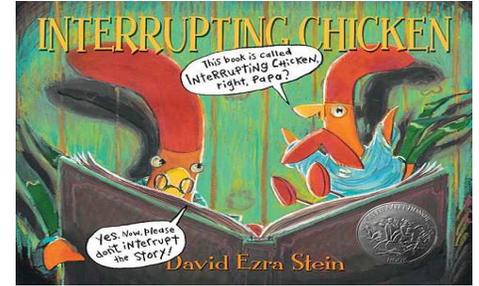


October 2013

Dear Colleagues,

During the month of October, we are invited into a bedtime experience with author and illustrator David Ezra Stein in Interrupting Chicken. Have you ever attempted to put a vivacious child to sleep at the end of an exhausting day and all you want to do is hit the hay yourself? In this story, little chicken is extremely excited for her bedtime story with Papa. However, like most young children, little chicken is eager to hear each story but has a difficult time remaining unobtrusive and continuously interrupts her father. During each read, little chicken jumps in to make an alternate ending to save the characters from making dangerous mistakes. Little chicken's strong passion for saving the main characters in the stories causes her to frequently interrupt him as he is reading. As the story unfolds, the roles reverse and little chicken becomes the story teller. Will Papa make it through the entire story without falling asleep? Will Little Chicken learn her lesson and realize that interrupting isn't something that should be done?



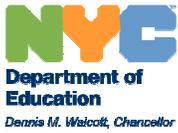
This story engages students with colorful illustrations and exciting tones. It can be used to help students understand why it is important not to interrupt people. Often times, students are still learning how to become engaged listeners. This book helps them understand that as respectful citizens in the classroom, we do not interrupt each other. Instead, we are patient and we listen to each other in order to learn from one another and respond to one another's thinking. This directly aligns with our school-wide goal of increasing our students' abilities to have conversations with each other through collaborative learning experiences, as well as our focus for Student of the Month in October, Managing Impulsivity. This month all students will be focusing on learning to self-manage and monitor behavior, such as the urge to interrupt in conversations.

Interrupting Chicken also supports our work in the Common Core Reading Standards for Literature. Some of the CCSS addressed are:

- ✚ Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ✚ Describe characters in a story and explain how their actions contribute to the sequence of events.
- ✚ Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- ✚ Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.

To help support asking higher order thinking questions as they relate to Danielson's Component 3b, as well as our school-wide Thinking Maps Implementation, the Teacher Leader Team has put together a list of sample questions and Thinking Map activities:

Ways We Can Use Thinking Maps With Interrupting Chicken	
Circle	<ul style="list-style-type: none"> • Brainstorm everything you know about bedtime procedures. • Brainstorm everything you know about Fairytales. • Define the vocabulary word <i>interrupting</i>. Include a definition, sentence, picture, and synonyms.
Bubble	<ul style="list-style-type: none"> • Describe Little Chicken or Papa.
Double Bubble	<ul style="list-style-type: none"> • Compare and contrast Little Chicken/Papa to another character being studied. • Compare and contrast the story <u>Interrupting Chicken</u> to a previous book of the month- My Mouth is a Volcano by Julia Cook. • Compare and contrast two fairytales Papa read to Chicken.



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Tree	<ul style="list-style-type: none">• Create a tree map to categorize the story elements.• Create a tree map to design new endings to favorite read alouds.
Brace	<ul style="list-style-type: none">• Break apart the word interrupting.
Flow	<ul style="list-style-type: none">• Sequence the events in the story.• Create a new sequence of events for a story (i.e. changing the events of <u>Little Red Riding Hood</u>)• Create a flow map for your bedtime routine.
Multi-Flow	<ul style="list-style-type: none">• Using an event from the story, cite the causes and effects of that event. (i.e. Little Chicken reading a bedtime story, or Papa falling asleep)
Bridge	<ul style="list-style-type: none">• Create a bridge map to examine conflict in texts using the relating factor, "was a conflict in."• Create a bridge map for Fairytales with the relating factor, "was an evil character in" or "was a good character in."

As grades continue to study character development through various genres, this book will be a great resource to use to have class discussions on how we learn about characters through their actions, words, thoughts and feelings. We hope your students enjoy this funny story, as many of them can probably relate to Chicken and his bedtime routines.

Sincerely,
Dr. Davidson, Mrs. LaPorte, and the Teacher Leaders Team