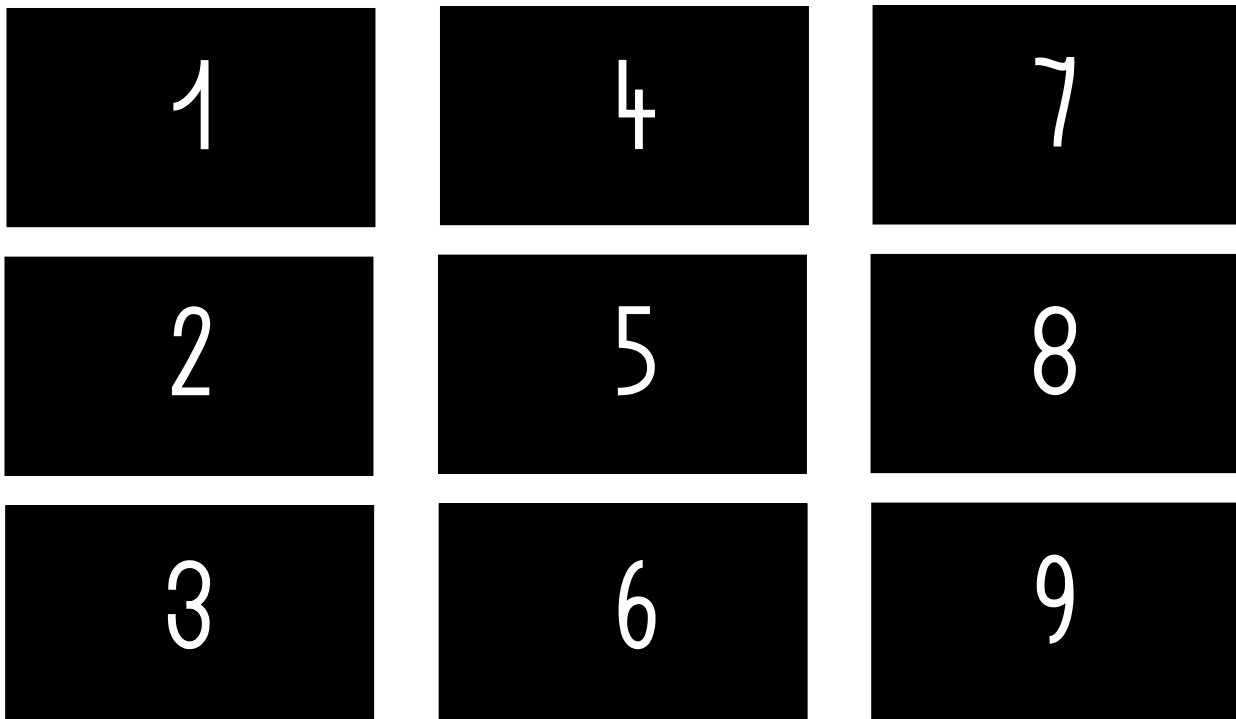
Materials:

- Word Bank cards (Guide, pgs. 5-6)
- Numeric Cards (Guide, pg. 9)
- Letter Counting Answer Sheet (Guide, pg. 10)
- Cardstock
- Scissors
- Paper
- Pencil

Procedure:

- Print **Numeric Cards** on cardstock.
- Use scissors to trim around **Numeric Card** borders.
- Place **Numeric Card** sequentially in a horizontal row.
- Count the letters of the words printed on the **Word Bank** cards. Place each card beneath the **Numeric Card** that matches the number of letters in each word.
- Use the **Letter Counting Answer Sheet** to check work.
- Use paper and pencil to copy word lists.

