

Kip

written and illustrated by
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Teachers' notes

After waiting 3 weeks for our first clutch of eggs to hatch, one of the chicks couldn't make its way out of the egg. We watched and waited as the other chicks arrived and this one poked its beak through the shell and wriggled a lot. Slowly it wriggled less and less and it took too long to hatch. We decided to help even though this usually ends sadly. Very weak and a little small, this chick spent its first night warmed by a hot water bottle in the house with lots of cuddles and rubbing to keep it going. We called the chick, Kip, which is Dutch for chicken and also because it slept a lot. We really hoped it wouldn't be a rooster as we really loved this cute bundle of fluff.

But then one day with a shake of his feathers and a puff of his chest, COCK-A-DOODLE-DOO! Kip liked what he heard. We didn't. It wasn't too bad except for when he tried to rouse the hens at three in the morning each day. So, we tried to find a home for him where he wouldn't become someone's dinner! Until he moved to the country he slept in our house each night in a cat carrier so that he wouldn't upset the neighbours. He was an excellent alarm clock and no-one slept in for the six months we took to find him a home.

So, the book Kip was 'hatched', quite naturally it was a story to be told. We live in the city so having noisy animals can be a problem, especially if you want to stay friendly with the neighbours. Thankfully the neighbours never complained about him and they did miss him when he left. They did, however, complain about the recycle trucks that collect twice a week at six in the morning and the speeding cars along the road late at night. I decided it was the twist I needed in the story and that all it needed was to be told in pictures and not the words.

Before reading activities.

- From the cover, can we tell what the story is about?
- Who do you think Kip is?
- Where do you think Kip lives?
- How do we know this?
- How can we tell Kip is an important character in the story?

During reading activities.

- Look at the pictures in the book. Do the bright colours and the monotone colours tell different parts of the story?
- What are the monotone strips telling us?
- How do the illustrations help tell the story?
- Do you think the 'other' part of the story is planned? Why?
- How do the illustrations tell us about where Kip and the people live?
- How do sound and pictures work together in the story?
- How has the illustrator shown sound in the story?
- How is it different from the beginning of the book to the end?
- How is colour used in the sound picture and why?
- Look at the pictures of the neighbours. How can we tell how they are feeling?
- What does Mrs. Bea's face tell us about her feelings?
- What activities are happening in the neighborhood at different times of the day?
- Look at the end papers. What do they tell us about the story?

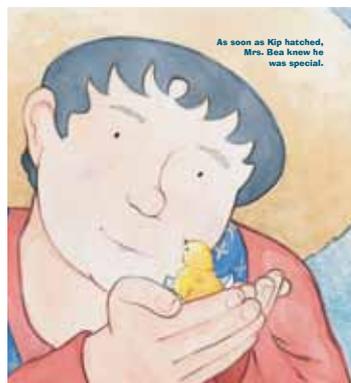
After reading activities.

Discussion questions.

- Do you like the title of the story? Why?
- What inspiration do you think the author used?
- Where do you think the author lives?
- What does the story say about the country and the city?
- Did Kip really stop the neighbours from doing their activities?
- Does Mrs. Bea get on with her neighbours? How can we tell?
- Do you think it is right for farm animals to live in the city?
- What differences are there between the written story and the illustrations?
- What other things could the neighbours do to help the situation with Kip?
- Do you think Mrs. Bea did the right thing?
- What else could Mrs. Bea have done?
- What would be a better type of animal for Mrs. Bea to keep?

Reading and writing

- Write a story about another farm animal living in the city.
- Write a story about a city animal moving to the country.
- Write a letter to Mrs. Bea explaining why it is so hard for you to do your work with Kip crowing.
- Read about how roosters grow, when they start to crow and why.
- Pretend it is your rooster. Write him a letter after he has been sent away.



Drama

- Dress up as the characters in the story and act it out.
- Make a recording of the story as a class to be listened to as you look at the book.

Art

- Draw sound words and think about what colours and shapes are needed make the sound on the page.
- Draw a picture of Kip in the city and then in the country.
- Make a collage of a city or country scene using cut out pieces from magazines. Use only one colour but in different tones.
- Make model of a picnic in the country.

Social studies/Science.

Find out:

- How long does a chicken's egg take to hatch?
- How long does it take until we can tell if a chick is a hen or a rooster?
- Research why roosters crow?
- Discuss the good things about having farm type animals in the city and what is bad.
- Research if there are easy ways to keep farm animals in the city.
- Visit a petting zoo/farm.
- Find out why roosters are important?
- Have a guest from a farm come and speak to your class.
- Invent a way to 'soundproof' a rooster. Make sure it isn't cruel.

