

# Contents



## TEACHER GUIDE

• Assessment Rubric .....	4
• How Is This <b>Literature Kit™</b> Organized? .....	5
• Graphic Organizers .....	6
• Bloom's Taxonomy for Reading Comprehension .....	7
• Teaching Strategies .....	7
• Summary of the Story .....	8
• Vocabulary .....	9



## STUDENT HANDOUTS

• Spotlight on Dick King-Smith .....	10
• Chapter Questions	
<i>Chapter 1</i> .....	11
<i>Chapter 2</i> .....	14
<i>Chapter 3</i> .....	17
<i>Chapter 4</i> .....	20
<i>Chapter 5</i> .....	23
<i>Chapter 6</i> .....	26
<i>Chapter 7</i> .....	29
<i>Chapter 8</i> .....	32
<i>Chapters 9 – 10</i> .....	35
<i>Chapters 11 – 12</i> .....	38
• Writing Tasks .....	41
• Word Search .....	44
• Comprehension Quiz .....	45



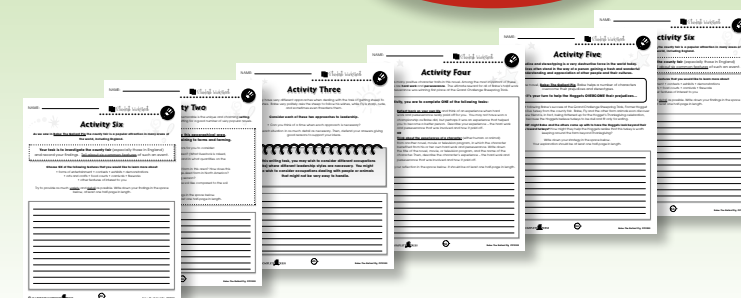
<b>EASY MARKING™ ANSWER KEY</b> .....	47
---------------------------------------	----

<b>GRAPHIC ORGANIZERS</b> .....	53
---------------------------------	----

✓ **6 BONUS Activity Pages!** Additional worksheets for your students

**FREE!**

- Go to our website: [www.classroomcompletepress.com/bonus](http://www.classroomcompletepress.com/bonus)
- Enter item CC2300 or Babe: The Gallant Pig
- Enter pass code CC2300D for Activity Pages.





# Dick King-Smith

**D**ick King-Smith was born in 1922 and raised in Gloucestershire, England.

He got his start as a writer rather late in his life. Before turning to writing, he served in the army, worked as a farmer, and then as a teacher. His first book, **The Fox Busters**, was published in 1978 when he was 54 years old. Since then Dick has written many books – over 100 including **Babe: The Gallant Pig!**

Dick loves to write about animals – especially pigs. This love of animals began during his childhood, when he had many different pets – rabbits, tortoises, rats, mice – and a toy farm with which he loved to play.

Dick has enjoyed a very eventful life, even serving in the army during World War Two. After the war, Dick took over a farm owned by his father's paper mill. Although Dick enjoyed being around farm animals, his farming experiences were not entirely successful, and after twenty years decided to



go to work in a shoe factory. It was during this time that he also began to train as a teacher and more importantly, began to write!

Not surprisingly, his first idea for a children's book (**The Fox Busters**) came from farming. Encouraged by the success of **The Fox Busters**, he wrote several more children's books, until he was able to give up teaching for writing (although he never expected to make a living out of it).

Dick's novels are well loved by both children and adults. Two characteristics that make his books so popular can be seen in **Babe: The Gallant Pig**. First is his delightful sense of humor, and second is his belief that the "underdog" (someone who is unfortunate) should always triumph! These qualities make **Babe** and many of his other novels so enjoyable to read.

### Did You Know?

- **Babe** has been made into a movie!
- Dick King-Smith was voted Children's Author of the Year at the 1992 British Book Awards
- Dick and his wife live in a small seventeenth-Century cottage



# Chapter Four

1. "You can attract more flies with honey than you can with vinegar" is a popular old saying. How might this saying apply to the way one relates to other people?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Describe your feelings when a rude and bossy person asks you to do something. Why do you think you feel like that?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Vocabulary

Complete each sentence with a word from the list.

dominate    civil    canter    snout    decent

1. It was difficult for Babe to be \_\_\_\_\_ to the cranky old goat.
2. It is important that a sheepdog do its best to \_\_\_\_\_ the herd of sheep in its charge.
3. Although quite elderly, the opera singer still has a \_\_\_\_\_ voice.
4. The horse entered through the gate and then began to \_\_\_\_\_ down the race track.
5. My little brother hit the wild boar on the \_\_\_\_\_.



