

Lesson Plans and Teaching Resources for If You Give a Pig a Pancake

5 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

Asking Questions Lesson Plan

Guided Reading Level

Asking Questions

1

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2

Learn About Comprehension Strategies

- Think about the text you read
- When you get confused

3

Summary

What happens when you give a pig a pancake? Get ready for the wildest day ever! This pig doesn't just want one thing - she wants EVERYTHING. First syrup, then a bath with bubbles, then tap shoes for dancing, then photos to send to friends, and that's just the beginning! She even wants to build a freshwater in the backyard. The poor girl tries to keep up with all the pig's crazy requests, but will she ever get a break? And what do you think will happen when the pig gets sticky from hanging wallpaper? You'll never guess how this silly story ends - or does it really end at all?

Link to What You Know

- Think about a time when you asked for one thing and then wanted something else right after. What happened?
- Have you ever had a friend or pet that wanted lots of different things? How did that make you feel?

Important Words to Know and Understand

Slicky - Something that feels gooey and sticks to you

Syrup - A sweet, sticky liquid poured on pancakes

Why Readers Ask Questions While Reading

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about where or when the story takes place.

Last, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Asking Questions Lesson Plan

Asking Questions

3

Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions are important to the text
- Stop from time to time. Ask yourself if you've found the answers to your questions

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

If You Give a Pig a Pancake
By: Laura Numeroff
Grade Level: 2 / Guided Reading Level: K

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 2 - Look at the pig's face when the girl offers her a pancake. What questions do you have about how the pig is feeling? How does asking questions about characters' feelings help you as a reader?

Page 6 - The pig is running up the stairs really fast. What questions do you have about why she's in such a hurry?

Page 9 - The pig looks sad while holding the rubber duck. What questions do you have about why the duck makes her feel this way? What details in the text and illustration help you think of questions to ask?

Page 18 - Look at all of the photos scattered around. What questions do you have about why the pig wants so many pictures?

Page 29 - The girl is sleeping, and the pig has a pancake. What questions do you have about what might happen next? How does asking questions at the end of a story help you as a reader?

Time to Reflect

Think - When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Talk - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

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Turn, Talk, and Reflect

1

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Making Connections

Step on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 4 - The girl gives the pig her favorite maple syrup. Make a **text-to-text** connection about a time you shared something special with a friend. How does your connection help you understand how the girl feels?

Page 6 - The pig wants to go to the bathroom. What does the girl do to help her?

Page 12 - The pig is hanging on both of different cuties. Make a **text-to-text** connection to find out whether you know anything about cuties.

Page 21 - The girl looks sad while holding the rubber duck. What questions do you have about why the duck makes her feel this way?

Page 29 - The girl is sleeping, and the pig has a pancake. What questions do you have about what might happen next?

Time to Reflect

Think - When readers make connections, they look for the parts in a book that remind them of something they already know or feel about. When you know or feel about something that happened in a book, that's called making a connection. How do you think you did your best at making connections in *If You Give a Pig a Pancake*? How did your own knowledge help you as a reader?

Talk - Tell your reading partner about your favorite part of the book. How did you make your own while reading? Explain why your connection helped you understand the book better.

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading. Remember to include examples from the book!

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1

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Making Predictions

Step on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 3 - The pig wants to go to the bathroom. What does the girl do to help her?

Page 15 - The pig is posing like the world's best picture taker. How do you predict what will happen after the girl takes the photo?

Page 18 - The pig wants to mail photos to go with her friends. What do you predict will happen after the girl takes the photos?

Page 21 - The pig is all sticky from the wallpaper glue. Based on what happened earlier in the story, what do you predict that will happen? How does asking questions help you understand what happens before help you make predictions?

Time to Reflect

Think - When you make predictions, you make while reading *If You Give a Pig a Pancake*? Do you make predictions about a book, or do you make predictions about what you think will happen next? How do you decide whether or not your predictions make sense?

Talk - Tell your reading partner about your favorite part of the book. Explain why your prediction was so important to you. How did your own knowledge help you as a reader?

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *If You Give a Pig a Pancake*. (Remember to include examples from the book!)