Numeric Cards





Letter Counting Answers

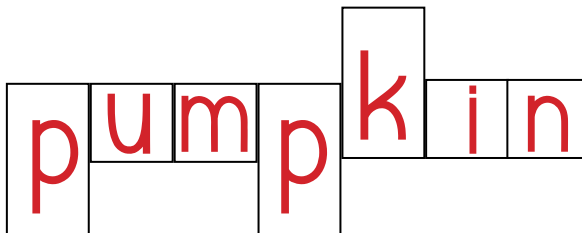
1	2	3	4	5	6	7	8	9
		Pug	home	party	shadow	costume		Halloween
		Pig	mask	muddy	leaves	pumpkin		scarecrow
		web	moon	candy				
		sad	star	ghost				
				happy				
				bones				

Word Shape Sorting

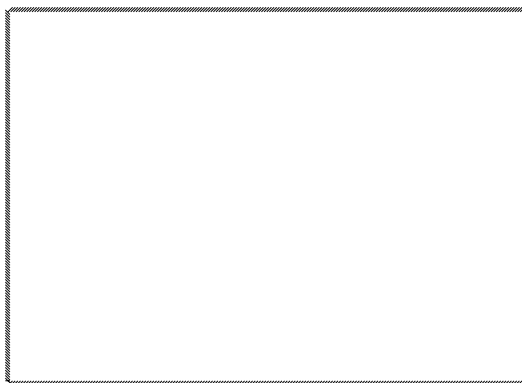
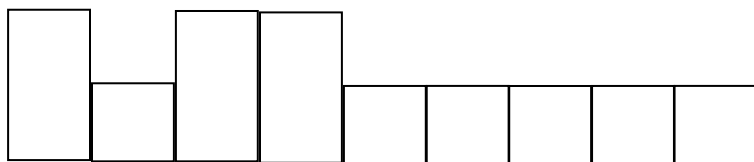
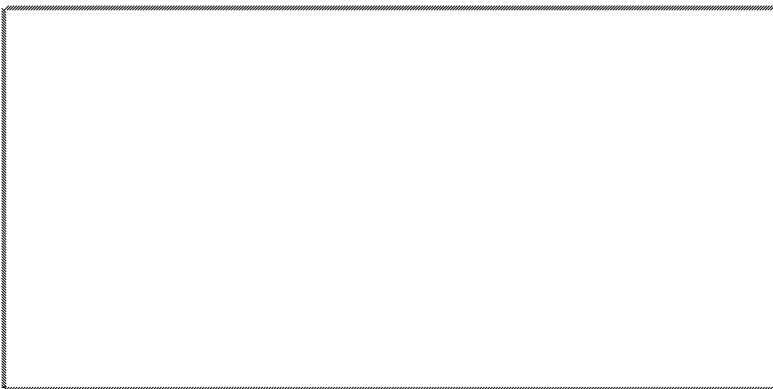
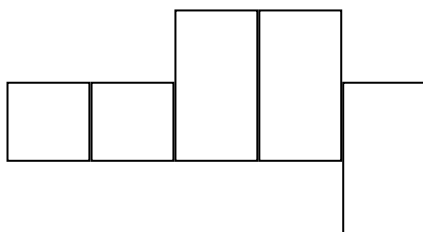
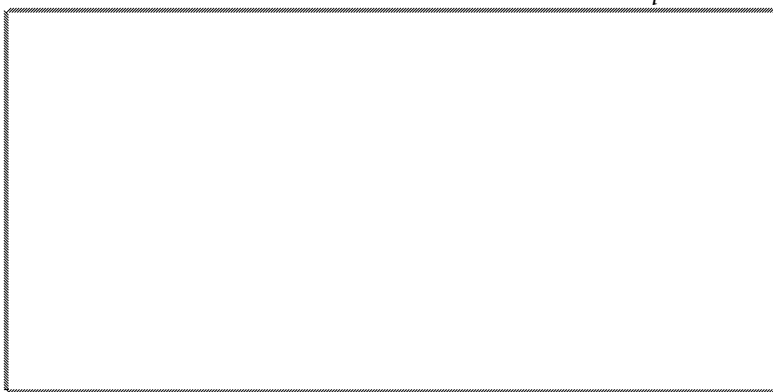
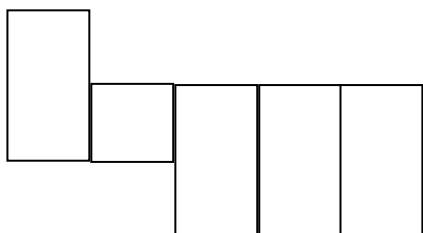
Instruct students to study the shape patterns below. Using Word Cards as references, determine which letter sequencing matches each shape pattern. Print the word in the shapes provided. Check answers on the following page.

