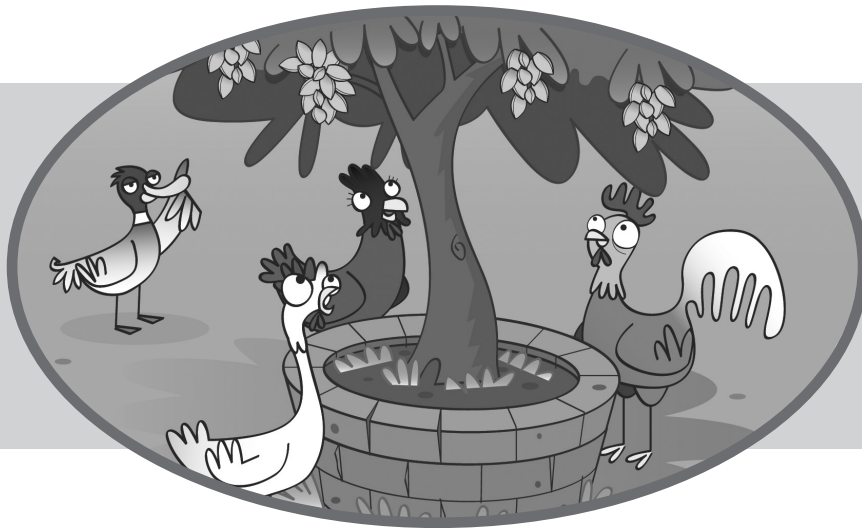


Chicken-Licken

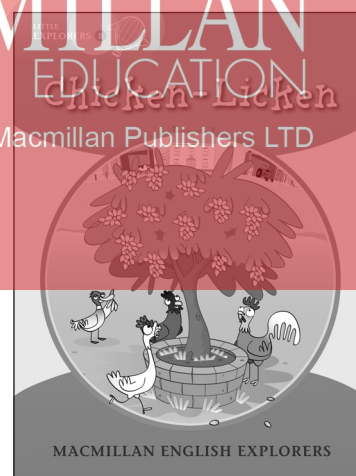


The story

One day Chicken-Licken is under a nut tree in the farmyard. A nut falls on her head. She thinks the sky is falling in. She runs to tell her friends in the farmyard the news. First she runs to tell Hen-Len. Together they run to tell Cock-Lock. The three of them then run to tell Duck-Luck. However, Duck-Luck is clever and realises what has happened. Duck-Luck makes Chicken-Licken, Hen-Len and Cock-Lock stand still and look up at the sky to prove that it is not falling. Duck-Luck takes them all back to the nut tree and explains what happened. Chicken-Licken feels silly. Hen-Len and Cock-Lock feel foolish for believing Chicken-Licken.

Introduce the book

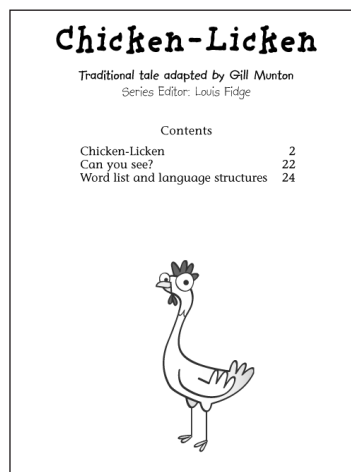
The cover



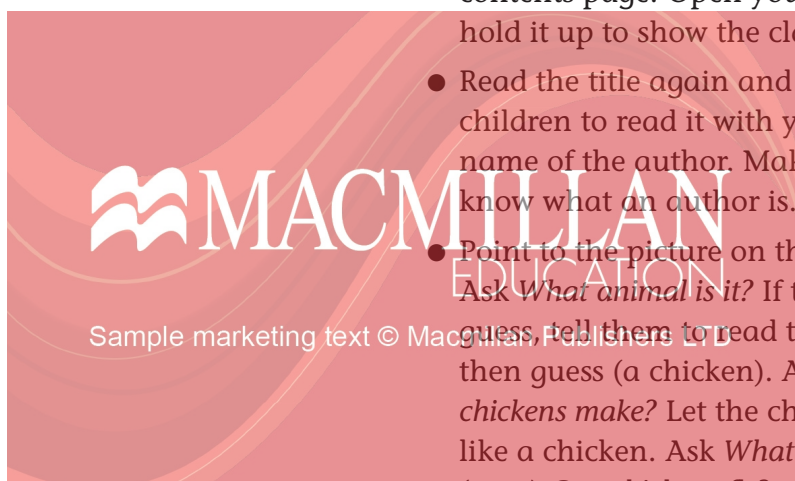
- Hold up the book and point to the cover. Read the title to the class. Read it again and encourage the children to repeat after you.
- Ask *Do you know the story?* If the children do, encourage them to tell you what they can remember about it.

- Point to the picture on the cover. Ask *What animals can you see?* (a chick, a cockerel, a duck, a hen). Point to the chick and ask *What's her name?* If necessary, point to the title again to prompt the children. Ask *Where are the animals?* (under a tree). Explain that the tree is a nut tree. Ask *Are nuts hard or soft?*
- Explain that the story takes place on a farm. Encourage the children to tell you what they know about farms.

The contents page



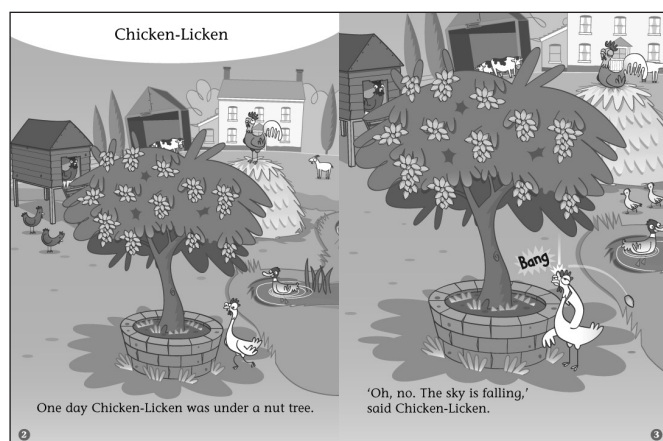
- Tell the children to open their books to the contents page. Open your own book and hold it up to show the class.
- Read the title again and encourage the children to read it with you. Point to the name of the author. Make sure the children know what an author is.
- Point to the picture on the contents page. Ask *What animal is it?* If the children cannot guess, tell them to read the title again and then guess (a chicken). Ask *What noise do chickens make?* Let the children make a noise like a chicken. Ask *What do chickens eat?* (corn) *Can chickens fly?*



Chicken-Licken

The story can be played at any time.

