

LESSON 1: CHICKEN LITTLE

PRIMARY FOCUS OF LESSON

Reading

- Students will identify character, plot, and setting in familiar stories. [RL.K.3]
- Students will describe the actions of the main character in a literary text. [RL.K.3]

Language

- Students will demonstrate an understanding of the Tier 3 word sly. [L.K.5c]

Writing

- Students will sequence the beginning, middle, and end of literary text. [W.K.3]

Formative Assessment

- Activity Page 1.1 - Sequencing Beginning, Middle, and End: Students will sequence images illustrating the beginning, middle, and end of "Chicken Little" in order to retell the plot of the story. [W.K.3]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
Domain Introduction	Whole Group	10 min	<input type="checkbox"/> various storybooks
Core Connections			
Read-Aloud			
Purpose for Listening	Whole Group	30 min	
"Chicken Little"			
Comprehension Questions			
Word Work: <i>Sly</i>			
This is a good opportunity to take a break.			
Application			
Sequencing Beginning, Middle, and End	Independent	20 min	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Image Cards <input type="checkbox"/> scissors <input type="checkbox"/> glue <input type="checkbox"/> paper
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 1.2

CORE VOCABULARY

acorn, n. the seed of an oak tree

Example: An acorn fell from the tree.

Variation(s): acorns

den, n. a cave-like home of some wild animals

Example: The red fox ran into his den to hide.

Variation(s): dens

sly, adj. sneaky, secretive, and clever

Example: She had a sly plan to trick her brother.

Variation(s): slyer, slyest

Vocabulary Chart for "Chicken Little"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	acorn den sly		
Multiple Meaning			
Sayings and Phrases	the sky is falling		



INTRODUCING THE READ-ALLOUD

Reading:

- *Students will identify character, plot, and setting in familiar stories. [RL.K.3]*

DOMAIN INTRODUCTION

- Tell students that over the next several days, they will hear a number of stories. Tell them that some of the stories may be familiar to them, and some may be completely new.
- Show students the different storybooks you have gathered and pass them around the room.
- As books are passed around, have students identify the author, illustrator, and title page of the book. Discuss the role of an author and illustrator. Refer back to those terms frequently throughout the domain.
- Have students talk about some of their favorite stories, recounting the events of these stories and describing major characters.

CORE CONNECTIONS

- Tell students you will define and describe words that are commonly used when talking about stories.
- Explain that stories are often created from people's imaginations. Such made-up stories are called fiction.
 - Discuss stories that students are familiar with in terms of whether or not they are examples of fiction.
- Explain that a character in a story is who the story is about.
 - Characters can be people or animals in the story. Most of the characters in the stories in this domain are animals that can talk.
 - Discuss stories that students are familiar with in terms of main characters.

CORE CONNECTIONS

- Explain that the plot of a story is what happens in the beginning, middle, and end of a story. A plot includes the major events of a story.
- Explain that the setting of a story is where a story takes place. For example, the setting of a story about students might be a school.
 - Discuss stories that students are familiar with in terms of their setting.

Reading

- *Students will describe the actions of the main character in a literary text. [RL.K.3]*

Language

- *Students will demonstrate an understanding of the Tier 3 word sly. [L.K.5c]*

PURPOSE FOR LISTENING

- Tell students they are going to listen to a story called “Chicken Little,” in which the main character, Chicken Little, makes a silly mistake and becomes scared.
- Tell students to listen carefully to the story to find out what silly mistake Chicken Little makes and why it makes her scared.
- Remind students that this story is fiction, meaning it is made-up and cannot really happen.
- If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.

CHICKEN LITTLE

One fine morning, Chicken Little went out to the woods. As she walked along, an acorn fell on her head. Chicken Little was a silly little chicken, and she often made silly mistakes. Chicken Little thought the acorn was a part of the sky!

