

Mrs Clucky's Chickens

GOALS

Comprehension

Discuss strategies for reading a play: What is a narrator? Which parts do the characters read? Predict what the play might be about from the cover.

Vocabulary

High-frequency Words: could, have, more, my, that, this, walk, who

Content Words: eggs, fifteen, five, kitchen, morning, pancakes, rain, tea, toast, warm

Phonemic Awareness

Identify syllables in words and clap as they are spoken

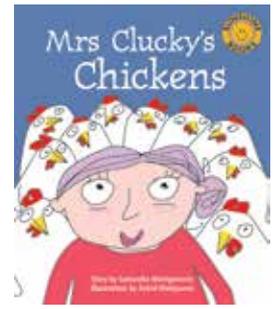
Phonics

Letters and Sounds: /cl/

Words to Blend and Segment: click, climb, clip, clop, cluck

Fluency

Read the play together as a Readers' Theatre before taking character parts in groups. Notice the repetitive parts.



Mrs Clucky opens the door on a rainy night. She lets her many visitors share her tea and toast.

Before Reading

- Together look at the cover. Discuss the apostrophe in *Clucky's*. Ask: Who do the chickens belong to? How many chickens can you see?
- Look at the title page. Ask: What do you see? How is this different from the front cover? Discuss strategies for reading a play. What is a narrator? Who are the characters? How many groups of chickens are there? Help students to predict what the play might be about.
- On page 2, ask: How do you know which parts the characters read? (The words in capital letters are the characters; they read the words that follow their names.)
- Talk/walk through the pictures. Ask: What is the setting for this play? (Mrs Clucky's house) Discuss what is happening to Mrs Clucky and the chickens on each page. Bring words like *eggs, fifteen, five, kitchen, morning, pancakes, rain, tea, toast, warm* into the conversation.
- On page 13, have students predict the ending.

Reading the Text

- Read the title together. Read the title page emphasising the different characters.
- On page 2, look at the picture. Ask: What is Mrs Clucky doing? Who speaks first? The narrator sets the scene or gives directions. What sound does rain make? Look at the words starting with p. (*pitters, patters*) Look for small words or chunks. (*it, pit, pit/ter, at, pat, pat/ter*) Break the words starting with s into sounds. (*splishes, splashes*) /s/ /p/ /l/ /i/ /sh/ /es/, s/ /p/ /l/ /o/ /sh/ /es. Read the narrator's words together.
- On page 3, ask: What is Mrs Clucky doing now? Read Mrs Clucky's part on page 2 together.
- Follow this pattern for each page, discussing the illustration, looking for key words and chunks of words and reading the words. Discuss how the repetitive parts help with reading the story. (*peck, peck, peck, pitter patter*) Ask: How do you use your voice with these parts? What do the exclamation mark and the question mark mean? How do you use your voice for these?
- Review the predictions for the ending made earlier. Turn the page to reveal the ending. Have students discuss what they see in the illustration. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the play. Prompt if needed.

- Discuss the sequence of events and the humorous ending. Use the back cover to discuss the order of the four pictures. What happened first, next and so on?
- Retell the text using the pictures on each page as a guide. What did the characters do on each page? What can you say about Mrs Clucky? How did Mrs Clucky feel at the end?
- How many chickens did Mrs Clucky make pancakes for? (30)
- Discuss the meaning of *Mrs*. Discuss the opposite – Mr. Could the story have a Mr Clucky and what would he look like? (a rooster) Students relate the titles (Mr/Mrs) to teachers or adults they know.
- Reread the play together, feeling the rhythm as they read the repetitive parts.

Phonemic Awareness

- Students listen to words you read to them to identify how many syllables they have. They raise the correct number of fingers. Then they repeat the words. (*cluck/y* (2), *chick/en* (2), *rain* (1), *warm* (1), *toast* (1), *peck* (1), *open* (2), *in/side* (2), *pit/ters* (2), *splish/es* (2), *splosh/es* (2).

Phonics

- Discuss the sound of the letter combination: cl- Write the words *click*, *climb*, *clip*, *clop*, *cluck* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words starting with cl- to write up on the board. Read them together. (*clown*, *clear*, *clock*, *clash*) Students record their own lists.

Word Study

- Talk about the words *could*, *have*, *more*, *my*, *that*, *this*, *walk*, *who*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *who* is a question word.
- Students find sound words or onomatopoeia, e.g. *pitters*, *patters*, *splishes*, *sploshes*. They invent some of their own and write them as shaped words to illustrate the sounds.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Students read the play together as a Readers' Theatre before taking the character parts in groups. Remind them to change their voices for the characters.

Writing

- Students make a time line noting the number of chickens that arrived each time and what Mrs Clucky did. They illustrate and label the time line, then use it to retell the play to the class.

Home/School Link

Take the book home and any related activity done in class to share with family.