Pages 2 and 3



Word list

a, Chicken-Licken, day, falling, is, no, nut, one, oh, said, sky, the, tree, under, was

Language summary

past simple tense, prepositions, present continuous tense

Preparation

Wordcards 1, 6, 9, 11, 14, 18, 21, 23, 24, 28, 32, 34, 38, 40 plus punctuation

Materials

some nuts
a heavy object, a light object

Before reading

- Before looking at the pages, teach *tree, nuts, under* and *sky*.
- Draw a tree on the board and elicit what it is from the children. Then point to it and say *tree*. Encourage the children to repeat after you. Write *tree* on the board under the picture. Ask *What sound does tree start with?* (/t/) *What sound does tree end with?* (/i:/) *What letters make the sound /i:/?* (the double e).
- Hold up the nuts you have brought in with you. Say *nuts* and encourage the children to repeat after you. Write *nuts* on the board.

Then ask *What sound does nuts start with?* (/n/) *What sound does nuts end with?* (/s/) *What sound is in the middle?* (/ʌ/).

- Put your book under the table and say *under*. Then ask *Where is the book?* and elicit *Under the table*. Write *under* on the board. You could also put your book under a chair and ask the question again. Ask *What sound does under start with?* (/ʌ/).
- Point to the sky out of the window. Say *Look at the sky* and encourage the children to look out of the window up at the sky. Say *sky* and encourage the children to repeat it after you. Draw the sky above the tree on the board in blue and write *sky* on the board. Ask *What sound does sky start with?* (/s/).
- Tell the children to open their books to pages 2 and 3. Open your own book and hold it up to show the class.
- Tell the children to look at page 2. Ask *Can you see Chicken-Licken?* *Can you see the tree?* *Can you see the nuts on the tree?* *Where is Chicken-Licken?* (under the tree).
- Ask *What can you see on the farm?* Make sure the children identify and point to the hen in the hen house, the cockerel on the hay stack and the duck in the duck pond.
- Tell the children to look at the picture on page 3. Ask *What happened?* (the nuts hit Chicken-Licken's head) *Did the nuts hurt Chicken-Licken?* *How do you know?* (Chicken-Licken has got a big bump on her head.).
- Ask *Did Chicken-Licken see the nuts?* and elicit from the children that she has not. Ask *Does Chicken-Licken know what hit her on the head?*
- Point to Chicken-Licken's face and the word *Bang* in the artwork. Clap loudly, or bang the table or desk and say *Bang* at the same time. Encourage the children to join in with you.

During reading

- Read the title. Read the text on page 2 to the class slowly and clearly. Read the page again pointing to each word as you read it.
- Ask *Can you see the words Chicken-Licken? Can you see the word under? Can you see the word tree?*
- Read the text again and encourage the children to repeat each sentence after you.
- Say *Find and point to the words Chicken-Licken? How many can you see?* (2, it is in the title and in the text). Ask *Where was Chicken-Licken?* Run your finger under *Chicken-Licken was under a nut tree.* and encourage the children to read it **out loud with you.**
- Tell the children to **look at the text on page 3.** Read the text to the class slowly and clearly pointing to each word as you read it. If you wish, use a different voice and sound worried. Point to the sky and indicate with your hands that you think the sky is falling. If necessary, stop at this point and demonstrate with an object what *falling* means.
- Ask *Can you see the words Chicken-Licken? Can you see the word sky? Can you see the word said? What sound do sky and said start with?* (/s/) *Can you see the word falling? What sound does falling start with?* (/f/).
- Read the text again. Encourage the children to repeat each sentence after you. Then read the whole page again together as a class.
- Elicit from the children why we use speech marks in English (to show what someone is saying). Then ask *What does Chicken-Licken say?* and encourage individual children to read *Oh, no. The sky is falling.*
- Invite two children to be the narrator and Chicken-Licken and to read both pages out loud.

After reading

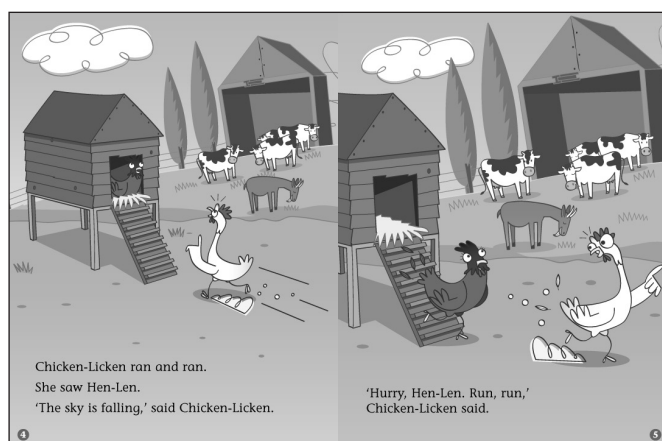
- Write *One day Chicken-Licken was under a tree.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give eight children one wordcard each and ask them come to the board and match their card with the correct word in the sentence.
- Write *The sky is falling.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give five children one wordcard each and ask them to match their card with the correct word on the board.
- Write *Chicken-Licken* on the board and elicit from the children what it says. Then ask *How many words can you see?* (2) *What sound does the first word start with?* (/tʃ/) *What sound does the second word start with?* (/l/). Ask *What letters are the same? What letters are different?* *Do the words sound the same?* Rub out the *Ch* in the first word and write in *L*. Rub out the *L* in the second word and write in *Ch*. Encourage the children to read the new name *Licken-Chicken*. Invite a child to come to the board and correct the name.
- Ask *Was Chicken-Licken silly? Is the sky falling? Ask What will happen next?*

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 21 in the Comprehension and Vocabulary Workbook.

Pages 4 and 5



Word list

and, Chicken-Licken, falling, Hen-Len, hurry, is, ran, run, said, saw, she, sky, the

Language summary

past simple tense, present continuous tense, imperatives

Preparation

Wordcards 2, 6, 11–14, 25–29, 31, 32, 34 plus punctuation

Before reading

- Before looking at the pages, remind the children what *run* means. Run around the room and ask *What am I doing?* Elicit *running* then write *run* on the board and encourage the children to repeat it after you.
- Tell the children to open their books to pages 4 and 5. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 4. Point to Hen-Len and elicit what type of animal she is (a hen). Write *Hen-Len* on the board saying it as you write it. Encourage the children to repeat after you.