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Answer Key for Asking Questions with If You Give a Pig a Pancake

Page 2: Look at the pig's face when the girl offers her a pancake. What questions do you have about how the pig is feeling?

Page 6: The pig is running up the stairs really fast. What questions do you have about why she's in such a hurry?

Page 9: The pig looks sad while holding the rubber duck. What questions do you have about why the duck makes her feel this way?

Page 18: Look at all of the photos scattered around. What questions do you have about why the pig wants so many pictures?

Page 29: The girl is sleeping, and the pig has a pancake. What questions do you have about what might happen next?

Answer Key for Making Connections with If You Give a Pig a Pancake

Page 4: The girl gives the pig her favorite maple syrup. Make a **text-to-text** connection about a time you shared something special with a friend.

Page 6: The pig wants to go to the bathroom. What does the girl do to help her?

Page 12: The pig is hanging on both of different cuties. Make a **text-to-text** connection to find out whether you know anything about cuties.

Page 21: The girl looks sad while holding the rubber duck. What questions do you have about why the duck makes her feel this way?

Page 29: The girl is sleeping, and the pig has a pancake. What questions do you have about what might happen next?

Answer Key for Making Predictions with If You Give a Pig a Pancake

Page 3: The pig wants to go to the bathroom. What does the girl do to help her?

Page 15: The pig is posing like the world's best picture taker. How do you predict what will happen after the girl takes the photo?

Page 18: The pig wants to mail photos to go with her friends. What do you predict will happen after the girl takes the photos?

Page 21: The pig is all sticky from the wallpaper glue. Based on what happened earlier in the story, what do you predict that will happen? How does asking questions help you understand what happens before help you make predictions?

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Retelling and Summarizing

Step on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 3 - The pig wants to go to the bathroom. What does the girl do to help her?

Page 6 - The pig wants to go to the bathroom. What does the girl do to help her?

Page 12 - The pig is hanging on both of different cuties. Make a **text-to-text** connection to find out whether you know anything about cuties.

Page 24 - The pig keeps running into problems. How does the girl solve them? How does asking questions help you understand the girl's character?

Page 29 - The story ends with the pig wanting a pancake. Why do you think she says this? How does asking questions about the end of a story help you understand the ending of the story?

Time to Reflect

Think - When you retell information, you tell what you read and summarize *If You Give a Pig a Pancake*? How do you know what to retell? How do you know what to summarize?

Talk - Tell your reading partner about your favorite part of the book. How do you retell the characters, the setting, and the events? How do you know what to retell and what to summarize?

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *If You Give a Pig a Pancake*. (Remember to include examples from the book!)

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1

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2

Learn About Comprehension Strategies

- Think about the text you read
- When you get confused

3

Understanding Text Structure

Step on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 15 - The author uses a compare and contrast text structure to compare the pig and the girl. How are they different? How are they the same?

Page 21 - The author uses a sequence text structure to tell about building the tree house. What happens first, next, and last?

Page 28 - Think about the words that are used to describe how the pig feels. What words are used to describe how the pig feels? How do you know what the pig is feeling?

Time to Reflect

Think - How did the different text structures help you to better understand *If You Give a Pig a Pancake*? Why do you think the author uses more than one text structure when they tell about the pig?

Talk - Tell your reading partner about a place where you noticed a description. Explain how you know the author was using a description.

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *If You Give a Pig a Pancake*. (Remember to include examples from the book!)

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Answer Key for Retelling and Summarizing with If You Give a Pig a Pancake

Page 3: The pig wants to go to the bathroom. What does the girl do to help her?

Page 6: The pig wants to go to the bathroom. What does the girl do to help her?

Page 12: The pig is hanging on both of different cuties. Make a **text-to-text** connection to find out whether you know anything about cuties.

Page 24: The pig keeps running into problems. How does the girl solve them? How does asking questions help you understand the girl's character?

Page 29: The story ends with the pig wanting a pancake. Why do you think she says this? How does asking questions about the end of a story help you understand the ending of the story?

Answer Key for Understanding Text Structure with If You Give a Pig a Pancake

Page 15: The author uses a compare and contrast text structure to compare the pig and the girl. How are they different? How are they the same?

Page 21: The author uses a sequence text structure to tell about building the tree house. What happens first, next, and last?