Chicken Little was so caught by surprise that she worked herself into a tizzy. "Oh dear me!" she cried. "The sky is falling. I must go and tell the king!" What does Chicken Little think is part of the sky?

[Point to the acorn in the illustration.] An acorn is the seed of an oak tree. Is an acorn part of the sky?



CHICKEN LITTLE

On her way to see the king, Chicken Little met Henny Penny. "Henny Penny, the sky is falling!" cried Chicken Little.

"How do you know?" asked Henny Penny.

"A piece of it fell on my poor head," said Chicken Little, rubbing her poor little noggin with the memory of it. *The word piece means a small part of something.*

"Then let us go and tell the king!" said Henny Penny, who now felt quite worried as well. *Is the sky really falling? Why does Henny Penny think it is?*



CHICKEN LITTLE

So Henny Penny and Chicken Little ran along until they met Goosey Loosey.

“Goosey Loosey, the sky is falling!” cried Henny Penny.

“How do you know?” asked Goosey Loosey.

“A piece of it fell on my poor head,” said Chicken Little.

Goosey Loosey looked at Henny Penny, who nodded in agreement.

“Then let us go and tell the king!” said Goosey Loosey, who could not help but believe her friends.



CHICKEN LITTLE

So Goosey Loosey, Henny Penny, and Chicken Little hurried along until they met Ducky Lucky.

"Ducky Lucky, the sky is falling!" cried Goosey Loosey.

"How do you know?" asked Ducky Lucky.

"A piece of it fell on my poor head," said Chicken Little. Henny Penny and Goosey Loosey stood nodding their heads, wide-eyed, next to Chicken Little.



CHICKEN LITTLE

Ducky Lucky looked at her three friends, and became worried because they were so worried. "Then let us go and tell the king!" said Ducky Lucky.

So Ducky Lucky, Goosey Loosey, Henny Penny, and Chicken Little ran along until they met Turkey Lurkey, who was certainly the biggest of the birds.

"Turkey Lurkey, the sky is falling!" cried Ducky Lucky.

"How do you know?" asked Turkey Lurkey.



CHICKEN LITTLE

"A piece of it fell on my poor head," said Chicken Little. Henny Penny, Goosey Loosey, and Ducky Lucky stood behind Chicken Little, flapping their wings with worry.

"Then let us go and tell the king!" said Turkey Lurkey, for who was he to disagree with four scared friends?

So the five feathered friends ran along until they met Foxy Loxy.



CHICKEN LITTLE

"Foxy Loxy, the sky is falling!" cried Turkey Lurkey.

"Oh, is that so?" said sly Foxy Loxy, who knew better, but pretended to believe the five trembling birds. *The word sly means being sneaky in a secretive and clever way.* "If the sky is falling, you'd better keep safe in my den, and I will go and tell the king for you." *The den is the fox's home. Do you think they should go into the fox's den?*



CHICKEN LITTLE

So Chicken Little, Henny Penny, Goosey Loosey, Ducky Lucky, and Turkey Lurkey followed Foxy Loxy into his den. The dust in the den made Chicken Little sneeze. Achoo! The force of the sneeze made Chicken Little come back to her senses. *This means that Chicken Little stopped being silly and thought carefully about where she was and what she was doing.*



CHICKEN LITTLE

“Wait!” cried Chicken Little. “Birds are supposed to stay away from foxes!”

Henny Penny, Goosey Loosey, Ducky Lucky, and Turkey Lurkey looked at each other in amazement. “You are right!” they cried.

And so the five feathered friends ran out of the cave and never went back there again. And from that day on, they thought very carefully before believing that the sky was falling again.



CHECK FOR UNDERSTANDING

One-Word Answer:

Did a piece of the sky really fall on Chicken Little's head?

CHECK FOR UNDERSTANDING

One-Word Answer:

Did a piece of the sky really fall on Chicken Little's head?

no

CHECK FOR UNDERSTANDING

One-Word Answer:

What did fall on Chicken Little's head?

