

# Books for Young Learners Teacher Resource

## Book Notes

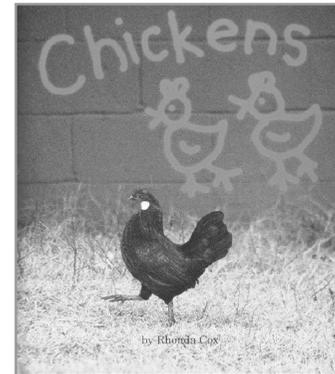


### Chickens

Author and Photographer Rhonda Cox

8 pages ■ 23 words

Pollos ■ 24 words



Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S	G		I				

S = Shared G = Guided I = Independent

### Chickens

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#### 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

#### INTRODUCING THE BOOK

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