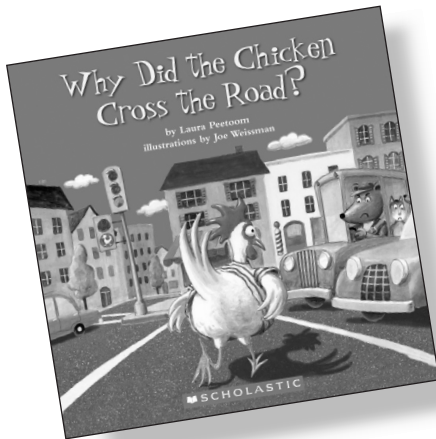


# Why Did the Chicken Cross the Road?



Audio Available Online  
[www.lpey.ca](http://www.lpey.ca)

Written by *Laura Peetoom*

Illustrated by *Joe Weissmann*

**Text Type:** Fiction: Explanation — Humorous Story

**Summary:** This humorous story uses a question-and-answer format together with rhyming words to present a new answer to the old question, “Why did the chicken cross the road?”

## Text Features

### Visual Literacy

- ▶ environmental print

### Print Concepts

- ▶ question mark
- ▶ consistent placement of text
- ▶ story begins and ends with the same question/answer

## First Reading

### Reading Strategies

#### Comprehension

- ▶ predicting
- ▶ analyzing

#### Working with Words

- ▶ attending to print
- ▶ using picture cues to support word recognition
- ▶ language predictability: associating meaning to words

### Assessment Opportunities

Note each student’s ability to:

- ▶ make predictions about content
- ▶ analyze: find information in the story
- ▶ attend to print (words, spaces between the words, tracking across lines and down pages)
- ▶ use picture and context cues to predict words

**Teaching Tip:** The online audio for this book includes a song version of the text. You may choose to begin the lesson by listening to the song. Alternatively, you may listen to the song after reading the book. Encourage students to sing along once they become familiar with the melody.



## BEFORE READING

### Text features

#### **Activating and Building Prior Knowledge**

Show the cover of the book and read the title and names of the author and illustrator. Track the words with your finger or a pointer as you say, *This book is called, Why Did the Chicken Cross the Road? It was written by Laura Peetoom. Joe Weissmann drew the pictures.*

### Print concepts

Focus students' attention on the question mark in the title. Say, *This mark is called a question mark. The author has used it to let us know when a question is being asked. We will see this mark several times throughout this book.*

### Making connections: text to self

Some students may be familiar with the "Why Did the Chicken Cross the Road?" jokes. Ask, *Has anyone heard this question before? Can you share your experience with us?*

### Predicting

Point out the picture on the front of the book and invite students to do a Think-Pair-Share to make predictions about the story. Ask, *What do you think we will read about in this book?* Record their predictions on chart paper.

**ESL Note:** Before they make predictions about the chicken, it may be helpful for some ESL students to think about and discuss why they themselves cross the street. *Why do you cross the street sometimes? Where are you going?*

### Analyzing

#### **Setting a Purpose**

Say, *Let's read the book together and see if we can find out why the chicken crossed the road.*



## DURING READING

### Tracking print/ building confidence

Say, *Let's start on the first page.* Invite students to join in as you track the print using a pointer. Draw students' attention to the position of the text below each illustration.

**Teaching Tip:** You may want to track the print word by word to add emphasis to the rhyming words, e.g., *road/told* (pages 2–3), *side/wide* (pages 4–5), *in/bin* (page 6), *there/air* (page 7), *that/flat* (page 8), *basketball/fall* (page 9), *squashed/crossed* (page 10).

## Language predictability

The concepts of *tall* and *wide* on page 5 may be difficult for some students to understand. Clarify by saying, *Point to an object in the classroom that is tall. Point to an object in the classroom that is wide.*

**ESL Note:** Other words whose meaning may need to be discussed and/or clarified with ESL students include: *heaped* (page 6), *bouncy* (page 7), *squashed* and *flat* (page 8).



## AFTER READING

### Predicting

Direct students' attention to the chart with the predictions you recorded earlier. Say, *Let's look at our predictions to see if anyone correctly guessed why the chicken crossed the road.*

### Analyzing

Discuss the story. Ask, *Why did the chicken cross the road? What was on the other side of the road? What shop did the chicken go in? What did the chicken buy? Why did the chicken buy a basketball? Who squashed the first basketball? Where did the basketball get squashed? What happened to the second basketball?* Encourage students to use the text and pictures to support their answers.

