Title/Author: *One Hen* by Katie Smith Milway; illustrated by Eugenie Fernandes

Suggested Time to Spend: 5 days (20 minutes each day)

Common Core grade-level ELA/Literacy Standards: RL.1.1, RL.1.2, RL.1.3, RL.1.7; W.1.2, W.1.8; SL.1.1, SL.1.2, SL.1.4, SL.1.5; L.1.1, L.1.2

Lesson Objective: Students will listen to a multicultural read-aloud and use literacy skills (reading, writing, and speaking & listening) to understand the big idea of the text.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

* How can one person (young or old) can make a big difference in his/her community and make it a better place for all?
* One key takeaway is that Kojo begins as a small boy impacting and bettering life for his family, which evolves into his entire community throughout his life.

Synopsis

This is a story of how changes happen in the world, one person, one family, one community at a time. The story takes place in Ghana, West Africa where a little boy named Kojo and his mother live. They have just enough money to get by. The community offers Kojo a loan to slowly grow his business from one hen to a poultry business that impacts his family, community and ultimately the country.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *One Hen* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/2557/one-hen-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| FIRST READING:  Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused.  ***\*This story should be read over 1-2 days, for the first read. If read over two days, on the second day, the teacher should read the one sentence in large font that sums up the main idea per two pages as a review until the point where the class stopped previously and then continue reading the full text from that point.*** | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| SECOND READING:  Knowledge demands:   1. *Where does Kojo live? (Pages 4-7)* 2. *What is village life like for Kojo? (refer to the illustrations on pages 4-6, 10-11) What more information can you get about village life from the pictures?* 3. *How does the village change because of Kojo’s farm? (pages 22, town vs. page 4, village)*   ***Activity:***  Draw a scene from Kojo’s village and write two complete sentences about your scene.  The following sentence frame may be utilized to support the writing:  My scene from Kojo’s neighborhood includes \_\_\_\_\_\_. | Village in Ghana, West Africa  Mud huts, no cars, grass and elephants and other animals, people carry items on their heads, people grow their own food they sell food from the ground and tables, people carry food on their heads; kids sell food, there’s no cashier; people only go to the market on “market day, Saturday”  His farm gets bigger and more people work there so the village has a lot more homes. There are more homes made of cinder block instead of mud homes; there are two story buildings, cars, paved streets; more shops are needed  Students will draw a scene, based on evidence from the text, including farming, mud huts, the market, etc. |
| THIRD/FINAL READING:  Refer students to the rich illustrations as well as words they hear from the read aloud to identify key ideas and details.  Use a graphic organizer to chart responses regarding Kojo at different times in his life and how his community is helped and changes.   1. *Who’s the main character of the story?* 2. *What do we know about him at the beginning of the story? (Pages 4-9)* 3. *What idea does Kojo have to help his mother support the family? (Pages 7-8)* 4. *What can you tell me about Kojo’s character (the kind of person he is) from what we read and see on pages 8-9?*   *“He dreams about the future”, what from the picture shows us this?*   1. What more can you tell me about Kojo’s character (the kind of person he is) from what read or see on pages 10 -13? 2. Now what more can you tell me about Kojo’s character? (pages 16-21)   *College years and life after college*   1. By the end of the story, what can you say about the type of person Kojo is? (page 25) | Chart students’ responses (see below) on the class chart.  The T-chart will include:  Evidence/What does this tell us about Kojo’s character?  Kojo is the main character.  He’s a little boy who lives in a small village. He is poor and he doesn’t wear shoes. He works to help his mother by carrying wood.  Kojo’s idea is to buy a chicken to have eggs to sell and eat.  The illustration shows us…  He’s caring because he carefully carries his chicken, covering her in the basket. He’s a big dreamer because he dreams of owning more hens and building more coops (chicken houses) and building the farm bigger.  (Student responses may vary.)  He’s careful and responsible - “clutches his egg money tightly so he won’t lose it”; He and his mother eat two eggs and sells 3 at the market.  He’s resourceful - he gathers the “loose grains and fallen fruit to feed his hen.”  He’s wise - he saves money to pay back the loan. He then saves money to buy more hens and to go back to school.  He doesn’t give up and shows perseverance. He’s responsible and takes care of his family (wife, children, mother), improves his home, and helps others in the community by giving them work.  Kojo cares about his grandchild, his community, country and all of their futures.  He keeps building his chicken business, supports his family, provides food to families in other countries in Africa, gives jobs to many more people, and helps build schools, roads and health clinics with the taxes he pays. |

FINAL DAY WITH THE BOOK - Culminating Task

Retell: Whole group recap

Page 4 and ask students to discuss in partners, What do you know about Kojo’s character?

