

# A Pig Is Moving In!

**By Claudia Fries**

*Grade Level:* Kindergarten - 2nd

*Vocabulary:*

orderly, glimpse, dreadful, hoofprints, pottery, declared, properly, admired, flattered

*Pre reading Questions:*

- ✓ Can you look at someone and know what kind of person they are?
- ✓ Have you every met someone who didn't like you before they got to know you?

*Highlight During Reading:*

- ★ Generalizations-  
The characters statements about a “clean cat”, and “orderly mole”, and finally, “It’s a . . .pig!” show their generalizations about different groups of animals. Demonstrate the correlation between the animals’ remarks and how we look at people of different races, abilities and socioeconomic status.
- ★ Stereotypes-  
The statement “everyone knows that pigs are messy and dirty and sloppy” should be used to open a discussion on stereotypes about different groups of people. Challenge the students: Is any stereotype true?
- ★ Expectations-  
Each character “wasn’t a bit surprised” when they found the pig behavior they expected. Emphasize the fact that the characters failed to see the positive actions of the pig because they were not looking for it or expecting it.
- ★ Contradiction-  
The lines “(Pig) was carrying two heavy bags of groceries. (Henrietta Hen) didn’t say hello . . .” and “If a pig wants to live in our building, he must behave properly.” should be used as evidence of the contradiction between the characters rude behavior towards pig while expecting pig to behave as a model tenant.
- ★ Perspective-  
Challenge the students to empathize with Theodore’s experience. Ask: How do you think the pig was feeling being in a new place?

*Post Reading Questions:*

- ✓ What changes did you see in Nick Hare, Doctor Fox and Henrietta Hen from the beginning of the book to the end of the book?
- ✓ What kind of person did Theodore Pig turn out to be once the others got to know him? Is this different from who they thought he was?