CHECK FOR UNDERSTANDING

One-Word Answer:

What did fall on Chicken Little's head?

acorn



COMPREHENSION QUESTIONS

(Literal)

1a. Who is the main character in this story?

COMPREHENSION QUESTIONS

(Literal)

1a. Who is the main character in this story?

Chicken Little is the main character in this story.

COMPREHENSION QUESTIONS

(Literal)

1b. What is a character?

COMPREHENSION QUESTIONS

(Literal)

1b. What is a character?

A character is a person or talking animal in a story.

COMPREHENSION QUESTIONS

(Literal)

2. What happens in this story?

COMPREHENSION QUESTIONS

(Literal)

2. What happens in this story?

Answers may vary, but should include the main plot points: An acorn falls on Chicken Little's head; Chicken Little thinks the acorn is a piece of the sky falling; Chicken Little tells others that the sky is falling; Foxy Loxy tries to trick the animals that believe the sky is falling; the animals get away from Foxy Loxy.

COMPREHENSION QUESTIONS

(Literal)

3a. Does Foxy Loxy believe the sky is falling?

COMPREHENSION QUESTIONS

(Literal)

3a. Does Foxy Loxy believe the sky is falling?

No, Foxy Loxy does not believe the sky is falling, but he pretends he does in order to trick the other animals.

COMPREHENSION QUESTIONS

(Literal)

3b. What kind of animal is Foxy Loxy?

COMPREHENSION QUESTIONS

(Literal)

3b. What kind of animal is Foxy Loxy?

Foxy Loxy is a sly fox.

COMPREHENSION QUESTIONS

(Literal)

3c. Who in the story believes Chicken Little when she says the sky is falling?

COMPREHENSION QUESTIONS

(Literal)

3c. Who in the story believes Chicken Little when she says the sky is falling?

Henny Penny, Goosey Loosey, Ducky Lucky, and Turkey Lurkey all believe Chicken Little when she says the sky is falling.

COMPREHENSION QUESTIONS

(Evaluative)

4. Remember that “Chicken Little” is made-up and created from a writer’s imagination. Made-up stories are called fiction. Which parts of the story tell you that “Chicken Little” is fiction, or a made-up story?

COMPREHENSION QUESTIONS

(Evaluative)

4. Remember that “Chicken Little” is made-up and created from a writer’s imagination. Made-up stories are called fiction. Which parts of the story tell you that “Chicken Little” is fiction, or a made-up story?

The sky cannot actually fall, and animals cannot actually talk.

COMPREHENSION QUESTIONS

(Evaluative) Think Pair Share

5. How would you describe the character

Chicken

Little—wise, foolish, or brave? Why?

COMPREHENSION QUESTIONS

(Evaluative) Think Pair Share

5. How would you describe the character

Chicken

Little—wise, foolish, or brave? Why?

Answers may vary, but should include support from the read-aloud.

WORD WORK: SLY

1. In the read-aloud you heard, “‘Oh, is that so?’ said sly Foxy Loxy, who knew better, but pretended to believe the five trembling birds. ‘If the sky is falling, you’d better keep safe in my den, and I will go and tell the king for you.’”
2. Say the word **sly** with me.
3. When someone is sly, they are sneaky, secretive, and clever.
4. The sly cat waited patiently by the mouse hole.
5. Have you ever heard a story about a sly character? Tell me why you thought this character was sly. Try to use the word sly when you tell about it. “A sly character I heard of was _____. S/he was sly because ...”
6. What’s the word we’ve been talking about?

WORD WORK: SLY

Making Choices activity for follow-up:

I am going to describe several situations. If the things I say are examples of a person being sly, say, “That person is sly.” If the things I say are not examples of a person being sly, say, “That person is not sly.” Remember to answer in complete sentences.

- My cousin planned a surprise party for me.

