



# Chicken School

Level F / 149 words / fiction

High frequency words:

*be, from, good, they*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is happening in the cover photo? What do you think the teacher is teaching her students? Why do you think that what she is teaching is important for her students to learn?"

## Look through all the pictures

- Using the language in the story, discuss each illustration in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *bush, clever, and laughed*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

## Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

### FUN FACT

**Groucho Glasses (or nose glasses) are a comedy disguise that consists of a pair of black glasses with a big nose, bushy eyebrows, and mustache attached. The glasses were started by the comedian Groucho Marx of the group the Marx Brothers in the 1940s.**

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What does the teacher teach the chicks about the fox? What did the teacher put in each homework bag?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How were the chicks more clever than the fox? Tell about a time when you were clever. How did that make you feel?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *chicks* with the *ch* onset. Using magnetic letters, make other words with the same beginning sound and pattern (*chap, cheek, chin, chore, chunk*).
- Point out the apostrophe in the word *you're*. Explain that *you're* is a contraction that means *you are*.

## Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

## Writing activity

- Have each student write and complete the following sentences: "*This is a fox. A fox has \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing words with the *ch* onset; Noticing apostrophes in contractions; Rereading.