

Some Pigtails

By

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Insert Cover Art

Curriculum Guide

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Graphic from
story

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Some Pigtales **Curriculum Guide Overview**

Some Pigtales is a fun and empowering story that demonstrates to young readers how the lessons of a beloved book—in this case “*Charlotte’s Web*” can help us think of new ways to solve problems and challenges.

Some Pigtales can be read independently or in conjunction with *Charlotte’s Web*. However student familiarity with the story of *Charlotte’s Web* will enhance their enjoyment and comprehension of “*Some Pigtales*”.

Some suggestions:

-Read *Charlotte’s Web* aloud to the entire class followed by independent reading of *Some Pigtales*

-Have students read *Charlotte’s Web* independently/at home and read *Some Pigtales* in class

-Have students listen to an audiobook recording of *Charlotte’s Web* (see Sources & Links), followed by independent home and/or class reading of *Some Pigtales*.

Common Core Connections Grades 1-2

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1st Grade

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

Craft and Structure:

CCSS.ELA-LITERACY.RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-LITERACY.RL.1.6

Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas:

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.

2nd Grade

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as who, what, where, when, why, and how 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.

Craft and Structure:

CCSS.ELA-LITERACY.RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CCSS.ELA-LITERACY.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.2.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Vocabulary Highlights

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Graphic from
story

Chapters 1-3		Chapters 4-6
<u>Pg. 1</u> Favorite Pigtails	<u>Pg. 15</u> disrespectful determined convince responsibility trade	<u>Pg. 27</u> Loose-leaf paper
<u>Pg. 2</u> Civilized		<u>Pg. 28</u> Spatulas
<u>Pg. 5</u> stubble Bicep	<u>Pg. 16</u> Famous lemme	<u>Pg. 29</u> Hair stylist
<u>Pg. 9</u> Supervisor	<u>Pg. 18</u> Infinity	<u>Pg. 30</u> Dull
<u>Pg. 10</u> Handlebars	<u>Pg. 19</u> complained	<u>Pg. 32</u> talent
<u>Pg. 13</u> Slurping Creative		<u>Pg. 36</u> Requests
Scraping Infinity distraction		<u>Pg. 38</u> Embarrassing genius

Chapters 7-9	Chapters 10-12	Chapters 13-15	
<p><u>Pg. 41</u> snappish unusual</p> <p><u>Pg 42</u> Designs</p> <p><u>Pg. 45</u> atmosphere concentrate ordinary</p> <p><u>Pg. 46</u> pleasant situation</p> <p><u>Pg. 49</u> Corduroy</p> <p><u>Pg. 51</u> preventing encouragement</p> <p><u>Pg. 52</u> appreciate opinions</p> <p><u>Pg. 53</u> appropriate</p>	<p><u>Pg.57</u> Flyers</p> <p><u>Pg. 58</u> Attendance</p> <p><u>Pg. 60</u> Tucked Mismatched</p> <p><u>Pg. 63</u> Dreadful</p> <p><u>Pg. 66</u> Cologne Staggered</p> <p><u>Pg. 67</u> Punishment</p>	<p><u>Pg. 70</u> Organizing Fuss</p> <p><u>Pg. 71</u> Persistence</p> <p><u>Pg. 74</u> Petition Humble Request Impress</p> <p><u>Pg. 77</u> Signatures</p> <p><u>Pg. 79</u> Impressive</p> <p><u>Pg. 82</u> Hysterically</p> <p><u>Pg. 85</u> Noticed</p> <p><u>Pg. 87</u> Celebrate</p>	<p><u>Pg. 89</u> Recommended</p> <p><u>Pg. 90</u> Thesaurus</p> <p><u>Pg. 91</u> synonyms</p>

Discussion & Comprehension Questions

Chapter 1

-How old is Lola?

-Why is Lola asking Grandpa Ed to do her pigtails?

-Why is Grandpa Ed so grumpy when Lola first asks him to make her pigtails?

-Why do you think Grandpa Ed has a tattoo on his arm that says "Whatever Lola wants"?

-Compare Lola's mother and Grandpa Ed. How are they similar? How are they different?

-Who run up to say hi to Lola when she gets to school?

-Describe what kind of pigtails Grandpa Ed made first for Lola.

Who said:

"Do I look like a guy who makes pigtails?"

