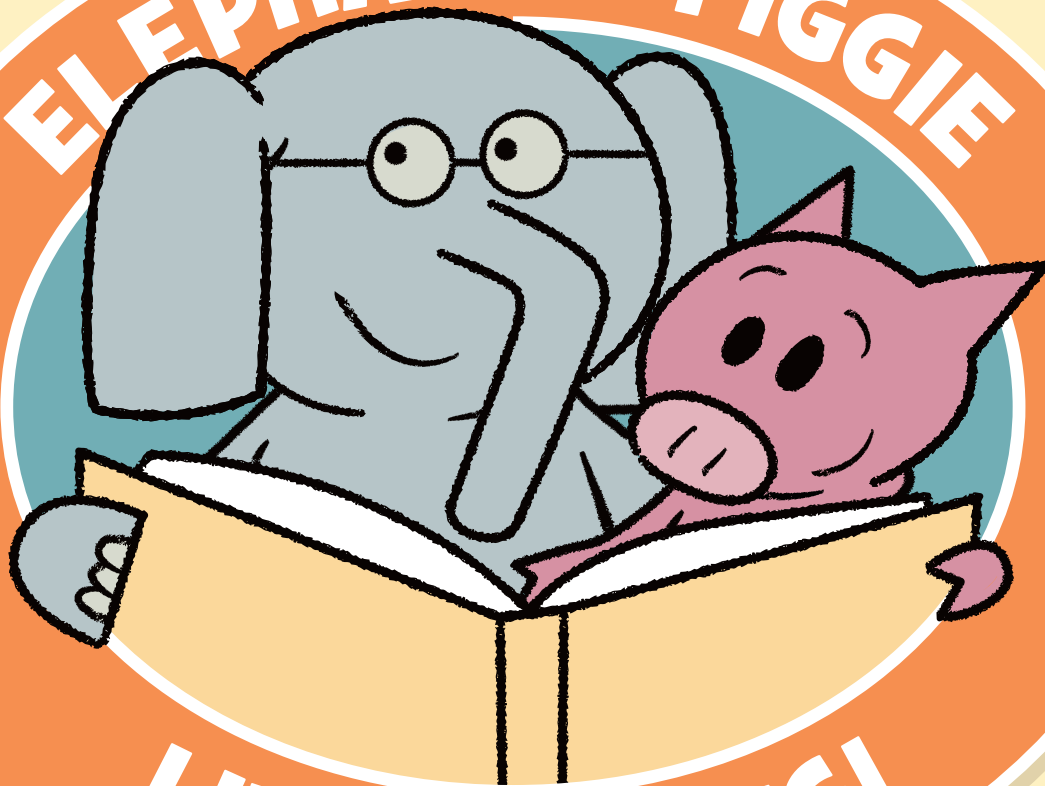


**MO WILLEMS'**  
**ELEPHANT & PIGGIE**



**LIKE READING!**

# TEACHER'S GUIDE!

HYPERION BOOKS FOR CHILDREN

PigeonPresents.com

Dear Educators, Librarians, and Booksellers:

Have you ever wondered what Elephant and Piggie like to read when they're not busy appearing in their own books? Well, wonder no more: You can discover for yourself with the beginning-reader series ELEPHANT & PIGGIE LIKE READING!

Elephant and Piggie are sharing their all-time favorite new books with kids. These books, created by award-winning children's book authors and illustrators, are original, dialogue-driven stories chock-full of everything Elephant and Piggie like in a good book: friendship, emotion, adventure, and discovery. And most important—they are fun to read!

I am having a great time working with my pals on these stories and writing and drawing Elephant and Piggie's cameo appearances in each book. I hope you enjoy reading them as much as Elephant and Piggie do!

Happy Reading!

Mo!

P.S. You can find out more about the  
ELEPHANT & PIGGIE LIKE READING! series at  
[pigeonpresents.com](http://pigeonpresents.com).

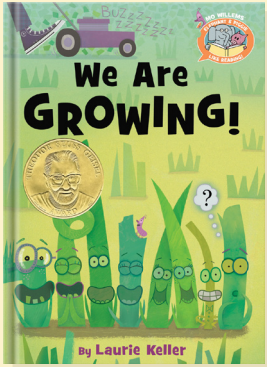


PigeonPresents.com

HYPERION BOOKS FOR CHILDREN

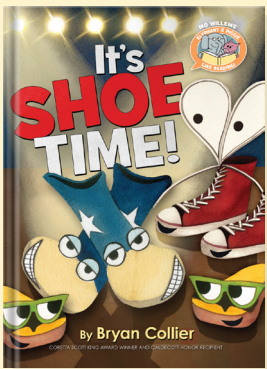
# ACCLAIM FOR THE ELEPHANT & PIGGIE LIKE READING! BOOKS

★ ★ ★ ★ 12 STARRED REVIEWS! ★ ★ ★ ★

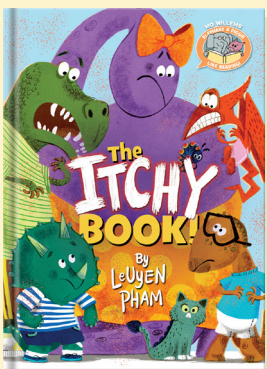


Winner of the Theodor Seuss Geisel Medal

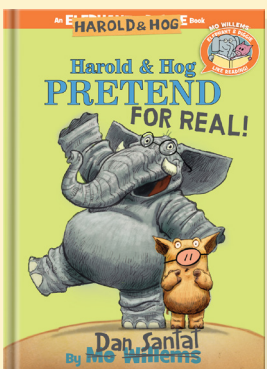
- ★ “Though Elephant and Piggie have completed their own adventures, it’s wonderful to see them present this hilarious, thoughtful, and well-designed title.” —*Booklist* (starred review)



- ★ “Buy multiple copies and prepare for a stampede.” —*Booklist* (starred review)
- ★ “This book is just right for beginning readers and won’t be left on the shelf for long.” —*School Library Journal* (starred review)
- ★ “The hallmarks of this successful series—a limited and repetitive word bank, color-coded word balloons, varied illustrations, and an inherent page turning quality—are all present and well-executed.” —*The Horn Book* (starred review)



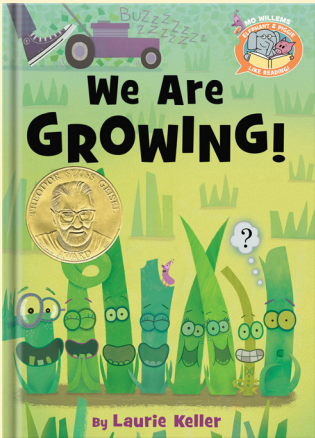
- ★ “Fans of *Elephant & Piggie* will love the humor and satire in this engaging easy reader. Those itching for winning selections for newly independent readers will be especially grateful.” —*School Library Journal* (starred review)



