The Thingity-Jig

Written by Kathleen Doherty | Illustrated by Kristyna Litten

HC: 978-1-56145-959-9

Ages 4–8
Lexile • F&P • GRL M; Gr 2

ABOUT THE BOOK
Under the light of a silvery moon, Bear wanders into people town and discovers a springy thing—a bouncy thing—a sit-on-it, jump-on-it thing! This Thingity-Jig is too heavy to carry home by himself, so Bear runs back to the woods and asks for help. Too bad for Bear, his friends are sleepy and shoo him away. So Bear invents a Rolly-Rumpity to wheel the Thingity-Jig home, but then it all gets stuck in the mud! How will Bear tackle this bump in the road? With a Lifty-Uppity, of course!

This jovial frolic through the city and woods celebrates quirky ingenuity and teems with whimsical wordplay—a delightful read for any story time.

BEFORE YOU READ
• Point out the parts of a book (jacket, cover, endpapers, dedication page, title page, gutter)
• Discuss the following:
  o What is the job of the author?
  o What is the job of the illustrator?
  o What is the difference between a story and informational text? (Hold up The Thingity-Jig and a nonfiction book about bears for students to compare.)
  o What is the difference between a storybook and a poem? (Read the poem “Bear in There” by Shel Silverstein. Students then compare the poem to the book.)

• Examine the cover and title. What do you think the story is going to be about?
• Do you think this book is a true story (nonfiction) or make-believe (fiction)? How can you tell?
• Why do you think the author wrote this book? To entertain? Or to give facts about bears?

AS YOU READ
• Before turning each page, encourage students to predict what will happen next. Possible questions throughout the reading:
  o What could the Thingity-Jig be?
  o What will Bear do next?
  o Why did Bear run home?
  o What will Bear’s friends do?
  o What’s happening in the picture?
  o After Bear lets out a big huff, what do you think he will do?
  o On the last page, where are Bear’s friends going?
• Have students use context clues to determine the meaning of words in the story.

AFTER YOU READ
Discuss the following:
• Who was the main character?
• Who were the minor characters?
The Thingity-Jig

**Teacher's Guide**

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- What was the setting?
- What were the major events in the story?
- What happened in the beginning? The middle? The end?
- How would you describe Bear? What is he like? What are his traits?

**KEY IDEAS AND DETAILS**

With prompting and support, discuss the following:

- What was the problem in the story?
- What was the solution?
- What were the key details of the story?
- What were the major events?
- What is the story’s message or lesson?
- What words were used to show the characters’ feelings?
- What words were used to appeal to the senses, especially touch and hearing?
- What is the difference between a story and informational text?

**PHONEMIC AWARENESS**

Say the following words from the book aloud to the class. Students can repeat the word, clapping out the syllables.

One-syllable words:
- Fox
- Bear
- night
- moon
- thing

Two-syllable words:
- Raccoon
- pillow
- golden
- heavy
- daybreak

Three-syllable words:
- silvery
- Bingity
- Yippee-doo
- springity
- contraption

Four-syllable words:
- Thingity-Jig

(Students could make up four-syllable words for the class to clap out the syllables.)

**Five-syllable words:**
- Rolly-Rumpity
- Lifty-Uppity
- Pushy-Poppity

**Words to chop into phonemes**

Students put their hands together to “chop” out the phonemes. Ask the children to repeat the whole word “sliding” the sounds together with their hands.

