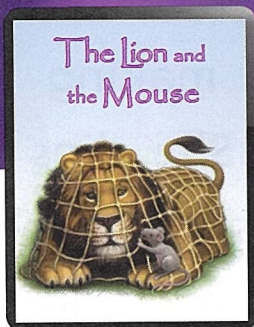
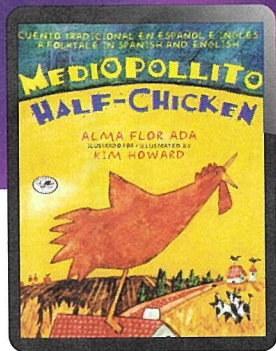


# Lesson

# 24



## Q LANGUAGE DETECTIVE

**Talk About Words**  
Work with a partner. Choose one of the sentences. Take out the Vocabulary word. Put in a word that means the same or almost the same thing. Tell how the sentences are the same and how they are different.

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Ask a question that uses one of the Vocabulary words.

1

## tumbling

This acrobat is **tumbling** through the air.



2

## flung

When something is **flung**, it is thrown with force.



3

**tangled**

These pieces of string are **tangled**. It is hard to separate them.



4

**empty**

This pot is **empty**. There is nothing in it.



5

**swift**

**Swift** horses move very fast.



6

**peacefully**

The farm animals are sleeping **peacefully**. Nothing is bothering them.



7

**stream**

This **stream** flows into a larger river.

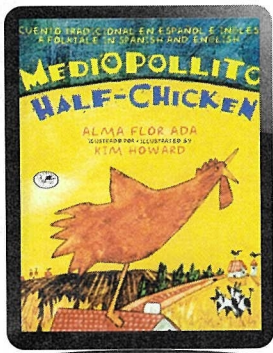


8

**blazed**

A forest fire **blazed**, or burned brightly, for many hours.





# Read and Comprehend

## ✓ TARGET SKILL

**Cause and Effect** In *Half-Chicken*, some events cause other events to happen. The first event is the **cause**. The second event is the **effect**.

To figure out how the events might be connected, ask yourself what happens and why. Look for text evidence in the words and pictures to help you find the answers. Use a chart like the one below to list causes and effects in a story.

Cause	Effect

## ✓ TARGET STRATEGY

**Visualize** As you read, picture what is happening to help you understand and remember important ideas and details.

## PREVIEW THE TOPIC

### Traditional Stories

People have been telling traditional stories, or folktales, for many years. Folktales often tell about events that could not happen in real life.

Characters in folktales often learn a lesson. A folktale may also explain why something is the way it is. In *Half-Chicken*, you will read about an important lesson that the main character learns.

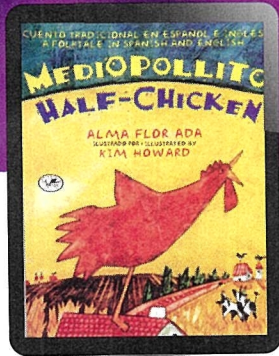


#### Think | Pair | Share

Think about why authors of folktales might use animals as characters. Share your ideas with a partner. Take turns speaking, and listen carefully to each other. Then share your ideas with the class.

## Lesson 24

# ANCHOR TEXT



### ✓ GENRE

A **folktale** is a kind of traditional tale. As you read, look for:

- ▶ a simple plot that teaches a lesson
- ▶ animal characters who talk and act like people