- Ask *Where is Hen-Len?* (in her house) *What is Hen-Len doing?* *What is she sitting on?* (eggs) *Why do hens sit on their eggs?* (to keep them warm).
- Ask *Who can you see?* (Chicken-Licken) *Is Chicken-Licken running?* *How do we know she is running?* (there is dust under her feet) *What is Hen-Len looking at?* (the sky) *What did Chicken-Licken say to Hen-Len?* and elicit ideas from the children. If necessary, point to the bump on her head and point out that she is pointing up to the sky.
- Tell the children to look at the picture on page 5. Ask *Is Hen-Len scared?* (yes) *Where is Hen-Len?* (coming out of the henhouse) *Is she running?* *How do you know?* (her feathers are coming out).

During reading

- Read the text on page 4 to the class slowly and clearly. Read the page again pointing to each word as you read it. If you wish, use a different voice and sound worried.
- Ask *Can you see the words Chicken-Licken?* *Can you see the words Hen-Len?* *Can you see the word sky?* *Can you see the word falling?*
- Read the text again and encourage the children to repeat each sentence after you.
- Point to the first sentence. Start to read it but pause after *Chicken-Licken ...*. Point to *ran* and *ran* and encourage the children to finish the sentence. Ask *Which word can you see twice?*
- Point to the second sentence. Start to read it but pause after *She saw ...*. Point to *Hen-Len* and encourage the children to finish the sentence.
- Ask *What did Chicken-Licken say to Hen-Len?* Point to the words in the speech marks and encourage the children to read them.

- Read the text on page 5 to the class slowly and clearly. Read the page again pointing to each word as you read it. If you wish, use a different voice for Chicken-Licken. Gesture with your arm to demonstrate *hurry*. Elicit what it means from the children (to go quickly).
- Ask *Can you see the word hurry? Can you see the words Hen-Len? What sound do hurry and Hen-Len start with? (/h/) Can you see the word run? How many can you see? (2) Can you see the words Chicken-Licken? Can you see the word said?*
- Read the text again and encourage the children to repeat each sentence after you.
- Invite two children to be the narrator and Chicken-Licken and to read both pages out loud. Encourage Chicken-Licken to sound worried and use appropriate hand gestures for *Hurry*.
- Point to each letter in the name and say the sound (/h/ /e/ /n/ /l/ /e/ /n/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the words /hen/ /len/, encouraging the children to repeat after you.
- Write *and* on the board. Elicit from the children what it says. Then ask *What sound does and start with? (/æ/) What sound does and end with? (/d/)*. Then ask *What sound is in the middle? (/n/)*. Point to each letter in the word and say each individual sound as you do so (/æ/ /n/ /d/). Encourage the children to repeat after you. Then say the word (/ænd/). Play a word game with the children. Add letters to the beginning of *and* and see what new words you can make, e.g. *h* (hand), *s* (sand).
- Ask *What will happen next? Where are Hen-Len and Chicken-Licken going? Who will Hen-Len speak to next?* and elicit guesses from the children. They can look back at pages 2 and 3 if they need reminding of the other animals in the farmyard.

After reading

- Write *The sky is falling.* on the board. Encourage the children to read it out loud.
- Write _____ *ran and ran.* on the board. Hold up the *Chicken-Licken* and *Hen-Len* wordcards. Ask the class to point to the correct wordcard to finish the sentence on page 4.
- Write *Hen-Len* on the board and elicit from the children what it says. Then ask *How many words can you see? (2) What sound does the first word start with? (/h/) What sound does the second word start with? (/l/) What letters are the same? What letters are different? Do the words sound the same?* Rub out the *H* in the first word and write in *L*. Rub out the *L* in the second word and write in *H*. Encourage the children to read the new name *Len-Hen*. Invite a child to come to the board and correct the name.

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 22 in the Comprehension and Vocabulary Workbook.

Pages 6 and 7



Word list

and, Chicken-Licken, Cock-Lock, falling, Hen-Len, hurry, is, ran, run, said, saw, sky, the, they

Language summary

past simple tense, present continuous tense, imperatives

Preparation

Wordcards 2, 6, 7, 11–14, 25–29, 32, 34, 35 plus punctuation

- Ask *What is Cock-Lock looking at?* (the sky) *What did Hen-Len say to Cock-Lock?* and elicit ideas from the children. If necessary, point to the bump on Chicken-Licken's head and point out that Hen-Len is pointing up to the sky.
- Ask *What animals can you see?* (cows, goat, hens) *How many cows can you see? How many brown hens can you see?* If necessary, count them with the children.
- Tell the children to look at the picture on page 7. Ask *Is Cock-Lock on the haystack? What is he doing?* (running) *Is Cock-Lock scared? Who is first?* (Chicken-Licken) *Who is in the middle?* (Hen-Len) *Who is last?* (Cock-Lock).

Extra activity

Ask three children to come to the front of the class. Tell them to stand in a line like the animals in the book. Then ask the class *Who is first? Who is in the middle? Who is last?* Repeat the activity with other groups of children.

Before reading

- Tell the children to open their books to pages 6 and 7. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 6. Point to Cock-Lock and elicit what type of animal he is (a cockerel). Ask *What noise does a cockerel make?* and let the children crow like cockerels. Write *Cock-Lock* on the board saying it as you write it. Encourage the children to repeat after you.
- Ask *Where is Cock-Lock?* (on the haystack). and point to the haystack. Ask *Who eats hay?* (horses, cows). Explain to the children that hay is dried grass.
- Ask *Who can you see? Are Chicken-Licken and Hen-Len running?*

During reading

- Read the text on page 6 to the class slowly and clearly, pointing to each word as you read it. If you wish, use a different voice for Hen-Len.
- Ask *Can you see the words Chicken-Licken? Can you see the words Hen-Len? How many can you see? (2) Can you see the words Cock-Lock? Can you see the word ran? How many can you see? (2) Can you see the word sky? Can you see the word falling?*
- Read the text again and encourage the children to repeat each sentence after you.