WORD WORK: SLY

Making Choices activity for follow-up:

I am going to describe several situations. If the things I say are examples of a person being sly, say, “**That person is sly.**” If the things I say are not examples of a person being sly, say, “**That person is not sly.**” Remember to answer in complete sentences.

- My cousin planned a surprise party for me. (**That person is sly.**)
- Raul’s older brother always lets his mother know where he will be after school.

WORD WORK: SLY

Making Choices activity for follow-up:

I am going to describe several situations. If the things I say are examples of a person being sly, say, “**That person is sly.**” If the things I say are not examples of a person being sly, say, “**That person is not sly.**” Remember to answer in complete sentences.

- My cousin planned a surprise party for me. (**That person is sly.**)
- Raul’s older brother always lets his mother know where he will be after school. (**That person is not sly.**)
- Luis makes a lot of noise in his hiding place when playing hide and seek.

WORD WORK: SLY

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- My cousin planned a surprise party for me. (**That person is sly.**)
- Raul’s older brother always lets his mother know where he will be after school. (**That person is not sly.**)
- Luis makes a lot of noise in his hiding place when playing hide and seek. (**That person is not sly.**)
- My grandfather gave me a wink before secretly handing me an extra cookie.

WORD WORK: SLY

Making Choices activity for follow-up:

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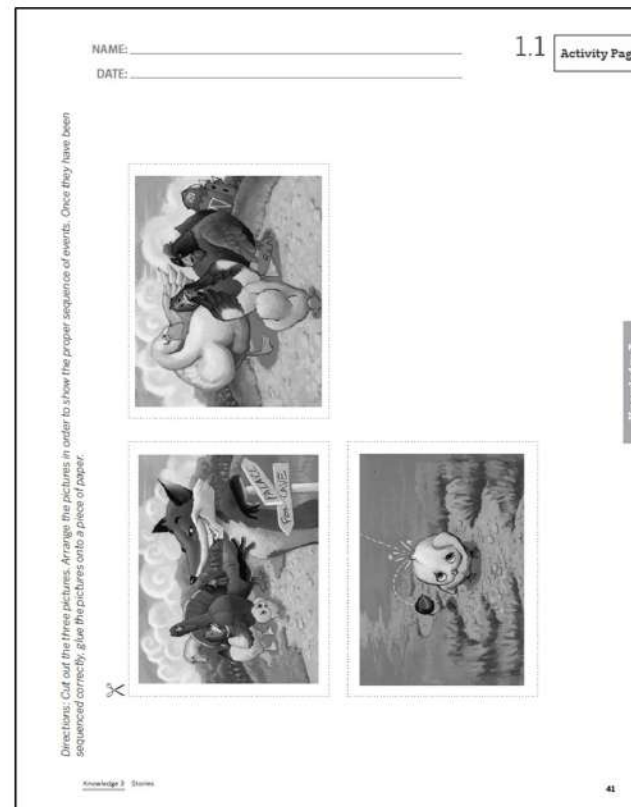
- My cousin planned a surprise party for me. (**That person is sly.**)
- Raul’s older brother always lets his mother know where he will be after school. (**That person is not sly.**)
- Luis makes a lot of noise in his hiding place when playing hide and seek. (**That person is not sly.**)
- My grandfather gave me a wink before secretly handing me an extra cookie. (**That person is sly.**)

Writing

- *Students will sequence the beginning, middle, and end of literary text. [W.K.3]*

SEQUENCING BEGINNING, MIDDLE, AND END

- Have students turn to Activity Page 1.1, and call students' attention to the three images.
- Explain that each of the three images shows a different point in the plot of "Chicken Little." One shows an event that happens in the beginning, one shows an event from the middle, and another shows an event from the end.



CHECK FOR UNDERSTANDING

Making Choices:

Is the plot of a story what happens in the story or is it where a story takes place?