### MEET THE AUTHOR

## Alma Flor Ada



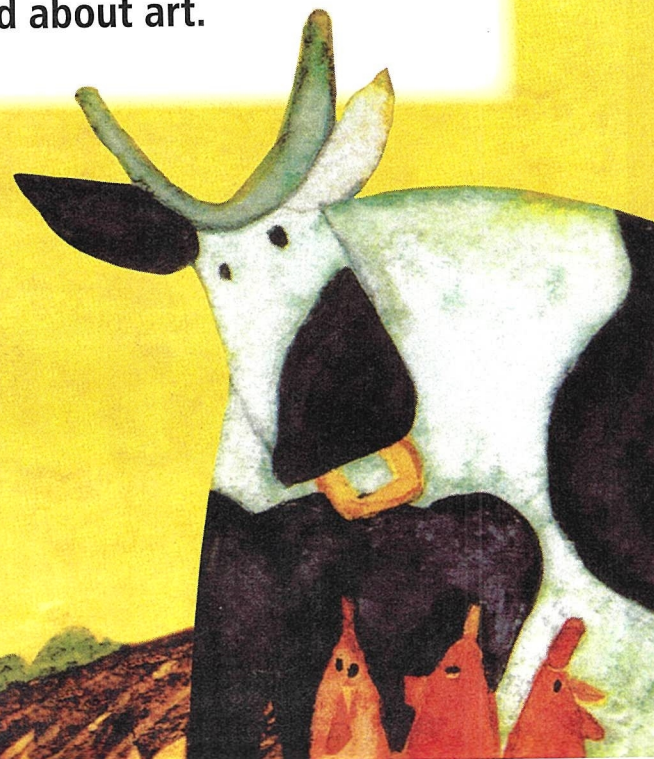
Alma Flor Ada comes from a family of storytellers. She first heard the story of Half-Chicken from her grandmother. It was one of her favorites as a child. She loved the folktale so much that she decided to write her own retelling of it.