- ★ “Another early reader that is at once playful, self-aware, and perceptive in its exploration of the differences of personalities and the complications (or simplicities) of friendship.” —*Kirkus Reviews* (starred review)

# ABOUT THE ELEPHANT & PIGGIE LIKE READING! BOOKS

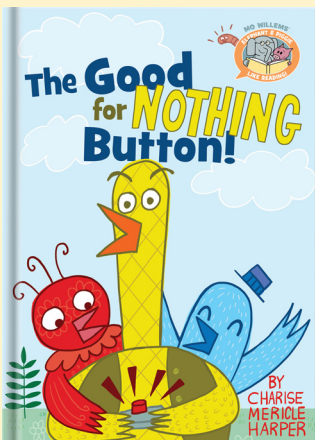
## Elephant and Piggie share some of their favorite new books in these early-reader titles:



In Laurie Keller's *We Are Growing!*, Walt and his friends are growing up fast! Everyone is the something-est. But . . . what about Walt? He is not the tallest, or the curliest, or the silliest. He is not the anything-est! As a BIG surprise inches closer, Walt discovers something special of his own!



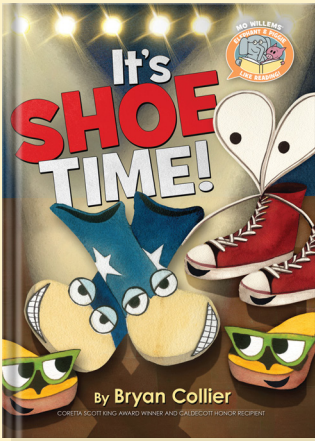
In Dan Santat's *The Cookie Fiasco*, Hippo, Croc, and the Squirrels are determined to provide equal cookies for all! But how? There are only three cookies . . . and four of them! They need to act fast before nervous Hippo breaks all the cookies into crumbs!



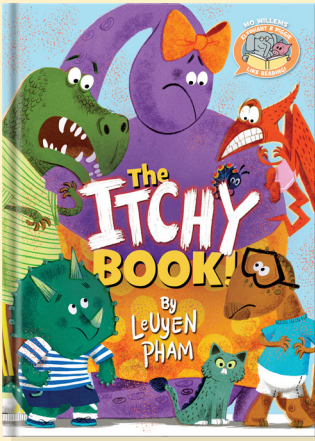
In Charise Mericle Harper's *The Good for Nothing Button!* Yellow Bird has a button.

It does . . . nothing! It is a good for nothing button. Red Bird and Blue Bird are excited to try the button. When they press it, they discover that the button makes them happy. Happy is something!

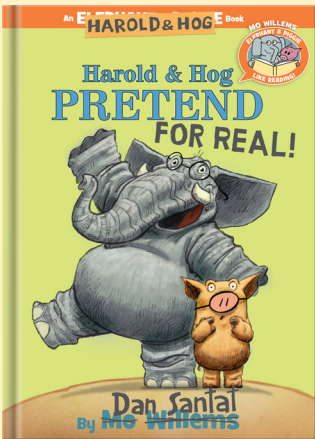




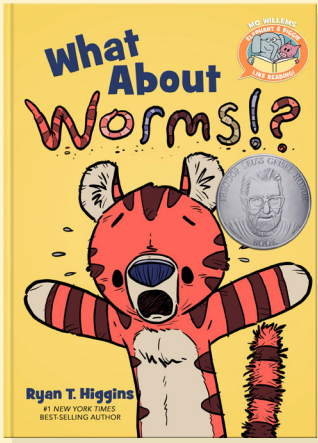
In Bryan Collier's *It's Shoe Time!*, the closet was turned on its heel when Left left Right and Right left Left! What are the shoes to do?



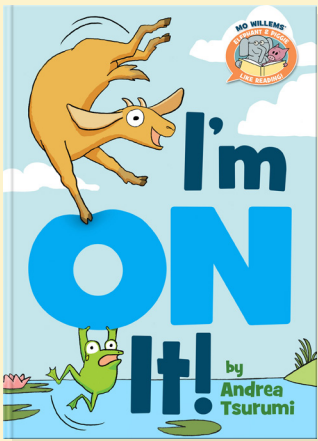
In LeUyen Pham's *The Itchy Book!*, Triceratops has an itch . . . So does Pterodactyl . . . and Brontosaurus . . . and T-Rex! But Dino-Mo reminds them all of the BIG rule: Dinosaurs do not scratch! What's an itchy dinosaur to do?



In Dan Santat's *Harold & Hog Pretend for Real!*, Hog is careful. Harold is not. Harold cannot help smiling. Hog can. Hog worries so that Harold does not have to. Harold and Hog are best friends. But can Harold and Hog's friendship survive a game of pretending to be Elephant & Piggie?



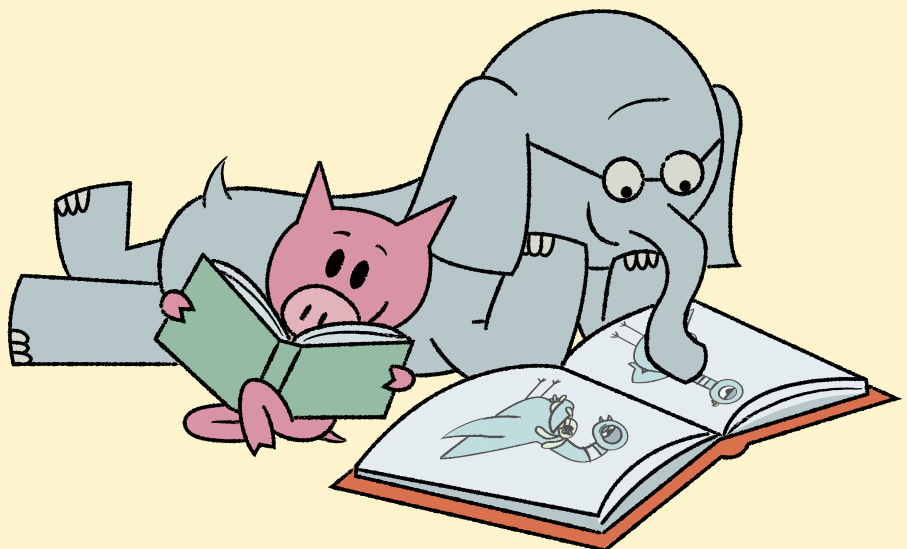
In Ryan T. Higgins's *What About Worms!?*, Tiger is BIG. Tiger is BRAVE. And Tiger is NOT afraid of anything . . . except WORMS! Are Tiger's worm worries worse than worms?