Illustrate a scene in which Pug and Pig are dramatizing the word. Share and discuss illustrations with the class.

SAMPLE →



Illustrate in spaces below.

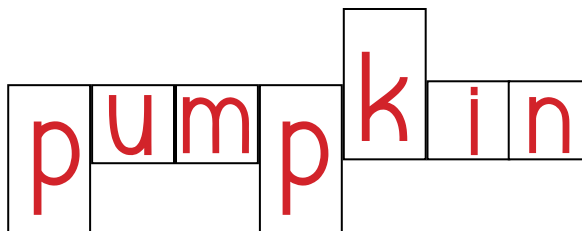


Word Shape Sorting Answers

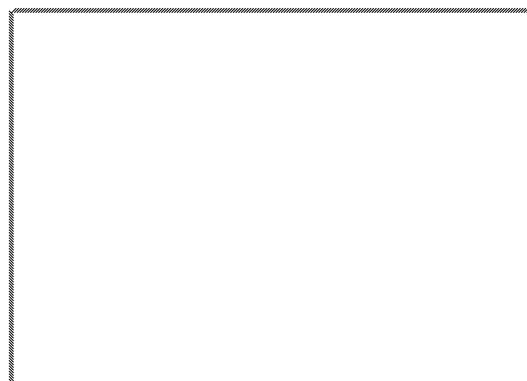
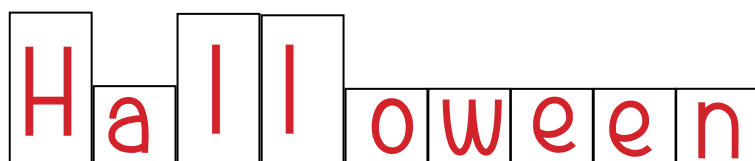
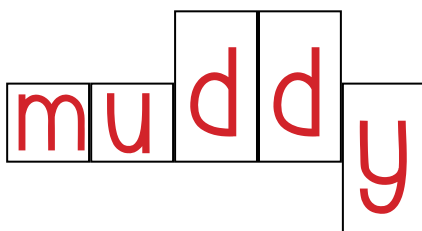
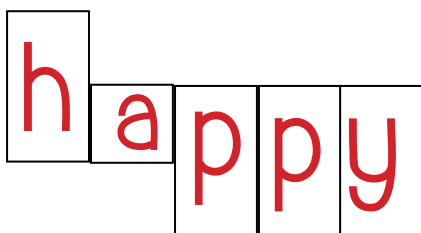
Instruct students to study the shape patterns below. Using Word Cards as references, determine which letter sequencing matches each shape pattern. Print the word in the shapes provided. Check answers on the following page.

Illustrate a scene in which Pug and Pig are dramatizing the word. Share and discuss illustrations with the class.