### MEET THE ILLUSTRATOR

## Kim Howard



Kim Howard has illustrated more than twenty-five children's books. Her style is full of color and detail. When she is not illustrating, she is painting and making collages. She also teaches students all over the world about art.



# HALF-CHICKEN

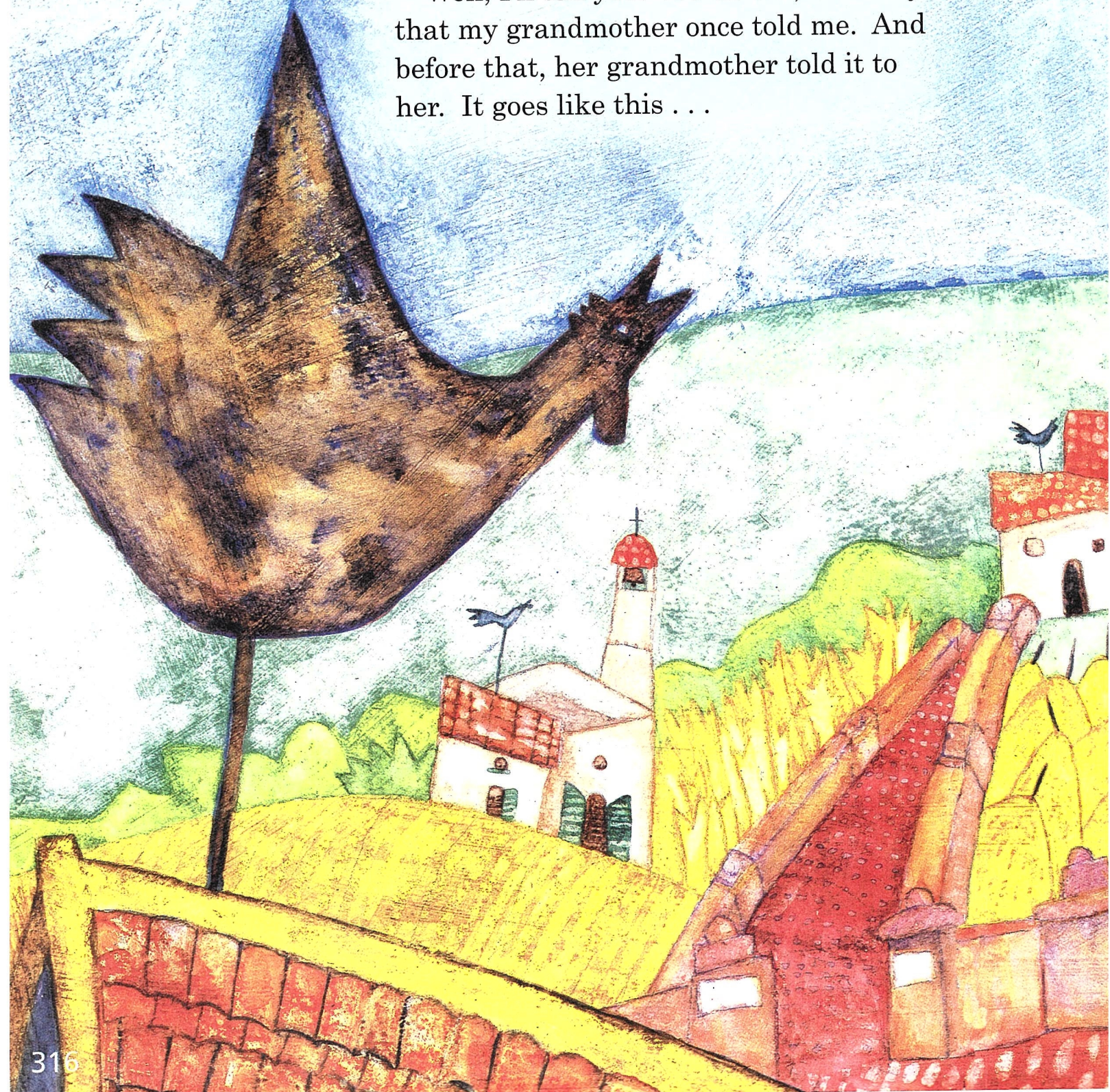
by Alma Flor Ada  
illustrated by Kim Howard