Who said:

"Didn't you tell me you learned to tie fancy knots when you were in the gravy?"

Chapter 2

-How does Lola feel about the pigtails Grandpa Ed made for her?

-Why was it disrespectful for Lola to tell Grandpa what kinds of pigtails she wanted each day? If you were Lola, how would YOU have asked Grandpa to do your hair?

Who said:

“When I make a knot, it stays a knot.”

-Compare Fern from *Charlotte’s Web* to Lola. How are they similar? How are they different?

-What does Lola offer to trade to Grandpa Ed in exchange for him doing her pigtails?

Who said:

“Tomorrow INFINITY.”

Chapter 3

-List the different kinds of pigtails Grandpa Ed made for Lola.

-Why do you think Mrs. Gunderson called Lola’s flashing light pigtails a “distraction”?

Who said:

“You’re noisier than my grandchildren, and they’re only in preschool!”

Chapter 4

-In the letter Mrs. Gunderson sent home with Lola, what did she say Lola's flashing light pigtails reminded her of?

-How did Grandpa Ed answer Mrs. Gunderson's letter?

-How would YOU have answered Mrs. Gunderson's letter?

Chapter 5

-Why does Lola's mom need Grandpa Ed to walk her to school?

Who said:

"That big guy will do anything for you."

-What is different about Lola on Saturdays and Sundays?

-In your opinion, how old should a child be to make decisions about their own hair?

Who said: .

"You're eight years old. You're old enough to be in charge of your own hair."

Chapter 6

- What did Lola dream about after dinner one Sunday night?
- What did Grandpa Ed dream about on the same night?
- When Lola's friends see her hair, what do they ask Grandpa Ed?
- How does Grandpa Ed feel about good letter writing?
- What kind of a letter would you like to receive? What kind of a letter would you like to write?

Who said:

"...good letter writing is rare...and it ought to be rewarded."

Chapter 7

- Why did Grandpa Ed stop complaining about making Lola's pigtails?
- Why did other students start copying Lola's hairstyles?
- What are the differences between "good" copying and "bad" copying?
- How does Lola feel about her Grandpa Ed when she introduces him to her classmates?

Chapter 8

-How does the principal feel about the new hairstyles inspired by Lola and her Grandpa Ed?

-What does the principal do to stop the new hairstyles?

-What is Grandpa Ed's reaction to the principal's decision?

Who said:

"What's wrong with a little distraction?"

-How does Lola feel about the principal's decision?

-How does reading *Charlotte's Web* help Lola deal with the principal's new pigtail rules?

-Compare the principal's reasons for wanting new pigtail rules to Lola's reasons for NOT wanting new pigtail rules.

-What is Lola planning to ask the principal?

Chapter 9

-What reasons does Lola give to Principal Murch to try to convince him to change his new pigtail rules?

-Are there any other reasons why kids should be free to wear their hair as they want?

-Is Lola able to change the principal's mind?

-What important piece of advice does Lola remember from *Charlotte's Web*?

-Do you agree with Lola, that "kids are always going to get distracted"?

-Why does Principal Murch not want the kids to vote on hairstyle choice?

-Did Lola win or lose in her meeting with Principal Murch?

Who said: "Trust me kid, you didn't lose."
--

Chapter 10

-What is Lola's plan to convince the principal to change his mind?

-What is in the big, brown envelope that Grandpa Ed hands to Lola?

-What do you think was written on the flyers?

Chapter 11

-What happens the next day after Lola and her friends pass out the flyers?

-How does Mrs. Gunderson feel about written letters? How does she feel about texts and tweets written on phones?

Chapter 12

-What name does Lola and Grandpa Ed give to the week where the students start to do a lot of unexpected things?

-Describe the different kinds of “distracting days” that Lola and her friends have come up with.

-According to Lola, which day was the craziest?

-Where does Mrs. Gunderson send Lola?

-How does Lola make herself feel better as she walked to the principal’s office?

Chapter 13

-Why do you think Lola feels like crying after being sent to the principal’s office?

-By doing the “Days of Distraction,” what are Lola and her friends trying to show the principal and other adults?

-What example from *Charlotte’s Web* does Lola share with the principal to explain why she can’t give up?

-In your opinion, was it better that Lola kept pushing to change the pigtail rules, or do you think she should have given up?