- off—o-f-off
- deep—d-e-p—deep
- play—p-l-a-play
- poke—p-o-k—poke
- jump—j-u-m-p—jump
- smack—s-m-a-k—smack
- rest—r-e-s-t—rest
- flicked—f-l-i-k-t—flicked
- plopped—p-l-o-p-t—plopped
- zigzag—z-i-g-z-a-g—zigzag

**INTEGRATION OF KNOWLEDGE AND IDEAS**

- Compare how Bear and his friends are alike and how they are different. Place the following under the correct heading in a Venn Diagram:

  ![Venn Diagram](image)

  - Sleepy throughout the story (Bear’s friends)
  - Sleepy at the end of the story (Bear)
  - Knows how to build things (Bear)
  - Had much determination (Bear)
  - Refuses to help (Bear’s friends)
  - Gets angry (Bear)
  - Likes jumping on the Thingity-Jig (Bear and Bear’s friends)
  - Explores people town (Bear at the beginning / Bear’s friends at the end)
• Have students think of times they did not get along with their friends. What are some ways to solve disagreements so everyone is happy?
• Read The Little Red Hen aloud to the class. Students can compare The Little Red Hen to The Thingity-Jig using the Venn diagram.

Possible answers:
- Takes place on a farm. [The Little Red Hen]
- Takes place in the woods. [The Thingity-Jig]
- Story has four characters. [Both books]
- Friends refuse to help. [Both books]
- The main character builds something. [The Thingity-Jig]
- The main character bakes something. [The Little Red Hen]
- The main character shares in the end. [The Thingity-Jig]
- The main character does not share in the end. [The Little Red Hen]

LANGUAGE ARTS
• Explain that Bear and the Little Red Hen did all the work. Ask students to answer the following questions in their journals. Who would you rather have for a friend, Bear or the Little Red Hen? Why?
• Lead a discussion: What is another contraption Bear could make? What could he use it for? Could it set the table, or make the bed? Could it take out the garbage or shovel snow? What objects could Bear put together to build it? Could he use things from our classroom, your house, or your garage?
• Have students draw a new contraption for Bear and give it a made-up name. Then students could tell how Bear uses his new contraption. Preschoolers could dictate their story. Kindergarteners could write a few sentences. Then, invite students to sit in the “author’s chair” to show their picture and read their story.
• Read the following poem to the class and ask students to identify the words that rhyme.

Little Bear
by Kathleen Doherty

Little Bear, Little Bear, turn around.
Little Bear, Little Bear, touch the ground.
Little Bear, Little Bear, climb up high.
Little Bear, Little Bear, touch the sky.
Little Bear, Little Bear, roll the tire.
Little Bear, Little Bear, cut the wire.
Little Bear, Little Bear, roller skate.
Little Bear, Little Bear, paint the gate.
Little Bear, Little Bear, pound the nail.
Little Bear, Little Bear, swing the pail.
Little Bear, Little Bear, play a tune.
Little Bear, Little Bear, trace the moon.
Little Bear, Little Bear, turn off the light.
Little Bear, Little Bear, wave good night!

• The following nouns and action verbs were either used in the text or in the illustrations. Discuss where each word should be placed in the chart.

<table>
<thead>
<tr>
<th>NOUNS</th>
<th>ACTION VERBS</th>
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</thead>
<tbody>
<tr>
<td>bridge</td>
<td>tap</td>
</tr>
<tr>
<td>umbrella</td>
<td>poke</td>
</tr>
<tr>
<td>tree</td>
<td>sniff</td>
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<td>mattress</td>
<td>plop</td>
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<tr>
<td>ladder</td>
<td>dash</td>
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<tr>
<td>rake</td>
<td>bounce</td>
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<td>moon</td>
<td>climb</td>
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<td>mud</td>
<td>jump</td>
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<td>sun</td>
<td>hop</td>
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<tr>
<td>pillow</td>
<td>leap</td>
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<tr>
<td>wheel</td>
<td>build</td>
</tr>
<tr>
<td>lamp</td>
<td>flip</td>
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</tbody>
</table>

MATH
• Have available different cut-out shapes for students to match with the objects illustrated in the story:
  - moon [crescent]
  - wheel [circle]
  - window [rectangle]
  - umbrella [semi-circle]
  - lampshade [trapezoid]
- the large roof in the middle of the endpapers [parallelogram]
- the hole in the tree on the first page spread [oval]
- the light surrounding Bear on the third page spread [triangle]
- one section of the ladder on the fifth page spread [square]
- Students can also form some of these shapes using straws.
- Ask students to pile acorns in groups of ten...or arrange pinecones from smallest to largest.

