



Chicken Little

1

☒ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the story “Chicken Little”
- ✓ Explain that stories that are made-up and come from a writer’s imagination are called fiction
- ✓ Identify the beginning, middle, and end of the story “Chicken Little”
- ✓ Identify the characters in “Chicken Little”
- ✓ Identify the sequence of events in the story “Chicken Little”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Retell the story of “Chicken Little” by identifying the beginning, middle, and end events of the story in proper sequence (RL.K.2)
- ✓ Describe an illustration of an acorn in “Chicken Little,” using the illustration to check and support comprehension of the read-aloud (RL.K.7)

Core Vocabulary

acorn, n. The seed of an oak tree

Example: An acorn fell from the tree.

Variation(s): acorns

character, n. The person or animal that a story is about

Example: The main character in “Chicken Little” is Chicken Little.

Variation(s): characters

den, n. A cave-like home of some wild animals

Example: The red fox ran into his den to hide.

Variation(s): dens

fiction, n. A type of book or story that has imaginary characters and events


Example: A story about a talking animal must be fiction because animals do not talk in real life.

Variation(s): none

sly, adj. Sneaky and secretive

Example: She had a sly plan to trick her brother.

Variation(s): slyer, slyest

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Domain Introduction	various storybooks	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Chicken Little		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Sly		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sequencing Beginning, Middle, and End	Instructional Master 1B-1	15
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-2 and 1B-3	*



Chicken Little

1A

Introducing the Read-Aloud

10 minutes

Domain Introduction

Tell students that for the next few weeks, they will listen to many enjoyable stories. Tell them that some of the stories may be familiar to them, and some may be completely new. Show students the different storybooks you have gathered and pass them around. Ask students to talk about some of their favorite stories. Discuss that stories are often created from people's imaginations. Such made-up stories are called **fiction**. A **character** in a story is who the story is about. Characters can be people or animals in the story. Most of the characters in the stories in this domain are talking animals.

Tell students that over the next several days they will hear a number of stories. Tell them that some of the stories may be familiar to them, and some may be completely new.

Purpose for Listening

Tell students that they are going to listen to a story called "Chicken Little," in which the main character, Chicken Little, makes a silly mistake and becomes scared. Tell them to listen carefully to the story to find out what silly mistake Chicken Little made and why it makes her scared. Remind students that this story is fiction and made-up and cannot really happen. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)



Chicken Little

◀ Show image 1A-1: An acorn falling on Chicken Little's head

One fine morning, Chicken Little went out to the woods. As she walked along, an **acorn** fell on her head. Chicken Little was a silly little chicken, and she often made silly mistakes. Chicken Little thought the acorn was a part of the sky!

- 1 What does Chicken Little think is part of the sky? [Point to the acorn in the illustration.] An acorn is the seed of an oak tree. Is an acorn part of the sky?

Chicken Little was so caught by surprise that she worked herself into a tizzy. “Oh dear me!” she cried. “The sky is falling. I must go and tell the king!”¹



◀ Show image 1A-2: Chicken Little meeting Henny Penny

On her way to see the king, Chicken Little met Henny Penny. “Henny Penny, the sky is falling!” cried Chicken Little.

“How do you know?” asked Henny Penny.

“A piece of it fell on my poor head,” said Chicken Little, rubbing her poor little noggin with the memory of it.²

- 2 Here, the word *piece* means a small part of something. The word *piece* can have other meanings. The word *piece* also means a work of art or music.

“Then let us go and tell the king!” said Henny Penny, who now felt quite worried as well.³

- 3 Is the sky really falling? Why does Henny Penny think it is?

So Henny Penny and Chicken Little ran along until they met Goosey Loosey.

“Goosey Loosey, the sky is falling!” cried Henny Penny.

“How do you know?” asked Goosey Loosey.

“A piece of it fell on my poor head,” said Chicken Little.

Goosey Loosey looked at Henny Penny, who nodded in agreement.

- 4 Is the sky really falling? Why does Goosey Loosey think it is?

“Then let us go and tell the king!” said Goosey Loosey, who could not help but believe her friends.⁴



← **Show image 1A-3: Goosey Loosey, Henny Penny, and Chicken Little meeting Ducky Lucky**

So Goosey Loosey, Henny Penny, and Chicken Little hurried along until they met Ducky Lucky.

“Ducky Lucky, the sky is falling!” cried Goosey Loosey.

“How do you know?” asked Ducky Lucky.

“A piece of it fell on my poor head,” said Chicken Little. Henny Penny and Goosey Loosey stood nodding their heads, wide-eyed, next to Chicken Little.

Ducky Lucky looked at her three friends, and became worried because they were so worried. “Then let us go and tell the king!” said Ducky Lucky.⁵

So Ducky Lucky, Goosey Loosey, Henny Penny, and Chicken Little ran along until they met Turkey Lurkey, who was certainly the biggest of the birds.

“Turkey Lurkey, the sky is falling!” cried Ducky Lucky.

“How do you know?” asked Turkey Lurkey.

