

Chicken Sunday By: Patricia Polacco

2nd Grade

Standards:

CCSS ELA RL 2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS ELA RL 2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Objective:

The students will be able to use story elements from a book to complete a worksheet.

Procedure:

1. Gather the students on the rug.
2. Read the book *Chicken Sunday* By: Patricia Polacco to the students.
3. Discussion:
 - a. Inference (book walk)
 - b. Schema (activate, what things do they recognize that they can relate to? Does it remind them of something they have seen before?)
 - c. Predictions (Have the students predict what they believe is going to happen in the book.) On the page with the “big kids” running off, explain to the students that they were NOT setting the younger kids up because they were already there and had no intentions of setting up the younger kids.
 - d. Diversity (different cultures living coexisting together)
 - e. WW2 (the tattoo on the man’s arm, “he has lived a hard life”)
4. Allow the students to work in partners to complete the worksheet

Assessment:

“Decorating with Story Elements” worksheet

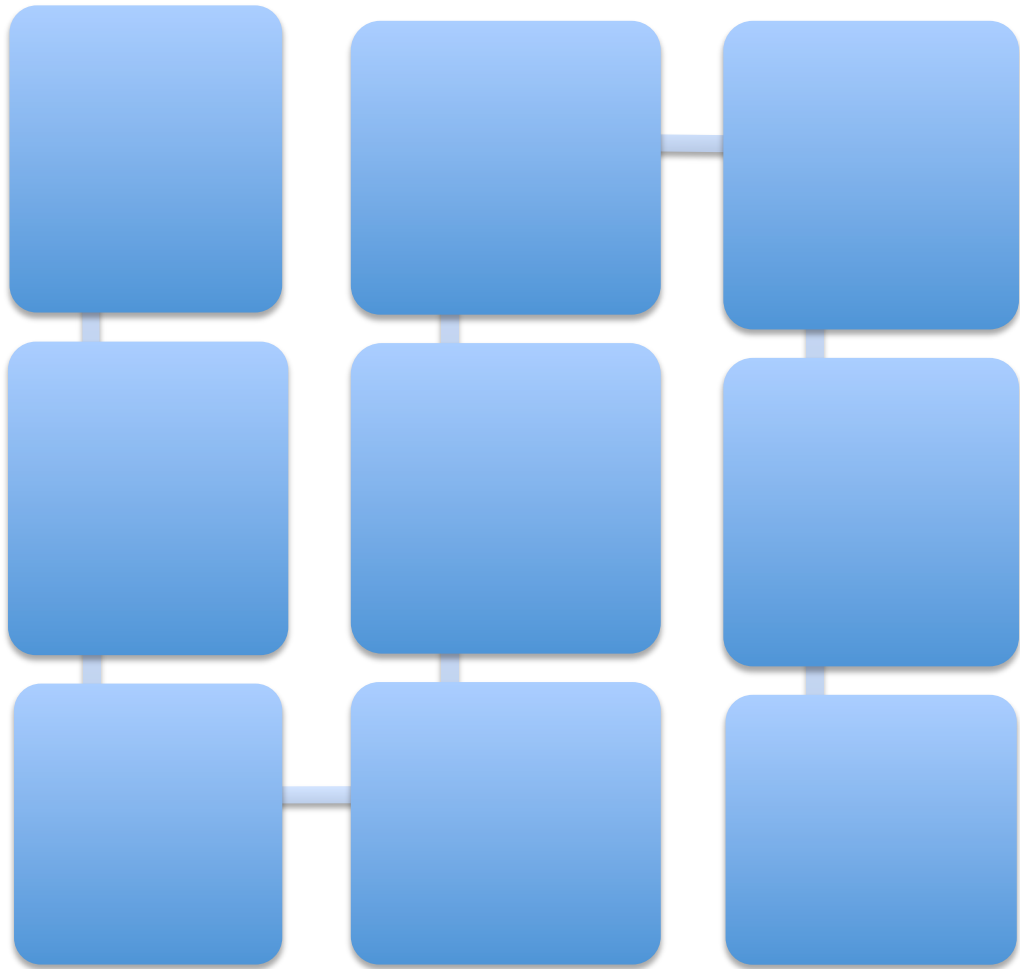
(Students are to color the egg to resemble a Ukrainian egg. The phrases that resemble plot are colored black, the phrases that resemble the characters are colored red, and the phrases that resemble the setting are colored yellow.)

“Chicken Sunday Flow Chart” worksheet

(Students will use the book to list events in chronological order using the flow chart)

Name: _____

Chicken Sunday Flow Chart



Name _____

Chicken Sunday
Story elements

Decorating With Story Elements

Read the words on the egg.
Color by the code.

Color Code
black = plot
red = character
yellow = setting

