

CHICKEN, PIG, COW

written and illustrated by Ruth Ohi

Genre: Picture book, fiction

Themes: Early Readers, Adventure, Exploration, Friendship, Teamwork, Animals

Suitable for: Grades 1 – 2

Summary

This picture book explores the friendship between a toy chicken, pig, and cow. The trio go on an adventure around their home and discover that a new friend can be found in the place you least expect.

ACTIVITY IDEAS

The following activity ideas are only a start. There are many possibilities for helping students construct meaning from text.

Comprehension activities:

- help readers to extend their general knowledge from prior experience
- develop reading strategies for comprehension
- bring relevance to the act of reading
- foster discussion and reflection through response to the text

BEFORE STARTING THE BOOK

Activities to build the context and introduce the topic of the book, and to establish prior knowledge and interest and develop predictions of what the text will be about.

1. On the cover, why do you think the dog's face is so much bigger than Chicken, Pig, and Cow? What clues does this give us about the farm animals?
2. Let's keep looking at clues on the cover. How do you think Chicken, Pig, and Cow can work together?
3. Do you have any pets at home? Where do they live during the day when you are at school? Do they have a special place to sleep?
4. When you are in your house all day, or when there is indoor recess at school, how do you feel? How do you feel when you finally get outside?

WHILE READING THE BOOK

Activities to check on comprehension, stimulate interest, involve readers in reflection as they read, and encourage consideration of other readers' reactions.

1. Refer to the dog drooling page at the beginning of the story. Point out the quotation marks around the line, "I thought it didn't rain indoors". Ask students, "What do the quotation marks show? Why do you think they are important?" Prompt students to look for quotation marks throughout the rest of the story, and identify the characters speaking the different lines.
2. How do you think Cow feels to be left alone in the popsicle house? Do her feelings change when she hears Dog coming?
3. Why do you think the word "flew" is written that way? Why would the author choose to make that word look different?
4. Why is the word "outside" written in bold letters? What does that word tell you about how Cow is feeling?
5. Why is it surprising that Cow tells Chicken and Pig that Dog is her "new friend?" Look for clues earlier in the story to give you an idea of how Cow first felt about Dog.
6. Why do you think it is important for the popsicle house to have a door? What would it be like to live in a house with no door? What can Chicken, Pig, and Cow do now that they have a door on their house?

AFTER READING THE BOOK

Activities to inspire continued reflection and response to the text, bring conclusion to the experience of reading this particular text, and stimulate further extensions.

1. Can you think of two different ways the animals worked together during the story? How did working together help them to get things done?
2. What did Dog do to show that she wanted to be friends with the three farm animals? How would her actions have looked differently if she did not like Chicken, Pig, and Cow?
3. Do you think the girl who normally plays with Chicken, Pig, and Cow will be happy or upset that the animals are now friends with Dog?
4. Other than using each other to reach something high up, can you think of new ways that Chicken, Pig and Cow could work together? Now that Dog is also a friend, what could all four animals do together?
5. Which of your favorite toys would you choose to live in the popsicle house together?