# Chapter Four

### Part A

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F** a) Fly thought that Babe would frighten the flock of ducks into the next county.
- T F** b) Babe was an immediate success at herding the ducks.
- T F** c) Babe suggested to Fly that he ask the ducks politely to do as he asked.
- T F** d) Ma immediately recognized that Babe was not a sheepdog but a pig.
- T F** e) Babe had a horrible dream about being chased across Farmer Hogget's fields by a pack of wolves.

2. Number the events from 1 to 5 in the order they occurred in the chapter.

- \_\_\_\_\_ a) Babe practices his herding skills with a flock of ducks.
- \_\_\_\_\_ b) Babe suggests to Fly that he ask the ducks politely to do as he suggests.
- \_\_\_\_\_ c) Babe meets his first sheep.
- \_\_\_\_\_ d) Babe has a bad nightmare.
- \_\_\_\_\_ e) Ma suggests to Babe that if asked politely, she would gladly do as she was told.



# Chapter Four

### Part B

Answer the questions in complete sentences.

1. What was peculiar about the strategy for herding ducks that Babe suggested to Fly?

\_\_\_\_\_

\_\_\_\_\_

2. Can you think of another example of someone who approached a responsibility in a completely different manner than was expected, yet was very successful?

\_\_\_\_\_

\_\_\_\_\_

3. What was there about Babe that made Fly think that the pig would never be able to get near the sheep?

\_\_\_\_\_

\_\_\_\_\_

4. Babe becomes confused in this chapter over the words "ewe" and "you". Think of other examples of other homonyms which have caused English-speaking people confusion over the years.

\_\_\_\_\_

\_\_\_\_\_

5. Ma complains about not receiving any respect from the sheepdogs. Why do you think respect is so important to most people (and sheep)?

\_\_\_\_\_

\_\_\_\_\_

### Journal Activity

From your own experience, tell about a time when intelligence won out over everything else and helped you to achieve success at what you were doing.



## Chapters 5 and 6

Babe really shows what he's made of in Chapter Five, doesn't he? There are probably not too many pigs that would be brave enough to face up to angry dogs and desperate sheep-rustlers. Many heroes (like Babe) have enjoyed the honor of having poems written about their courage. Why should Babe be any different?

Your assignment is to write a poem describing Babe's heroics. The poem can be rhyming or unrhymed.

One possible format is a **cinquain** poem. This is a five-line poem which follows this pattern:

Pattern	Example
Line 1: 1 word (title)	Cow
Line 2: 2 describing words	Slow, thoughtful
Line 3: 3 action words	Chewing, grazing, milking
Line 4: 4 feeling words	Always looks so sad
Line 5: 1 word (synonym for title)	Animal



## Chapters 7 and 8

Chapter Seven certainly reveals how well Babe relates to sheep, and how willingly they listen to him and obey his wishes. Imagine for a few minutes how Babe might interact with another animal. Babe really needs to get this animal to do what it is told.

Your task is to write a short, one-act play featuring a conversation between Babe and an animal of your choice. How does Babe convince this animal to do what he wants it to do?

The animal might be another farm animal (horse, cow, chicken, duck). The animal, for instance, might not realize that it is putting itself in danger and Babe might have to convince it of this fact.



## Word Search

Find all of the words in the word search. Words may be horizontal, vertical, or diagonal. A few may even be backwards. Look carefully!

galloping	complaint	confident	eagerly
obstacle	delivery	cantered	furios
challenge	astonish	shed	principal
fond	defiant	anxious	volcano
fetch	squealing	hurdle	hoarse
creatures	snout	confront	grumble
confused	practical	patience	stables