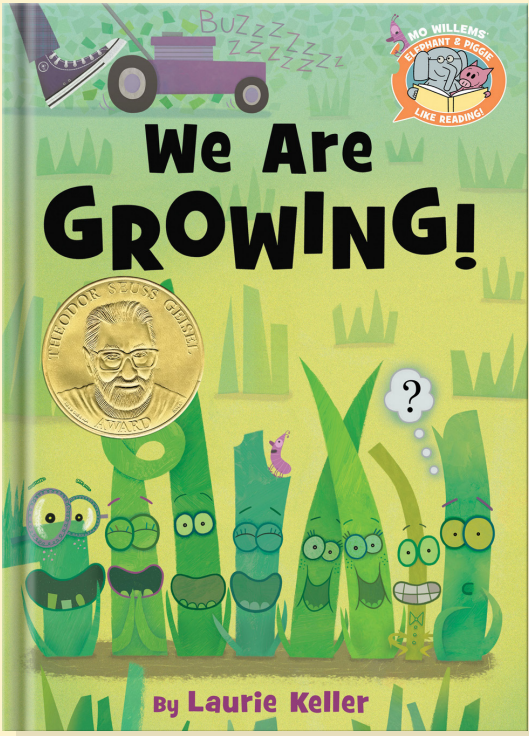


In Andrea Tsurumi's *I'm On It!*, Goat likes to lead. Goat also likes Frog to follow. When Goat jumps on it, Frog does, too. Soon Goat and Frog are on it, along it, and above it! But can their friendship get through it?



In Jarrett and Jerome Pumphrey's *It's a Sign!*, One, Two, Kat, and Four are starting a club, and every member is good at something! Except naming clubs. If only there were some kind of sign about what their club should be called!





# WE ARE GROWING!

## BEFORE YOU READ

To get young readers engaged and ready to experience *We Are Growing!*, have them consider the following by asking:

- Have you ever thought about what makes you, you?
- What does being unique or different really mean?

**Read! Gather young readers around and share *We Are Growing!***

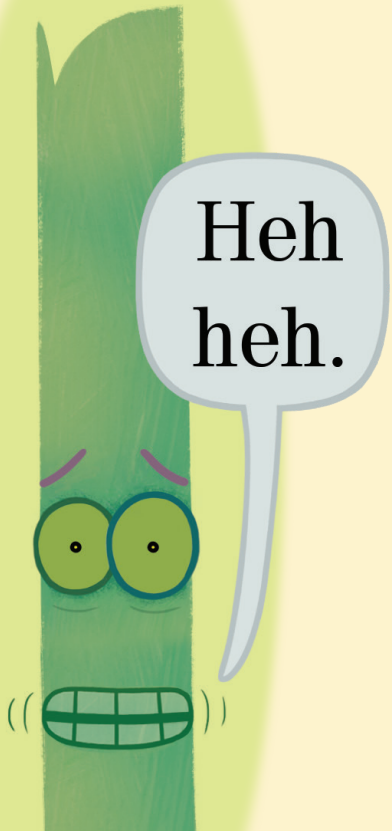
## AFTER YOU READ

After finishing the story, discuss the following questions:

- Why is being different a good thing?
- What sort of things do people say that make you feel good about yourself?
- Do you try to say nice things about others to help them recognize their strengths and unique qualities?
- How do the blades of grass demonstrate that they are supportive of each other's differences?

## EXTENSION ACTIVITY

Remind readers that though we are all similar, the ways in which we are unique are equally important and worth celebrating. Have them write “I Like Me Because” statements that offer readers a chance to celebrate their favorite unique qualities. When they have finished writing, encourage volunteers to share their statements.







# THE COOKIE FIASCO

## BEFORE YOU READ

Before reading and sharing *The Cookie Fiasco*, ask young readers to define sharing, equality, and fairness.

**Read!** Gather young readers around and share *The Cookie Fiasco*.

## AFTER YOU READ

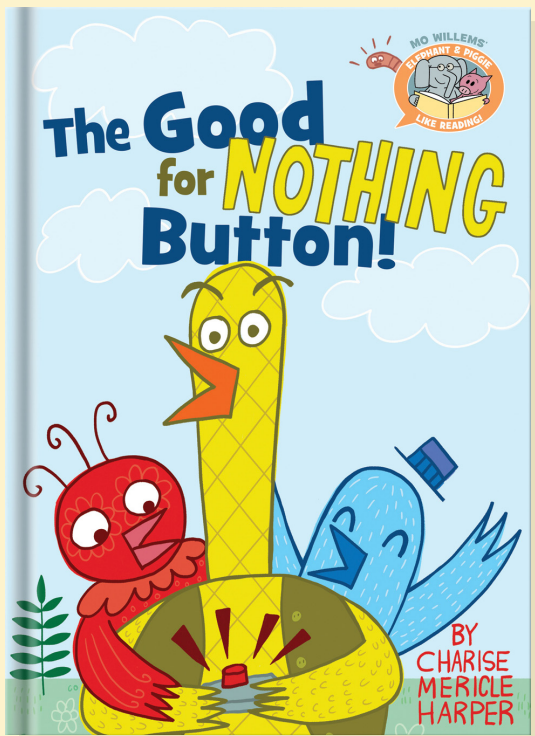
After finishing the story, discuss the following questions:

- What does it mean to be fair?
- Why is it necessary to take turns and share with others?
- What do you do when you get nervous?
- What do you do when you really want something?
- What's the best thing about sharing?
- How do these friends resolve their issues?

## EXTENSION ACTIVITY

In small groups, have young readers write a letter to Elephant or Piggie, explaining what they believe it means to be fair and to share. Be sure to have them offer suggestions to the pair about specific things they can do and ways they can advise Hippo, Croc, and the Squirrels.





# THE GOOD FOR NOTHING BUTTON!

## BEFORE YOU READ

Before reading *The Good for Nothing Button!* with young readers, ask them to define what it means to pretend. What makes it so fun?

**Read!** Gather young readers around and share *The Good for Nothing Button!*

## AFTER YOU READ

After finishing the story, discuss the following questions:

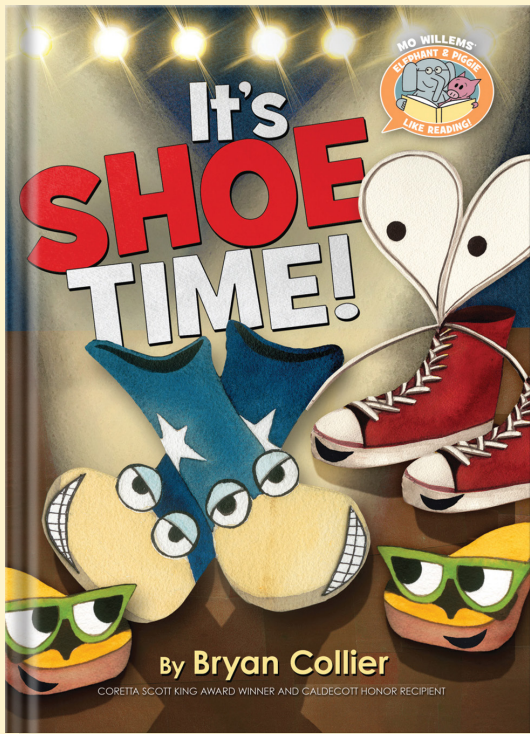
- Why are Red Bird and Blue Bird so excited to push Yellow Bird's button?
- Do you think Red Bird and Blue Bird are really surprised, sad, and happy from pushing the button or are they just being playful? How do you know?
- In what ways are Red Bird and Blue Bird different from Yellow Bird? How do they help him understand the fun of being creative and using one's imagination?