Page 28: Think about the words that are used to describe how the pig feels. What words are used to describe how the pig feels? How do you know what the pig is feeling?

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

“I Can” Statement

Strategy and Text Based Reader’s Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Asking Questions

Making Connections

Making Predictions

Retelling & Summarizing

Understanding Text Structure

Asking Questions

Making Connections

Making Predictions

Retelling & Summarizing

Understanding Text Structure

VOCABULARY CONNECTIONS RESOURCES

Vocabulary Connections

If You Give a Pig a Pancake
By: Laura Numeroff
Grade Level: 2 / Guided Reading Level: K

Important Words to Know and Understand in If You Give a Pig a Pancake

Bubbles
Round, soapy balls that float in the air or water

Dancing
Moving your body to music in a fun way

Envelopes
Paper covers that hold letters before they are mailed

Homesick
Feeling sad because you miss your home and family

Mailbox
A box where you put letters to be sent to other people

Slicky
Something that feels goopy and sticks to you

Suitcase
A bag you pack with clothes when you go on a trip

Syrup
A sweet, sticky liquid poured on pancakes

Tree house
A small house built in the branches of a tree







Wallpaper
Decorative paper that covers the walls of a room

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in If You Give a Pig a Pancake Word List

Vocabulary Connections

If You Give a Pig a Pancake
By: Laura Numeroff
Grade Level: 2 / Guided Reading Level: K

Bubbles	Dancing	Envelopes
		
Homesick	Mailbox	Slicky
		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections

If You Give a Pig a Pancake
By: Laura Numeroff
Grade Level: 2 / Guided Reading Level: K

Suitcase	Syrup	Tree house
A bag you pack with clothes when you go on a trip	A sweet, sticky liquid poured on pancakes	A small house built in the branches of a tree
Wallpaper		
A small house built in the branches of a tree		

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections

If You Give a Pig a Pancake
By: Laura Numeroff
Grade Level: 2 / Guided Reading Level: K

Homesick is a/an noun/verb adverb/adjective	Mailbox is a/an noun/verb adverb/adjective	Slicky is a/an noun/verb adverb/adjective
Definition of Homesick:	Definition of Mailbox:	Definition of Slicky:
Homesick looks like this:	Mailbox looks like this:	Slicky looks like this:
Homesick reminds me of:	Mailbox reminds me of:	Slicky reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Word Games with Words from If You Give a Pig a Pancake

Directions: Look at the Word Bank to find the missing letters. Use the clues to help you!

Syrup	Homesick	Tree house	Mailbox
Slicky	Suitcase	Envelopes	Bubbles

1. Tre__hou__ 2. __uitca__e 3. Bubb__s

4. Mail__ox 5. Enve__opes

Directions: Use the Word Bank to fill in the blanks about the pig's busy day!

- The pig ate pancakes with sweet, messy _____ . It made her fingers feel very _____ .
- She looked through a big _____ to find clothes for her trip.
- She felt a little bit _____ when she saw a photo of her family.
- She went outside to build a _____ in the backyard.
- She asked for some _____ so she could mail letters to her friends!

Name: _____

Answer Key Give a Pig a Pancake

Use the missing letters. Use the clues to help!

Tree house	Mailbox
Envelopes	Bubbles

1. Tre__hou__ 2. __uitca__e 3. Bubb__s

4. Mail__ox 5. Enve__opes

Directions: Use the Word Bank to fill in the blanks about the pig's busy day!

- The pig ate pancakes with sweet, messy _____ . It made her fingers feel very _____ .
- She looked through a big _____ to find clothes for her trip.
- She felt a little bit _____ when she saw a photo of her family.
- She went outside to build a _____ in the backyard.
- She asked for some _____ so she could mail letters to her friends!

Name: _____

Word Games and Answer Key

Vocabulary Connections

If You Give a Pig a Pancake
By: Laura Numeroff
Grade Level: 2 / Guided Reading Level: K

A new word that I learned in this book is: _____

If it means: _____

Name: _____

Step by Step Directions: 1. Read on the side line. 2. Color the Vocabulary Card. 3. Complete the Vocabulary Card. 4. Add your Vocabulary Card to your notebook or learn it in a notebook.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Personalized Vocabulary Bookmark

Vocabulary Connections

Name: _____

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Visualize: Draw a picture to illustrate the meaning of the word.

