

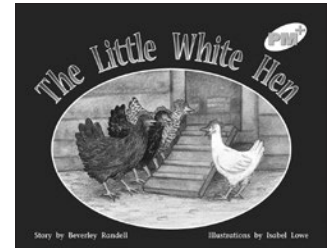
# The Little White Hen

PM Level 8

Yellow

**Text Type** Narrative

**Running Words** 159



## Preparing for Guided Reading

### Orientation to the Text

- Use selected photographs from *Chickens* (PM level 20/21) to familiarise students with hens. Talk about their size, feathers and the fact that they are birds and can lay eggs.

### Prior Knowledge

- The little white hen is a young pullet about to lay her first egg. Unaware of the dangers that are about in the farmyard, the little white hen decides that she doesn't want to lay her egg in the hen house.

### Key Language Structures

- Identify speech marks around the words spoken by the characters, e.g. "You can lay your egg in here," said the big hens.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

here, little, today, where

#### Content Words

cat, dog, grass, lay, roof, safe

### Decoding

- Teach students to apply their phonemic awareness to decode or predict words, e.g. r-oo-f, h-ou-se, l-ay

### Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

## Building the Balanced Reader

### Focusing on the Book – Guided Reading

- Study the cover illustration carefully. Establish the fact that the little white hen is in a farmyard. Read the title on the cover and again on the title page.

- Explain about nesting boxes and how these hens can run free in the yard. Ask, *Why do you think the little white hen wanted to lay her egg outside and not in the nesting boxes?*
  - Encourage students to use the initial letters and clues from the illustrations as they attempt unknown words.
  - Ask students to predict where the little white hen will go to lay her egg. Read the text to confirm the students' predictions.
  - Focus on the words *after all* on the last page, and explain to students that it means the hen changed her mind after trying other places to lay her egg.
  - Listen to the final sound: *today, lay, stay, away.*
  - Introduce the opposites: *inside, outside; up, down; big, little.*
  - Explain the compound words: *into, inside, outside.* Encourage students to break each word into two smaller words.
  - Discuss the reasons why it was not safe for the hen to lay her egg outside and why she eventually decided to lay her egg inside the hen house.
- Comprehension
- Where did the other hens lay their eggs? (*Literal*)
  - Why was it not safe for the little white hen to lay her egg outside? (*Inferential*)
  - Where does the little white hen lay her egg in the end? (*Inferential*)

### Follow-up Activities

- Using the dialogue from the book, ask students to act out the story. They may like to make masks from light card.
- As a guided-writing lesson, have students retell the story. Record their story on a chart. Read this retelling together. Compare the story book text with the retelling.
- Have each student use clay to make a model of the little white hen in a sitting position. Show them how to mark the feathers. When these models are dry, have students paint them and then place them in little cardboard boxes with straw or dried grass to represent nesting boxes.

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Date \_\_\_\_\_

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## Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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## Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up