- Point to the first sentence. Say *Chicken-Licken and Hen-Len ...* and then pause. Point to *ran* and *ran* and encourage the class to finish the sentence.
- Point to the second sentence. Say *They saw ...* and pause. Point to *Cock-Lock* and encourage the class to finish the sentence.
- Ask *What did Hen-Len say to Cock-Lock?* Point to the words in the speech marks and encourage the children to read them.
- Read the text on page 7 to the class slowly and clearly, pointing to each word as you read it. If you wish, use a different voice for Hen-Len.
- Ask *Can you see the words Hen-Len? Can you see the words Cock-Lock? Can you see the word hurry? Can you see the word run? How many can you see? (2).*
- Read the text again and encourage the children to repeat each sentence after you.
- Ask two children to be the narrator and Hen-Len and to read the text out loud. Encourage Hen-Len to read in an excited voice.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.
- Write *Cock-Lock* on the board and elicit from the children what it says. Then ask *How many words can you see? (2)* *What sound does the first word start with? (/k/)* *What sound does the second word start with? (/l/)*. *What letters are the same? What letters are different? Do the words sound the same?* Rub out the *C* in the first word and write in *L*. Rub out the *L* in the second word and write in *C*. Encourage the children to read the new name *Lock-Cock*. Invite a child to come to the board and correct the name.
- Ask *What will happen next? Where are Hen-Len, Cock-Lock and Chicken-Licken going? Who will Cock-Lock speak to next?* and elicit guesses from the children. They can look back at pages 2 and 3 if they need reminding of the other animals in the farmyard.

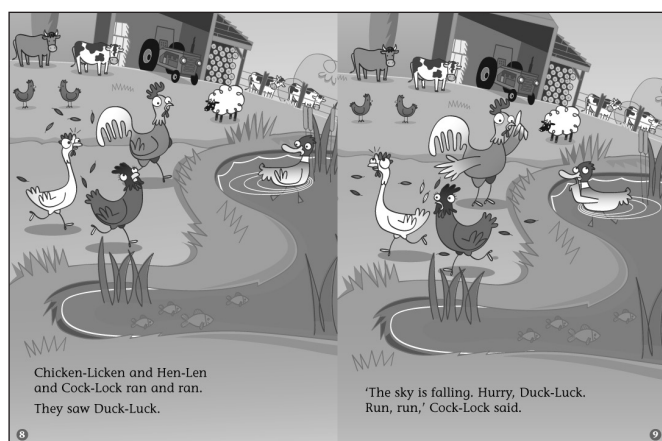
Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

After reading

- Write *The sky is falling.* on the board. Elicit what it says from the children.
- Write _____ *ran and ran.* on the board. Hold up the *Chicken-Licken*, *Hen-Len* and *Cock-Lock* wordcards. Ask the class to point to the correct wordcards to finish the sentence on page 6.

Pages 8 and 9



Word list

and, Chicken-Licken, Cock-Lock, Duck-Luck, falling, Hen-Len, hurry, is, ran, run, said, saw, she, sky, the, **they**

Language summary

past simple tense, present continuous tense, imperatives

Preparation

Wordcards 2, 6, 7, 10–14, 25–28, 32, 34, 35 plus punctuation

Before reading

- Tell the children to open their books to pages 8 and 9. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 8. Point to Duck-Luck and elicit what type of animal he is (a duck). Ask *What noise does a duck make?* and let the children quack like ducks. Write *Duck-Luck* on the board saying it as you write it. Encourage the children to repeat after you.
- Ask *Where is Duck-Luck?* (on the water) and point to the water. Then ask *What is he doing?* (swimming).

- Ask *Who can you see?* (Chicken-Licken, Hen-Len, Cock-Lock) *Are Chicken-Licken, Hen-Len and Cock-Lock running? What is Hen-Len looking at?*
- Tell the children to look at the picture on page 9. Ask *What is Duck-Luck looking at?* (the sky) *What did Cock-Lock say to Duck-Luck?* and elicit ideas from the children. If necessary, point to the bump on Chicken-Licken's head and point out that Cock-Lock is pointing up to the sky.
- Then ask *Is Duck-Luck scared?*

During reading

- Tell the children to look at the text on pages 8 and 9. Ask *Can you see the words Chicken-Licken? Can you see the words Hen-Len? Can you see the words Cock-Lock? How many can you see? (2) Can you see the words Duck-Luck? How many can you see? (2) Can you see the word ran? How many can you see? (2) Can you see the word run? How many can you see? (2) Can you see the word sky? Can you see the word falling?*
- Put the children into pairs. Give them the opportunity to read the text in pairs without any further help from you. Then read the text together.
- Point to the first sentence on page 8. Ask *Who ran and ran?* (Chicken-Licken, Hen-Len, and Cock-Lock).
- Point to the second sentence. Say *They saw ...* and pause. Point to Duck-Luck and encourage the class to finish the sentence.
- Ask *What did Cock-Lock say to Duck-Luck?* Point to the words in the speech marks and encourage the children to read them.

- Ask two children to be the narrator and Cock-Lock and to read the text out loud. Encourage Cock-Lock to read in an excited voice.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.
- Add the names of the other characters to the board. Point to each one and encourage the children to read them out loud. Elicit why they begin with capital letters (because they are names).
- Play a name game with the children. Ask *Which name begins with /d/?* Encourage the children to point to and read the correct name (Duck-Luck). Repeat for all four characters in random order.

After reading

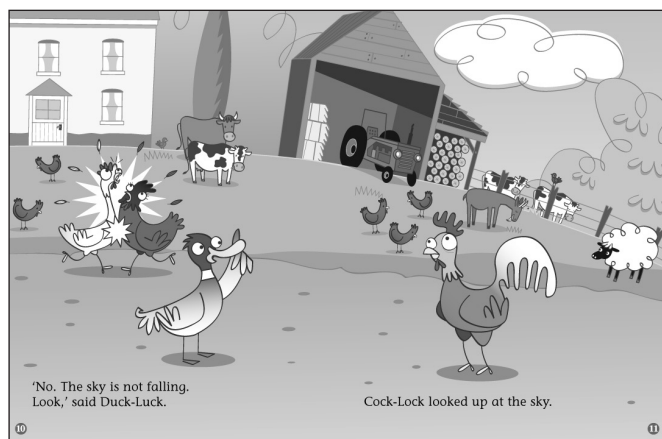
- Invite five children to come to the front of the class. Give them one wordcard each in random order. Use: *The sky is falling*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order.
- Write *Duck-Luck* on the board and elicit from the children what it says. Then ask *How many words can you see?* (2) *What sound does the first word start with?* (/d/) *What sound does the second word start with?* (/l/). *What letters are the same? What letters are different? Do the words sound the same?* Rub out the *D* in the first word and write in *L*. Rub out the *L* in the second word and write in *D*. Encourage the children to read the new name *Luck-Duck*. Invite a child to come to the board and correct the name.

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 23 in the Comprehension and Vocabulary Workbook.