Connect to Your Life: When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Independent Word Exploration | ©BookPages.com

Vocabulary Word Extension Activities

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

Word Work

Instructional Focus:
Contractions with "will"

Background:
Contractions are words joined together with an apostrophe.

In this word work focus, students will learn how to create contractions with "will".

For example:
• I will → I'll
• he will → he'll

This helps writers make original words.

Examples:

I'll
we'll

Materials and Preparation:

- A copy of *If You Give a Pig a Pancake*
- Chart paper or a large sheet of paper
- Pencils
- Scenario Cards
- "Will" Contractions Cards
- Optional: Word Cards
- Optional: "Break Apart Contractions" Activity

Word Work

Step 2: Connect Word Work to Reading (continued)

Contractions in the Text

- Tell students to listen carefully as you read that sentence aloud. Instruct them to quietly give a thumbs-up when they hear a contraction with "will".
- After reading, ask: What contraction did you hear?
- Discuss how the contraction looks on the page and how it stands out from other words by having an apostrophe.
- Share how the contraction makes the sentence sound smoother.
- Conclude by reminding students that authors make intentional choices. Sometimes they use contractions to make characters sound more natural and conversational.
- Tell students you are going to read the book *If You Give a Pig a Pancake* from beginning to end. Challenge the students to listen carefully for any contractions with "will".
- Read *If You Give a Pig a Pancake*.

Examples of Contractions found in the text:

- she'll
- you'll

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into pairs.
- Provide each pair with a set of WILL Contractions Cards and a set of Scenario Cards.
- Tell students to lay the WILL Contractions Cards face-up on the table in front of them so that each card can be read.
- Tell students that they will each pick 7 Scenario Cards from the pile.
- Tell students that they will take turns reading the scenario card in their hand (e.g., she spilled glue on her hands) and their partner's job to suggest an ending to the scenario using one of the contractions with "will" (e.g., she'll wash her hands).
- Tell students that they can be creative with the ending to each scenario, so long as the ending makes sense AND they use a contraction with "will".
- Once a student has said their ending and used a contraction with "will," the partner hands the card over, and it can be placed under the WILL Contractions Card they used.
- Students will take turns until they have placed all of their Scenario Cards underneath the WILL Contractions Cards.
- Set a timer for the activity (10-15 minutes).
- Visit each pair as they work.
- Discuss the variation in responses as a group.

Word Work Lesson Plan | ©BookPagez.com

List of words in the book that match the instructional focus

Step by Step Lesson Plan

Contractions

Name: _____

Directions:
Below is an advice column about how to be a good student. Circle the 6 pairs of words that can become a contraction with "will" and write them in their contraction form in the boxes below.

If you want to be a good student in my classroom...here is what you will need to do. First, it will be important to be kind to our teacher. She will give you rewards for being good. If the principal likes you, he will also reward you. An easy way to be a good student is to help your classmates--they will probably also want to be your friend if you are helpful. If you seem like you need more tips, I will be there for you. We will be in this together!

1.	2.	3.
4.	5.	6.

Directions:
Complete the sentences below about what each person or group of people will want to do next. Write the correct contraction with "will" and connect each sentence with the correct THEN sentence.

If	Then
If the boy pops his soccer ball...	...then _____ need to study a lot harder next time.
If you are hungry...	...then _____ be in huge trouble.
If it is dark and cloudy...	...then _____ be lost here forever!
If the girl falls her test...	...then _____ need to find an air pump.
If they break that lamp...	...then _____ need food, a bed, a leash, and some toys.
If you want to own a dog...	...then _____ probably rain soon.
If we can't find the map out of the woods...	...then _____ need to make yourself a sandwich.

Independent Word Work Practice | ©BookPagez.com

Contractions

Name: _____

Directions:
Below is an advice column about how to be a good student. Circle the 6 pairs of words that can become a contraction with "will" and write them in their contraction form in the boxes below.

