

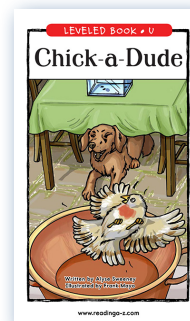
Focus Question:

What do Christine and her family learn from their experience with Chick-a-Dude?

Book Summary

Text Type: Fiction/Realistic

When Christine takes a rescued robin chick home, she soon discovers that it isn't easy to care for a wild creature. After some online research, however, she finds the perfect solution for the little bird. *Chick-a-Dude* is an endearing story that can be used to teach students how to retell and how to identify problems and their solutions.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Determine problem and solution
- ☐ Describe information provided by illustrations
- ☐ Recognize and use dashes
- ☐ Place words in alphabetical order

Materials

- ☐ Book: *Chick-a-Dude* (copy for each student)
- ☐ Problem and solution, dashes, alphabetical order worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *kiln* (n.), *nurturing* (v.), *orphaned* (adj.), *pottery* (n.), *rescue* (v.), *territory* (n.)

Enrichment: *mimicked* (v.), *roast* (v.), *volunteered* (v.)

- **Academic vocabulary:** *beneath* (prep.), *examine* (v.), *except* (prep.), *prepare* (v.), *return* (v.), *unique* (adj.)

Guiding the Reading

Before Reading

Build Background

Draw a Venn diagram on the board and label the left-hand circle *Wild Animals* and the right-hand circle *Domestic Animals*. Explain to students that animals that are domesticated have been trained to live among humans. Ask students to share some ways that domestic animals and wild animals are the same. Record this information in the space where the circles overlap. Model how to record information on the Venn diagram that shows the differences between wild and domestic animals. Have students work in small groups and provide each group with a piece of chart paper. Have them copy the Venn diagram from the board and complete the diagram with more information about how wild and domestic animals are similar and different. Invite each group to share their findings with the class.

Introduce the Book

- Give students their copy of *Chick-a-Dude*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: Retell

Explain to students that engaged readers stop now and then while they are reading to *retell* in their mind what has happened so far in the story. Discuss how stopping to retell the events of the story helps readers understand and remember what they are reading. Explain that when retelling a story or an event, it is important that the details are explained in order. Use an example of an everyday life event, such as packing a lunch, to demonstrate how to retell. Invite students to turn to a partner and retell what they did after school the day before.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Problem and solution

- Write the words *problem* and *solution* on the board and read them aloud to students. Explain that in most stories a character is faced with a problem that needs to be solved. Explain that the problem is a difficulty or challenge that must be worked out or solved and the solution is an action or process used to resolve the problem. Point out that the story ends when a solution to the problem has been reached.
- Point out that problems and solutions in stories are similar to the problems and solutions we face in our everyday lives. Share a personal example of a problem and how a solution was found. Invite students to turn to a partner and share a problem-and-solution scenario. Have volunteers share with the class and invite students to identify the problem and the solution in each story.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 14. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about what Christine and her family do with Chick-a-Dude. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why is the baby bird in danger?* (level 1) page 5
- *What can you tell about Mrs. Rodriguez on the basis of how she responds to the baby bird?* (level 2) page 5
- *What problems face Chick-a-Dude when he is in Christine’s home?* (level 2) pages 8 through 11

- *Why does Misty not like Chick-a-Dude?* (level 3) multiple pages
- *How does Christine’s entire family jump in to help take care of Chick-a-Dude?* (level 2) pages 8 and 9
- *How does Christine solve the problem of finding Chick-a-Dude a safe home?* (level 1) page 12
- *What other ideas could the family have tried to find a safe home for Chick-a-Dude?* (level 3) multiple pages

Text Features: Illustrations

Have students review the illustration on page 6. Point out that the illustrations, or pictures drawn by an illustrator, in a story are provided to help readers better understand what they are reading. Ask students the following questions: *How does this illustration help you to better understand the characters? What can you see in the illustration that was not written by the author?* Have students work with a partner to review the remaining illustrations and have them discuss how the illustrations help them to better understand and remember the story.

Skill Review

- Have students retell the story from the beginning to a partner. Encourage students to use transition words, such as *first*, *next*, *then*, *last*, and so on, when retelling the story.
- Model identifying problem and solution. **Think-aloud:** *As I read, I pause to consider the problems faced by the characters in the story. I know that in many stories several problems can arise before a final solution is found. For example, in the beginning of the story Chick-a-Dude was in danger of falling into the kiln. Luckily, Mrs. Rodriguez grabbed a ladder and saved him. Once Christine takes Chick-a-Dude home, however, a new problem is presented: how to take care of and keep a wild animal safe in the house. As I continue to read, I will pause and identify how the family eventually solves the problem of what to do with Chick-a-Dude.*
- Model how to complete the **problem-and-solution worksheet**. Then, have students discuss their responses with a partner and determine the problem and solution in the story.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Problem and solution

Review the problem-and-solution worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class.

Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary and should include the following: *Christine and her family learned that Chick-a-Dude had special needs as a baby bird and would be better taken care of at the Wildlife Rescue Center than in their home.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics: Dashes

- Explain to students that a *dash* (—) is a punctuation mark that can be used for different purposes: to show an afterthought or summary at the end of a sentence or to “set off” or emphasize information within a sentence.
- Write the following sentence on the board: *Misty slowly headed to the box—ears perked, tail stiff, hair up.* Explain to students that in this sentence the dash is used to emphasize how Misty walked toward the box and to give the reader additional information.
- Review or explain the difference between a dash and a hyphen: hyphens are used in compound adjectives, adverbs, and nouns. Point out that hyphens are shorter in length and are used to connect two or more words.
- **Check for understanding:** Have students reread pages 8 through 9 and highlight the sentences containing a dash. Ask a volunteer to explain how each dash is used.
- **Independent practice:** Introduce, explain, and have students complete the **dashes worksheet**. If time allows, discuss their answers after students finish.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words into alphabetical order, including words that begin with the same letter.

- Write the following words on separate pieces of paper and display them on the board: *beneath, bird, chick, cheap*. Discuss how to place these words in alphabetical order, reminding students to look at the first letter in each word. Explain that if two words begin with the same letter, they will then need to look at the second letter or even the third or fourth letter to determine the correct order.
- Have students work in small groups, and give each group the following eight words: *chance, choice, chomp, chess, challenge, chirp, carry, can’t*. Invite students to work together to put these words in alphabetical order. Invite volunteers from each group to share their answer.
- **Check for understanding:** Write the following words on the board: *stuck, stout, strong, stepping, stringy*. Have students work independently to place the words in alphabetical order. Then, have students share their answers with a partner.
- **Independent practice:** Introduce, explain, and have students complete the **alphabetical order worksheet**. If time allows, discuss their answers

Connections

- See the back of the book for cross-curricular extension ideas.