Who said:

“I’ve been telling my friends that we were doing this to show that kids have power. That we can change things if we stick together. It’s called persistence. I can’t just stop. That would be giving up.”

Chapter 14

-Why is Lola tempted to give up trying to change the principal’s mind about the pigtail rules?

-How does Grandpa Ed help Lola?

-How does Lola feel after talking with Grandpa Ed?

Chapter 15

-What are Lola and her friends asking for in their petition?

-How many signatures did Lola and her friends get on their petition?

-How does the principal feel after seeing Lola’s petition?

-What is Mr. Murch’s idea?

-How many “Spirit Weeks” did Mr. Murch and Lola agree upon?

-Why did the girls laugh so hard at Mr. Murch?

Chapter 16

-What did Lola give Grandpa Ed when she got home from school and her meeting with the principal?

-What was Mrs. Gunderson's favorite book when she was a child?

-What did Mrs. Gunderson think would've made a better title for Fern's story than *Charlotte's Web*?

-What new book did Lola start to read?

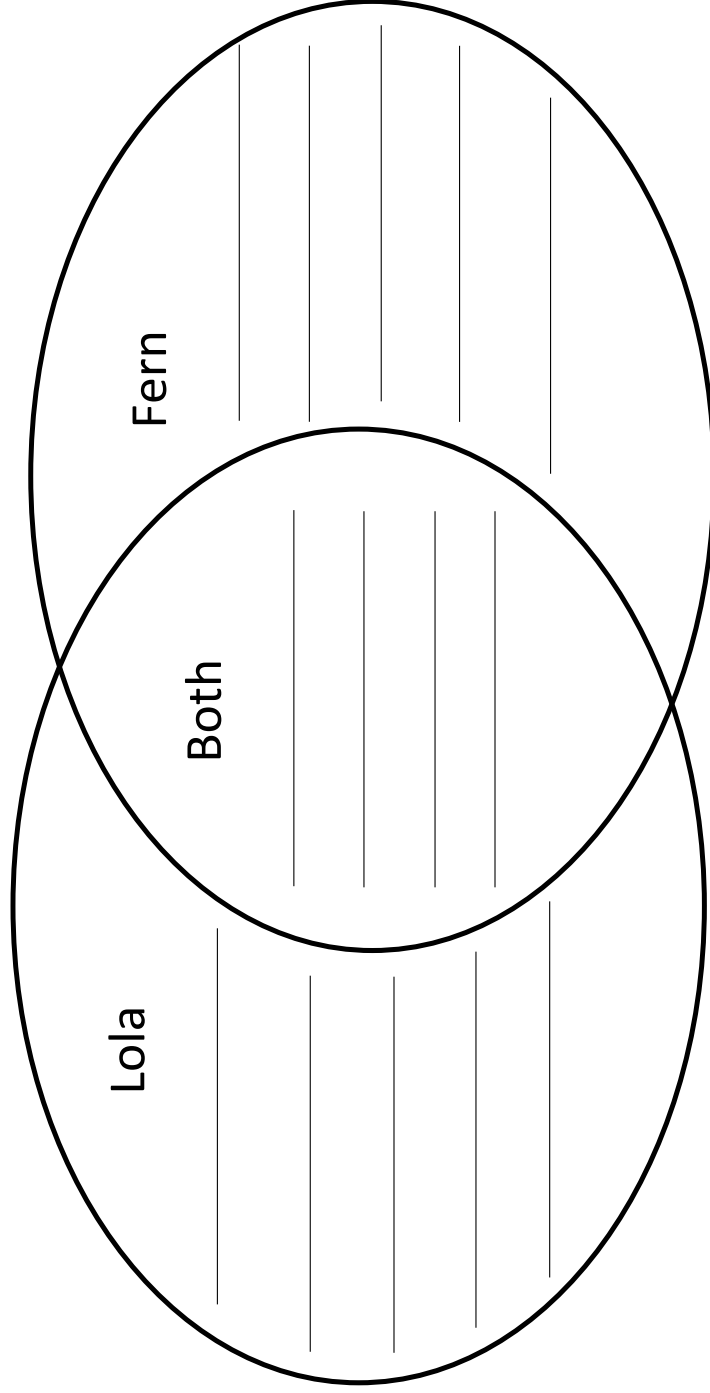
-How do you think reading this new book will change Lola? What new ideas will it give her?

