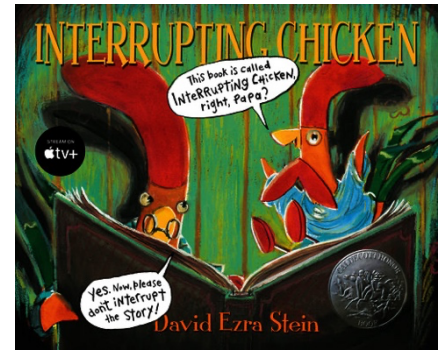


Interrupting Chicken

Written by David Ezra Stein

This story follows a little red chicken and her papa during their bedtime stories. With every story Papa starts to read, the little red chicken can't help but end the story early before any of the characters get hurt. Papa begins to wonder if the little red chicken will ever fall asleep or will just continue to interrupt.



Possible strategies for instruction

Comprehension

- **Infer and support with evidence.**
 - Page 15—Read where the little chicken interrupts and then stop and say, “When we’re reading, we can often figure out what the author is saying by using clues from the text. The clues can help us make a supported guess. So far in this story the little red chicken has interrupted two different stories. I wonder why. What is going on to make her keep interrupting? Let’s look for clues from the author to figure out why she might interrupt and finish the story so quickly.”
 - Infer: The little chicken doesn’t like it when bad things happen in a story.
 - Point out clues such as these:
 - p. 11—when the chicken says it was a *witch*
 - p. 17—when the chicken says he was a *mean* old wolf
 - p. 23—when the chicken says, “I couldn’t let the little chicken get *upset*”
- **Ask questions throughout the reading process.**
 - p. 13—“What do you think is going to happen?”
 - p. 21—“Why do you think the little red chicken keeps interrupting?”
 - p. 22—“How do you think Papa feels based on this picture?”
 - p. 29—Point to the Zzzzs and ask, “What do you think this means? What do you think we will see on the next page?”

Accuracy

- **Look for word parts.**
 - Sometimes when we are reading, there are word parts or patterns that can help us read a word.
 - p. 1—*bedtime* (*bed - time*)
 - p. 2—*something* (*some - thing*)
 - p. 5—*inside* (*in - side*)
 - p. 19—*everyone* (*every - one*)

Fluency

- **Use punctuation to enhance phrasing and prosody.**
 - When we read, punctuation can help us know what words to stress and the pace at which to read. It can help us understand the character’s mood. When there are quotations, we want to be sure we read the way the character would speak, and punctuation helps us do that.
 - pp. 8–9—“Out jumped a little red chicken, and she said, ‘Don’t go in! She’s a witch! So Hansel and Gretel didn’t. The End!’”
 - p. 17—“Okay, Papa. Let’s try one more *little* story and I’ll be good!”
 - p. 30—“Papa?”

Expand Vocabulary

- **Tune in to interesting words.**
 - p. 4—*interrupt*
 - p. 7—*nibble*
 - p. 11—*involved*
 - p. 13—*stray*