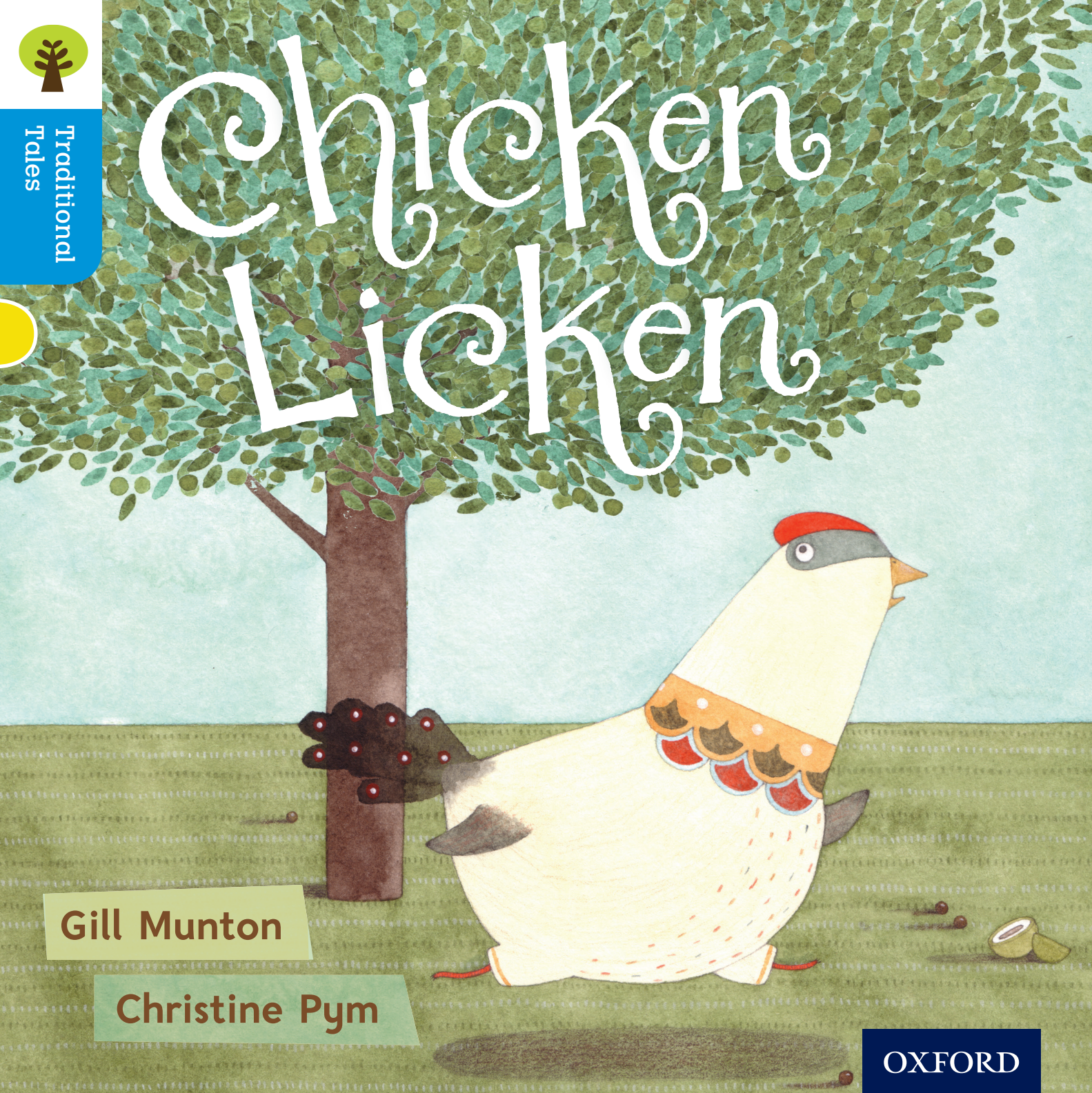
Traditional Tales

Chicken Licken



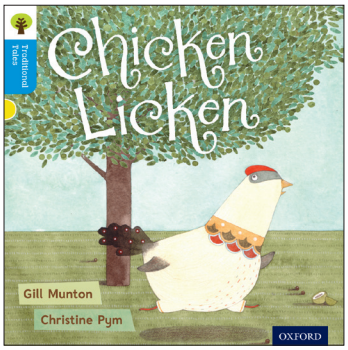
Gill Munton

Christine Pym

OXFORD

Traditional Tales

Oxford Level 3



Chicken Licken

Written by Gill Munton and illustrated by Christine Pym
Teaching notes written by Thelma Page
Information about assessment and curriculum links can be found at the end of these Teaching Notes.

Background to the story

- Traditional tales have been told for many years. They help to keep alive the richness of storytelling language and traditions from different cultures. These tales, many of which will be familiar to the children, are rich in patterned language and provide a springboard for their own storytelling and writing.
- This story is based on an English traditional tale that was written down almost two hundred years ago. It has been retold in many versions, and is also known as 'Chicken Little' or 'Henny Penny'.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Draw attention to the rhyming words in the title. Ask the children to identify graphemes that are in both words. Ask: *What might happen in this story?*
- All the words in this story are decodable for this stage. You can look together at the inside front cover for a list of the high frequency tricky words for this stage used in the book, to help build familiarity with these before children read the story independently.
- Talk about the speech bubbles. Tell the children that they show which character is speaking.

Reading the extended story

- Read the extended story (on page 51 of the *Traditional Tales Handbook*) to the children. Use the eBook or pupil book to show the images to the children as you read, and pause during the story to ask questions.
- Pause at the end of page 2. Ask: *What do you think might have hit Chicken Licken? How would he feel?*
- Pause at page 7. Ask: *What do Hen Len and Cock Lock think about what Chicken Licken has told them?*
- At the end, ask: *Why did Chicken Licken make a mistake? Do you think he will do it again?*

Reading the story

- Tell the children it's now their turn to read the story themselves. Remember to give them lots of encouragement and praise as they read.