Pages 10 and 11



Word list

at, Cock-Lock, Duck-Luck, falling, is, look, looked, no, not, said, sky, the, up

Language summary

present continuous tense, imperatives,
past simple tense, prepositions

Preparation

Wordcards 4, 7, 10, 11, 14, 16, 17, 19, 20, 28,
32–34 plus punctuation

Make four simple face masks, one mask for
each character

Materials

Four character masks

Before reading

- Before looking at the pages, teach *up*. Point up to the ceiling and say *up*. Then point down to the floor and say *down*. Repeat and encourage the children to repeat both words after you. Then point up and encourage the children to say the correct word. Then point down. Ask *What sound does up start with?* (/ʌ/) *What sound does up end with?* (/p/).

- Look up at the ceiling and say *I am looking up*. Look down and say *I am looking down*. Look back at the class and say *Look up*. Encourage the children to look up. Then say *Look down* and encourage them to look down. Write *look up* on the board, saying each word as you write it.
 - Tell the children to open their books to pages 10 and 11. Open your own book and hold it up to show the class.
 - Tell the children to look at the picture. Ask *Are Chicken-Licken and Hen-Len scared? Are they running? What are they looking at?* (the sky) *What happened?* (they bumped) *Is Duck-Luck scared? What is he pointing at? Is Cock-Lock scared? What is Cock-Lock looking at?* (the sky).
 - Ask *What did Duck-Luck say to Cock-Lock?* and elicit suggestions from the class.
- ### During reading
- Read the text on page 10 to the class slowly and clearly. Read it again pointing to each word as you read it. Shake your head as you read *No*. Point up to the sky as you read *Look*. Sound wise and reassuring. Use a different voice if you wish.
 - Ask *Can you see the word no? Can you see the word sky? Can you see the word falling? Can you see the word Duck-Luck?*
 - Read the text again and encourage the children to repeat each sentence after you. Then read the page again together as a class.
 - Tell the children to look at the text on page 11. Ask *Can you see the words Cock-Lock? Can you see the word looked? Can you see the word up? Can you see the word sky?*

- Read the text and encourage the children to repeat the sentence after you. Then read both pages again together as a class.
- Invite two children be the narrator and Duck-Luck and to read the pages out loud. Encourage them to use a different voice for Duck-Luck.
- Ask the children to find, and point to the word *No* on page 10. Ask *What sound does no begin with?* (/n/). Ask the children to find, and point to the word *not* on page 10. Ask *What sound does not begin with?* (/n/) *Do they start with the same sound?*
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.
- Write *Cock-Lock looked up at the sky.* on the board. Give seven children one wordcard each and ask them to come to the front of the class. Tell them to stand in a line, in random order, facing the rest of the class. Tell the rest of the class to put the children into the correct order.
- Write _____ *looked up at the sky.* on the board. Elicit what it says from the children. Invite four children to come to the front of the class and give each one a wordcard with a character's name on it and the corresponding mask that you made before the class. Complete the sentence on the board with one of the names. The child with the matching mask must read the sentence out loud and do what it says, i.e. look up at the sky. Repeat for the remaining characters.
- Ask *What will happen? What will Duck-Luck do?*

After reading

- Put the children into small groups. Give each group a *yes* and a *no* wordcard. Play a game. Ask the children some simple *yes/no* questions about the story so far. They must decide which card to hold up in answer to each question. If they hold up the correct card, they get a point. The winning group is the one with most points. Some questions you could ask are:

Is Chicken-Licken scared? (yes)

Do cows eat hay? (yes)

Do hens sit on eggs? (yes)

Is the sky falling? (no)

Is Duck-Luck running? (no)

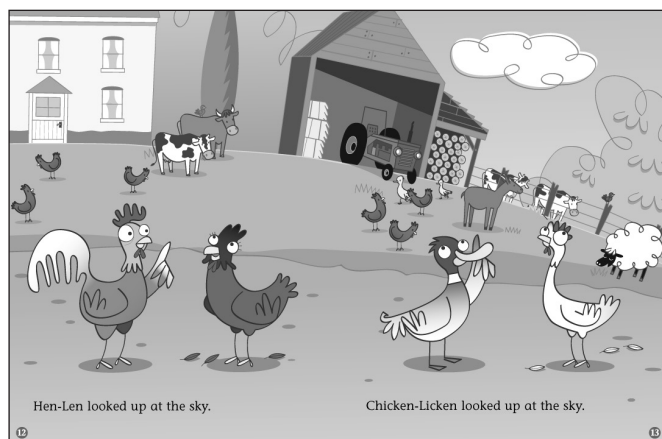
Is Duck-Luck scared? (no)

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 24 in the Comprehension and Vocabulary Workbook.

Pages 12 and 13



Word list

at, Chicken-Licken, Hen-Len, looked, sky, the, up

Language summary

past simple tense, prepositions

Preparation

Wordcards 4, 6, 12, 17, 32, 33, 39 plus punctuation

Make four simple face masks, one mask for each character

Materials

Four character masks

- Then ask *Are they scared? Why not?* and elicit suggestions from the children (the sky is not falling) *Who knows the sky is not falling?* (Duck-Luck).
- Ask *What animals can you see?* Identify the animals and, if you wish, count how many of each one you can see.

During reading

- Tell the children to look at the text on both pages. Ask *Can you see the words Hen-Len? Can you see the words Chicken-Licken? Can you see the word looked? How many can you see? (2) Can you see the word up? How many can you see? (2) Can you see the word sky? How many can you see? (2).*
- Put the children into pairs. Give them the opportunity to read the text on both pages in pairs without any further help from you. Then read the text together.
- Point to the sentence on page 12. Ask *Who looked up at the sky?* (Hen-Len). Repeat the question for page 13 (Chicken-Licken).
- Tell the children to look at the text on both pages. Ask *Which words are different? How many sentences can you see?* Encourage the children to count the fullstops to check.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.

Before reading

- Tell the children to open their books to pages 12 and 13. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Who is with Cock-Lock?* (Hen-Len) *What is Cock-Lock pointing at?* (the sky) *What is Hen-Len looking at?* (the sky).
- Then ask *Who is with Duck-Luck?* (Chicken-Licken) *What is Duck-Luck pointing at?* (the sky) *What is Chicken-Licken looking at?* (the sky).

After reading

- Write _____ *looked up at the sky.* on the board. Elicit what it says from the children. Invite four children to come to the front of the class and give each one a wordcard with a character's name on it and the corresponding mask. Complete the sentence on the board with one of the names. The child with the matching mask must read the sentence out loud and do what it says, i.e. look up at the sky. Repeat for the remaining characters.
- Write *up* on the board. Write a *c* at the beginning and encourage the children to read the new word (cup). Repeat the activity with *at* (cat).

Extra activity

Talk about things that go up, e.g. birds, rockets, umbrellas, kites, and things that come down, e.g. rain, leaves in autumn, etc.