If you want to be a good student in my classroom...here is what you will need to do. First, it will be important to be kind to our teacher. She will give you rewards for being good. If the principal likes you, he will also reward you. An easy way to be a good student is to help your classmates--they will probably also want to be your friend if you are helpful. If you seem like you need more tips, I will be there for you. We will be in this together!

1. I'll	2. he'll	3. she'll
4. we'll	5. it'll	6. you'll

Directions:
Complete the sentences below about what each person or group of people will want to do next. Write the correct contraction with "will" and connect each sentence with the correct THEN sentence.

If	Then
If the boy pops his soccer ball...	...then _____ need to study a lot harder next time.
If you are hungry...	...then _____ be in huge trouble.
If it is dark and cloudy...	...then _____ be lost here forever!
If the girl falls her test...	...then _____ need to find an air pump.
If they break that lamp...	...then _____ need food, a bed, a leash, and some toys.
If you want to own a dog...	...then _____ probably rain soon.
If we can't find the map out of the woods...	...then _____ need to make yourself a sandwich.

Independent Word Work Practice Answer Key | ©BookPagez.com

WILL Contractions Cards Interactive Activity

She spilled glue on her hands	They ran 5 miles
He tripped and cut his knee	You woke up late for school
He hears music	They found a lost dog
I broke my arm	We see the ocean

WILL Contractions Cards Interactive Activity

'll	she'll
ll	we'll
I	I'll

Guided Word Work Practice | ©BookPagez.com

Independent Practice Page and Answer Key

Interactive Activity

Breaking Apart Contractions
Extend Engagement Activity

Directions:

- Have students stand at their desks.
- Tell students that there are many other contractions other than the ones that use "will."
- Tell students that you will write many contractions on the board.
- Tell students that once they feel like they know how to take a contraction apart and turn it into 2 separate words (e.g., we'll, we will), they can come up, circle the contraction, and say the two words that they believe make the contraction.
- If they're right, they can move on to the next activity. If they are incorrect, they can call on a friend for help and return to their desk to try again.
- If students get stuck, try focusing on one contraction at a time and use it in a sentence.

Contractions to write on the board:

1. Didn't (did not)	11. Here's (here is)
2. Wasn't (was not)	12. They're (they are)
3. Haven't (have not)	13. We're (we are)
4. Can't (can not)	14. I'm (I am)
5. Wouldn't (would not)	15. You've (you have)
6. Shouldn't (should not)	16. Could've (could have)
7. It's (it is)	17. Would've (would have)
8. She's (she is)	18. Should've (should have)
9. He's (he is)	
10. That's (that is)	

Teacher Directions | ©BookPagez.com

Optional Activity to Extend Engagement

Word Detective: Contractions with "will"
Extension Activity

Directions:
Be a word detective!
Be on the lookout for contractions with "will" while you read. Write the word that you find, along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | ©BookPagez.com

Extension Activity

WORKSHEETS

Name: _____

Write Your Own Circular Story

One thing leads to another!

Directions:
In *If You Give A Pig A Pancake*, a simple breakfast turns into much more, but at the end of it all, the pig is right back where she started.
Imagine a new animal and plan a silly, circular story that ends where it began—just like Pig's pancake request. Use the sentence starters to help your writing, and draw a small picture next to each part of the story.

© BookPagez.com | Worksheet

Write Your Own Circular Story

Name: _____ Date: _____

Directions:

- These are cause and effect cards for *If You Give a Pig a Pancake*. Read the cards.
- Cut out the cause and effect cards.
- Mix the cards up then place them face down in front of you.
- Turn two cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.
- Play until you find all the matches.
- Hint! The cards with a square are cause cards. The cards with a circle are effect cards.

The pig wanted to take a bath because ■

The pig felt homesick because ■

The pig wanted to build a treehouse because ■

The pig wanted syrup again because ■

she saw the big tree in the backyard on the way to the mailbox. ●

getting sticky from the wallpaper glue reminded her of the maple syrup. ●

she got all sticky from eating the syrup. ●

the rubber duck reminded her of the farm where she was born. ●

Name: _____ Date: _____

DATE: _____

EFFECT CARDS

1

2

3

4

REMEMBER!
Cause is why something happened.
Effect is what happened.

