



Chicks Run Wild

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Illustrated by Ward Jenkins

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Story Summary

Mama tucks her chicks into bed at night but as soon as she leaves the room, her chicks run wild! She joins in to show them how to have a wild time, until the chicks finally fall asleep. Then Mama goes wild in her own way.

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Pre-Reading (Activating Prior Knowledge, Categorizing)

Materials: sentence strips or index cards, pocket chart or chart paper and tape

1. Record the following words and phrases on sentence strips or word cards: *toothbrush, story, glass of water, hug and/or kiss, pillow, bed, cartwheel, giggles, knock-knock jokes, trampoline, bubblegum, pillow fight*. Shuffle word cards.
2. Tell students that they are going to hear a selection of words and they will decide how to sort them into two groups.
3. Read first word and put on one side of chart or chart paper. Read the next word and ask students if it should be placed in the first group or start a second group.
4. Repeat with the rest of the words, giving students time to adjust list as they see more words.
 5. Discuss possible groupings of words (single words vs. compound words, long vowels vs. short vowels,)
 6. Group words as things that happen at “Bedtime” and things that happen at “Wild Time.”



Modification for older students: Give each student a sheet of paper with a line drawn down the middle. Give students the words orally and have them record them in their own groups individually, allowing ample time to adjust their lists along the way. Invite them to share out their groupings and their criteria for their categories.

Controlled Vocabulary for Pre-Reading Sheltered Instruction: *wild, disapprove, fowl, drama, explanation, baffle*

Discussion Questions

- Show the first page. *Look at the chicks in bed. Are there any clues in this picture that foreshadow what might happen in the story? (inferential, analytical)*
- *Have you ever pretended to be asleep when you were really awake? What was that experience like? (personal connection)*
- *Why is Mama so angry? Why do you think she wants the chicks to go to sleep? (literal, inferential)*
- *Why does Mama’s tone change from being frustrated to playful? What is her motivation? (inferential)*
- Show the last page. *What is Mama’s version of running wild? (literal, inferential)*

Response to Story: Chicks Run Wild Movie Poster (Story Grammar, Writing, Art)

Materials: drawing paper, crayons, pencils

Directions:

1. Ask students to think about what a movie of CHICKS RUN WILD would be like. Tell them to imagine that they have been asked to design a movie poster.



2. Pass out drawing paper and materials and instruct students to design a poster that includes the title, characters, and setting of the story.
3. **Grades K-2:** Have students write a one or two sentence description of the problem in the story, e.g. *Mama wants the chicks to go to bed.* Encourage first and second graders to use adjectives to liven up their descriptions.



Grades 3-5: Have students write a paragraph stating the premise of the story that includes the characters, setting, and problem. Discuss how to present the story in a way that entices an audience to come see it without spoiling the plot. Encourage students to use a question to end their summary, e.g. *Whatever will Mama do? How will she get her chicks to go to sleep?*

4. Have students illustrate a scene from the story on their poster.

Closure: Invite students to present their posters. Discuss which aspects of the poster might make someone want to go see the movie. Older students may suggest actors who would play or voice the characters in the story.

The Chicken Dance (Dance, Large Motor Skills)

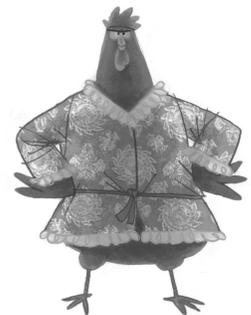
Materials: Chicken Dance Music

<http://www.sequinsbyeileen.com/kidsmidi.htm>

http://www.bobnholli.com/Stuff/midi/general_a_d.htm

Directions:

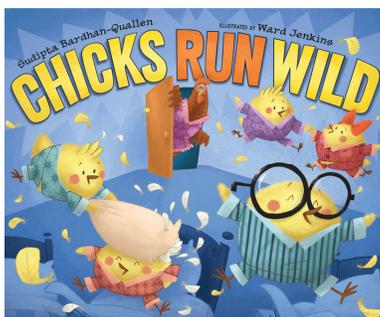
1. Reread the stanza that begins “In a squall of fluffy feathers...” Ask if anyone has heard of the chicken dance? Tell students that the Chicken Dance originated in Switzerland in the 1950s and became popular in the United States thirty years later.
2. Teach the chicken dance to the students and dance with the music.
 - i. Start by making a chicken beak with both hands. Open and close them four times.
 - ii. Make chicken wings with both arms. Flap four times.
 - iii. Mimic a chickens tail feathers and wiggle four times.
 - iv. Repeat four times.
 - v. At the bridge of the song, link arms with another dancer and take eight steps to the right, then eight steps to the left.
 - vi. Repeat as the music gets faster and faster.



Note: Teachers may want to review this clip from The Lawrence Welk Show before lesson:

<http://vodpod.com/watch/2559041-youtube-the-lawrence-welk-show-chicken-dance>

California State Standards Targeted by **Chicks Run Wild** Teacher’s Guide



<p>Kindergarten Reading Comprehension 2.2, 2.3, 2.5 Literary Response and Analysis 3.3 Writing Strategies 1.1 Rhythmic Skills (P.E.) 1.16, 1.17 Dance 1.2, 3.1</p>	<p>Third Grade Reading Comprehension 2.2, 2.3, 2.6 Literary Response and Analysis 3.3 Writing Strategies 1.1 Body Management (P.E.) 1.2</p>
<p>First Grade Word Analysis, Fluency, and Systematic Vocabulary Development 1.7 Reading Comprehension 2.2, 2.6 Literary Response and Analysis 3.1 Writing Strategies 1.1, 1.2 Rhythmic Skills (P.E.) 1.22 Dance 2.5</p>	<p>Fourth Grade Reading Comprehension 2.3 Literary Response and Analysis 3.3 Writing Strategies 1.1 Rhythmic Skills (P.E.) 1.2</p>
<p>Second Grade Reading Comprehension 2.5 Writing Strategies 1.1, 1.2 Writing Applications 2.1b Rhythmic Skills (P.E.) 1.18 Dance 2.7</p>	<p>Fifth Grade Reading Comprehension 2.4 Literary Response and Analysis 3.2 Writing Applications 2.2 Rhythmic Skills (P.E.) 1.7, 1.8</p>