



TITLE: CHICKEN LITTLE  
LEVEL: F



## INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book is about Chicken Little, who had an acorn fall on her head. She thought the sky was falling."
- "Turn to pages 2 and 3. Chicken Little said, 'The sky is falling. I must go and tell the king.'"
- "Turn the page. Different friends meet Chicken Little and want to go along. Here is Cocky Locky."
- "Now turn to page 11. Foxy Loxy said, 'I will show you a shortcut.'"
- "Turn to page 12. What does Chicken Little do?"
- "Turn back to the beginning of the book to read about Chicken Little."

## READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level F Prompting Guide for a list of desired reading behaviors and suggested actions to take.

## DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- Discuss why Chicken Little thought the sky was falling.
- Ask students to share other versions of the story they have heard.


## FOLLOW-UP TEACHING

Based on your observations of the students' reading, select one or two teaching points that will be most helpful to all students. You might:

- Have students locate the word asked. Make the word asked with magnetic letters. Show students how you can break the word into two parts. Slide ask to the left, then add ed.
- Practice reading together to make it sound like talking.




## You Will Need:

- Pocket chart
-  **Word cards** (*brag, bring, crack, cross, drink, drip, fright, from, grass, green*)

## EXTEND KNOWLEDGE OF WORDS AND LETTERS

*In this lesson, students listen for consonant cluster sounds.*

### Steps:

The  icon indicates that some of the resources needed to complete these steps are available for download at [pioneervalleybooks.com/pawprints-resources](http://pioneervalleybooks.com/pawprints-resources).

1. Explain to students that they are going to listen for sounds in parts of words.
2. Place the following words in random order in the pocket chart: *brag, bring, crack, cross, drink, drip, fright, from, grass, green*.
3. Point to the words, and ask students what they notice about all of the words. (Each word begins with two consonants, and the second letter is *r*.)
4. Say the words together, and ask if they can hear the two sounds at the beginning of the words.
5. Have students sort the words so that the words that start the same are together.

## SUPPORTING ENGLISH LANGUAGE LEARNERS

*Consider what additional challenges the lesson might present for English language learners.*

- Make sure that students are familiar with the story of Chicken Little.
- You may want to practice several language structures, such as, *The sky is falling!*

*For the Lesson Extension Activity for this book, go to [pioneervalleybooks.com/pawprints](http://pioneervalleybooks.com/pawprints).*