## ESSENTIAL QUESTION

Why are some stories  
told over and over  
again?

Have you ever seen a weather vane?  
Do you know why there is a little rooster  
on one end, spinning around to let us  
know which way the wind is blowing?

Well, I'll tell you. It's an old, old story  
that my grandmother once told me. And  
before that, her grandmother told it to  
her. It goes like this . . .

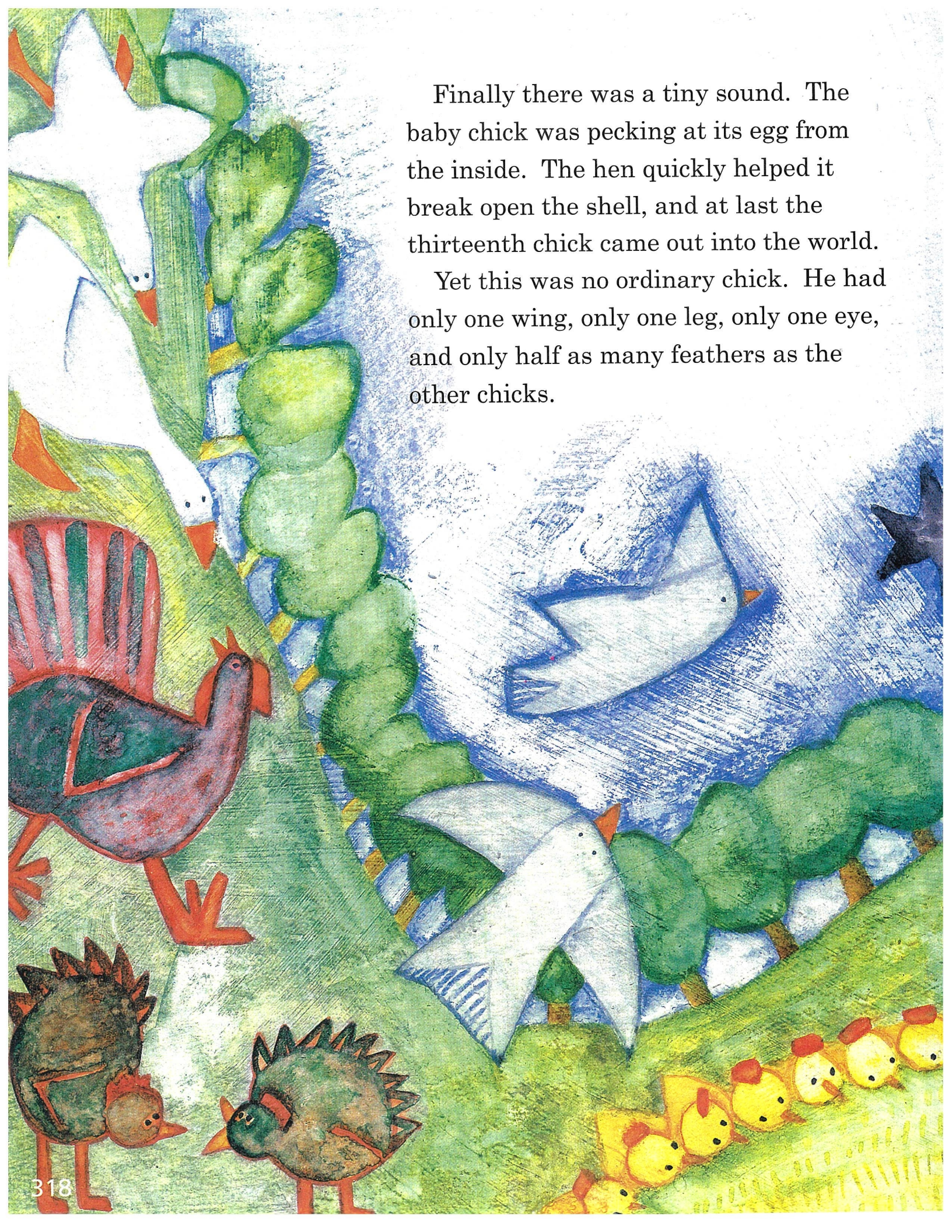


A long, long time ago, on a Mexican ranch, a mother hen was sitting on her eggs. One by one, the baby chicks began to hatch, leaving their **empty** shells behind. One, two, three, four . . . twelve chicks had hatched. But the last egg still had not cracked open.

The hen did not know what to do. The chicks were running here and there, and she could not chase after them because she was still sitting on the last egg.







Finally there was a tiny sound. The baby chick was pecking at its egg from the inside. The hen quickly helped it break open the shell, and at last the thirteenth chick came out into the world.

Yet this was no ordinary chick. He had only one wing, only one leg, only one eye, and only half as many feathers as the other chicks.

It was not long before everyone at the ranch knew that a very special chick had been born.

The ducks told the turkeys. The turkeys told the pigeons. The pigeons told the swallows. And the swallows flew over the fields, spreading the news to the cows grazing peacefully with their calves, the fierce bulls and the swift horses.



Soon the hen was surrounded by animals who wanted to see the strange chick.

One of the ducks said, "But he only has one wing!"

And one of the turkeys added, "Why, he's only a . . . half chicken!"

From then on, everyone called him Half-Chicken. And Half-Chicken, finding himself at the center of all this attention, became very vain.



One day he overheard the swallows, who traveled a great deal, talking about him: “Not even at the court of the viceroy in Mexico City is there anyone so unique.”

Then Half-Chicken decided that it was time for him to leave the ranch. Early one morning he said his farewells, announcing:

