

# 98A Pig Newton Pops Up

by Lydia Barrett Griffin and Joy Durham Barrett  
Leveled Reader 98A  
Genre: Realistic Story  
Level: Easy

## Summary

Kit is worried that the class's new guinea pig, Pig Newton, seems unhappy. She thinks it is because his cage is too small. The class lists and discusses ideas on how to make Pig Newton happier. When the students decide to build him a bigger hutch, Pig Newton literally jumps for joy!

## At a Glance

### Links to the Student Edition

**Comprehension Skill:** Text Structure

**Selection Vocabulary:** *gnawing, sow, boars*

**Program Theme:** The World Around Us

**Unit Theme:** A Wider View

Having a pet can be lots of fun, but it also means thinking about an animal's needs and feelings.

## Before Reading

### Motivating the Reader

#### Build Background About Pet Care

Ask students to imagine that the class is going to obtain a pet. Have students list animals that would be suitable for class pets. Then spark a discussion about how to care for these pets. Encourage students to contribute questions about pet care, such as: What kind of cage does the pet need? What kind of food does it eat? How much food does it eat? If your class already has a pet, ask students to write rules for taking care of the pet.

### Preview and Predict

Have students scan the cover, text, and illustrations to get an idea of what the book is about. Ask them to identify what kind of animal Pig Newton is. Have students make predictions about what problem they think the book may show and how it will be solved. Suggest students read to find out what causes Pig Newton to pop up.

Point out selection vocabulary and any unfamiliar words, such as *Internet, peered*, and *hutch*, that might be important to understanding the book.

## During Reading

### Guiding Comprehension

Use the following questions to support students as they read.

- **Page 2** Who is Pig Newton? (He is the class's pet guinea pig.)
- **Page 2** Mr. Dallas says, "Kit! Where are you?" What does he mean by this? (Kit is still in the room, but she is thinking about something other than schoolwork. She is not paying attention.)
- **Pages 2–3** Why does Kit think Pig Newton is sad? (He has stayed curled up in the corner of his cage, he makes strange noises, and he is gnawing on the bars of his cage. Kit knows from her research that these are not good signs.)
- **Page 4** What does Kit think is wrong with the guinea pig's cage? (She thinks the cage is too small. Guinea pigs need space to run.)
- **Page 6** What does the chalkboard show? (It shows the ideas the students came up with to make Pig Newton happier.)
- **Pages 8–9** Why does Kit draw lines through some of the ideas listed? (The lines show that these ideas are not good ideas.)
- **Page 12** Describe the steps the class takes to solve Pig Newton's problem. (Mr. Dallas asks the class for ideas. Kit writes the ideas on the chalkboard. They discuss the ideas. They vote to decide what to do.)
- **Page 13** How do Kit and some of the children feel about building a hutch in class? How can you tell? (They are excited. They say, "Yes!" The exclamation point shows strong feelings.)
- **Page 16** How can the children tell that the guinea pig is now happy? (He does a "popcorn jump" that shows he is happy.)
- **Page 16** How are events in this book organized? (The author tells events in the order in which they happen. A problem is discovered. Then it is discussed. Finally, it is solved.)

## Ongoing Assessment

### Reading Strategies

**If...** a student does not understand why Kit is worried about Pig Newton,

**Then...** have him or her reread page 2 and page 4 and retell what is happening in his or her own words.

**If...** a student has trouble explaining how the text is organized,

**Then...** use **Model Your Thinking** below.

### Model Your Thinking

#### Comprehension Skill: Text Structure



Text structure is the way a piece of writing is organized. Two main kinds of writing are fiction and nonfiction. I can tell from scanning the text and pictures that this is a fiction story because it is about imaginary characters and events. I look to see how one event leads to another event. Most fiction stories are organized in chronological, or time, order. The events are described in the order that they happened. The story begins when Mr. Dallas interrupts the math class to ask Kit to talk about Pig Newton's problem. Then the class tries to decide how to solve Pig Newton's problem. They vote to build a hutch. The following week, Mr. Dallas brings in the materials, and the class makes a hutch for Pig Newton. The guinea pig is so happy that he jumps for joy.

## After Reading

### Revisiting the Text

**Comprehension** Have pairs use a three-box story-sequence organizer to show how the story is organized. Have them list the story problem in the first box. In the middle box, they can list the events in chronological order to tell what the students do to try to solve the problem. In the last box, they can tell how the problem is solved. Then have pairs exchange and compare their organizers.

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## ☞ Text Structure

Read the story *Pig Newton Pops Up* and then answer Numbers 1 through 5.

- ☞ 1 What problem are the students trying to solve in this story?
- Ⓐ Mr. Dallas does not want Pig Newton at school anymore.
  - Ⓑ They cannot agree on who should take Pig Newton home.
  - Ⓒ Pig Newton is unhappy in his small cage.
  - Ⓓ No one knows how to make a guinea pig hutch.
- ☞ 3 How do the students finally decide to solve their problem?
- Ⓐ They let Pig Newton run free.
  - Ⓑ They build a bigger home for Pig Newton.
  - Ⓒ They give Pig Newton to another class.
  - Ⓓ They ask Mr. Dallas for ideas.

- 2 Why do the students decide NOT to send Pig Newton home with everyone?
- Ⓕ Pig Newton might get confused.
  - Ⓖ Pig Newton is not really a pig.
  - Ⓗ Pig Newton might gnaw on things.
  - Ⓘ Pig Newton needs to be on a farm.

- ☞ 4 How do the students come up with their solution? Use details from the story in your answer.

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- 5 How can you tell that Pig Newton is happy at the end of the story? Use details from the story in your answer.

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Answers

## Text Structure

Read the story *Pig Newton Pops Up* and then answer Numbers 1 through 5.

- 1 What problem are the students trying to solve in this story?
- A Mr. Dallas does not want Pig Newton at school anymore.
  - B They cannot agree on who should take Pig Newton home.
  - C Pig Newton is unhappy in his small cage.
  - D No one knows how to make a guinea pig hutch.
- 2 Why do the students decide NOT to send Pig Newton home with everyone?
- F Pig Newton might get confused.
  - G Pig Newton is not really a pig.
  - H Pig Newton might gnaw on things.
  - I Pig Newton needs to be on a farm.
- 3 How do the students finally decide to solve their problem?
- A They let Pig Newton run free.
  - B They build a bigger home for Pig Newton.
  - C They give Pig Newton to another class.
  - D They ask Mr. Dallas for ideas.
- 4 How do the students come up with their solution? Use details from the story in your answer.
- brainstorm ideas/solutions
- talk about what will & will not work
- 5 How can you tell that Pig Newton is happy at the end of the story? Use details from the story in your answer.
- popcorn jump 😊
- running around
- = actions guinea pigs do when happy