HASTINGS (the Lucky Chicken)

Written by - Jan Wells
Illustrated by – Sally Bratt
Set 10 – 175 words

Building Anticipation – Setting the Context
Inquire if anyone has an unusual pet.

Ask: *Do your pets get into trouble? What kind of trouble? What do your parents say when your pet gets into trouble?*

Introduction
Introduce the book by reading the title and saying: *A lady named Fran was in her car. She saw a chicken fall out of a truck. The driver did not stop so Fran took the chicken home.*

Give the children a book and look at the illustration on page 12. Ensure that the children understand that Hastings is pecking the *couch* and *rug.*

Have them predict the letter or letter cluster found in these words and locate them on page 13 to confirm their predictions.

Give the children a couple of moments to complete their own book walk. Then ask the children to read the text independently to find out if Hastings makes a good house pet for Fran.

Discussion – Book Talk
Praise a reading strategy children were observed using and then ask the children to share a few strategies they used.

Ask: *Why did Fran say to Hastings 'Chicken, it's your lucky day'? Did Hastings make a good house pet? Why not? What did Hastings do that made Fran say, 'This is no good'. What did Fran decide to do? Do you agree with Fran? Why? Why not?*
What did the author say to Hastings on page 15? Have the children read page 16. *Does this help confirm for us that Fran was right to say Hastings was a 'lucky chicken'?*

Responding Creatively – Independent Practice
Children can:
* use the reproducible master to explain why Hastings was not a good pet and to draw the type of animal which would make a good pet. Explain why.
* make a labeled story map showing all the events in the story.
* retell the story with a different ending. Tape record their stories for others to hear.
* read other chicken stories such as *The Little Red Hen* or *Chicken Little.*

Read Aloud Connections
Chickens by Diane Snowball, Mondo Publishers, 1995.

Learning About Language - Focused Teaching		
High Frequency Words	then, I'll, of	Provide a double set of word cards featuring these words and other known, and almost known, high frequency words. Play *Snap* with a friend. Read the word to gain a point.
Letters and Letter Clusters	*Hh* – home, Hastings, her, *fr* - friend, Fran *tr* - truck *ch* - chickens *st* - stop	Discuss the use of capitals for the names of people and places. Locate Fran and Hastings in the book. Can you think of the name of a person or place that begins with *Tr, Ch, St,* e.g. *Trevor, Christine, Stephanie, China*?
Onset and Rimes and Word Families	stay, day saw, paw, caw, raw	Use movable letters to make these words. Can you make new words using the rimes *ay* and *aw*? Record the new words you make.
Word Endings	*ck* - truck, back *ed* - stopped, looked *ch* - couch *y* - happy, lucky	Look for and record words that end in *ed* found in the book, e.g. *cried, looked, called*.
Compound Words		Review familiar concepts.
Contractions	it's, I'll	Write a sentence that begins with one of the contractions.
Text Features	Quotation marks Brackets	Feature the use of quotations in shared writing. Discuss the use of brackets.
Poetry Links	*then – Meeting A Bear* *of – Up and down*	Feature these poems in shared reading. The high frequency words shown are found in the poem and the book. Provide multiple reading opportunities so that all can experience the rhythm and rhyme of the English language.

Explain why Hastings was not a good pet.

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Draw an animal that you think is a good pet and explain why.

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