Page 18-21, ask students to discuss in partners, What more do you know about Kojo’s character?

Page 25, ask students to discuss in partners, What more do you know about Kojo’s character?

Task: Students will write and illustrate to the following question:

What can you say about the type of person Kojo is and how he changed his community for the better?

(For students needing language support, Refer to the graphic organizer created earlier in the lesson.)

Kojo is a hard worker and helps others. He helps his mother by buying a chicken to have eggs to eat and then sell. Kojo works hard to build a chicken farm and helps his family by building them a better home of cinder blocks and stucco. Kojo shows he is generous and thinks of others by giving jobs to other people and helping their families. He continues to work hard and grows his farm helping the people in his country by helping to build roads, schools and health clinics. (Students would also provide illustrations to support writing).

Vocabulary

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| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 5 – hoists – to lift up  Page 5 – bundle – to put together  Page 7 – village – a place where a group of people live  Page 8, 12, 16 - coop – home of the chicken  Page 10 – clutches - to hold tightly  Page 12, 16 - flock – a large group of birds  Page 15 – scholarship – money for school that is earned because of great work done by the student  Page 15 – college – schooling for adults so that they can do well in a job  Page 16 – headquarters – a main area for a business  Page 19, 20 – cinderblock – large block made of concrete used to build homes  Page 19 – clever - smart  Page 21, 23 – wages - money earned  Page 23 – improve - to make better  Page 24 – poultry – chicken | Page 5, 12 – collect – gather something  Page 7 - profit – money earned after you pay back what you owe  Page 7 – borrow – to take and use with the intention of returning it  Page 7 – market – a place where things are sold and bought  Page 7 – transport – to move from one place to another  Page 8, 24 – neighboring – next to  Page 8 – future – when something hasn’t happened yet  Page 10 – proud – feeling good about something you’ve done  Page 7, 16, 23 – loan – money that is given with the promise that you pay it back  Page 12 – savings – money that you don’t spend  Page 15 – resources – things that are helpful  Page 15 – practical – makes sense  Page 25 – trade – getting something for giving something |

Extension learning activities for this book and other useful resources

* Watch a short clip on chicken farms (Sesame Street/PBS)
* Look at videos comparing and contrasting farming in the US and West Africa with a focus on the geography

*Building awareness of West African culture and life by comparing and contrasting it to life in the USA. In addition to addressing the literacy standards cited on the first page, this lesson addresses Hist/Social Science standards as well. In this lesson, CA Hist/Soc Sci standard 1.4 is also addressed. “*Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.” You may want to consider if this lesson supports Soc. Sci standards of your state.

* Look at video about children’s life in West Africa (compare and contrast with life in the US)
* Brainstorm and implement idea(s) students can do to contribute to their community (school, home, and/or another country) (UNICEF)
* Ask students to compare and contrast their neighborhood with Kojo’s village. This can be done orally, in writing, and/or in a graphic organizer. Provide students with a word bank of comparing and contrasting words. *Note: This is particularly supportive of English Language Learners.*

Note to Teacher

* The back of the book contains information about the real Kojo whom the story was based on. In addition, there are brief stories of other people who demonstrated hard work and determination to make a difference for themselves and their families.
* You may have students who are learning English as a second language. Further considerations may be needed in the lessons to support students’ language development and encourage participation.

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

810

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

**Meaning/Purpose**

This is a narrative non-fiction which makes it easily accessible by K-2 students.

The story has a basic syntax structure.

Most of the sentences are simple; not complex.

Vocabulary is simple with the exception of some African words and family names.

Interdependence: Community supports individuals and individuals give back to the community creating a symbiotic relationship. (pages 7, 21, 23, 24)

Relentlessness (page 13-16)

**Structure**

* Ashanti region of Ghana (page 7)
* Village vs. city (page 7)
* Community loan (page 7)
* Economics (community market-global market), understanding how investment works (pages 11, 16 & 24)

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

*What will challenge my students most in this text? What supports can I provide?*

The illustrations are rich and complex. The vocabulary is somewhat complex and subject specific. There are numerous references to other cultural elements. The text explores themes of varying levels of complexity.

*How will this text help my students build knowledge about the world?*

Students will compare and contrast everyday life in different places around the world.

1. **Grade level**

*What grade does this book best belong in?*

As a read-aloud, this book suits students in Grades 1.

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