## EXTENSION ACTIVITY

Red Bird and Blue Bird take turns pushing Yellow Bird's button and eventually teaching him about being creative. From this experience, Yellow Bird finally better understands how fun it is to use his imagination and gets into the playful spirit by doing some pretending himself. Ask young readers to do some imagining of their own. Who or what would they be if there were no limits? Why is using your imagination so important? Then ask them to consider their favorite things. Who invented them or dreamed them up? After a discussion, ask them to share a dream they have for themselves by describing it to the group or writing it down to keep.







# IT'S SHOE TIME!

## BEFORE YOU READ

Before reading and sharing *It's Shoe Time!*, ask young readers to define and discuss what it means to be part of a set of matching items. What are some examples of matched sets (besides shoes) that they can think of? What does it mean to be unique or original? What are the benefits to each?

**Read! Gather young readers around and share *It's Shoe Time!***

## AFTER YOU READ

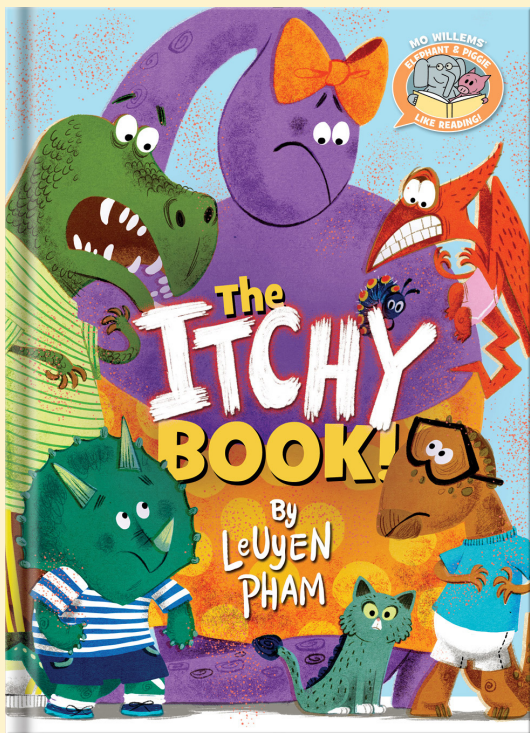
After finishing the story, discuss the following questions:

- In what ways is it obvious that “Daddy-and-Me Day” is an important one?
- Why do the shoes want to be part of the adventure?
- Why are the shoe mates worried about being left behind?
- Why do Elephant and Piggie seem equally concerned about this turn of events? What do they learn from watching the action of the book unfold? Why do they want to be included?
- What did readers discover from this adventure?

## EXTENSION ACTIVITY

Readers learn that things which don't necessarily match may still make a perfect pair (like Elephant & Piggie). Have readers create an original story or even a short play about two unlikely items that team up to have an adventure of their own. Have them share it with the group or write it down to keep.





# THE ITCHY BOOK!

## BEFORE YOU READ

To get young readers engaged and ready to experience *The Itchy Book!*, ask them if they have ever had an itch drive them crazy before. What did they do about it?

Read! Gather young readers around and share *The Itchy Book!*

## AFTER YOU READ

After finishing the story, discuss the following questions:

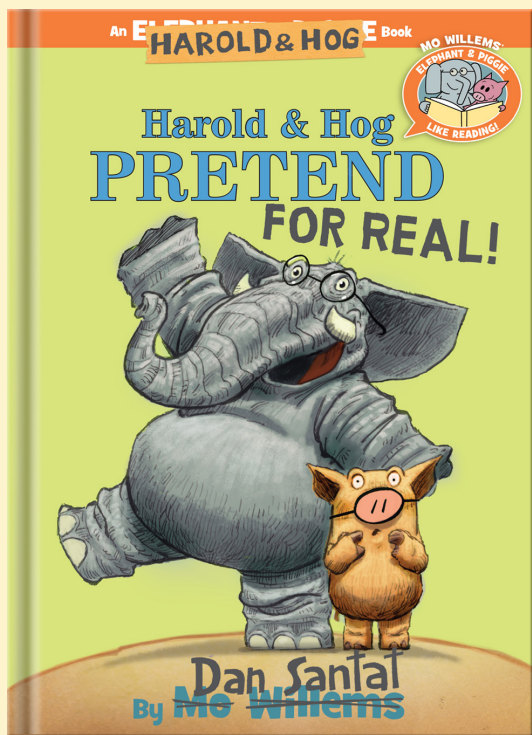
- What does it mean to have self-control?
- What are some ways the young readers are practicing self-control at this very moment?
- Are there times when it's okay to have a little less self-control?
- How does helping your friends make you and them feel better?
- What did these itchy dinosaurs learn in the end?

## EXTENSION ACTIVITY

The story illustrates that no matter how “tough” and independent someone is, getting help from a friend is guaranteed to make things easier. Have your readers work with a partner or small group to come up with a list of things that are more easily accomplished using teamwork.







# HAROLD & HOG PRETEND FOR REAL!

## BEFORE YOU READ

To get young readers engaged and ready to experience *Harold & Hog Pretend for Real!*, ask them to think about themselves and decide if they are the kind of person who is more comfortable being careful or if they are the type of person who likes taking risks. Ask them if they have a close friend who is different from them in that regard.

