

TEACHING
GUIDE
Soy un cerdito



Authorship: Marta Costa
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Soy un cerdito deals with personal hygiene habits and how we relate to others in a humorous way. In this book, a child behaves like animals do. You may read the book alongside the young ones, since it's when they become familiar with and start working on their habits, or the older ones (6 to 8 years old), who will be able to get the pun throughout the book and will have fun with the character.

WHAT DO WE KNOW?

Before reading

Before reading the book, ask them some questions about the book cover: *What can we see on it? Is the character really a kid? What does he look like? Are there other elements surrounding him? How do animals behave?*

Read the title and ask more questions: *Is the book about a pig? What does it mean that the main character is a pig?* Have a look at the question on the back cover, which translates: *why does everyone flee from me?*

Get more information on this question by looking at the end pages. Here, you can see the main character in context: *What is he doing? Where is he? How is he? What do you think about him?*

You may talk about the expression “being a pig” as a way to help you introduce the book. Give them some time to share their experiences: *Have you ever called someone a pig? Have you ever been called a pig? When has any of these situations happened? What were you/they doing?* Should the conversation end up being around habits, talk briefly about them.



LET'S READ AND LOOK

While reading

The book structure is repetitive. As well as reading texts out loud, it is important to discuss what goes on in the images. All child and animals' illustrations are complementary. Let children laugh, express themselves or talk about how the child behaves (he exaggerates an action that is typical of a certain animal) in each illustration and what his attitude is (he is completely careless about it).

Although the text narrates what the main character does, in fact, it describes the animal's behaviour. Illustrations narrate the typical behaviour of each animal performed by the child and those of the child performed by each animal.

Hence, a pun—a form of wordplay with an intended humorous effect which plays with opposite meanings—underlies the whole narrative.

	Page A	Page B
Text	Behaviour typical of a certain animal narrated by a human in the first person	
Image	A human performing the role of an animal	An animal performing the role of a human

LET'S SHARE

After reading

Before getting to the activities below, it is important to have a chat about hygiene habits and cohabitation—and the consequences that may arise if we don't acquire them, as the main character does.

Ask them whether they were aware that animals appearing in the book had the habits described: *do you know why eagles have such long and sharp nails?*



To follow with, you can find a couple suggested activities, which include a chart with basic information and the activity's description, examples and images.

I CAN ALSO BE A PIG!

Ages	From 6 to 8 years old
Materials	Drawing tools
Areas of knowledge	Language Artistic expression: visual and plastic
Aims	To think about hygiene habits and coexistence. To represent oneself graphically in any given situation.
Grouping	Individually and in groups
Duration	1 work session (45-50 minutes)

Development

It is important to keep the humoristic tone used throughout the book to present hygiene habits and coexistence. We suggest that students draw themselves as if they were the book's main character. They should imagine how dirty and unkempt they would be if they behaved like the main character does: with messy hair, poorly dressed, with long nails, etc. Once they have finished their drawings, you could collect them all and create a showroom where each student should figure out who is who. Once guessed, the author could explain something related to the drawing.

SCATOLOGICAL POEMS

Ages	From 6 to 10 years old
Materials	Writing tools
Areas of knowledge	Language
Aims	To invent poems and couplets from a model provided. To rhyme words. To enrich their vocabulary.
Grouping	In pairs
Duration	1 work session (45-50 minutes)

Development



In line with the book's humoristic tone, we suggest that you play with language and that you write scatological poems or couplets. Children have loads of fun with this.

It would be a good idea if you worked with a model, and in pairs or groups of few people. They should come up with rhyming words and synonyms so as to enrich their vocabulary.

Once they have their own poem, each pair or group should recite their own poem or couplet in front of the class.

You can find two fragments from two poems about farts below. You can use these examples or any other. It is not necessary that poems are about a single topic (farts)—you could explore more possibilities with broad topics such as smells or attitudes (craftiness, happiness, impertinence, etc.).

El pedo gime, el pedo llora
el pedo es aire, el pedo es ruido
a veces sale por un descuido
el pedo es fuerte, es imponente
pues se los tira toda la gente.

«Poema al pedo», Francisco de Quevedo (fragmento)

If you use this poem as an example, you could focus on how the author expresses different types of farts in a simple and easy way. They could try to write a scatological poem about poo or burps, for example.

Suena el pedo de un gigante
como el de siete elefantes
y se oye más que un trombón
en toda la población.

Los pedos del gigante, Carmen Gil (fragmento)

If you use this poem as an example, you could try to imagine how other fantastic creatures, fairy-tale characters or any animal would fart.

Examples: unicorn, mermaid, fairy, Snow White, Cinderella, rat, hippo, etc.