

## Books for Young Learners Teacher Resource

## Book Notes

**Chickens / Pollos**

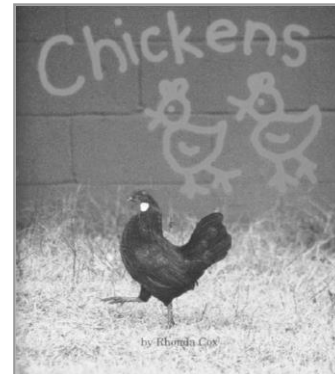
Author and Photographer Rhonda Cox

8 pages ■ 23 Eng. words ■ 24 Spn. words

Fountas and Pinnell Level D

Intervention Level 8

Descubriendo la Lectura Level n/a



Chickens

**SYNOPSIS**

Informational text about chickens, especially their food.

**WHAT THE BOOK OFFERS**

- Nonfiction expository
- Third person
- Present tense
- Illustrations inset into photographs where only one chicken is shown
- Simple statements about what chickens do and eat
- Plurals
- Transition to pronouns—"chickens" becomes "they"
- Gradual increase in amount of text per page
- Ending—switches to interactive text, question and answer
- Chick–chickens, peck

**POSSIBLE SKILLS EMPHASIS**

- Attending to text detail, especially word endings and blends *ch* and *ck*
- Identifying pattern, using structure of pattern to predict

*What do you notice about the front cover illustration? Which matches the title best? Why? How could you make the word*

**INTRODUCING THE BOOK**

*"chickens" match the photograph?*

- Remind children to look at word endings as they read.

*I wonder what kind of information about chickens we will get from this book. Discuss.*

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### Chickens / Pollos (continued)

#### FOCUS OF INSTRUCTION

- Text detail
- Identifying and using pattern to predict

*What does this sentence tell you? (who or what they do)*

- If *Pigs Peek*, *Powwow*, or *At the Horse Show* is familiar to the children, remind them that this book has the same structure of short, crisp sentences.

*What do you expect to change on the next page? (verb)*

*Page 5: Scan the text with your eyes. What do you notice that is the same in "chicken" and "peck"? What extra information does this page give?*

*Page 6: Who is "they"?*

*Page 7: What do you notice about the text? What kind of text will be on the next page and why? (answer to question)*

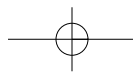
#### FOLLOWING THE READING

- Using pattern

*What information have we gathered about chickens? Show the page that matches what you say.*

*Think about the pattern that the author used at the beginning of the book.*

*How could you use that to write about another animal?*



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### Chickens / Pollos (continued)

<b>Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading</b>	
<b>FINISH THIS THOUGHT</b>	<i>Chickens peck at the ground because . . . When chickens run, they . . .</i>
<b>USE YOUR MEMORY</b>	<i>What happened at the end of the story? What word told you that the chicken liked the worm?</i>
<b>WHAT'S YOUR OPINION?</b>	<i>Why do you suppose chickens like to eat corn and grain?</i>
<b>BE CREATIVE</b>	<i>Pretend you are a worm and you see a chicken coming toward you. What will you say to the chicken so that the chicken doesn't eat you? What will the chicken say to you?</i>
<b>VOCABULARY AGENT</b>	<i>Name 5 words that start with 'gr' like you see at the beginning of <b>ground</b> and <b>grain</b>.</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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