**SCIENCE**

- Hearing and touch sensory words were used in the story. Discuss the meaning of the words and where each should be placed on the chart.

<table>
<thead>
<tr>
<th>HEARING</th>
<th>TOUCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>clink</td>
<td>tap</td>
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<tr>
<td>clank</td>
<td>poke</td>
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<tr>
<td>thunk</td>
<td>smack</td>
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<tr>
<td>huff</td>
<td>whallop</td>
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<tr>
<td>Zzz</td>
<td>whack</td>
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<tr>
<td>grumble</td>
<td>thwack</td>
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<td>groan</td>
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<td>gripe</td>
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<td>cheer</td>
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<tr>
<td>thump</td>
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</tbody>
</table>

- Discuss recycling with students. Why should people recycle? What are some things that can be recycled? What do you and your family recycle?
- Bear recycled many things he found in people town. Why?
- Show the illustration of the Rolly-Rumpity. What did Bear recycle to build it?
- Do the same for the Lifty-Uppity and the Pushy-Poppity.
- Explain or demonstrate how a lever works. Discuss how Bear used the Pushy-Poppity as a lever to get his other contraptions out of the mud.

**SOCIAL STUDIES**

- Compare a forest to people town. How is the setting of *The Thingity-Jig* different from your neighborhood? How does it look different?
- Discuss with the class:
  - nature vs. man-made
  - wild animals vs. tame pets
  - animal homes vs. people’s homes

- how animals get their food vs. how people get food
- how animals play vs. how children play
- Supply or ask students to bring in small items or pictures that represent both a forest and a neighborhood. Then students could sort the items. [Suggested items: acorn, leaf, pinecone, dog collar, toy car, candy wrapper, nest, etc.]

**SNACK**

Students could make a Thingity-Jig out of fresh fruit...such as watermelon chunks with seeds for buttons and pretzel sticks for legs and hold it together using toothpicks.

**COMMON CORE STANDARDS ALIGNMENT**

The activities in this guide directly address the following standards:

CCSS.MATH.CONTENT.K.G.A.2; K.MD.B.3; K.MD.B.3; K.CC.B.4.A

CCSS.ELA-LITERACY.RL.K.1; RL.K.2; RL.K.3; RL.K.4; RL.K.5; RL.K.6; RL.K.7; RL.1.1; RL.1.2; RL.1.3; RL.1.4; RL.1.5; RL.1.7; RL.1.9; RL.2.1; RL.2.3; RL.2.4; RL.2.5; RL.2.7; RL.2.9; RF.K.2; RF.K.2.A; RF.K.2.B; RF.K.2.D; RF.1.2; RF.1.2.D; W.K.2; W.2.1; SL.K.1.A; SL.K.1.B; SL.K.2; SL.1.1.A; SL.1.1.B; SL.1.2; SL.1.4; SL.1.5; L.2.4.A
ABOUT THE AUTHOR
Kathleen Doherty is a Reading Specialist and holds an Ed.S. Degree in Curriculum and Instruction. She’s written standardized test items for Pearson Inc., and her love of learning has led her to graduate from four different universities. A former teacher of elementary school for over 30 years, Kathy’s work has appeared in numerous magazines. She lives in Indiana.

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ABOUT THE ILLUSTRATOR
Kristyna Litten studied illustration at the Edinburgh College of Art. Having been raised with illustrative and animated influences from Eastern Europe, Kristyna often references Josef Sasek and Zdenek Miler in her work. Exercising a sophisticated color palette, she prefers to draw quickly to give an energetic line to her work. She lives in a beautiful village in England with her pet rabbit. Follow her on Instagram @kristynalitten.