**Read!** Gather young readers around and share *Harold & Hog Pretend for Real!*

## AFTER YOU READ

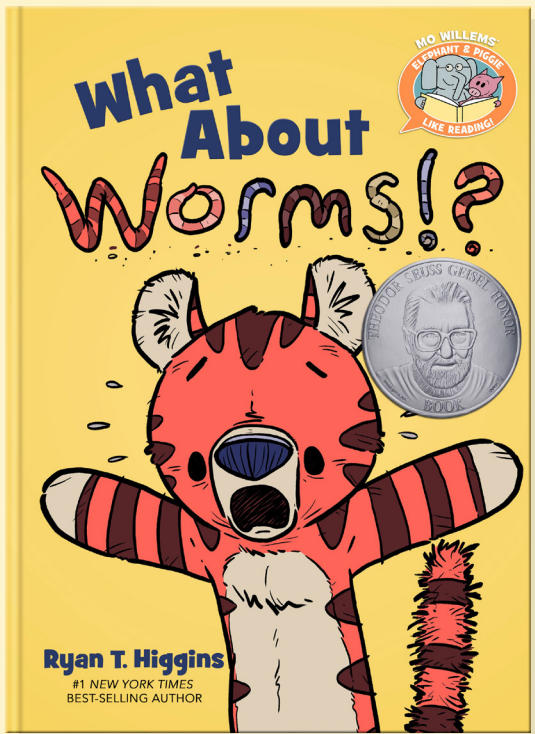
After finishing the story, begin by reminding and reassuring readers that there is no “wrong” way to be, then ask them to discuss the following questions:

- What are the benefits of being more of a cautious person?
- What are the benefits of being a more daring person?
- Are there benefits of challenging yourself to behave differently from the way you usually do?

## EXTENSION ACTIVITY

Have readers pair up. Ask them to talk with their partners about how they would describe themselves (careful/carefree), and share an experience they had that reminds them of why they are happy to be exactly who they are. After everyone has had time to discuss, sit in a circle and have each participant introduce their partner to the group and share what they learned.





# WHAT ABOUT WORMS!?

## BEFORE YOU READ

To get young readers engaged and ready to experience *What About Worms!?*, have them consider the following by asking:

- What is something you are afraid of?
- What about it makes you frightened?
- Do you let being afraid keep you from doing things?

Read! Gather young readers around and share *What About Worms!?*

## AFTER YOU READ

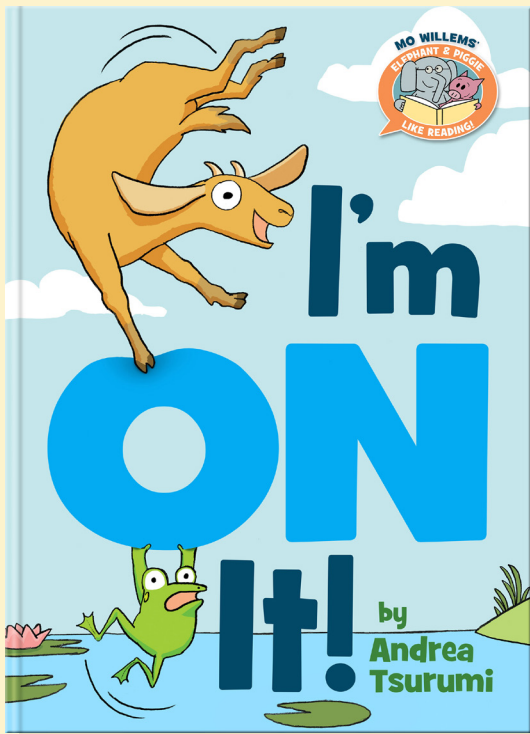
After finishing the story, discuss the following questions:

- Why is it okay to be fearful of things?
- Who are some of the brave people you know?
- In your opinion, what does being brave look like?
- How does learning more about the thing you are afraid of make it easier to not be so afraid?

## EXTENSION ACTIVITY

Regardless of their fears, children exhibit small acts of bravery by trying to better understand the things that make them afraid. Have readers begin by considering Tiger's "What if" statements ("What if there are worms in my pot!?" "What if there are worms in my apple?"). Share an example of a personal fear (thunder, for example) and explain why knowing what it is and why it isn't dangerous makes you less afraid, and why knowledge is powerful. Next, ask readers to think about something that they are afraid of. After considering their fears, ask them to consider if they could be less afraid by trying to learn and understand more about the thing they fear. After research, allow readers to share what they learned.





# I'M ON IT!

## BEFORE YOU READ

To get young readers engaged and ready to experience *I'm On It!*, have them consider the following by asking:

- When a friend tries something new, do you try it, too? Why or why not?
- How do you let others know when you aren't willing to try something?

**Read! Gather young readers around and share *I'm On It!***

## AFTER YOU READ

After finishing the story, discuss the following questions:

- Should you always try to do new things?
- Why is it okay to not attempt to copy the actions of others?
- When you've had enough of something, how do you stand up for yourself?

## EXTENSION ACTIVITY

After finishing the story, recap some of the prepositions in the book for young readers. Since readers are young, they may not have heard of prepositions, so help them understand that words such as "on," "beside," "inside," "between," "under," "across," "above," "through," "around," and "near" are used to make sense of the relationship between two things, like their location or position.







# IT'S A SIGN!

## BEFORE YOU READ

To get young readers engaged and ready to experience *It's a Sign!*, have them consider the following by asking:

- What do you think you are really good at doing?
- What is something that a friend can do that you admire and wish you were better at?

**Read!** Gather young readers around and share *It's a Sign!*

## AFTER YOU READ

After finishing the story, discuss the following questions:

- Are you good at doing any of the things the characters are good at doing?
- How do each of the club members demonstrate their skills?
- What is the benefit of the club members all working together and demonstrating their skills?
- If you could start a club, what kind of club would it be?

## EXTENSION ACTIVITY

Remind readers that each of us has talents. Some talents come easier to some people than to others, but with practice, anyone can improve. Have readers take a moment to contemplate what they see as a skill they possess. Next, help readers write an "I AM GOOD AT \_\_" sign and display the signs throughout the room. Divide the readers up and have them take turns teaching their skills and learning new skills from their fellow "experts."



# MOVE-IT ACTIVITIES!

Using the books from **ELEPHANT & PIGGIE LIKE READING!**  
to get young readers up and moving!



## We Are Growing! UNIQUELY ME!

Spread out in a hallway or open space, have the readers lie down on their backs, and instruct them to use butcher paper to trace one another's body outlines, and then have them cut "themselves" out. Allow each reader to list in words, images, or symbols the ways they see themselves as unique or different. For additional fun, have craft items such as yarn, pipe cleaners, and scraps of fabric on hand so cutouts can be turned into collages. After they finish, allow readers to share about themselves and display their cutouts in a prominent area.



## The Cookie Fiasco WHO STOLE THE COOKIE FROM THE COOKIE JAR? GAME

This well-loved chant is a great way for readers to become comfortable with one another and learn each other's names.

### HOW TO PLAY

To play Who Stole the Cookie from the Cookie Jar?, have readers sit in a circle, and select one child to be the initial leader.

The leader starts a rhythm by first clapping her thighs, then clapping her hands, repeating this over and over again, about two beats per second. All the children join in with the rhythm. Note that words with an asterisk (\*) in the rhyme below are said on the beat when the thighs are clapped.

When the rhythm is established, the leader begins saying the rhyme.

