

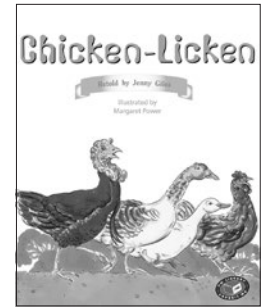
Chicken-Licken

PM Level 15

Orange

Text Type Narrative

Running Words 586



Preparing for Guided Reading

Orientation to the Text

- Write the words *Traditional tales* on a chart.
- Discuss the meaning of these words, and ask students to suggest some of their favourite traditional tales. List these titles on the chart.
- Choose one of the better known tales and ask students to retell it in their own words. Ask one student to start the retelling, with the others taking turns to add to the tale.
- Discuss how some details can change when the tale is retold, even though the storyline structure remains the same.

Prior Knowledge

- Discuss the characters that often appear in traditional tales. How are they different to real animals?
- Talk about animals in the wild, and how they find food. Discuss the special ways nature can assist them to stay safe and find food for themselves and their families.

Building the Balanced Reader

Vocabulary

Key vocabulary

could, never, once, upon

Content Words

acorn, den, fell, oak, tell

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when required.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; attending to print details.

Focusing on the Story – Guided Reading

- Discuss the title page illustration. Talk about the characters and the setting.

- Read the title. Note that the story has been retold.
- Read the illustrator's name.
- Direct students' attention to repetitive text features that are crucial to the story.
- Study the illustrations closely and talk about the characters' actions.
- Observe students carefully as they read the story independently.
- Revisit portions of the story and discuss cause-and-effect situations.
- Extend the text by staging the play. Students can make their own masks from a template.

Comprehension

- What did Chicken-Licken think when the acorn fell on her head? (*Literal*)
- Why did the fox say he would show the animals the way to the king? (*Inferential*)
- Why did all the animals want to go with Chicken-Licken to tell the king that the sky was falling? (*Inferential*)

Follow-up Activities

- Make a collage picture of some things that can be seen in the sky, e.g. clouds, birds, etc. This activity could be developed to extend the students' thinking about the sky at different times of the day and in different weather conditions.
- Plant acorns. Grow them in small pots. Record the growth of the young plants in diary form.
- Show students photographs of chickens hatching from eggs. Use the books *Chickens* (PM level 20/21) and *The Ugly Duckling* (PM level 18).
- Set up a simple orienteering trail or treasure hunt for students using positional vocabulary as clues.
- Retell the story in cartoon form using ink thumb prints. Students can draw facial features onto the thumb prints to make each character different.
- Ask students to write a book review of *Chicken-Licken*. Encourage them to share and discuss their ideas before writing. Publish this writing.
- Read one or two pages of *Chicken-Licken* to students. Read the pages with fluency and expression. Then read the pages again in a dull, flat voice. Discuss the importance of good expression when reading aloud to others. Record students' reading for others to listen to. Give students an opportunity to evaluate their own reading.

Chicken–Licken

Date _____

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Learning Intentions

- We are learning to integrate a variety of skills and strategies to decode unfamiliar words.
- We are learning to use a variety of comprehension strategies to predict or check meaning.

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Success Criteria

- I can use meaning, language structures and visual information to help me decode fluently.
- I can apply prior knowledge, think aloud, and attend to details in illustrations and print to bring greater meaning to the texts I read.

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Guided Reading Notes

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