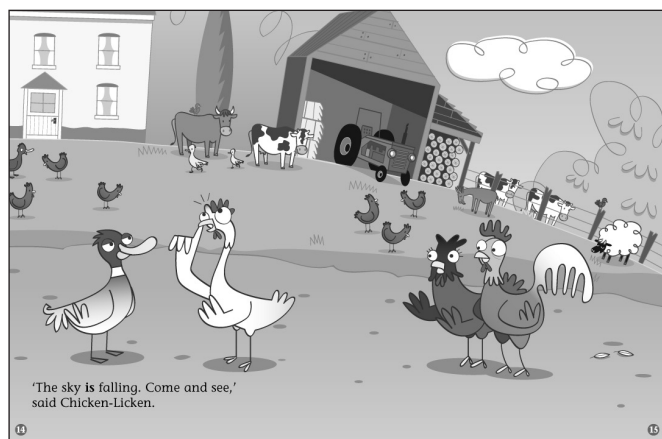
- Ask *What will happen? What will Duck-Luck do? Where will they go?*

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.



Pages 14 and 15



Word list

and, Chicken-Licken, come, falling, is, said, see, sky, the

Language summary

present continuous tense, imperatives, past simple tense

Preparation

Wordcards 2, 6, 8, 11, 14, 28, 30, 32, 34 plus punctuation

Materials

Pictures of farmyard animals: sheep, cow, horse, goat, hen, duck; wordcard labels for the animals you have pictures of

Before reading

- Tell the children to open their books to pages 14 and 15. Open your own book and hold it up to show the class.

- Tell the children to look at the picture. Ask *Who can you see?* (Duck-Luck, Chicken-Licken, Hen-Len, Cock-Lock) *Who is talking?* (Chicken-Licken) *How do you know?* (her mouth is open) *What is she pointing at?* (the lump on her head) *What hit her head?* (a nut) *Did Chicken-Licken know it was a nut?* *What does she think is happening?* (the sky is falling) *Does Duck-Luck think the sky is falling?* *Does Chicken-Licken believe Duck-Luck?* *Are Hen-Len and Cock-Lock scared?* *Is Duck-Luck scared?* *What is Chicken-Licken saying?* and elicit suggestions from the class.

During reading

- Read the text on page 14 to the class slowly and clearly. Read it again pointing to each word as you read it. Sound nervous and worried. Make an appropriate hand gesture as you read **Come and see**. Beckon the children. Use a different voice for Chicken-Licken if you wish. Stress the word **is** which is in **bold** on the page.
- Ask *Can you see the word sky?* *Can you see the word falling?* *Can you see the word said?* *Can you see the word Chicken-Licken?*
- Elicit from the children why they think **is** is in **bold** on the page. If necessary, read that sentence again, stressing the **is**. Tell the children that it is **bold** to show the reader to say it strongly.
- Read the text again and encourage the children to repeat each sentence after you and stress the **is**. Then read the page again together as a class.
- Invite two children to be the narrator and Chicken-Licken and to read the page out loud. Encourage them to read with appropriate expression and stress.

- Ask the children to find and point to the word *sky*. Then ask *What sound does sky start with? (/s/)*. Then say *Find more words which start with /s/*. Give the children a few seconds to find *see* and *said*. Then ask individual children what words they found.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.
- Write *see* and *tree* on the board, one under the other. Elicit from the children what the two words say. Then ask *What letters are the same?* Invite a child to come to the board and point to the *ee*. Write *ee* on the board. Point to it and ask *What sound is it?* and elicit */i:/*. Then point to *see* and *tree* and ask *Do they sound the same? What number sounds the same as see and tree?* (three). If necessary, count from 1 to 5 to prompt the children. Tell them to put up their hands when they say the number that sounds the same.
- Ask *What will happen next? What will Chicken-Licken do? What will Duck-Luck do?*

After reading

- Stick the pictures of the farmyard animals you have brought in with you on the board. Hold up each wordcard label in turn and say it out loud. Encourage the children to repeat each one after you. Then hold each label up again in random order and encourage the children to read it out loud.
- Put the wordcard labels on your table, face up. Invite a child to come to the table and choose a label. The child then holds it up to show the class, reads it and sticks it on the board under the matching animal. When they are all matched, read each label again with the class, pointing to the matching animal. Leave the pictures and labels on the board.
- Write *Come and see the _____* . on the board. Write one of the animals on the board in the space. Invite an individual child to read the sentence out loud. Invite that child to come to the board and point to the correct animal. Repeat the activity several times with different animals and different children.

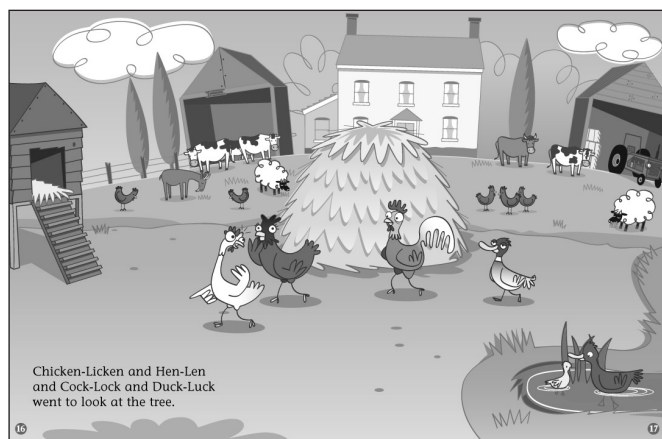
Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

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Pages 16 and 17



Word list

and, at, Chicken-Licken, Cock-Lock, Duck-Luck, Hen-Len, look, the, to, tree, went

Language summary

past simple tense

Preparation

Wordcards 2, 4, 6, 7, 10, 12, 15, 33, 36, 37, 41 plus punctuation

Materials

The four character masks

Before reading

- Tell the children to open their books to pages 16 and 17. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Who can you see?* (Duck-Luck, Chicken-Licken, Hen-Len, Cock-Lock) *Are they running or walking?* (walking) *Who is first?* (Chicken-Licken) *Who is in the middle?* (Hen-Len, Cock-Lock) *Who is last?* (Duck-Luck).

Extra activity

Ask four children to come to the front of the class. Tell them to stand in a line like the animals in the book. Then ask the class *Who is first? Who is in the middle? Who is last?* Repeat the activity with other groups of children.