*“Good-bye, good-bye!*

*I’m off to Mexico City*

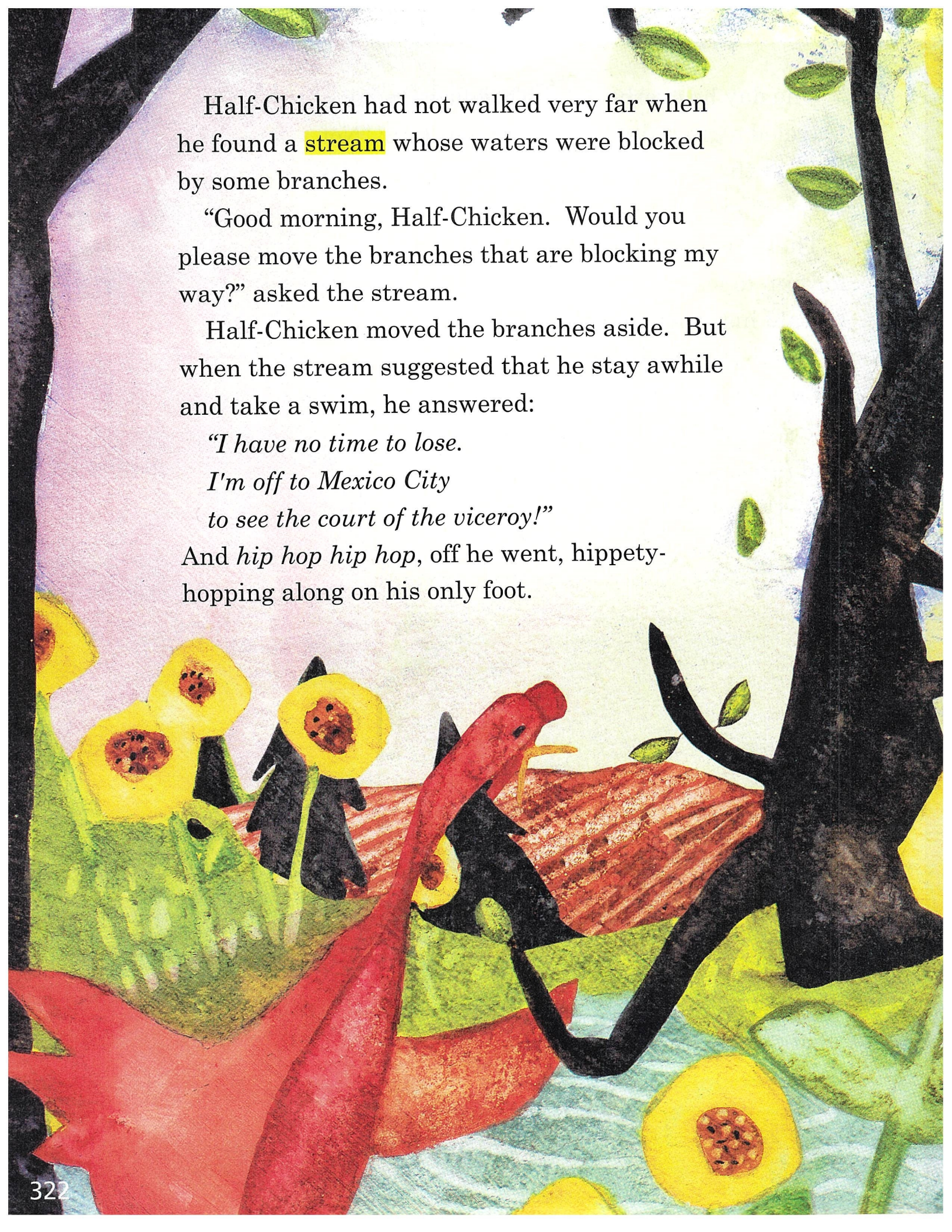
*to see the court of the viceroy!”*

And *hip hop hip hop*, off he went,  
hippety-hopping along on his only foot.



### ANALYZE THE TEXT

**Cause and Effect** Why does Half-Chicken leave the ranch?



Half-Chicken had not walked very far when he found a **stream** whose waters were blocked by some branches.

“Good morning, Half-Chicken. Would you please move the branches that are blocking my way?” asked the stream.