SAMPLE →

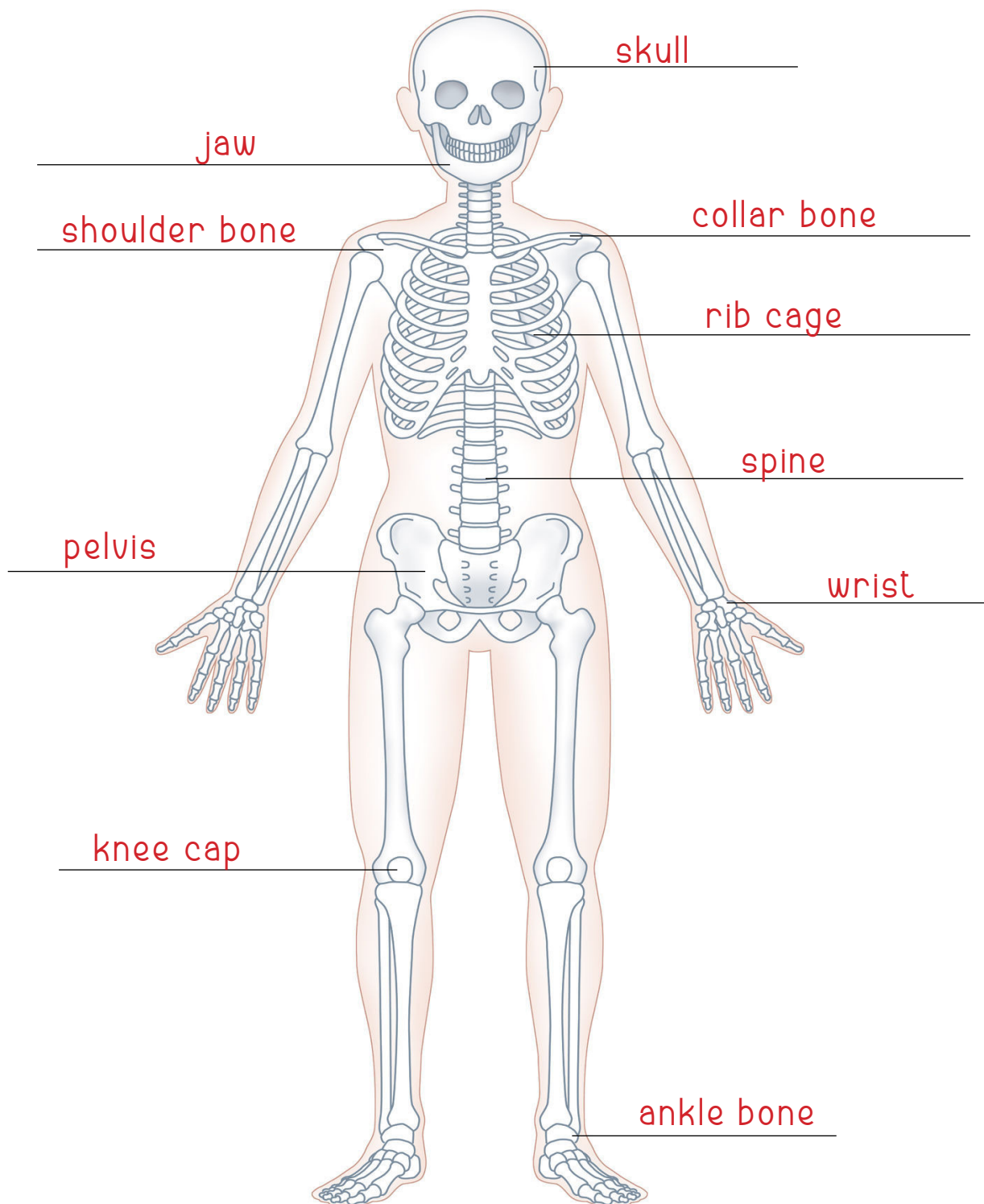


Illustrate in spaces below.



