

Unit 2: Animals Surviving and Thriving

WEEK 8 Day 1



Text Talk
“The Story of the Chicken and the Eagle”

Big Ideas	<p>Animals’ differing body parts help them meet their needs in specific ways.</p> <p>Animals, including humans, are connected to each other and to their environments.</p>
Weekly Question	How are people and animals interconnected?
Content Objective	<p>I can retell the folktale and describe the way the folktale explains phenomena about animals. (R.5.1.a, R.8.1.a)</p> <p>I can identify ways stories connect us to animals.</p>
Language Objective	I can use the language of the folktale to act out the story. (SL.3.1.b)
Vocabulary	<p>behavior: the structures or adaptations that help an organism survive and thrive in its habitat</p> <p>folktale: a story that starts or is a tradition among a certain group of</p> <p>phenomena: things that are observable</p>
Materials and Preparation	<ul style="list-style-type: none"> ● “The Story of the Chicken and the Eagle” text Practice reading/telling the story fluidly and with expression, so that children will experience it as oral storytelling rather than as a reading. ● world map ● Chicken pecking at ground video (https://www.youtube.com/watch?v=Fr1pHc5H6Ok) ● Elements of a Folktale Chart, from Text Talk Week 4, Day 5

Elements of a Folktale					
Title	Beginning Setting, Characters, and Events	Middle Problem	End Solution	Presence of Magical or Mystical Beings?	Central Message, Lesson, or Explanation of Phenomena
<i>How Chipmunk Got His Stripes</i>					
“The Story of the Chicken and the Eagle”					

On the whiteboard, write:

What is explained about animals in this folktale?

How are people and animals connected through this folktale?

For reference, read about the [South Sudanese Folktales](http://www.southsudanesefolktales.org) project (<http://www.southsudanesefolktales.org>).

Opening
1 minute

Introduction and purpose.

This week we will be thinking about the ways that animals and people are interconnected. One way that people are connected to the world of animals is through stories we tell. Today we are going to listen to the folktale, “The Story of the Chicken and the Eagle.” This story was collected orally—by telling and listening, rather than through a written text. It comes from South Sudan.

Indicate South Sudan on world map.

This story includes a chicken and an eagle. Before we hear it, let’s watch a quick video to see how a chicken behaves.

Watch the video to build background knowledge about chickens.

The behavior you see in this video is called “pecking.” Keep this action in your mind as you listen to the folktale.

	<p><i>We will listen to find out what this folktale tells us about animals. We will add our ideas to our Elements of a Folktale chart.</i></p>
<p>Text and Discussion 10 minutes</p> <p>Paragraph 2</p>	<p>Tell the story once through. <i>Remember, this folktale comes from South Sudan. People all around the world tell stories, and they use their own features of language.</i></p> <p>Then read it a second time with a few stops for making meaning, as follows, as to define vocabulary as needed.</p> <p><i>What are Eagle and Chicken like at the beginning of the story? What are they trying to do?</i></p> <p><i>How does Chicken need to be careful?</i></p>
<p>Paragraph 4</p>	<p><i>Is Chicken good at flying? Why or why not?</i></p> <p><i>What is the problem in the story?</i></p>
<p>Paragraph 6</p>	<p>Finish the telling.</p> <p><i>What is the punishment Eagle gives to Chicken?</i></p> <p><i>Imagine Chicken always looking for a needle on the ground. Now think about chickens in real life, like the one we saw in the video. How does “looking for a needle on the ground” relate to the behavior of real chickens?</i></p> <p>Refer to the video to make connections between the story and chickens’ behavior. Invite children to act out a pecking motion.</p> <p><i>What does Eagle do to Chicken’s chicks? What does this make you think or wonder about what eagles do in real life?</i></p>
<p>Key Discussion and Activity 12 minutes</p>	<p>Think, Pair, Share. <i>What does this folktale explain about animals? [chickens don’t fly, eagles are predators to chicks, chickens peck at the ground]</i></p> <p>Facilitate a whole group discussion. <i>Even though this story is about animals, it has some lessons for people who hear it. What is an important message from this folktale? [keep track of your things, keep promises to your friends]</i></p> <p>Together with the children, record the beginning, middle, end, and central message of the folktale on the Elements of a Folktale chart. Note that while this folktale, again, does not include a magical being, other folktales may.</p>

	<p><i>Let's act out the Story of the Chicken and the Eagle.</i></p> <p>Using the Story Acting routine, tell the story one more time while children act it out.</p>
<p>Closing 1 minute</p>	<p><i>Today we enjoyed an oral retelling of a folktale. We analyzed it and then thought about how a story about animals can give listeners real information and an important message.</i></p> <p>Save this chart for future use and reference.</p>
<p>Weekly Question Chart 1 minute</p>	<p>Introduce the Weekly Question chart.</p> <p><i>Throughout this week, we will be exploring the question: How are people and animals interconnected? We can record our ideas here.</i></p> <p><i>One way that people and animals are interconnected is through stories. Let's record that.</i></p> <p><i>We can add more to our chart during the week.</i></p>
<p>Standards</p>	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p>R.8.1.a Explain major differences between texts that tell stories and texts that give information, drawing on various text types.</p> <p>SL.3.1.b Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group and paired conversations.</p> <p>Can children identify the beginning, middle, end of the folktale?</p> <p>Do they identify a central message?</p> <p>Using this folktale, how do children describe how people and animals are connected?</p>

Notes