a	s	t	o	n	i	s	h	a	t	e	s	s	h	t	c	u	h
n	n	d	e	f	i	a	n	t	a	y	r	e	v	i	l	e	d
x	v	t	l	e	l	l	a	r	p	a	i	e	n	c	e	e	
i	m	d	n	o	f	s	z	n	a	l	b	e	s	r	e	v	k
o	o	s	a	q	v	t	l	g	r	u	m	b	l	e	a	l	y
u	f	k	h	e	u	a	p	n	a	o	o	y	n	i	a	l	g
s	e	e	b	e	a	b	o	c	n	l	e	r	i	p	r	g	l
u	n	c	t	t	d	l	n	u	r	d	l	e	i	e	t	n	y
s	f	r	i	c	d	e	s	u	f	n	o	c	g	o	y	i	p
f	u	o	r	d	h	s	g	e	o	n	n	a	n	e	t	b	n
c	r	e	a	t	u	r	e	s	i	i	e	a	s	y	m	r	g
o	i	r	m	m	g	s	a	d	r	s	c	m	i	w	g	u	p
m	o	e	c	y	p	t	o	p	o	l	i	s	t	o	u	n	s
p	u	n	o	m	a	l	l	o	p	i	n	g	m	c	s	q	
l	s	d	n	a	k	u	z	v	e	w	o	c	v	f	a	i	u
a	v	e	l	w	j	b	e	r	c	h	a	l	l	e	n	g	e
i	h	z	t	s	a	l	v	p	r	c	r	i	m	i	t	a	a
n	o	v	o	q	c	j	m	q	c	d	s	f	f	k	e	g	l
t	a	o	n	a	e	p	r	a	c	t	i	c	a	l	r	p	i
o	r	u	t	z	u	t	b	e	n	i	n	c	e	n	e	e	n
d	a	s	r	c	o	n	f	i	d	e	n	t	o	n	d	t	g
e	b	g	r	g	u	e	a	s	t	t	g	a	r	a	t	a	u
o	p	y	s	i	e	u	q	p	a	e	s	r	a	o	h	d	s



## Comprehension Quiz

Answer the questions in complete sentences.

- Describe how Farmer Hogget won Babe at the fair. 24  
\_\_\_\_\_
- How were the sheepdogs prejudiced against other animals (including Babe)? 2  
\_\_\_\_\_
- Who became Babe's foster mother on the Hogget farm? 2  
\_\_\_\_\_
- What did Babe want to learn from Fly? 2  
\_\_\_\_\_
- Describe the approach taken by Babe when getting another animal to do as he asks. 2  
\_\_\_\_\_
- Describe how Babe first became a hero on the Hogget farm. 2  
\_\_\_\_\_

SUBTOTAL: /12

## Comparison Framework

ATTRIBUTES	CHARACTER ONE	CHARACTER TWO
	NAME: _____	NAME: _____
1.		
2.		
3.		
4.		
5.		

NAME: \_\_\_\_\_

After You Read 



# Chapter One

## Part B

Answer the questions in complete sentences.

1. Mrs. Hogget's English is filled with peculiar expressions such as "afore you does". Find another example of Mrs. Hogget's unusual English from this chapter.

\_\_\_\_\_  
\_\_\_\_\_

2. Farmer and Mrs. Hogget have very different personalities. Give one example of this.

\_\_\_\_\_  
\_\_\_\_\_

3. Farmer Hogget enters a contest by judging the weight of a pig. What is another contest in which a pig might have been won?

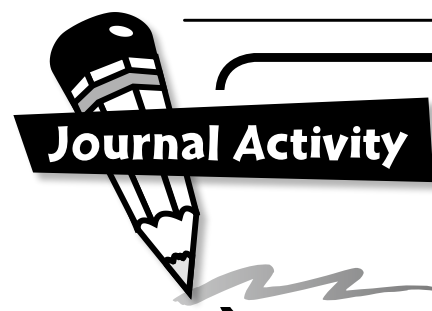
\_\_\_\_\_  
\_\_\_\_\_

4. Even though Farmer Hogget does not keep pigs he decides to enter the contest. Why do you think he made this decision?

\_\_\_\_\_  
\_\_\_\_\_

5. Do you think the conclusion of this chapter is effective? Explain.

\_\_\_\_\_  
\_\_\_\_\_



### Journal Activity

Devise a contest at a county fair in which the prize is a Game Boy system. Be sure to provide enough details so readers will have a good understanding of the contest rules.

1.

Answers will vary

2.

Possible answer: He is quiet, she is talkative

3.

Answers will vary

4.

There was something likeable about the pig

5.

Answers will vary

1.

Answers will vary

2.

Answers will vary

### Vocabulary

- 1 e
- 2 d
- 3 a
- 4 g
- 5 f
- 6 c
- 7 h
- 8 b

1.

a) T

b) F

c) F

d) T

e) F

2.

a) 2

b) 4

c) 1

d) 5

e) 3

1.

Answers will vary

2.

Answers will vary

3.

Answers will vary (i.e. doing household chores, taking on more responsibilities)

4.

Accept any reasonable answer

5.

Possible answers: cleaning out animal stalls, milking cows, etc.



## Babe: The Gallant Pig

---

- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.