**ESL Note:** Engage ESL students who are in the early stages of learning English by asking questions requiring a yes/no response or requiring them to point to specific pictures, e.g., *Point to the squashed, flat ball.* (on page 8)

## Second Reading

### Reading Strategies

#### Comprehension

- ▶ inferring
- ▶ evaluating

#### Working with Words

- ▶ attending to print
- ▶ identifying rhyming words

### Assessment Opportunities

Note each student's ability to:

- ▶ join in with predictable and familiar language patterns
- ▶ make inferences and support them using illustrations and the text
- ▶ evaluate: give opinions about main character and author and illustrator's craft
- ▶ track print while reading
- ▶ recognize and locate rhyming words in the text



## BEFORE READING

### Synthesizing

#### **Activating and Building Prior Knowledge**

Show the front cover of the book and ask student volunteers to tell you what the story was about.

## Setting a Purpose

### Inferring

Say, *This time as we're reading the book, I want you to think about how different characters felt at the end of the story.*



## DURING READING

### Tracking print/ building confidence

Begin reading, tracking print. Invite students to join in when they feel comfortable.

### Language predictability

Pause before the second word in each rhyming word pair to see if students can fill in the rhyming word.

### Visual literacy

Draw students' attention to the environmental print in the pictures (e.g., taxi sign, store signs). Ask, *Can you find any words in the picture? What do you think they say?*



## AFTER READING

### Inferring

Direct students' attention to the illustration on pages 10–11. Ask, *How do you think the drivers of the car feel about the ball bouncing in the road? How do you think the chicken feels as he watches the basketball bouncing in the road?* Have students use the illustration to support their answers.

Direct students' attention to the illustration on page 12. Ask, *Is the chicken going to need to cross to the other side of the road again? How do you think the chicken felt when he saw the second squashed basketball? How do you think the storekeeper felt when he saw the second squashed basketball?* Have students use the illustration on page 12 to support their answers.

### ESL Note:

Have students mimic some of the faces made by the animals on pages 10–11. Ask, *When you make those faces, how do you feel? What are you "saying" to other people who see you with that face?*

### Evaluating

Ask, *What do you think the chicken will do differently if it crosses the road again? If you were the author/illustrator of this story, what would you do the same? If you were the author/illustrator of this story what would you do differently?*

### ESL Note:

Have students draw what they would do the same or differently if they were the author or illustrator.

### Word solving and building

Invite students to come up and highlight the rhyming words in the text using sticky notes or coloured acetate.

# Third Reading

## Reading Strategies

### Comprehension

- ▶ synthesizing
- ▶ making connections: text to self

### Working with Words

- ▶ attending to print
- ▶ recognizing question marks

## Assessment Opportunities

Note each student's ability to:

- ▶ join in with predictable and familiar language patterns
- ▶ track print while reading
- ▶ synthesize
- ▶ recognize question marks
- ▶ draw on background knowledge to make text-to-self connections



## BEFORE READING

### Analyzing

#### **Activating and Building Prior Knowledge**

Show students the cover of the book and remind them that this book answers the question: Why did the chicken cross the road?

### Print concepts

Invite students to recall the purpose of a question mark at the end of a sentence. Ask several students to give an example of a question using an “asking voice.” On a sheet of chart paper or on a board write the five “W” and one “H” question words (who, what, where, when, why, and how). Tell students that they will see some of these words at the beginning of questions in the text.

### Synthesizing

#### **Setting a Purpose**

Say, *We are going to read this book again to find out the most important thing it tells us.*



## DURING READING

### Tracking print

Read the book through with students, using a pointer to track the print. Invite students to join in with the reading.

### Print concepts

As you read, emphasize the questions by changing your voice as you read each one.

**Teaching Tip:** Draw students' attention to the question words as well as the question marks by placing coloured acetate on them.



## AFTER READING

### Synthesizing

Ask, *What is this book about? Tell me in a sentence.* (Students should come to the conclusion that it is important to “play safe.”)

