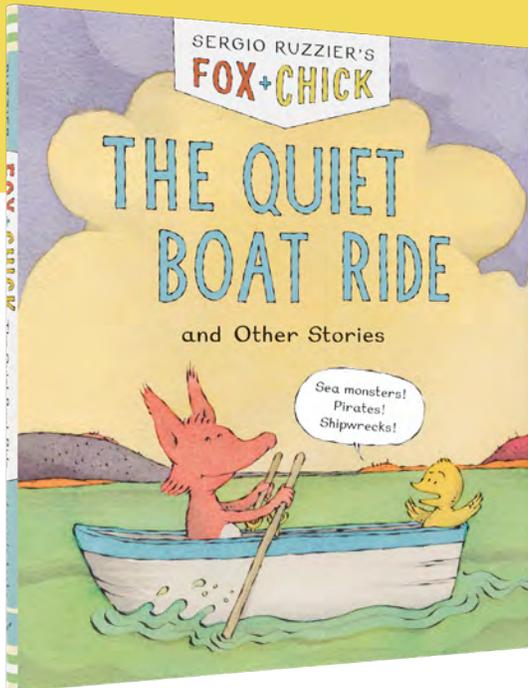


SERGIO RUZZIER'S
FOX+CHICK

BRING AN
 AUTHOR TO
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978-1-4521-5289-9 • \$14.99 HC
 Ages 5-8 • F&P Text Level Gradient: K
 Lexile® Measure: 370L



ABOUT THIS GUIDE

This teaching guide consists of activities that can be used when reading, teaching, or discussing *Fox + Chick: The Quiet Boat Ride and Other Stories*. The discussion opportunities and classroom extension activities in this guide are designed to be used in kindergarten through 3rd grade while the text is read as a whole group, in a small group, or independently.

Fox + Chick: The Quiet Boat Ride and Other Stories allows young readers to exercise a range of reading comprehension strategies, from gaining information about a story from the illustrations and text to determining causes and effects, analyzing character traits, predicting, and thinking creatively. The book also offers opportunities for students to complete mathematical, scientific, and artistic activities.

Notes throughout the guide correlate the questions and activities with specific standards including Common Core Language Arts Standards, Common Core Math Standards, Next Generation Science Standards, and National Core Art Standards. For more information on specific standards for your grade level, visit the Common Core website at www.corestandards.org, www.nextgenscience.org, and www.nationalartsstandards.org.

ACTIVITIES

Use these activities to extend student learning with *Fox + Chick: The Quiet Boat Ride & Other Stories*.

AQUATIC ANIMALS

- The front end sheets of the book feature images of fish, while the back end sheets and page 8 feature images of sea monsters. Use these images as the basis for exercises in which you have students research different types of aquatic animals and where they live. Ask students to find answers to the following questions:
 - What type of fish might Fox and Chick see if they were rowing a boat in a local pond?
 - What types of fish could be the ones that are illustrated on the front end sheets? Where do these fish live? Is it likely or unlikely that Fox and Chick would have encountered them?
 - What types of sea monsters could be the ones that are illustrated on page 8 and the back end sheets? Where do these sea monsters live? Is it likely or unlikely that Fox and Chick would have encountered them?

2-LS4-1. Biological Evolution: Unity and Diversity

Make observations of plants and animals to compare the diversity of life in different habitats.

CCSS.ELA-LITERACY.RI & RL.K-3.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-LITERACY.W.K-3.7

Participate in research projects.

WIND VANE

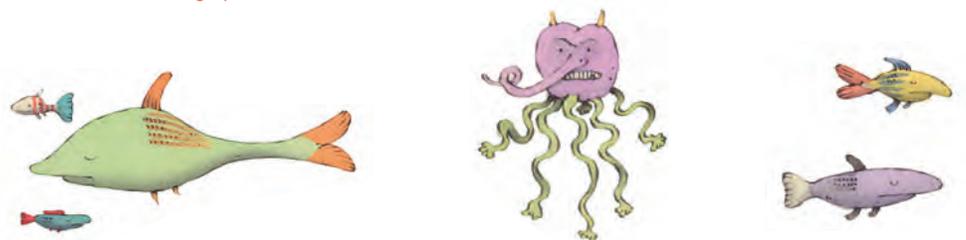
- The wind vane on top of Chick's house is shaped like a fish. From panel one to panel two the fish changes directions. Since some students might be unfamiliar with wind vanes (or weather vanes), share how wind vanes work. You could share the eHow video on weather vanes to show your class how these work: youtu.be/Umo-SYv-1sg.
- After building the background knowledge, have students make their own wind vane and use it (and other weather data) to build a weather report. For further resources, visit this website: www.sciencekids.co.nz/projects/windvane.html.

K-ESS2-1. Earth's Systems

Use and share observations of local weather conditions to describe patterns over time.

3-ESS2-1. Earth's Systems

Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.



