Title/Author: Clucky the Hen, by Mar Pavón

Suggested Time to Spend: 5 Days (Recommendation: two sessions per day, at least 20 minutes per day)

Lesson Objective: Students will be able to use reading, writing, speaking and listening skills to describe Clucky the hen.

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 does the Clucky the Hen learn to ignore the gossip and the rumor that has spread all over the world about her? The big idea: Clucky the Hen can be clumsy and forgetful, but she loves her chicks and they love her despite her shortcomings. This story is about learning to forgive even if there are rumors that fly from the farm to outer space ... they are just rumors and not the truth.  
     
   Synopsis  
   Clucky is a nice and affectionate hen, but also clumsy and clueless. Her three chicks, however, are clear that they would not change her for anything in the world, because the love they feel for her forgives everything. But an ill-intended rumor begins to circulate through the chicken coop... A delicious story in verse, ideal to learn to accept the defects of those around us and to ignore the gossip.
2. 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. Regardless, you will evaluate text complexity with your own students in mind and make adjustments to the lesson pacing and even the suggested activities and questions.
3. 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.*

The Lesson – Questions, Activities, and Tasks

The majority of questions, activities, and tasks should be based on the writing, pictures, and features unique to this text (be text specific). Questions that address text-to-self or text-to-world connections - what we like to call text *inspired* questions or activities - should be held until after the children have really gotten to know the book.

This template is designed to be flexible. Feel free to insert or delete rows as needed for additional questions, activities, or tasks. Questions, Activities, and Tasks are all aligned to the CCSS for ELA and can address any of the following through reading aloud rich selections:

* + Academic language exploration and learning (vocabulary and syntax)
  + Speaking and Listening activities
  + Writing activities
  + Language activities and questions
  + Creative performance tasks and activities that are text-specific or text-inspired
  + Foundational reading skills reinforcement where appropriate

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **First Reading:**  Read aloud the entire book (or chapter) with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | 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:**  This reading will focus on how the story is written using rhyme. Explain that a rhyme has words that sound the same at the end. Make an anchor table by having students identify the words that rhyme throughout the book. Students can illustrate the word in a publication to add it to the table. | For example:  Round, ground; bump, lump; name, same; wing, everything; another, mother; care, air |
| **Third Reading:**  **Text dependent questions:**  • Page [7] What happened to Clucky’s chicks?  • Page [11] What is the rumor that is being spread about Clucky by others?  • Page [19] What did Clucky forget when she was juggling his beak?  • Pages [26-27] Why did Clucky start crying on page 28?  • Pages [36-37] The rumor about Clucky started with the other chickens on the farm. Where did it stop? Give evidence of how you know it.  **Other general questions:**  • What other awkward or forgetful things did Clucky do?  • In what places was the rumor spread that Clucky was a terrible mother?  • Even when things were dismayed, what did Clucky always say to her chicks? | **Possible answers:**  • Clucky the chicken laid its eggs in the wrong place and they came tumbling down.  • Clucky is a terrible mother.  • Clucky was playing hide and seek and she forgot her chicks, they hid for a long time.  • Clucky felt like a failure and that she needed to give away her chicks.  • The rumors finally stopped with the planets, the moon and the stars because they knew it was a lie.  **Writing**:  Have students write about a time when they felt others were talking about them and did not tell the truth. How did it make you feel? How did you do things better?  For example: *It makes me sad when someone says they don't like my drawing. In response, I tell you beautiful things, so I hope the kindness spreads.* |
| **Fourth Reading:**  This reading will turn the book into a theater for the readers. Have the students play the role of Clucky, the chicks, and the narrator. Then the rest of the class can be responsible for the verse that is repeated throughout the book:  *“Clucky the hen is a terrible mother!”* |  |

Final Day with the Book: Final Task

The moral of the story is to accept the faults of those who love us and ignore the rumors that do not tell the whole truth. Play the telephone game, which begins with a simple phrase, such as “my favorite food is pizza.” Have students sit in a circle and whisper the phrase from student to student. Usually, the phrase is misunderstood and at the end it makes no sense at all. This looks a lot like gossip. This is to help students understand that when some speak to others without knowing the truth, it can be harmful. Instead of thinking about all the clumsy and forgetful things that Clucky the hen did, have the students can create a network of characters about everything good and great that Clucky did. Here is an example of a book of character traits that students could create using Clucky the hen.

Vocabulary

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| **These words deserve less time**  (These are concrete words and easy to explain/describe the events/processes, concepts, or experiences that students can relate.) | **These words deserve more time**  (These are abstract words and have multiple meanings or are part of a family of words with similar meanings.) These words are harder to process. |
| Page [3] – beneath - under  Page [5] – rumor - gossip  Page [5] – beak - the bill of a bird  Page [14] – juggling - to keep a few things moving constantly in the air by tossing and catching  Page [25] – calamity – a great disaster  Page [27] – pecks - kisses  Page [32] – black hole - invisible place in space that swallows completely anything that comes near | Page [9] – fret – to worry  Page [24] – mishaps - accidents  Page [24] – dismay – sadness  Page [25] – startled - surprised  Page [27] – cluckless - with no voice  Page [27] – smothered – to cover all over to prevent breathing |

Note for the teacher

There are many different ways to create networks of characters for Clucky the Hen. It could also be done on paper or other graphic organizers.

**What makes this a complex book?**

1. **Qualitative Measures**

Go to page<http://www.lexile.com/> and enter the title of the book that you will read aloud or use the Quick Book Search that can be found in the right corner between the book that you will read aloud, enter the title of the book that you will read aloud. The majority of the books will have the measure:

900 L

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

1. **Qualitative Characteristics**

Consider the four dimensions[[1]](#footnote-1) of the complex book shown below. Observe the specific examples of two opinions that are less complex.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

1. **Reader and tasks to consider**

What will challenge my students the most about this book? What support can I provide?

It is important to work with vocabulary words that require more merit and time. Although one of the reading is dedicated to vocabulary, it is important to model the thoughts when it comes to those words and demonstrate a thought out loud by remembering what that word means. The illustrations do a fantastic job of portraying the text and helping the reader understand what is happening in the book.

How will it help to enhance the knowledge of the world?

This text has a teaching which, in turn, will teach students a lifelong lesson that is to accept the faults of those around us, because no person is perfect. When one fails or makes a mistake, it is not good to tell and gossip about the situation. It is important that students learn kindness.

1. **Level**

At what level does this book belong?

It is appropriate for the First Grade.

1. For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf> [↑](#footnote-ref-1)