### Making connections: text to self

Invite students to share an incident similar to that of the chicken that happened to them or to someone they know. Provide think-aloud models, e.g., *This reminds me of...*, or *I remember when....* Ask, *What should you do if you are playing with a ball and it rolls into the street?*

## Print concepts

Invite students to locate and identify one of the five “question” words in the text. Ask, *What type of sentence is used at the beginning of this story? What type of sentence is used at the end of this story? How do you know?*



## FURTHER READINGS

Many texts benefit from being reread with students. The three readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable in taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of students in your class.

### Print Concepts, Book Handling, and Text Features

#### Text features

Review the title, author, illustrator, and back cover text.

#### Tracking print

Continue to track print but offer individual students roles in print tracking during the rereading. Offer as much support as necessary, e.g., by guiding the pointer with a student who needs assistance.

Add concepts that offer learning opportunities for the range of students in the classroom, e.g. *Where do we start reading? Let's find the first page. Let's go to the first word on the next line.*

#### Print concepts

Point out punctuation marks in rereadings. Invite students to join in the reading using appropriate expression (e.g., by using an “asking voice” when a question mark is noted at the end of a sentence).

### Focusing on Comprehension

#### Self-monitoring

Explain to students that good readers ask themselves questions when they read. Model the strategy of self-monitoring, e.g., *I wonder why the drivers in the cars look mad or annoyed at the chicken as he crosses the road? I wonder why the chicken wasn't more careful when carrying the second basketball across the road?* Encourage students to use this strategy.

#### Predicting

Have students predict what might happen next now that two of the chicken's basketballs have been squashed. Prompt their thinking by saying, *Will he buy a third one? Will he go home? Will the shopkeeper throw him the basketball he is holding in his hand so he doesn't have to cross the road?*

Working in small groups, students can choose one prediction about what happens next and dramatize it.

#### ESL Note:

Dramatization gives ESL students the opportunity to gain a better understanding of story concepts. It also offers them an opportunity to participate more actively in authentic discussion and collaboration with peers.

Reread the text chorally, but divide the class so that half the students read only the questions and the other half read only the answers. Or, divide the class into readers and actors: one group of students reads the questions chorally with you, another group reads the answers, and the remaining students mime the actions of various characters (the chicken, the shopkeeper, the driver). You could also assign one student to be the “pointer” and to track the text for the readers.

### Phonological and phonemic awareness

### Letter knowledge

### Word solving and building

#### Working with Words

Emphasize the rhyming words in the text. Ask students to suggest other words that rhyme with each rhyming pair.

Frame the “ch” in *chicken* (page 2) and the “sh” in *shop* (page 5) with coloured acetate. Demonstrate how “c” and “h” as well as “s” and “h” together make a different sound than they do when we say or hear them individually. Have students, in pairs or as a whole class, brainstorm other words that begin or end with a “ch” or “sh” sound.

Focus on word patterns using the words in the text, e.g., *tall* (page 5). Write two words with the same ending on chart paper or the board, e.g., *wall*, *hall*. Ask students to read each word and use it in a sentence orally. Discuss similarities and differences with *small*. Remind students that knowing one word can sometimes help you work out other words.

Ask students to suggest other words with the same pattern (e.g., *fall*, *wall*, *mall*).



## RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

#### Writing

Model a question-and-answer text with the class. Use the story frame from the text but vary the character, e.g., “Why did the cow cross the road? To go to the supermarket we’re told.” Continue modelling using question words to begin each sentence frame. Invite students to provide rhyming words to complete each frame. Students, in pairs or individually, can draw pictures to accompany each sentence. Some students might be able to record the words for each page. The completed pages can be combined to form a book that the class can read together. (For more ideas refer to the Explanation text-type study in the Writing Guide.)

#### Independent Reading

Make the six small versions of *Why Did the Chicken Cross the Road?* and the online audio available for students. Invite students to use these materials to read the book independently.

**Teaching Tip:** The online audio for this book includes a cloze reading of this text. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.



### **Home Links**

Encourage students to take home library books that use rhyming words.

Recommend that family members read these aloud to students and emphasize the rhyming words.

Gather a selection of other books that use a rhyming pattern or a question-and-answer format for students to read.

### **Working with Words**

Once concepts have been introduced in context, see the focused lessons in the Working with Words Guide for more direct instruction for those students who need it.

### **Read Aloud**

Read to the class other examples of rhyming pattern books that deal with a problem and solution.