FRACTIONS

- In “Chocolate Cake,” Fox talks Chick into sharing his chocolate cake. At the end of the chapter, on pages 28–29, we see Fox and Chick each eating a piece of chocolate cake while two other pieces sit on the tray. Have students cut a circle out of brown paper and decorate it like a cake. Use this “cake” to explore the idea of fractions.
 - First, ask students to cut the cake in half. Show that $\frac{1}{2}$ plus $\frac{1}{2}$ equals 1.
 - Then have them cut each half in half. Show that $\frac{1}{4}$ plus $\frac{1}{4}$ equals $\frac{1}{2}$, and that $\frac{1}{4}$ plus $\frac{1}{4}$ plus $\frac{1}{4}$ plus $\frac{1}{4}$ equals 1.
 - Finally, ask students to figure out how much cake is left if Fox has $\frac{1}{4}$ of the cake and Chick has $\frac{1}{4}$ of the cake. Show that $\frac{1}{4}$ plus $\frac{1}{4}$ equals $\frac{1}{2}$, and that $\frac{1}{2}$ subtracted from 1 equals $\frac{1}{2}$.

CCSS.MATH.CONTENT.3.NF.A.1

Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

CCSS.MATH.CONTENT.3.NF.A.3

Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

SUNRISE/SUNSET: TIME

- Ask students to refer to Chapter 3, “The Sunrise,” and, using clues from the illustrations, share what time of year they think it is.
- Using this inference, have students consult The Old Farmer’s Almanac Sunrise and Sunset Calculator to determine what time the sun would rise and what time it would set.
 - Extension activity: Why does the sun rise and set? Complete the Mystery Science activity “Why does the sun rise and set?” with your students: mysteryscience.com/astronomy/mystery-1/day-night-earth-s-rotation/73. This activity includes a 20-minute exploration into the science of sunrises and sunsets, a sky viewer activity, and two hours of extras.
- Ask students to look at Fox’s clock on page 32 and share how much time they think Fox left to get ready before sunrise.
- Next, ask students: If Fox and Chick missed sunrise by half an hour, what time did they get to the hill?
- Finally, ask students: If Fox and Chick stayed on the hill until sunset, how long did they stay there?

CCSS.MATH.CONTENT.1.MD.B.3

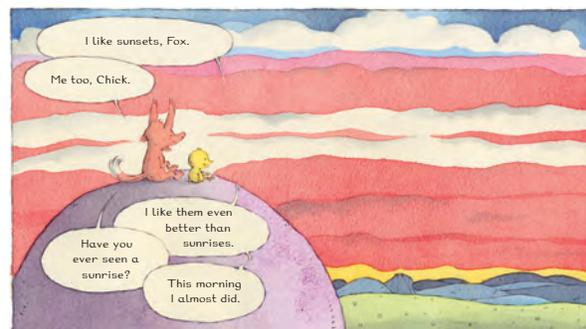
Tell and write time in hours and half-hours using analog and digital clocks.