CHECK FOR UNDERSTANDING

Making Choices:

Is the plot of a story what happens in the story or is it where a story takes place?

what happens in the story

SEQUENCING BEGINNING, MIDDLE, AND END

- Review the story events pictured in each of the three images on the page. Then, have them cut out the images, and put them in order to show the beginning, middle, and end of the story.
- Tell students that when you sequence events, you put them in order by what happened first, next, and last. It is similar to retelling a story from beginning to middle to end.
- Circulate around the room as students order the three images. As they complete this step, have them retell you the story using the images.
- Once students are sure they have sequenced the images correctly, have them glue the images in order onto a piece of paper.

USING THE PREPOSITIONS ON AND OFF

- Have students look at the first picture on completed Activity Page 1.1.
- Have students choose a word to orally fill in the blank in this sentence, "The acorn fell ____ Chicken Little's head."



USING THE PREPOSITIONS ON AND OFF

- Have students look at the first picture on completed Activity Page 1.1.
- Have students choose a word to orally fill in the blank in this sentence, "The acorn fell ____ Chicken Little's head." (on)



USING THE PREPOSITIONS ON AND OFF

- Tell students to look at the second picture in the sequence. Chicken Little is talking to the other animals. Tell students to fill in the blank in this sentence, "A piece of it fell ____ my poor head," said Chicken Little."



USING THE PREPOSITIONS ON AND OFF

- Tell students to look at the second picture in the sequence. Chicken Little is talking to the other animals. Tell students to fill in the blank in this sentence, "A piece of it fell ____ my poor head," said Chicken Little." (**on**)



USING THE PREPOSITIONS ON AND OFF

- Ask students what the word on means in those two sentences. (It tells where something is.)
- Have students work in pairs to orally create a sentence that uses the preposition on. Have pairs share their sentences with the whole class. Provide support to students who have difficulty creating a complete sentence.
- Ask students what the opposite of on is. (off)
- Have students work in pairs to orally create a sentence that uses the preposition off. Have the pairs share their sentences with the whole class. Provide support to students who have difficulty creating a complete sentence.

TAKE-HOME MATERIAL

Family Letter:

• Send home Activity Page 1.2

NAME: _____	1.2	Take Home
DATE: _____		
<p>Dear Family Member,</p> <p>Over the next several days, your child will be learning about classic stories including:</p> <ul style="list-style-type: none">• "Chicken Little"• "The Three Little Pigs"• "The Three Billy Goats Gruff"• "The Wolf and the Seven Little Kids"• "The Bremen Town Musicians" <p>Your child will also learn the terms <i>setting</i>, <i>plot</i>, and <i>character</i> and will use them to talk about the stories s/he will hear. Below are some suggestions for activities that you may do at home to continue to enjoy stories with your child.</p> <p>1. Words to Use</p> <p>Below is a list of some of the words that your child will use and learn about from the stories. Try to use these words as they come up in everyday speech with your child.</p> <ul style="list-style-type: none">• <i>sly</i>—The sly cat waited for the mouse to look for the cheese.• <i>blazing</i>—Don't look at the blazing hot sun; it will burn your eyes.• <i>perched</i>—Look at that bird perched on the edge of the branch. <p>2. Character Illustration</p> <p>Have your child draw a picture of his/her favorite character from a book or story s/he has heard recently. Then have your child explain to you why this character is his or her favorite character.</p> <p>3. Theater at Home</p> <p>Encourage your child to retell stories from school. Then, have family members help perform the stories.</p> <p>4. Read Aloud Each Day</p> <p>Set aside time to read to your child every day. The local library has many story collections for you to share with your child.</p>		
Knowledge 3 Stories		43

Name: _____

Chicken Little Comprehension

1. Who is the main character of the story?





2. What did fall on Chicken Little's head?





Name: _____




Chicken Little Sequencing

1

2

¿NECESITAS ACTIVIDADES
COMPLEMENTARIAS?

4. Who doesn't believe Chicken Little?

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3

4

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