

FOR VISUAL READERS
TOON BOOKS[®]

**Chick and Chickie
 Play all Day!**

by *Claude Ponti*

Hardcover ISBN: 978-1-935179-14-6

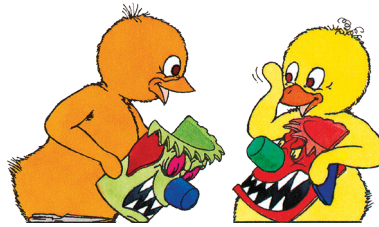
Paperback ISBN: 978-1-935179-29-0

Guided Reading Level = E

Lexile Level = BR

by Amy Lee,

Educational Outreach, TOON Books



ELA COMMON CORE STANDARDS

KEY IDEAS AND DETAILS	
What are Chick and Chickie doing in this story? Why do they have paint, string and paper in the beginning, and what do they make with them?	RL.K.1, RL.1.1
Ask students to retell the story in their own words, listing the activities that take place.	RL.K.2, RL.1.2
Ask students to retell the 'A' story. What makes the 'A' laugh? Look at page 20, and see if students can predict what will happen on page 21. What makes the 'A' afraid? Do the same for page 26.	
Who are Chick and Chickie and how can you tell the difference between them (hair, color, bottom of their feathers)? Are the two characters friends? What information can you use to figure out their relationship?	RL.K.3, RL.1.3
INTEGRATION OF KNOWLEDGE AND IDEAS	
Look at the pages 7 and 9, where Chick and Chickie put on their masks and yell, "BOO!" How does Chick or Chickie feel when the other puts on his mask and yells? How can you tell from the picture? Have students list specific details (hands to face, drops of sweat, etc). On page 12, how have the masks changed?	RL.K.7, RL.1.7
Go through the story with the A. How does the A feel after each action Chick and Chickie take? How are they nice to the A? How are they scary?	
At the end of the story, the A runs away. Why? Compare his experience playing with Chick and Chickie with their experience.	RL.K.9, RL.1.9

CRAFT AND STRUCTURE	
Have students identify what they think a "mask" is. What is the difference between a mask and a face?	RL.K.4, RL.1.4
What are Chick and Chickie doing when they "look scary" to the A (page 27)? Why would the A be scared of them? Use details from page 26 to make your inferences.	
Explain to your students what a comic is, showing them how it is different from a picture book. Point out details like speech balloons, panels, etc.	RL.K.5, RL.1.5
Give students instructions and materials to make masks, and then have them write their own instructions for making a scary mask.	
Have students name the author of the book. Explain that in comics, the author of the book can also be the illustrator.	RL.K.6, RL.1.6
When is Chick speaking, and when is Chickie speaking? How do you know? Explain how in speech balloons, the tail points towards the person who is speaking.	
SPEAKING AND LISTENING / WRITING	
Have students go through the 'A' part of the book. Split them into groups of three, with one person reading Chick, another Chickie, and the last the 'A.' Read the lines out loud, then switch who is reading each character's lines.	SL.K.2, SL.1.2, SL.K.6, SL.1.6
Give each student a different letter. Have them write at least five different things they could do to that letter, and then have them draw pictures of the letter to show how it feels as a result.	W.K.3, W.1.3, W.K.8, W.1.8



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Lesson Plan for *Chick & Chickie Play All Day!*

by Claude Ponti

LESSON PLAN WRITTEN BY DR. KATIE MONNIN
 ASSISTANT PROFESSOR OF LITERACY AT
 THE UNIVERSITY OF NORTH FLORIDA

Elements of Story in *Chick & Chickie Play All Day!*

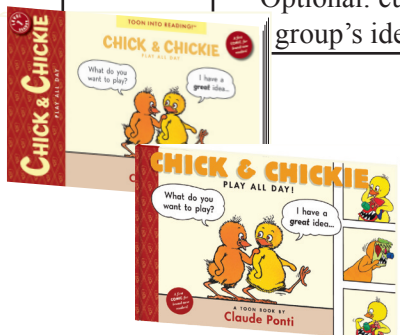
Plot	Chick and Chickie love to play, and, lucky for any emergent reader and their loved ones they love to play with key emergent literacy skills: letters, sounds, letter-sound correspondences, and basic sight words.
Characters	Chick, Chickie, and the letter A
Setting	Chick and Chickie have found an excellent place for playing and exploring their new emergent literacy skills; they could be at home, at school, or anywhere that your emergent reader may imagine them.
Themes	Play, Friendship, Letters and Sounds, Basic Sight Words, Creativity, Imagination
Suggested Literary Pairings	<i>Little Mouse Gets Ready</i> by Jeff Smith, <i>Silly Lilly in What Will I Be Today?</i> and <i>Silly Lilly and the Four Seasons</i> By Agnes Rosenstiehl, <i>Jack in the Box</i> by Art Spiegelman.

Alignment to Applicable IRA/NCTE Standards for Teaching Reading and Writing to Early Readers

Standard #3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Guided Reading Lesson Plan

Before reading:	Invite students to make a mask using construction paper, markers, glue, pipe cleaners, felt, cotton balls, etc. (It may be wise to have your own mask made ahead of time so students can see it and use it as an example.)
During reading:	Ask students to keep their masks close at hand. Read pages 5-13 aloud and together. At the end of page 13, ask students to take a minute to share their masks with each other, and ask if the masks are 'scary' or 'scared'. When students are done sharing their masks, like Chick and Chickie did, ask if there are any volunteer who want to share their masks with the entire class. Then, continue reading pages 14-31. While reading, periodically stop and ask students how Chick and Chickie are playing with the letter A: "What are Chick and Chickie doing as they play with the letter 'A'?" and "How does the letter A feel about all of this playtime?"
After reading:	In small groups, provide students with materials to finish their activity sheet, by coloring and decorating a letter A of their own. Help brainstorm and write words that begin with the letter a, like "ant" or "apple." Optional: cut out the letter A and encourage students to have fun and use it as a prop to act out their group's idea of playing with the letter A.



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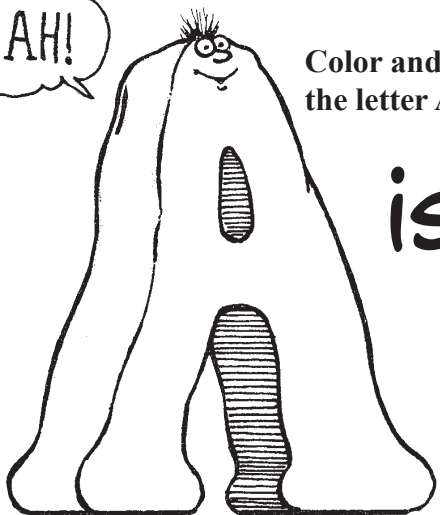
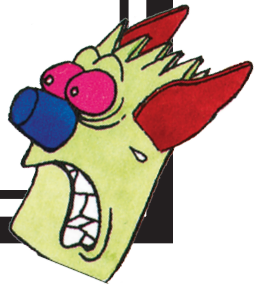
CHICK & CHICKIE PLAY ALL DAY!

Name: _____

Date: _____

Draw your own mask!

Write in if you are making it SCARY _____ or SCARED _____



Color and decorate
the letter A!

is for