Comprehension and Exploration Activities

1. Graphic Organizers
 - a. Comparing Brave Girls: Lola and Fern (Venn Diagram)
 - b. *Some Pigtales*: Explore the Story
 - c. Story Studies: *Charlotte's Web* and *Some Pigtales*
2. Word Webs: Persistence, distraction, creativity
3. Imagination Inside-Out
4. Letter Writing Magic
5. Writing Ideas

Name _____

Comparing Brave Girls: Lola and Fern



Some Pigtales
Exploring the Story

Setting		Characters
Beginning What problem or challenge starts the story?		
Middle How do the characters try to solve the problem or challenge?		
End How was the problem or challenge solved?		
Reflection How does this story touch your life? Does it remind you of places, people or events that happened to you?		

Story Studies: *Charlotte's Web* and *Some Pigtales*

In *Some Pigtales* Lola uses the story of *Charlotte's Web* to help her think about the different challenges and worries she is facing.

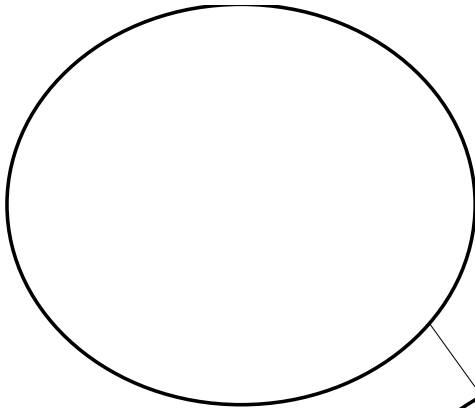
Use the graphic organizer below to compare the story of *Charlotte's Web* to Lola's story in *Some Pigtales*. How are the two books similar? In what ways are they different and unique?

	Setting (Where and when the story happens.)	Characters	Main conflict (What is the main problem or challenge in the story?)	Resolutions (How were the problems or challenges solved?)	Deeper Messages (Morals or lessons)
Charlotte's Web					
Some Pigtales					

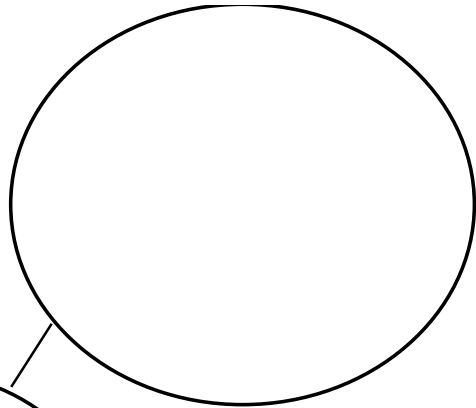
Name _____

Word Web

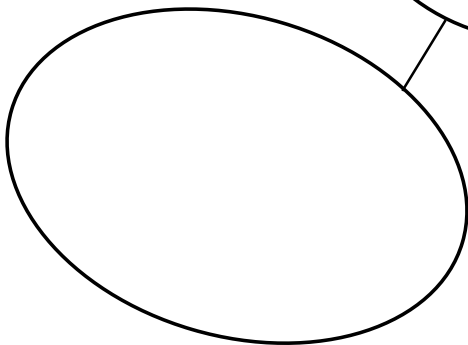
What does it mean?



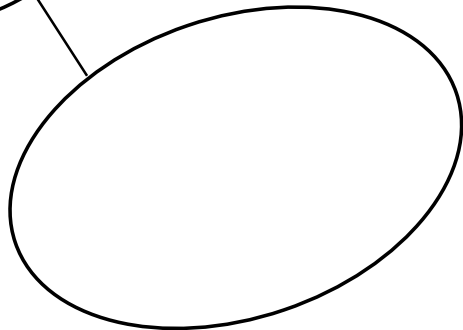
What other words mean the same?



What words mean the opposite?



How does this word connect to you?



Imagination Inside-Out

Topic: *Language Arts*

Purpose: *Applying story themes of creativity, imagination and self-confidence to design a creative, wearable expression of imagination*

Key Questions: *Does a person have to be confident to be creative?*

What does it mean to be imaginative? What does it mean to be creative?

