

Looking after Chickens

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Level 15

Getting ready for reading

If possible, view a short video of chickens hatching and developing prior to reading this book. Alternatively, discuss with children what might be involved in the hatching and developing of chickens.

Talking through the book

You might say: *This book is about some chickens whose mother couldn’t look after them. A girl looks after them instead.* Turn through the book discussing the photographs. Ensure that children are familiar with terms such as *incubator* and *hatch*.

Reading the book

Children read the book individually while the teacher observes each child’s reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions.

How many chickens hatched in the book?

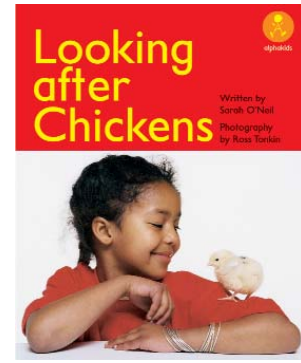
Why did the eggs get put in the incubator?

Why does the chickens’ paper need to be changed in the morning and at night?

What might have happened to the chickens if the girl had not looked after them?

Being a code breaker

Children could explore analogy with the rime from *hatch* – *batch*, *catch*, *match*, *scratch*.



TEXT FEATURES

- **This book is a recount of a girl’s experience in raising newly hatched chickens.**
- **Full colour photographs show the chickens’ development.**
- **The text is a diary with entries across 8 days.**
- **The text placement varies.**
- **Text is written in the first person.**

Being a text user

Discuss:

Is this a true story? Why do you think this?

What does this book help you to learn about raising chickens?

Being a text critic

Discuss:

Could a girl really raise chickens at home? Could you? Why? Why not?

Literacy learning centres – follow-up activities

WRITING CENTRE 1

Children could use the book to create an illustrated calendar showing what happened on each day up until the chickens are returned to the hen house.

WRITING CENTRE 2

Children could use the book to create an illustrated concept map showing all the things that chickens need to hatch and grow.

INTERACTIVE LITERACY CENTRE

Have children work in groups to role-play being chickens from within the egg to 8 days old. The group could create and tape a sound track to accompany the role-play.



BOOK BROWSING CENTRE

Children could read other books about the development of animals such as: *Butterfly* (Alphakids level 3) and *Tadpoles and Frogs* (Alphakids level 5). They could also read books about fictional chickens and chooks. *Queenie The Bantam* by Bob Graham is the delightful story of Queenie, who is rescued by Caitlin's dad and decides to stay. Eventually she returns to the farm, but leaves behind some very special presents. In *Rosie's Walk* by Pat Hutchins, Rosie is looked after by good luck, rather than good management. In *Chicken Licken* by Johnathon Allen, after the acorn falls on her head, Chicken Licken sets off to find the king.

Keeping track

Children can be asked to self-assess through the use of focused questions:

What did I learn by reading this book?