- Then ask *Can you see the nut tree?* Point to the shadow of the tree at the bottom of page 16 and say *Here it is.* Then ask *What is Chicken-Licken pointing at?* (the tree) *Where are they going?*

During reading

- Read the text on page 16 to the class slowly and clearly. Read it again pointing to each word as you read it.
- Ask *Can you see the words Duck-Luck? Can you see the words Cock-Lock? Can you see the words Hen-Len? Can you see the words Chicken-Licken? Can you see the word tree? Can you see the word look?*
- Read the text again and encourage the children to repeat the sentence after you. Then read the page again together as a class.
- Invite individual children to read the page out loud.
- Then ask *Who went to look at the tree?* Encourage the children to read the part of the text that tells them the answer.

- Ask the children to find and point to the word *tree*. Then ask *What sound does tree start with?* (/t/). Then say *Find one more word which starts with /t/*. Give the children a few seconds to find *to*. Then ask individual children what words they found. Some of them may choose *the* because it starts with the same letter. Explain that the letter is the same but that the *t* and *h* together make a /ð/ sound.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.
- Point to the word *look* in the sentence on the board. Ask *What does it say? What sound does look begin with? What sound does look end with?* Then ask *What letters are the same?* Invite a child to come to the board and point to the *oo*. Write *oo* on the board. Point to it and ask *What sound is it?* and elicit /ʊ/. Ask *What word sounds the same as look?* (book). If necessary, hold up a book to prompt the children. Write *Look at the book.* on the board and ask the children to read it.
- Ask *What will happen next?*

After reading

- Write *Chicken-Licken and Hen-Len and Cock-Lock and Duck-Luck went to look at the tree.* on the board. Stop writing after you have written the first letter of each character's name, and elicit from the children whose name you are going to write each time. Say each word aloud as you write it. Then read the complete sentence together.
- Give 14 children one wordcard each and ask them come to the board and match their card with the correct word in the sentence.
- Rub out the characters' names. Leave _____ - _____ *went to look at the tree.* on the board. Invite four children to come to the front of the class and give each one a wordcard with a character's name on it and the corresponding mask. Complete the sentence on the board with one of the names. The child with the matching mask must read the sentence out loud and then go back to his/her place as though he/she is going to look at the tree. Repeat with the remaining names.

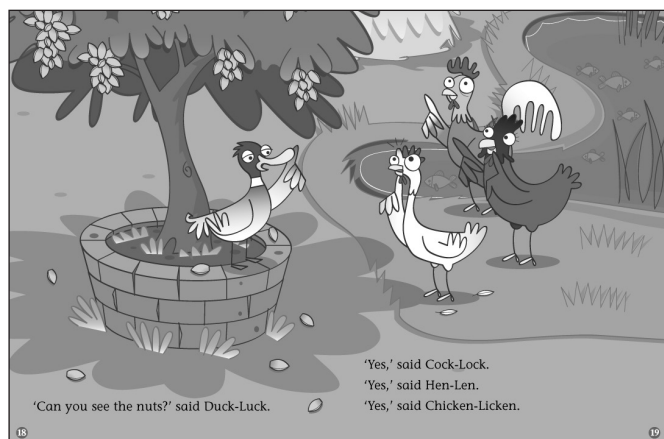
Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

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Pages 18 and 19



Word list

can, Chicken-Licken, Cock-Lock, Duck-Luck, Hen-Len, nuts, said, see, the, yes, you

Language summary

past simple tense, questions with can

Preparation

Wordcards 3, 5–7, 10, 12, 22, 28, 30, 33, 42 plus punctuation

Materials

the four character masks

Before reading

- Tell the children to open their books to pages 18 and 19. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Who can you see?* (Duck-Luck, Chicken-Licken, Hen-Len, Cock-Lock) *Where is Duck-Luck?* (under the tree) *What is Duck-Luck pointing at?* (nuts).
- If necessary, write *nuts* on the board and elicit what it says from the children. Ask *What sound does nuts start with?* (/n/).
- Then ask *What are Chicken-Licken, Hen-Len and Cock-Lock pointing at?* (nuts). *What is Duck-Luck saying?* and elicit suggestions from the children.

During reading

- Tell the children to look at the text on page 18. Read the text to the class slowly and clearly. Read it again pointing to each word as you read it.
- Ask *Can you see the words Duck-Luck? Can you see the word nuts? Can you see the word see?* Then ask *Is it a question? How do you know?* and elicit from the children what a question mark means.
- Read the text again and encourage the children to repeat each sentence after you. Then read the page again together as a class.
- Tell the children to look at the text on page 19. Then ask *Can you see the word yes? How many can you see? (3) Can you see the word said? How many can you see? (3) Can you see the words Cock-Lock? Can you see the words Hen-Len? Can you see the words Chicken-Licken?*
- Read the first sentence to the children. Encourage them to repeat each word after you. Put the children into pairs. Give them the opportunity to read the rest of the text on page 19 out loud together without any further help from you. Monitor and prompt where necessary. Then read the page again together.
- Invite four children to be the characters and to read their part of the text out loud.
- Elicit from the children why we use speech marks in English. Then ask *What did Duck-Luck say?* and elicit *Can you see the nuts?* Then ask *What did Cock-Lock say?* and elicit *Yes.* Ask *Did Hen-Len and Chicken-Licken say the same?*

- Ask the children to find and point to the word *you*. Then ask *What sound does you start with?* (/j/). Then say *Find one more word which starts with /j/*. Give the children a few seconds to find *yes*. Then ask individual children what word they found.
- Ask the children to find and point to the word *see*. Then ask *What sound does see start with?* (/s/). Then say *Find one more word which starts with /s/*. Give the children a few seconds to find *said*. Then ask individual children what word they found and how many they can see (4). If necessary, count them with the children. Then ask *What word sounds the same as see?* and elicit *tree*.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.
- Write *yes* on the board. Elicit from the children what it says. Point to each letter in the word and say each sound (/j/ /e/ /s/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /jes/, encouraging the children to repeat after you. Repeat the activity with *can* (/kæn/) and *nut* (/nʌt/).
- Ask *What will happen next? What will Chicken-Licken do? What will Duck-Luck say?*

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 25 in the Comprehension and Vocabulary Workbook.

After reading

- Write *Can you see _____?* on the board. Invite four children to the front of the class. Give each one a character face mask to put on. Point to each child and encourage the class to say their character name.
- Tell the class to close their eyes and help the four children at the front to put the masks around the room. Tell the class to open their eyes. Point to the question on the board. Read it, adding the name of one of the characters, e.g. *Can you see Chicken-Licken?* Tell the class to look around the room until they find the Chicken-Licken mask and encourage them to point and respond *Yes!* Repeat until all the characters have been found. Play it again with different children if you wish.

