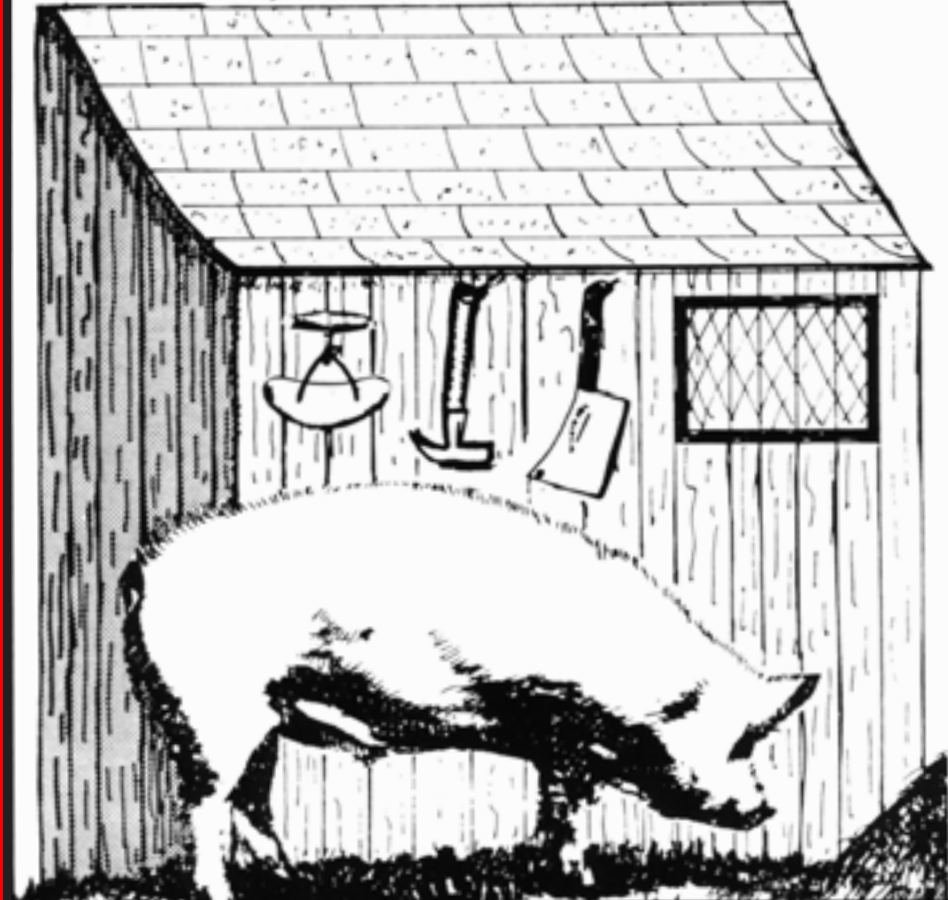


Novel·Ties

A Day No Pigs Would Die

By Robert Newton Peck



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide to use in conjunction with a specific novel, consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING DISCUSSION QUESTIONS AND ACTIVITIES

1. Bring into class photographs of rural homes, farms, and country towns, or anything else that will help you and your classmates visualize farm life. Use the photographs as the basis for a mural or collage to place on the bulletin board.
2. What is a county fair? Try to find pictures and newspaper articles about a county fair. What are some of the events that typically occur at such a fair? What kinds of displays are shown?
3. Robert Newton Peck, the author of *A Day No Pigs Would Die*, has written a semi-autobiographical novel. How does a biography differ from an autobiography? What do you think a semi-autobiography might be? Read the Author Information on page two of this study guide. As you read the book, try to figure out what parts of the book might be based on the author's life and what parts might be fiction.
4. Read the dedication at the beginning of the book. What kind of relationship do you think the author had with his father? As you read, determine whether Peck captured the personality of the man he described in the dedication.
5. Have you ever felt temporary hatred for someone you loved? What made you feel that way? How long did it last?
6. Can you remember a time when you or someone you know had to perform a seemingly terrible act out of love for another person? What happened afterwards? What happened to the relationship with the other person?
7. Make a list of the chores that you do at home. Compare the kinds of chores that would be required in a city apartment, a suburban home, and a small country farm. Do you think parents should require their children to do jobs around the house on a regular basis? Do you think that you are asked to do more than your fair share? How much work can a parent require before it would seem to be exploitation?
8. Here are examples of proverbs, or wise sayings, that are still spoken:
 - Haste makes waste.
 - Waste not, want not.
 - A bird in the hand is worth two in the bush.
 - A stitch in time saves nine.

Are there any proverbs that are used frequently in your family?

Chapters 1 - 3 (cont.)

7. Why was Robert surprised to see Apron with two calves?
8. Why did Haven at first refuse the pig? Why did he change his mind, allowing Robert to accept the gift?

Questions for Discussion:

1. How was Robert's way of life different from that of most children in Learning? How does it compare with your way of life? Do you think children should have to abide by their parents' ways even if it makes them the victims of their peers' teasing?
2. Why do you think the author described the birth of the calf, sparing none of its graphic details? Do you think the episode would have been better or worse without the details?
3. Do you think Haven Peck was an intelligent man? What kind of knowledge did he share with his son?

Language Study: Colloquialism

A colloquialism is an expression which is usually accepted in informal writing or speaking but not in a formal situation. Indicate what each of the underlined colloquialisms means in the following sentences.

1. Instead of tying into him . . .

2. I was going to light into Edward . . .

3. I don't cotton to raise a fool.

4. I owe you a sorry for being so late.

5. I'd turned a tail and run off . . .