**LEADER:** "*\*Who stole the \*cookie from the \*cookie \*jar?*"

**LEADER:** "*\*(Name of child 1) stole the \*cookie from the \*cookie \*jar.*"

*continued . . .*

**CHILD 1:** “*Who \*me?*”

**EVERYONE:** “*Yes \*you!*”

**CHILD 1:** “*Couldn’t \*be.*”

**EVERYONE:** “*Then \*who?*”

**CHILD 1:** “*\*(Name of another child) stole the \*cookie from the \*cookie \*jar.*”

*Repeat*

On their turn, a player can choose to name any other player except the player who just named them. However, you must name a child who has not had a turn yet before you can name any other player.

The game continues in this way without any breaks in the rhythm or speech pattern. After all participants have had a turn, celebrate by distributing cookies to all. Just make sure cookies don’t have to be divided up, or you may have a COOKIE FIASCO of your own!



## The Cookie Fiasco

### HOT COOKIE! GAME

In this elimination game, very similar to musical chairs, players try to avoid being the last one left holding the hot cookie.

#### YOU WILL NEED

A Frisbee or a soft, circular (cookie-shaped) item

#### HOW TO PLAY

Everyone sits in a circle except for the “caller.” The caller closes his or her eyes, and the rest of the players pass around the “cookie.”

When the caller calls “Stop!”, whoever has the cookie leaves the circle—which is why the players pass the cookie along as fast as they can (it’s also why you want to use a soft “cookie” that won’t hurt anyone if players become overly enthusiastic).

The game is over when only one person is left. The sole remaining player becomes the caller in the next round.



## The Good for Nothing Button!

### NEW TO ME AND YOU!

Assemble a variety of typical household items and spread them out. Have the readers work in pairs or small groups to select an item and use their imaginations to create an entirely new use for that item. Be sure to challenge them to think beyond what they know the item to be and create an entirely new purpose and identity for the item. Offer them an opportunity to share information about their newly discovered item with the group.

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## It's Shoe Time!

### SHOW TIME, SHOW TIME, SHOE TIME!

Who would have thought that shoes would be so eager to participate in the activities of the wearer's day? After gathering a variety of sets of shoes to use for this activity, have each reader select a pair (remember, matching is overrated!) and create an adventure story for these lucky shoes to engage in. Sit readers in a circle and allow them to introduce everyone to their pair. After swapping stories, finish the fun by hosting a shoe parade around your space so that readers can show off their chosen pair.

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## The Itchy Book!

### WHAT'S GOING TO WORK? TEAM-WORK!

Pitching in and helping each other is at the heart of *The Itchy Book*! Have readers play a round of "Two Is Better Than One", in which team work is central to each game. Set up a simple obstacle area, allowing readers to work together in pairs. Let these partner pairs show their spirit by selecting a team name, and, if time allows, let each pair design a team T-shirt to wear. Next, let the games begin! Play paired games such as a wheel barrow race, three-legged race, or "Make a Mummy" (toilet paper wrap) to remind them that while one can be fun, two is terrific!

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## Harold & Hog Pretend for Real!

### PLAY PRETEND

Though being yourself is always best, it can be great fun to play pretend. Using Harold & Hog as inspiration, give readers a chance to dress up and use their imagination to be someone or something else. Gather a box or bin full of dress-up accessories (clothes, hats, headbands, masks, animal tails, etc.) and let the fun begin. To extend the fun, pair up readers and let them create original dynamic duos (like Harold & Hog or Elephant & Piggie) and create a story to be either written down or performed for the gathered group.





## What About Worms!?

### WORM ART

After reading *What About Worms!?*, help readers create some worm-inspired art by dipping yarn, string, or cooked spaghetti into paint and then allowing the “worms” to inch their way across the page to create an original art piece. While the art projects dry, and as a way to extend the fun, create a playlist of songs that celebrate worms (a variety of age-appropriate choices can be found online) and give wiggly readers a chance to do some wormy wiggling on the floor.

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## I'm On It!

### IN AND AROUND THE CLASSROOM

Some playful competition and a graceful exit to an out-of-hand situation are at the heart of *I'm On It!* Have readers take turns creating original, preposition-filled stories inspired by the adventures of Goat and Frog. After a very basic recap of what prepositions are and what they do in a sentence, use a supply of stuffed animals or small toys to have readers break into pairs or small groups to create their own story inspired by *I'm On It!* Alternatively, keep the group together and, as the action leader, have young readers call out where they want the stuffed animals or toys to be or go while working together to create their own adventure.

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## It's a Sign!

### SPELLING FUN

In *It's a Sign!*, readers learn that using teamwork and showcasing strengths ultimately lead to success and a great deal of fun for One, Two, Kat, and Four. Divide your readers up and provide large cardstock letters of the alphabet that you've pre-printed (printing vowels in a different color). After a reminder of all the fun the letter *A* had being joined by the letters *T*, *B*, *R*, and *M*, give each group a different vowel to use as their starter letter and ask the group to build as many three-letter words as they can using their base vowel. For extra fun, encourage each reader to hold a letter card and have the group move around as they build their words.





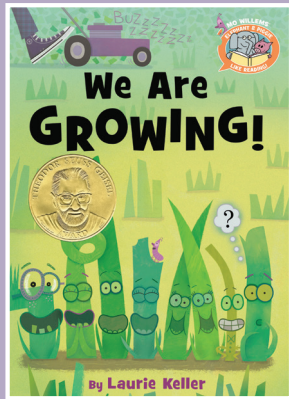
ELEPHANT & PIGGIE'S new favorite books!

READ THEM ALL!



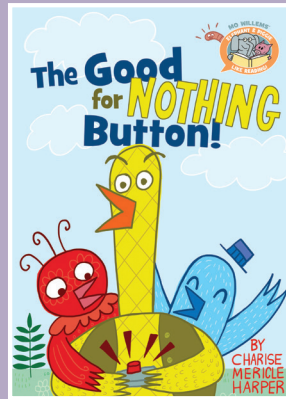
The Cookie Fiasco

978-1-4847-2636-5 \$9.99



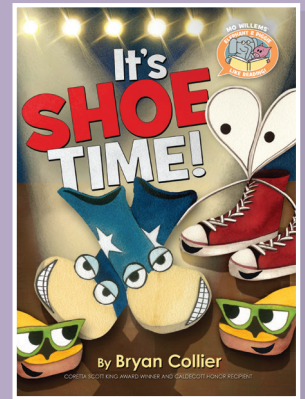
We Are Growing!

978-1-4847-2635-8 \$9.99



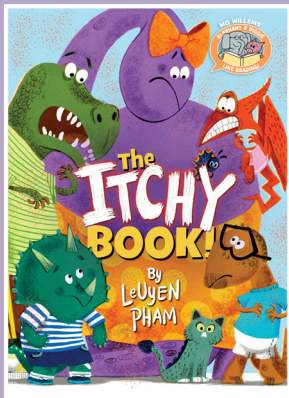
The Good for Nothing Button!