Effect Sorting Mat for *If You Give a Pig a Pancake* Answer Key

©BookPagez.com | Cause and Effect Sorting Cards for *If You Give a Pig a Pancake*

©BookPagez.com | Cause and Effect Sorting Mat for *If You Give a Pig a Pancake*

Compare and Contrast Matching Game and Answer Key

Name: _____

Directions:
The first part of the sentences below tell what happened (the effect) in the book, *If You Give a Pig a Pancake*. Complete each sentence by telling the cause.

If You Give a Pig a Pancake
Cause and Effect

... she got all sticky from eating _____

... rubber duck reminded her of the farm _____

... because she saw the big tree in the _____

... getting sticky from the wallpaper glue _____

... g happened. The effect is what happened.

© BookPagez.com | Cause and Effect Practice Answer Key

Compare and Contrast Questions Stems and Answer Key

Name: _____

Directions:
The first part of the sentences below tell what happened (the effect) in the book, *If You Give a Pig a Pancake*. Complete each sentence by telling the cause.

If You Give a Pig a Pancake
Cause and Effect

The pig wanted to take a bath because _____

The pig felt homesick because _____

The pig wanted to build a treehouse because _____

The pig wanted syrup again because _____

Reading Tip!
Remember: The cause is why something happened. The effect is what happened.

© BookPagez.com | Cause and Effect Practice

COMMON CORE ALIGNED COMPREHENSION ASSESSMENT

If You Give a Pig a Pancake CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about <i>If You Give a Pig a Pancake</i> to answer each of the following questions.	
1. What does the pig want right after she gets the pancake?	
<input type="radio"/> A. A bath <input type="radio"/> B. Some syrup <input type="radio"/> C. To dance <input type="radio"/> D. A camera	
2. What lesson does this story teach us?	
<input type="radio"/> A. Pigs make the best pets <input type="radio"/> B. Always eat pancakes for breakfast <input type="radio"/> C. One thing often leads to another <input type="radio"/> D. Building treehouses is easy	
3. How does the girl respond when the pig keeps asking for more things?	
<input type="radio"/> A. She gets angry and stops helping <input type="radio"/> B. She keeps helping but gets very tired <input type="radio"/> C. She asks the pig to leave <input type="radio"/> D. She calls the pig's family	
4. In the story, what does the word 'homesick' mean?	
<input type="radio"/> A. Feeling sick from eating too much <input type="radio"/> B. Not wanting to go home <input type="radio"/> C. Missing your home and family <input type="radio"/> D. Being sick at home	
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Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)



5. How does this story end compared to how it begins? (RL.2.5)
<input type="radio"/> A. It ends completely different from the beginning <input checked="" type="radio"/> B. It ends the same way it begins, with a pancake <input type="radio"/> C. It ends with the pig going home <input type="radio"/> D. It ends with the girl making breakfast
6. How are the pig and the girl different in this story? (RL.2.6)
<input checked="" type="radio"/> A. The pig wants lots of things and the girl tries to help <input type="radio"/> B. The pig is always tired and the girl has lots of energy <input type="radio"/> C. The pig is sad and the girl is happy <input type="radio"/> D. The pig likes to read and the girl likes to dance
7. How do the pictures help you understand that the girl is getting tired? (RL.2.7)
<input type="radio"/> A. They show her running around happily <input type="radio"/> B. They show her eating pancakes <input checked="" type="radio"/> C. They show her looking tired and finally falling asleep <input type="radio"/> D. They show her playing with the pig
8. This story is similar to other stories where characters make lots of requests. What usually happens in these types of stories? (RL.2.9)
<input type="radio"/> A. The characters always get everything they want <input type="radio"/> B. Everyone becomes best friends immediately <input type="radio"/> C. The characters learn to ask nicely <input checked="" type="radio"/> D. One request leads to many more requests
9. If the story continued, what would most likely happen next? (RL.2.10)
<input type="radio"/> A. The pig would go home and never come back <input type="radio"/> B. The girl would refuse to help the pig anymore <input checked="" type="radio"/> C. The pig would want syrup for her pancake, and the cycle would start again <input type="radio"/> D. The pig and girl would take a long nap together
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Answer Key