Skeleton Labeling

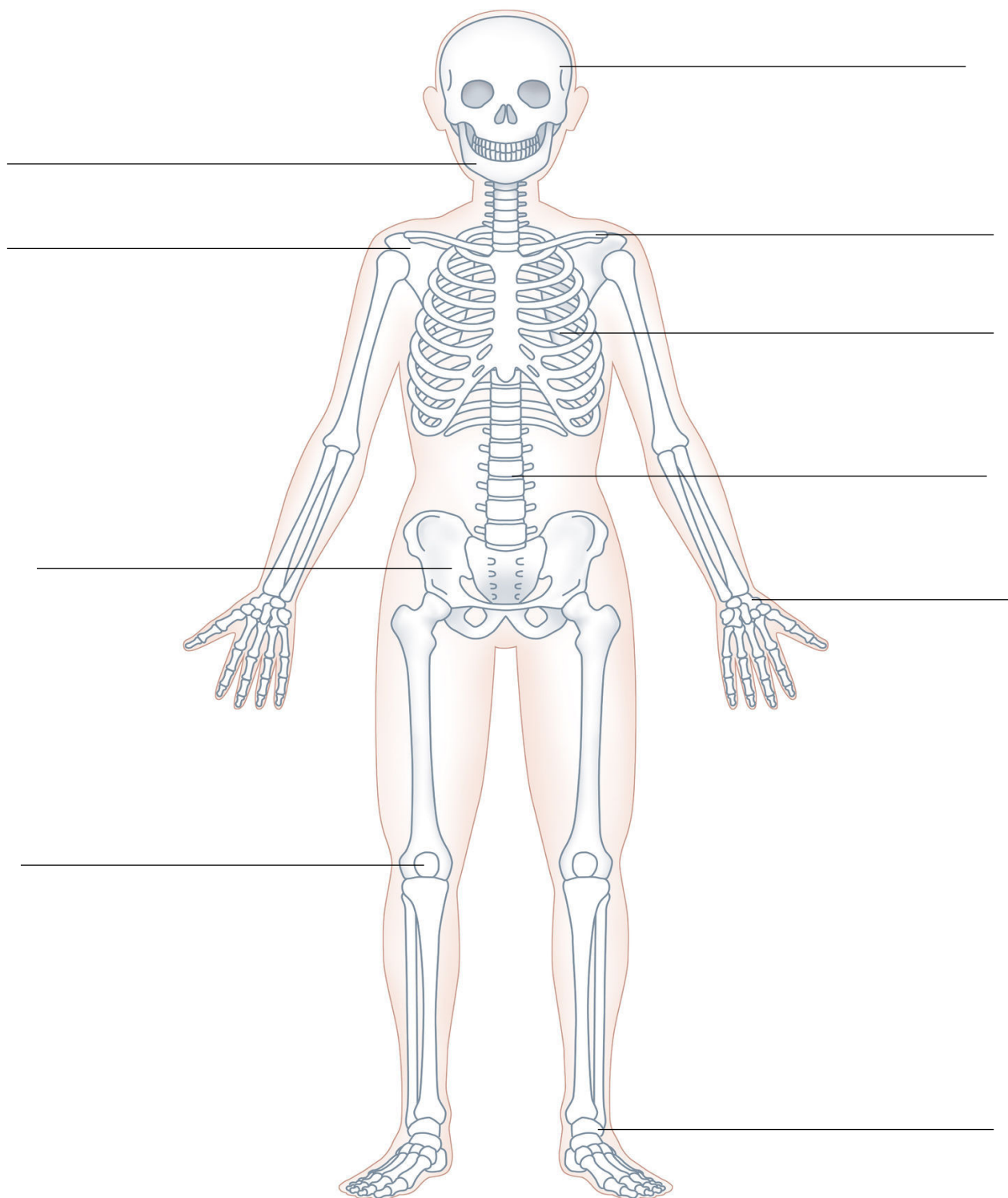
Encourage students to familiarize themselves with the bone identification labels on the Skeleton Graphic below. Instruct them to use the Skeleton Graphic as a guide to fill in the blanks on the following page. Depending on student's age or skill level, they may use the Skeleton Graphic as a direct reference or may attempt to fill in the blanks independently.



Skeleton Labeling

Write the name of each bone in the blank spaces designated by the lines below.

Check your work by referencing the Skeleton Graphic found on page 13.



My Halloween Costume Story

When author Sue Lowell Gallion was a child, her most favorite costume was
Mary Poppins.



Photo Credit: www.disney.wikia.com



Photo Credit: www.wikipedia.com

When illustrator Joyce Wan was a child, her most favorite costume was
Strawberry Shortcake.

How about you?

Use the template found on the following page to write and illustrate a short story describing your favorite Halloween costume. Tell what it felt like to pretend to be someone or something other than yourself. Share your story and artwork with the class.



My Halloween Costume Story



Common Core State Standards Alignment

English Language Arts Standards ~ Reading: Literature

		Discussion Questions	Cross-Picture Puzzle	Letter Counting	Word Shape Sorting	Skeleton Labeling	Halloween Costume
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.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.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.1.3	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.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.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	●					
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 ~ Foundational Skills

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 word		●	●	●	●	
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

		Discussion Questions	Cross-Picture Puzzle	Letter Counting	Word Shape Sorting	Skeleton Labeling	Halloween Story
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.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.1.6	Produce complete sentences when appropriate to task and situation.	●	●	●	●	●	●
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.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.				●		●
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	●	●	●	●	●	●

