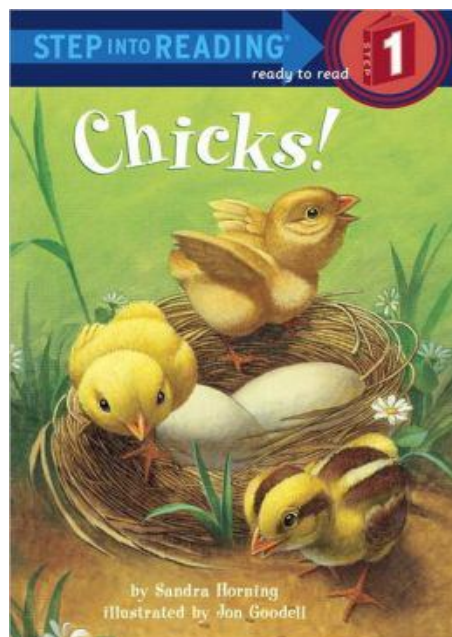A Teacher's Guide to

Chicks!

Written by Sandra Horning
Illustrated by Jon Goodell

Chicks! © 2013 **by Sandra Horning, illustrated by Jon Goodell**
Random House Children's Books

Summary

When a family brings home chicks from a local farm, they must do everything they can to make sure their feathered friends thrive in their new environment. With the help of their knowledgeable parents, the children provide the baby chicks with food, water, warmth, and proper shelter. Young readers will chirp along happily page after page, learning to read as they watch the fuzzy little chicks grow into downy adult chickens, who will eventually lay eggs of their own!

Step 1 (Ready to Read) is for children who know the alphabet and are ready to read. Step 1 titles have big type and easy words, rhyme and rhythm, and picture clues. - *Random House catalog*

Pre-Reading

Chicken Poll

Poll your students about chickens. Keep track of answers on a chart, such as that shown.

	Yes	No
Have you ever seen a chick or chicken?		
Have you ever held one?		
Do you have chickens?		

Analyze: Have many children are familiar with chickens? Display the results of the Chicken Poll with a pictograph.

Common Core:
CCSS.Math.Content.1.MD.C.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Take a Book Walk

Point out the title and names of the author and illustrator.
Ask: What does the title mean? What are the chicks in?
Turn the pages and ask what is happening to the chicks?
Before you reach the last page, ask how the book might end.

Your students may be unfamiliar with the following words:

brooder	light	feathers	beaks	wattles	combs

Common Core:
CCSS.ELA-Literacy.RL.K.4: Ask and answer questions about unknown words in a text.
CCSS.ELA-Literacy.RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
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).

Discussion Questions
1. Why do chicks need a brooder? (knowledge)
2. Who is helping to build the chicken coop? (comprehension)
3. Which chicken do you like best? Take a class poll and graph the results. (application)
4. How can you tell the chicks are growing in each scene? Are the children happy to have chickens?(analysis)
5. What do you need to make a coop? Design your own coop. (synthesis)
6. How many new chicks will they have at the end of the story? What do you think the family

does with the eggs they collect? (evaluation)

Common Core:

CCSS.ELA-Literacy.RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS.ELA-Literacy.RL.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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.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.

Activities

Language Arts/Communications Skills
- Create a story about the chicks in the book. Do these chickens have names? Do the children have names?
- Discuss sequencing and have students identify what happens first, second, third, etc.
- Using details from the text, have students compose poems about chicks.

Common Core:

CCSS.ELA-Literacy.W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

CCSS.ELA-Literacy.RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Math
- Discuss chicken egg production: how many eggs does a chicken lay per day? If you have 3 chickens, how many eggs do you get each day? How many eggs do you get each week?
- If keeping a brooder in the classroom, keep track of how many eggs hatch.

CCSS.Math.Content.K.CC.B.4

Understand the relationship between numbers and quantities; connect counting to cardinality.

CCSS.Math.Content.1.OA.A.2

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Science
- Set up your own brooder. Hatch chicks in the classroom!
  http://www.mcmurrayhatchery.com/classroom_incubator_and_brooder_kit.html
- Discuss basic chicken facts: A chicken is a bird. A bird has feathers. Birds hatch from eggs. Baby chicken are called chicks. A rooster is an adult male chicken and a hen is the adult female. Which chicken in the story is a rooster? How can you tell the rooster from the hen?
- Chicken Life Cycle: How long does an egg incubate? How long does it take for a chick to grow into a chicken? How long do chickens live?

Social Studies/History/Geography
- Discuss how we use chickens in the US – food, pets, eggs, feathers?

- Discuss different breeds of chickens that have been developed around the world: Rhode Island Red , Plymouth Rocks, and Polish, just to name a few. http://www.ithaca.edu/staff/jhenderson/chooks/chooks.html

Internet / Computer Skills
- Online chick and egg puzzle: http://www.first-school.ws/puzzlesonline/animals/chick-eggs.htm
- Watch a chicken hatch: http://urbanext.illinois.edu/eggs/index.html

Art & Music
- Make thumbprint chicks. With yellow paint, thumbprints can be turned into chicks. Just add eyes, legs and a beaks to each thumbprint.

Photo: Maggy Woodley, http://www.theguardian.com/education/2011/mar/22/crafts-classroom-spring-print-chicks

- Play the music for the chicken dance! http://www.youtube.com/watch?v=aWjeITmDmmo

Physical Fitness
- Learn the chicken dance! National Chicken Dance Day is May 14: http://www.examiner.com/article/national-chicken-dance-day-do-the-chicken-dance

Additional Resources
- *Where Do Chicks Come From? (Let's-Read-and-Find-Out Science 1),* by Amy E. Slansky and illustrated by Pam Paparone (HarperCollins, 2005)
- *Chicks and Chickens*, by Gail Gibbons (Holiday House, 2005)
- *An Egg is Quiet*, by Dianna Hutts Aston and illustrated by Silvia Long (Chronicle Books, 2006)
- *Storey's Illustrated Guide to Poultry Breeds*, by Carol Ekarius (Storey Publishing, 2007)
- A hands-on site that teaches incubation and embryology: http://urbanext.illinois.edu/eggs/index.html
- Life Cycle resources: http://themes.atozteacherstuff.com/712/chicken-life-cycle-teaching-resources/
- Information on raising chickens in your own backyard: http://www.backyardchickens.com/

About the Author

Sandra Horning is the author of *The Giant Hug* and the newly released *Chicks!* Sandra's love of family, friends, pets, and nature inspires much of her writing. Her family lives in Connecticut with 7 chickens and 3 ducks. Please get to know Sandra at **www.sandrahorning.com**.

Jon Goodell is the acclaimed illustrator of *A Mouse Called Wolf, Zigazak!, Andiamo, Weasel!, Mother, Mother, I Want Another!, and Mice Are Nice.*

Also by Sandra Horning!

Praise for Chicks!

"This entry, at the Step 1 level in the long-running Step into Reading series, reflects the current demand for engaging informational reading at all levels. It more than meets that need, standing out for its clear description of the process and its subtle multicultural appeal. Whether these fowl are feathered friends or future food, they are nourishing." (Informational early reader. 4-7) - *Kirkus Reviews*

This latest title from the Step into Reading series provides emerging readers with a brief introduction to poultry culture. Goodell's realistic artwork depicts cooperative parents and children working together on this venture. The illustrations carefully anticipate the succinct prose (one page depicts Dad giving the farmer a check, while the text reads, "We buy chicks"), making this ideal as a predictable text. - *Booklist*