978-1-4847-2646-4 \$9.99



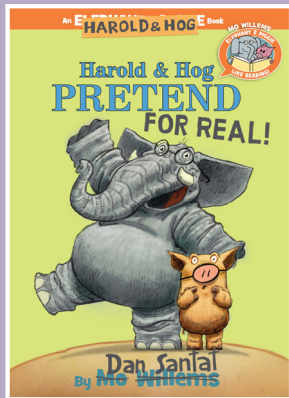
It's Shoe Time!

978-1-4847-2647-1 \$9.99



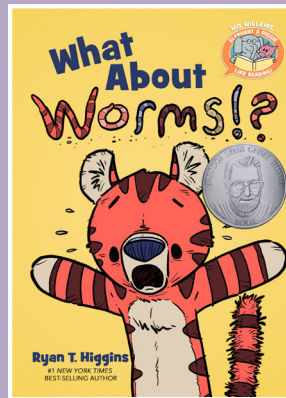
The Itchy Book!

978-1-368-00564-7 \$9.99



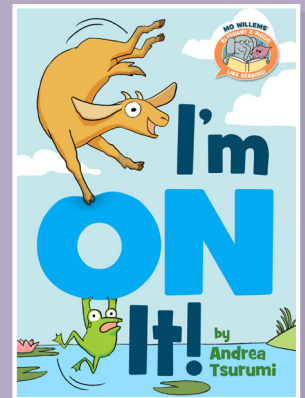
Harold & Hog Pretend for Real!

978-1-368-02716-8 \$9.99



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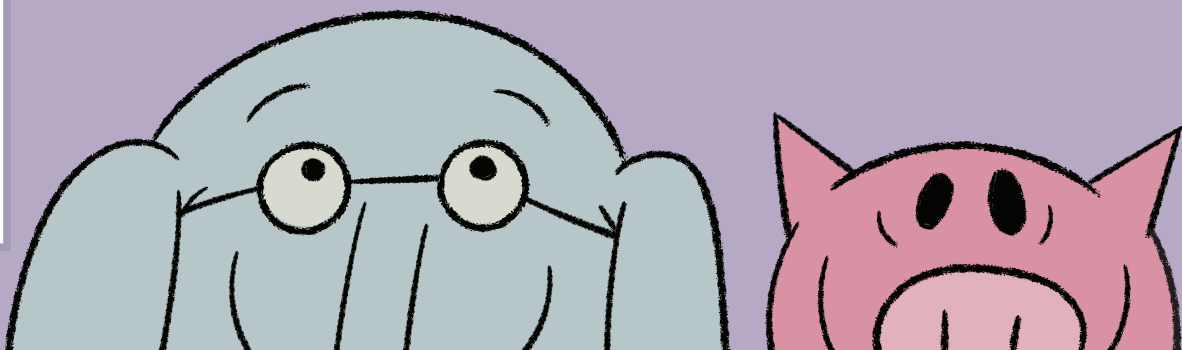
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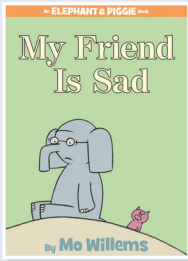