Materials: *T-shirt worksheet (printed on both sides of paper)
Drawing materials (pencils, crayons, pens)
Fabric t-shirt (medium adult-size. Does not have to be new)
Fabric crayons/markers
Craft glue
Medium-sized yarn needles and yarn
Donated decorative/repurposed items (ie: buttons, stickers,
Fabric scraps, ribbons, various textiles, etc...)
Masking tape*

Preparation: **Design**

Display the t-shirt design materials above where all the students can see them.

Give each student a copy of the double-sided t-shirt worksheet. Ask students to design the most amazing, creative, unique, and/or lovely t-shirt they can using the t-shirt worksheet. Ask them to look at the design materials for ideas, and to remember that they will be using those materials to design their amazing shirts.

Activity: *Once students are done designing their t-shirts they can begin creating them.*

- 1. Use your drawn design as a guide to create your shirt (Remember: it is okay to change your mind and add something new!)*
- 2. Gather the materials you'll need to create your shirt*
- 3. Lay your t-shirt flat on the table and tape it down to the table with masking tape*
- 4. Arrange your materials as you want upon the t-shirt. Adjust if needed.*
- 5. Using glue, tape and/or yarn attach your materials to your shirt. Let dry.*
- 6. Once shirts are completely dry, carefully put them on.*

Follow Up:

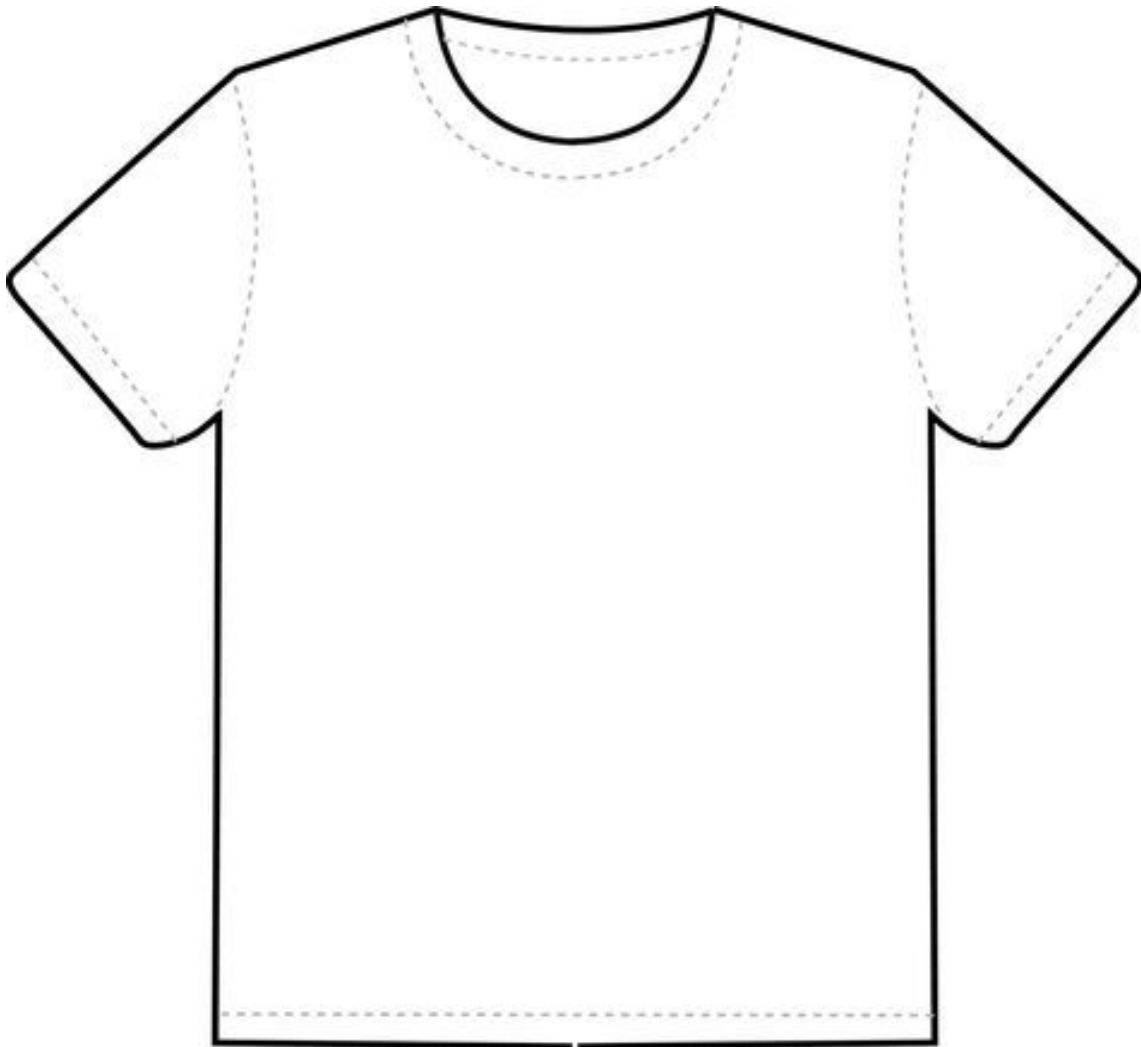
-Have a "Some Pigtails Parade" to share creations