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Pages 20 and 21



Word list

are, Chicken-Licken, Duck-Luck, falling, is, look, not, nuts, said, sky, the

Language summary

present continuous tense, imperatives

Preparation

Wordcards 3, 10, 11, 14, 16, 18, 20, 22, 23, 28, 32, 34 plus punctuation

Before reading

- Tell the children to open their books to pages 20 and 21. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Who can you see?* (Duck-Luck, Chicken-Licken, Hen-Len, Cock-Lock) *Where is Duck-Luck?* (under the tree) *What is Duck-Luck holding?* (a nut) *What is he pointing at?* (the nut tree) *Is Chicken-Licken happy? Why not?* and elicit suggestions from the class (she feels silly, she knows the nut hit her on the head).

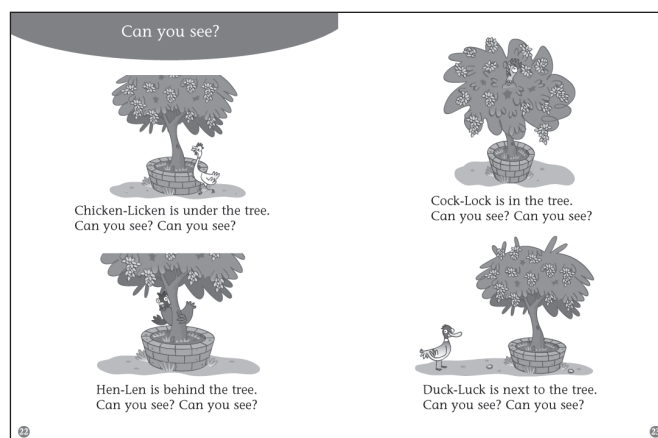
During reading

- Tell the children to look at the text on page 20. Ask *Can you see the word sky? Can you see the word falling? How many can you see? (2) Can you see the word look? Can you see the word nuts? Can you see the words Duck-Luck? Can you see the words Chicken-Licken?*
- Put the children into pairs. Give the children the opportunity to read the text together without any further help from you. They have seen all of the words in this story and may be surprised by how much they can read without you. Monitor and help where necessary. Then read the text out loud together.
- If necessary, read the text again and encourage the children to repeat each sentence after you. Then read the page again together as a class.
- Elicit from the children why we use speech marks in English. Then ask *What did Duck-Luck say?* and elicit *The sky is not falling. Look. The nuts are falling.*
- Then tell the children to look at page 21. Elicit from the children why we use speech bubbles and ask *Who is speaking?* Point to the speech bubble and read it out loud. Sound disappointed as you say *Oh, no*. Explain to the children that *Oh* isn't really a word but a sound we can make when we are disappointed. Say *Oh, no* again and encourage the children to repeat it after you in a disappointed voice.
- Invite two children to be Duck-Luck and Chicken-Licken and to read their part of the story out loud. Encourage them to use a different voice.

Pages 22 and 23

After reading

- Write *The nuts are falling.* on the board. Encourage the children to read it out loud.
- Give five children one wordcard each and ask them come to the board and match their card with the correct word in the sentence.
- Invite five different children to come to the front of the class. Give them one wordcard each in random order. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *The sky is falling.*
- Then invite one more child to come to the front and give them the *not* wordcard. Ask the child to stand in the correct place to make the first sentence on page 20 *The sky is not falling.* Elicit from the children what happens when we add *not* to the sentence. If necessary, remove the *not* from the sentence and encourage the children to read *The sky is falling.* Nod your head to show that it is positive. Then put the *not* back in and encourage the children to read *The sky is not falling.* Shake your head to show that it is negative.
- Give the children time to read through the whole story again with a partner or to read it quietly by themselves.



- Tell the children to open their books to pages 22 and 23. Open your own book and hold it up to show the class.
- Point to each picture in turn and ask *Who can you see?* (Chicken-Licken, Hen-Len, Cock-Lock, Duck-Luck). Then ask *Where is Chicken-Licken?* (under the tree). Repeat the question for the other characters.
- Read the rhyme to and with the children. Encourage them to point to the character each time.
- Invite four children to read one verse each then read them together again as a class.
- Do page 26 in the Comprehension and Vocabulary Workbook.

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

After reading

Response to the story

- Ask *Did you like the story? Why? Why not?*

Characters

- Ask the class to name each character.
- *Did you like Chicken-Licken? Was she clever? Was she silly?*
- *Did you like Hen-Len and Cock-Lock? Were they clever? Did they do the same as Chicken-Licken? Were they silly? Why? (they didn't look at the nut tree, they were scared).*
- *Did Duck-Luck listen to Chicken-Licken? (no) Was he silly? (no).*

Setting

- *Where did the story take place?*
- Elicit from the children all the different animals on the farm.

Plot

- Encourage the class to re-tell the story simply in their own words.

Moral issues

- We learn to think before we act and not to always do what others do.
- Ask *Who was sensible? Who didn't do the same as Chicken-Licken? (Duck-Luck) Why?*

Vocabulary

- Use the **Word recognition record sheet** to check what sight vocabulary the children have learnt.



Follow-up ideas

Farm animals

- Get the children to name as many farm animals as they can. Use books to find information about each animal, e.g. *What do they eat? Where do they live? What food do they give us?*
- Elicit from the children what sounds the animals make. Have fun making the farm animals' sounds. You could play a guessing game. One child makes a farm animal sound and the other children have to name the animal.

Art Trace the outline of each character from the story. Enlarge each outline and copy them, making sure you have one character for each child. Give each child one character. Tell them to colour it in. Make a portrait gallery of the four characters. Label each picture with the character's name.

Drama The story is very good for acting out as a class. Put the children into groups of four, Chicken-Licken, Hen-Len, Cock-Lock and Duck-Luck. Read the story out loud and let each group have a turn at acting it out for the rest of the class. Repeat until all of the children have had a turn.

Follow-my-leader The story is all about one leading and others following. Play a game of follow-my-leader. Choose one child to be the leader, or be the leader yourself. Tell the children to stand in a line behind the leader. Then tell them to follow the leader around the room and to copy the actions the leader does.

Rhyming The names of the characters give a great opportunity for introducing and focusing on rhyming. Use simple regular CVC words and see how many rhyming words you can make by changing the first letter only. Begin by eliciting the sounds that make the first word. Write the word on the board and ask *What sound does cat start with?* etc. (/k/ /æ/ /t/ /kæt/). Rub out the c and elicit from the children other letters to add the make new words, e.g. *bat, hat, mat, rat, sat*. Other CVC words to use are: *ran* (van, pan, fan, man), *run* (sun, bun, fun).

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