“A piece of it fell on my poor head,” said Chicken Little. Henny Penny, Goosey Loosey, and Ducky Lucky stood behind Chicken Little, flapping their wings with worry.

“Then let us go and tell the king!” said Turkey Lurkey, for who was he to disagree with four scared friends?⁶

So the five feathered friends ran along until they met Foxy Loxy.

← **Show image 1A-4: Goosey Loosey, Henny Penny, Ducky Lucky, Turkey Lurkey, and Chicken Little meeting Foxy Loxy**

“Foxy Loxy, the sky is falling!” cried Turkey Lurkey.

“Oh, is that so?” said **sly** Foxy Loxy, who knew better, but pretended to believe the five trembling birds.⁷ “If the sky is falling, you’d better keep safe in my **den**, and I will go and tell the king for you.”⁸ So Chicken Little, Henny Penny, Goosey Loosey, Ducky Lucky, and Turkey Lurkey followed Foxy Loxy into his den. The dust in the den made Chicken Little sneeze. *Achoo!* The force of

5 Is the sky really falling? Why does Ducky Lucky think it is?

6 Is the sky really falling? Why does Turkey Lurkey think it is?



7 The word *sly* means being sneaky in a secretive and clever way.

8 The den is the fox’s home. Do you think they should go into the fox’s den?

9 This means that Chicken Little stopped being silly and thought carefully about where she was and what she was doing.

the sneeze made Chicken Little come back to her senses.⁹

“Wait!” cried Chicken Little. “Birds are supposed to stay away from foxes!”

Henny Penny, Goosey Loosey, Ducky Lucky, and Turkey Lurkey looked at each other in amazement. “You are right!” they cried.

And so the five feathered friends ran out of the cave and never went back there again. And from that day on, they thought very carefully before believing that the sky was falling again.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What is a character? (A character is a person or talking animal in a story.) Who is the main character in this story? (Chicken Little is the main character in this story.)
2. *Literal* Did a piece of the sky really fall on Chicken Little’s head? (No, a piece of the sky did not really fall on Chicken Little’s head.) What did? (An acorn, or the seed of an oak tree, fell on Chicken Little’s head.)
3. *Literal* Who in the story believes Chicken Little when she says the sky is falling? (Henny Penny, Goosey Loosey, Ducky Lucky, and Turkey Lurkey all believe Chicken Little when she says the sky is falling.)
4. *Literal* What kind of animal is Foxy Loxy? (Foxy Loxy is a fox.) Does Foxy Loxy believe the sky is falling? (No, Foxy Loxy does not believe the sky is falling, but he pretends he does in order to trick the other animals.)

5. *Literal* What does Foxy Loxy tell the birds to do after they tell him that the sky is falling? (He tells them to go into his den and that he will tell the king for them.)
6. *Literal* What makes the birds run out of Foxy Loxy's den? (Chicken Little sneezes and remembers that birds are supposed to stay away from foxes.)
7. *Evaluative* Remember that "Chicken Little" is made-up and created from a writer's imagination. What are made-up stories called? (Made-up stories are called fiction.) Which parts of the story tell you that "Chicken Little" is fiction, or a made-up story? (The sky cannot actually fall and animals cannot actually talk.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* How would you describe the character Chicken Little—wise, foolish, or brave? If you were Chicken Little, what would you have done? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Sly

5 minutes

1. In the read-aloud you heard, ““Oh, is that so?” said *sly* Foxy Loxy, who knew better, but pretended to believe the five trembling birds. ‘If the sky is falling, you’d better keep safe in my den, and I will go and tell the king.’”
2. Say the word *sly* with me.
3. When someone is sly, they are sneaky in a smart way.
4. The sly cat waited patiently by the mouse hole.
5. Have you ever heard a story about a sly character? Tell me why you thought this character was sly. Try to use the word *sly* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “A sly character I heard of was _____. S/he was sly because . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe several situations. If the things I say are examples of a person being sly, say, “That person is sly.” If the things I say are not examples of a person being sly, say, “That person is not sly.” Remember to answer in complete sentences.

1. My cousin planned a surprise party for me. (That person is sly.)
2. Raul’s older brother always lets his mother know where he will be after school. (That person is not sly.)
3. Luis makes a lot of noise in his hiding place when playing hide and seek. (That person is not sly.)
4. My grandfather gave me a wink before secretly handing me an extra cookie. (That person is sly.)



Complete Remainder of the Lesson Later in the Day



Chicken Little

1_B

Extensions

15 minutes

10 Sequencing Beginning, Middle, and End (Instructional Master 1B-1)

Directions: The worksheet has three pictures. One shows what is happening at the beginning of “Chicken Little,” one shows what is happening in the middle of the story, and one shows what is happening at the end of the story. (Show Image Cards 1–3, out of order, for students to see.) Look at each picture and think about what is happening. Cut out the three pictures, and put them in order to show the beginning, middle, and end of the story. Retell the story using the three pictures. When you have made sure that you have them in the correct order, glue them in the correct order onto a piece of paper.

As students complete their worksheets, divide them into pairs to conduct a *Think Pair Share* retelling of the story, with each student taking a turn.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-2 and 1B-3.