- Remind children that they need to blend words from left to right and sound out each phoneme in a word. Practise blending a few words by saying the phoneme of each word in order, e.g. *ch-i-ck-e-n*. Focus on **ar** in the words *barn, farmyard* and *garden*.
- Support the children with the words *we, me, they, all, you,* explaining that they are tricky words, but also very common and useful. If a word is too difficult, simply read the word for them.

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Returning to the story

- Ask: *Who did Chicken Licken run to tell that the sun had fallen?* Encourage the children to tell you the different characters in the order that Chicken Licken told.
- Ask: *Why didn't Duck Luck believe Chicken Licken's story? Do you think he was wise?*
- Look again at pages 14 and 15. Ask: *How do you think Chicken Licken felt at the end of the story? Do you think he was happy to find he had made a mistake?*

Storytelling

- Show the class the video of the storyteller performing the story on www.oxfordprimary.co.uk/tradtales.
- Talk about how the storyteller uses rich and imaginative language to describe characters and events in the story.
- Ask the children to think about how the storyteller uses her voice to add expression by varying her tone and the rhythm of the story. Discuss how the storyteller uses facial expressions to show emotions.
- Ask the class to discuss what they particularly enjoyed about the storyteller version of the story.
- Have a look at the storytellers' notes for information about the storytelling techniques used in the video.

Drama

- Tell the children you are a friend of Chicken Licken, and you have heard from other animals on the farm that the sun fell on Chicken Licken's head! You are worried about your friend. Ask: *Do you know what happened to Chicken Licken?*
- Tell the children that you want to know what happened. Ask them to work in pairs, using the story map available on www.oxfordprimary.co.uk/tradtales, to say what happened and explain Chicken Licken's mistake.
- Then ask the children to tell you what happened, taking it in turns around the class.