*-Display creations on a "Creativity Clothesline". Create art-gallery style labels
For creations that include artist name and title for the t-shirt*

Imagination Inside-Out

T-shirt design

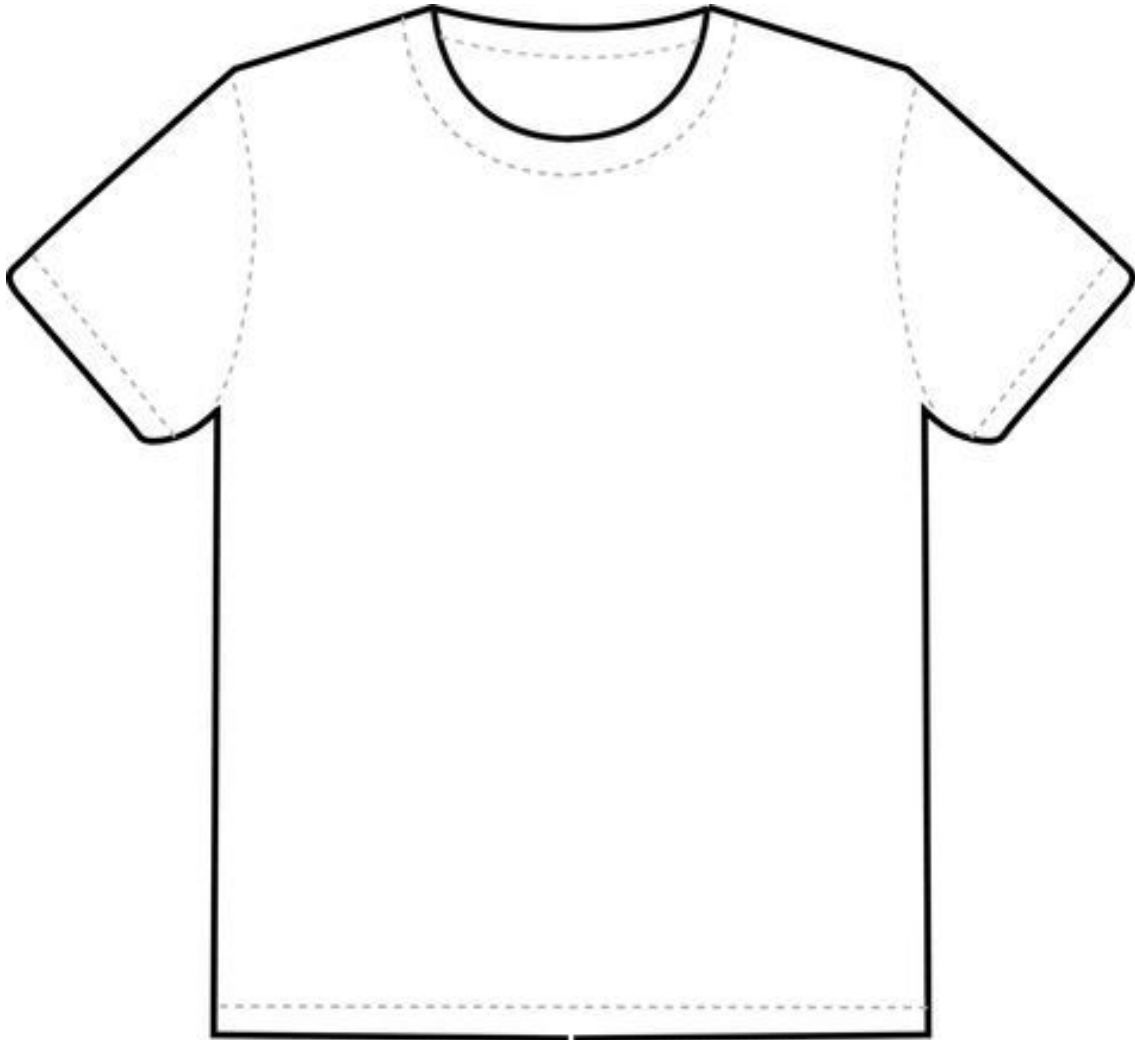
Front



Imagination Inside-Out

T-shirt design

Back



Letter Writing Magic

Topic: Creative writing, social skills

Purpose: Compare letter writing to other forms of communication.
Explore letter writing methods as a way to connect with
Other people

Key Questions: How do people connect with each other?
How is writing a letter to someone different than
writing a text?
Pros and cons: What is good and bad about
Letter writing?

Materials: Plain paper
Pens and pencils
Stickers, stamps
Envelopes
If possible/desired, postage stamps

Preparation: **Letter Writing vs Texting**

Break students up into pairs or small groups and ask them to use the graphic organizer to compare letter writing to texting.

Activity

Part 1: Parts of a Letter

1. Introduce the parts of a friendly letter (handout)
 - a. Heading (date)
 - b. Greeting (Dear____,)
 - c. Body (what you want to tell the other person)
 - d. Closing (ending of letter: from, sincerely, yours truly, Your friend, love...)
 - e. Signature

Part 2: Choose a recipient (Who will receive your letter?)

1. Family member
2. Friend
3. Pen pal
4. Community letters (Write letters to community leaders, to community activists, local nursing home residents, etc...)

Part 3: Write your letter

1. Write a rough draft/practice letter to help you decide on what you'd like to write and how you want to write it.
2. Carefully write your letter to send using your best writing.
3. Address your envelope in your best writing
4. Gently fold your letter and slide it into the envelope
5. Seal the envelope.
6. Mail your letter!



Parts of a Letter



Heading

Date

Addresses (for business letter)

Greeting

Dear _____

Body

Interesting things you want to tell someone about

Questions you want to ask

Closing

Sincerely, Yours, Your friend, Love, etc...

Signature

Your name

Date

Greeting

Body

Closing

Signature

Project Ideas