CCSS.MATH.CONTENT.2.MD.C.7

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

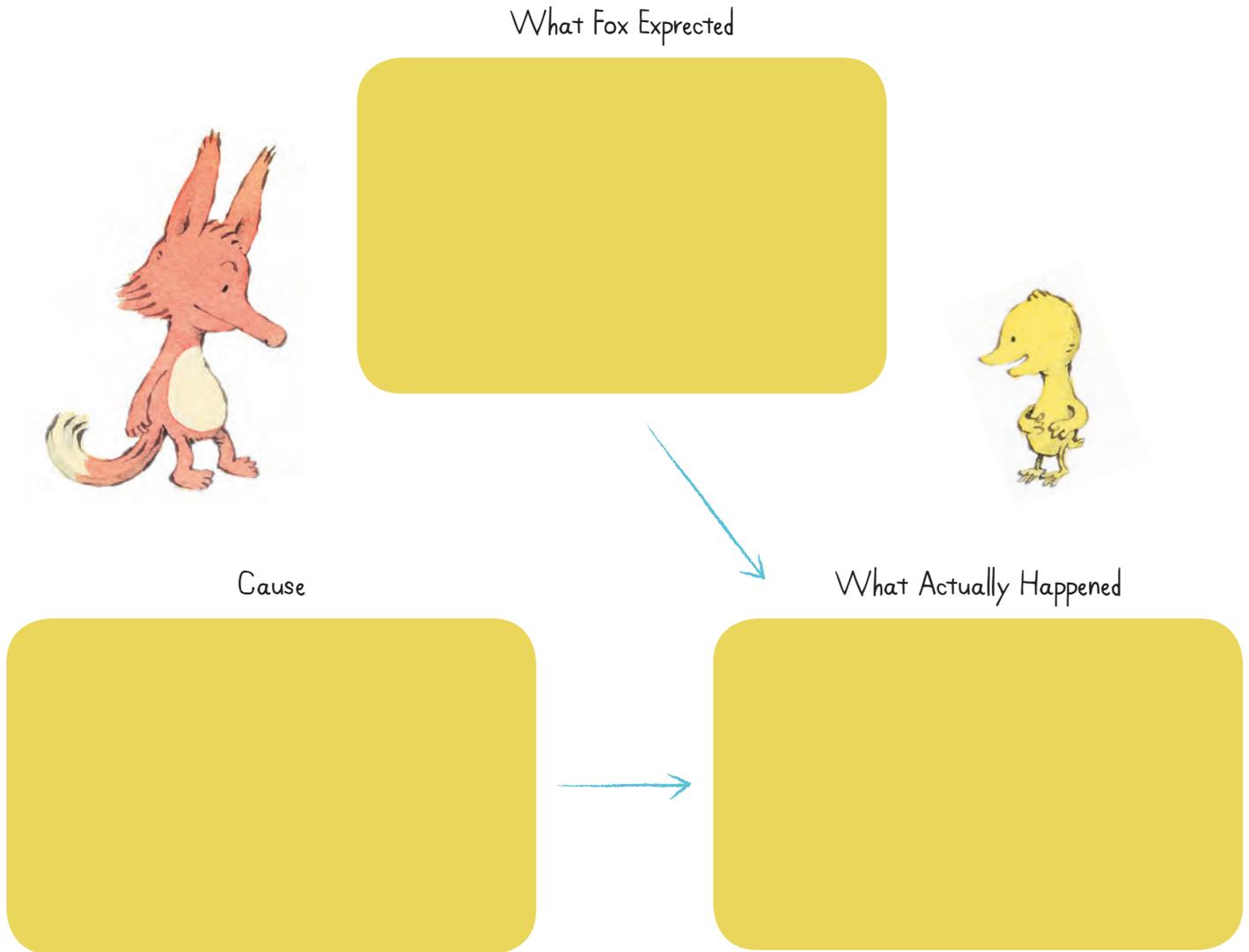
CCSS.ELA-LITERACY.W.K-3.7

Participate in research projects



CAUSE/EFFECT

- Much of what Fox expected throughout the stories did not happen because of various events that changed the course of the story. Look at each story and ask students to complete the following graphic organizer for the boat ride, present giving, and sunrise expedition:



CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

PERSONALITY TYPES

- Fox may have wanted to be alone. As a class, discuss why that doesn't mean that he no longer wants to be friends with Chick, but that he—like others—just needs “alone” time on occasion.
- Introduce the concepts of introversion and extroversion, or the different ways that different types of people “recharge” or “re-energize.”
 - Compare and contrast introverts and extroverts.
 - Be sure to focus on the positive aspects of both types of people, avoiding stereotypes about the personality types.
 - You could also introduce the concept of ambiverts, or people who have aspects of both introverts and extroverts.
 - Have students look at traits of each personality type and write a paragraph stating where they fit and why.
- After synthesizing the information about introverts and extroverts, have students share whether they think Fox is an introvert or extrovert, using evidence to explain their answer. Then ask the same about Chick.

CCSS.ELA-LITERACY.RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CCSS.ELA-LITERACY.RL.K.9

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

CCSS.ELA-LITERACY.RL.1.9

Compare and contrast the adventures and experiences of characters in stories.

TEXT-DEPENDENT QUESTIONS

Use these questions in discussions with the whole class, as reading check-ins, or as writing prompts with *Fox + Chick: The Quiet Boat Ride & Other Stories*.

- In the first story, Fox is planning a quiet boat ride alone when Chick decides to join him. Fox tells Chick to come along, but what clues show you that Fox may have wanted to be alone?
- How did the author show you which parts of “The Quiet Boat Ride” were reality and which were in Chick’s imagination?
- Fox points out that they are rowing on a pond, not on the sea. What is the difference between a pond and the ocean? What other types of bodies of water are there?
- Have students explain how “The Quiet Boat Ride” might have been different if what Chick was imagining had been real. They can put on a play, write a story, or draw a picture.
- While Fox and Chick wait for the sunset, they lounge on a hill with beautiful, fluffy clouds in the sky. Have your students get into groups and look at the illustration with the clouds. What shapes do they see in the sky? Have them share with the class.
- Each chapter title gives a hint into the plot of the chapter. Have students look at each title before reading and predict what the chapter will be about. When finished, check the predictions. Students can also come up with other names that would have worked for each chapter.



- Fox's facial expressions give away how he is feeling quite a few times in the story (see pages 5, 14, 24, 35, and 42). Either as a whole class or separated into small groups, have students look at Fox's face in these illustrations and discuss or record the emotions they think Fox is feeling.
- Have students consider the interactions between Fox and Chick throughout the book. Ask them to share what type of friend they think Fox is. Also have them share what type of friend they think Chick is.

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.7

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

CCSS.ELA-LITERACY.RL.K.9

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-LITERACY.RL.1.9

Compare and contrast the adventures and experiences of characters in stories.

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.W.K-3.3

Write a narrative using writing and illustrations.



Sergio Ruzzier has illustrated a number of picture books, some of which he also wrote. Italian by birth, he lives in Brooklyn. Visit him at <http://www.ruzzier.com/>.

This guide was created by Kellee Moye, a middle school reading coach and teacher from Orlando, Florida. Kellee is the co-author of the blog *Unleashing Readers*; the author of various teaching guides; a member of the 2015–2018 ALAN Board of Directors; the chair of the 2014 Amelia Elizabeth Walden Book Award committee; and a member of NCTE, ALAN, and ALA. She can be reached at Kellee.Moye@gmail.com.