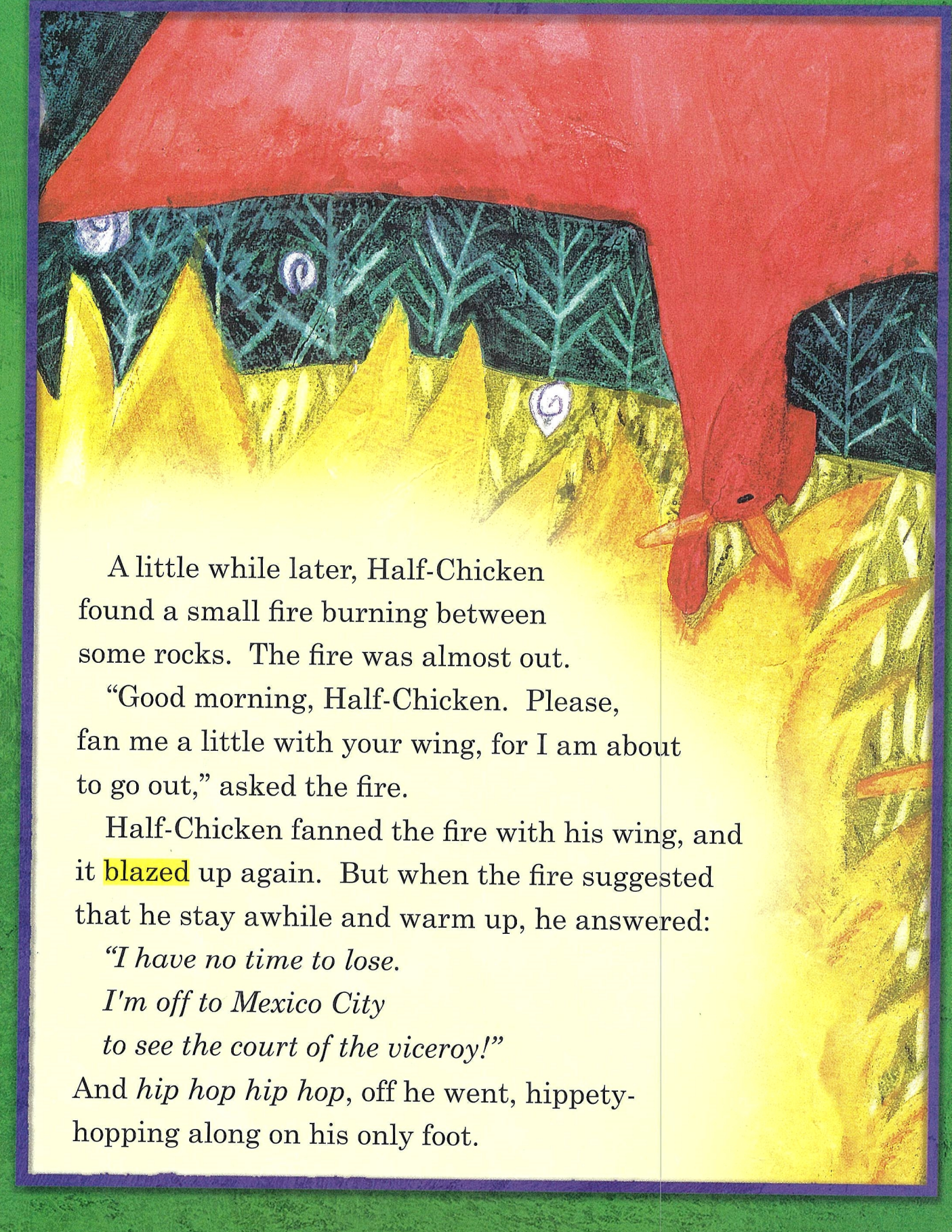
Half-Chicken moved the branches aside. But when the stream suggested that he stay awhile and take a swim, he answered:

*“I have no time to lose.*

*I’m off to Mexico City*

*to see the court of the viceroy!”*

And *hip hop hip hop*, off he went, hippety-hopping along on his only foot.



A little while later, Half-Chicken found a small fire burning between some rocks. The fire was almost out.

“Good morning, Half-Chicken. Please, fan me a little with your wing, for I am about to go out,” asked the fire.

Half-Chicken fanned the fire with his wing, and it **blazed** up again. But when the fire suggested that he stay awhile and warm up, he answered:

*“I have no time to lose.*

*I'm off to Mexico City*

*to see the court of the viceroy!”*

And *hip hop hip hop*, off he went, hippety-hopping along on his only foot.

After he had walked a little farther, Half-Chicken found the wind tangled in some bushes.

“Good morning, Half-Chicken. Would you please untangle me, so that I can go on my way?” asked the wind.