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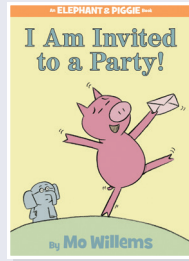
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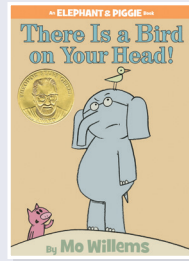
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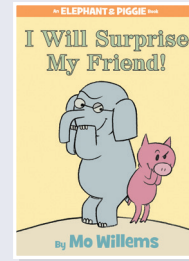
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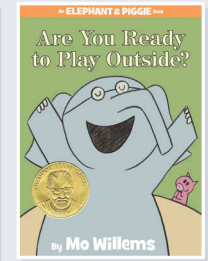
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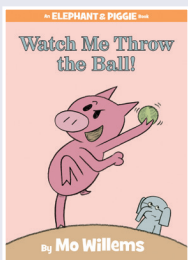
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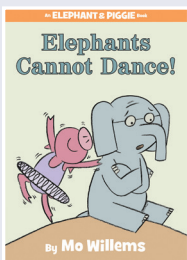
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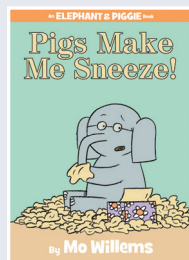
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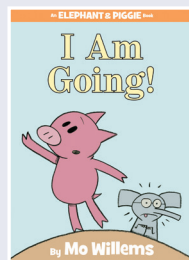
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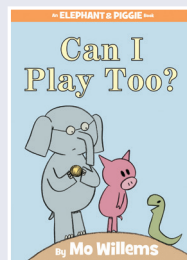
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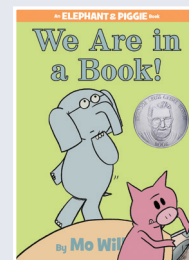
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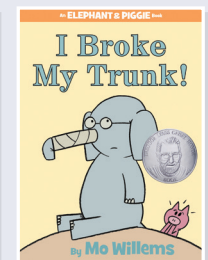
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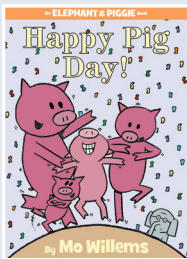
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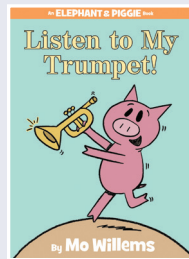
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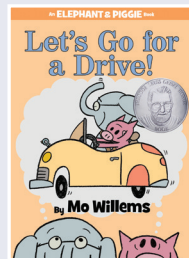
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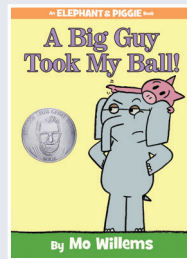
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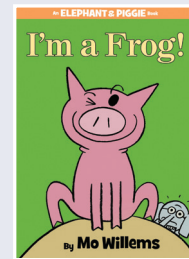
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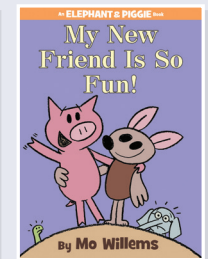
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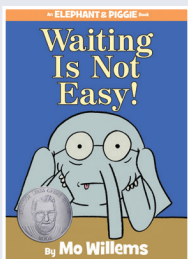
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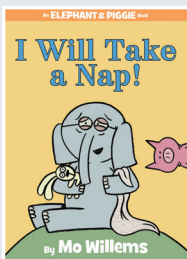
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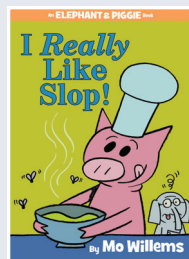
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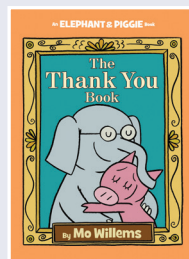
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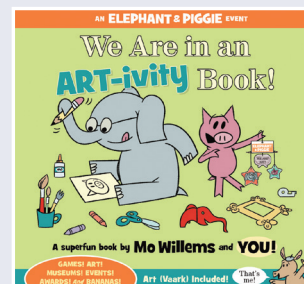
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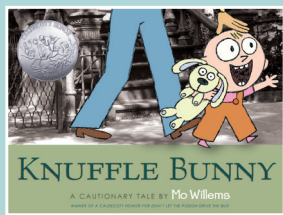
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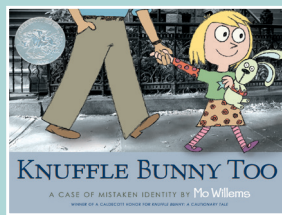
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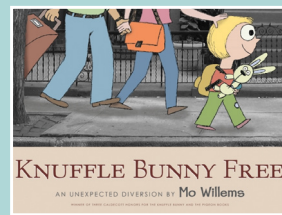
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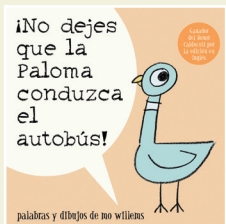
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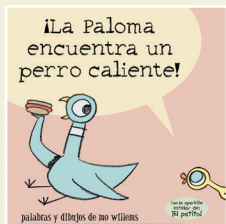
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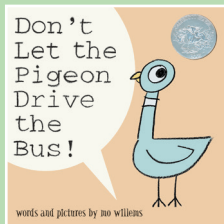
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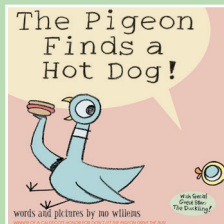
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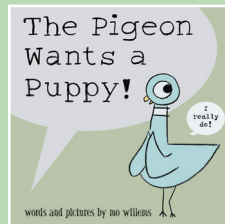
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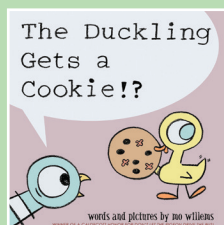
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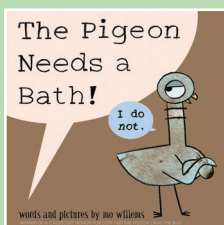
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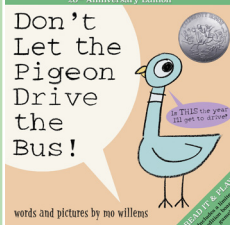
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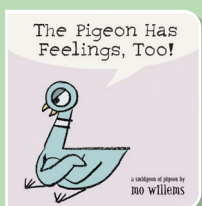
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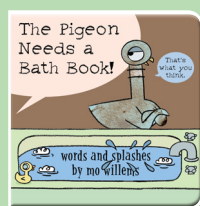
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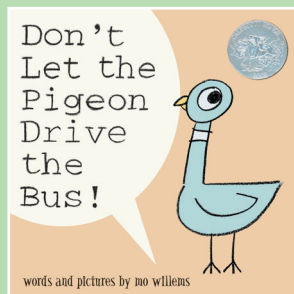
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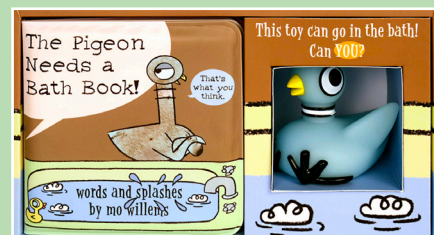
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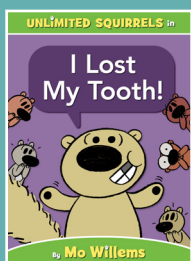
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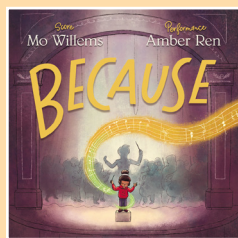
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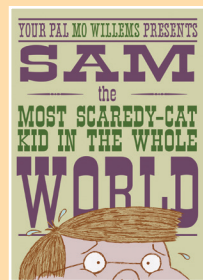
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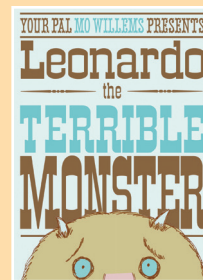
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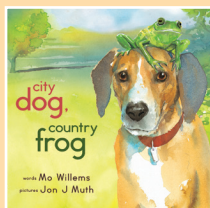
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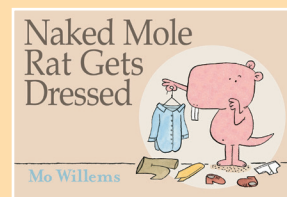
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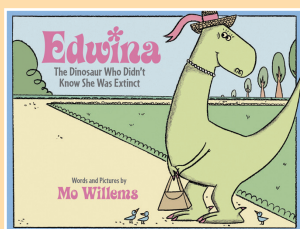
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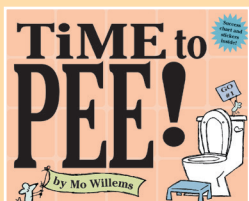
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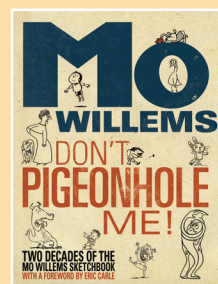
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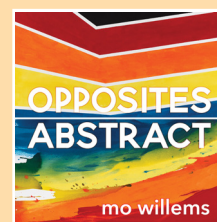
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## Mo Willems

a number one *New York Times* best-selling author and illustrator, has been awarded a Caldecott Honor on three occasions (for *Don't Let the Pigeon Drive the Bus!*, *Knuffle Bunny: A Cautionary Tale*, and *Knuffle Bunny Too: A Case of Mistaken Identity*). *Don't Let the Pigeon Drive the Bus!* was also an inaugural inductee into the Indies Choice Picture Book Hall of Fame. His celebrated Elephant & Piggie early-reader series has been awarded two Theodor Seuss Geisel Medals (for *There Is a Bird on Your Head!* and *Are You Ready to Play Outside?*) and five Geisel Honors (for *We Are in a Book!*, *I Broke My Trunk!*, *Let's Go for a Drive!*, *A Big Guy Took My Ball!*, and *Waiting Is Not Easy!*).