Writing

- Talk about what happened in the story together. Use the story map available on www.oxfordprimary.co.uk/tradtales as a prompt to talk about the main events. Tell the class that you are going to write a different version of the story together.
- Tell the children to imagine that Duck Luck didn't realise it was a nut that had fallen on Chicken Licken. Ask them to think of two more characters that Chicken Licken could have run to tell, such as Goose Loose and Turkey Lurkey.
- Encourage them to use the patterned language to continue writing the story using the new characters. Scribe the children's sentences, asking them to help you with spellings.
- Imagine that in the end they go and tell Farmer Tarmer. What will he say to them? How will he help them to see their mistake? When you have completed your shared story, read it aloud to the class.

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Links to the wider curriculum

Science

- Try dropping different items from an outward stretched arm, e.g.: a ball, an apple, a sheet of paper, a feather, a pencil. Which items fall fastest? Which fall more slowly? Why is this?

Geography

- Draw a plan of a farm. Put in a barn, a duck pond, a farmhouse, an orchard, some fields, tracks and a road. Label your plan.

Art and design

- Ask the children to paint their own hen, cockerel or duck, using the style of the bird pictures in the story for inspiration.

Music

- Use voices to make various animal sounds. Practise each one, then build them into a farmyard chorus.

PSHE and Citizenship

- Discuss the mistake that Chicken Licken made. What do you do if you are surprised by a loud noise? Talk about ways of dealing with unwanted surprises in a calm way.

For more ideas on how to use this book in the classroom use the *Traditional Tales Handbook.*

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Chicken Licken (Oxford Level 3) curriculum coverage chart

Links to Oxford Ros Wilson Reading Criterion Scales:

- Can sit attentively and listen to stories (at age appropriate level). (RCS Emergent Grade, 9)
- Is beginning to read some high frequency words from YR/P1 word list. (RCS Emergent + Grade, 20)
- Can use phonic knowledge at current level to attempt unknown words. (RCS Emergent + Grade, 22)
- Can put the important parts of a story that is known to the reader in order. (RCS Emergent + Grade, 23)
- Can talk about the main points/key events in a text. (RCS Emergent + Grade, 24)
- Is beginning to make predictions based on titles, text, blurb and/or pictures. (RCS Grade 1,11)

ENGLAND The National Curriculum in England: Reception

EYFS	The activities in this book develop all areas listed within the following Early Learning Goals: 01, 02, 03, 09, 10.
Letters and Sounds Phase 3/4	Sounds practised: ee (as in see), oo (as in look), ar (as in farmyard), ow (as in Owl)

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – Early level

Listening and talking	I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes (LIT 0-01b / LIT 0-11b) As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen (LIT 0-02a / ENG 0) I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways (LIT 0-09b / LIT 0-31a)
Reading	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write (ENG 0-12a / LIT 0-13a / LIT 0-21a) I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a) I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things (LIT 0-14a) I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)
Writing	I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways (LIT 0-09b / LIT 0-31a) Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-26a)

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WALES Literacy and Numeracy Framework: Reception

Oracy	Learners are able to exchange ideas in one-to-one and small group discussions (YR_OracColl.1) Learners are able to express what they like and dislike (YR_OracSpea.3)
Reading	Learners are able to identify information from a text using visual features and words (YR_ReadComp.2) Learners are able to follow texts read to them and respond appropriately (YR_ReadResp.2) Learners are able to recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters) – blend combinations of letters (YR_ReadStrat.2i) Learners are able to read simple captions and texts recognising high-frequency words (YR_ReadStrat.4)
Writing	Learners are able to compose and dictate a sentence describing events, experiences and pictures to communicate meaning (YR_WritMean.1) Learners are able to contribute to a form modelled by the teacher (YR_WritStru.2)

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1

Talking and listening	Pupils can understand short explanations and simple discussions (L1_com_talk.1iii) Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3) Pupils can talk about their experiences (L1_com_talk.4) Pupils can make eye contact and take turns whilst engaging in conversation (L1_com_talk.6)
Reading	Pupils can show understanding of the meaning carried by print, pictures and images (L1_com_read.1) Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) Pupils can read and understand familiar words, signs and symbols in the environment (L1_com_read.3i) Pupils can use visual clues to locate information (L1_com_read.3ii) Pupils can talk about what they read and answer questions (L1_com_read.5)
Writing	Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)

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