-Activism Big and Small: Using Lola's activism as a guide, learn how to take your own action to make a difference in our world!

Examine people, places and things that may need some help or repair.

Brainstorm ways that you could use your energy, creativity and/or voice to help raise awareness of the problems/challenges) you see.

Plan how you could take action to raise awareness of the problem/challenge. Think about how you might step in to engage with the challenge. Some ideas include:

Letter writing

Petition

Collecting clothing/books/food/etc to donate to those in need

Raising money to donate to a helping organization

Take action. With the help and guidance of your teacher (and other adults) try putting your plan into action.

Imagination Celebration

Both Lola and her Grandpa Ed use their imaginations (and inspire others to do the same) to not only add fun and creativity to the world but to also overcome challenges. Think of ways your class/ your school/your community could celebrate the power of our imagination! Some ideas include:

- Art gallery
- parade
- talent show/variety show
- Mini-museum
- Library display of student-created stories

About the Author Jonathan Eig

What books have you written?

This is my first book for kids, but I've written five books for grownups. The most recent one was a biography of Muhammad Ali. It was about 600 pages long!

What do you love to write about?

I love to write about brave people who take big chances—especially if they're kids.

Where are you from?

I grew up in New York but I live in Chicago now with my wife, my kids, and a hamster named Cheerio.



When you aren't writing, what do you like to do?

I love playing with my kids, traveling to new places, and reading books.

Which of Lola's hairstyles was your favorite? Why?

I'm bald, like Grandpa Ed, so I love all hairstyles. Hey, why don't you draw some hair on me in the picture above? Thanks!

Sources & Links

Audiobook recording of “Charlotte’s Web”

https://www.youtube.com/watch?v=TgsD-xdJdoM&ab_channel=LifeWithWisdom

Letter writing curriculum resources

<https://www.readingrockets.org/article/introduction-letter-writing>

<https://www.education.com/lesson-plan/writing-a-letter-is-easy-as-123/>