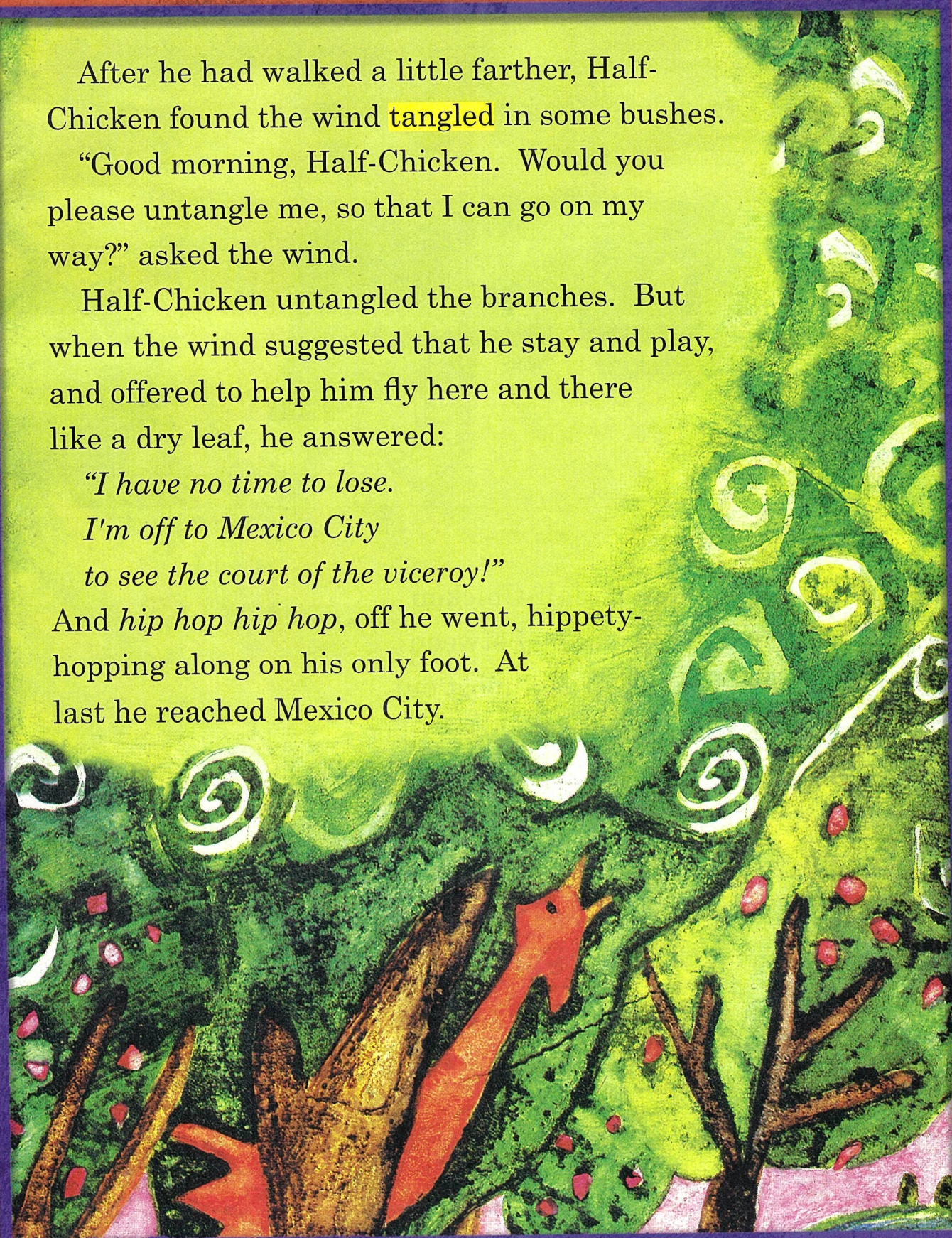
Half-Chicken untangled the branches. But when the wind suggested that he stay and play, and offered to help him fly here and there like a dry leaf, he answered:

*“I have no time to lose.*

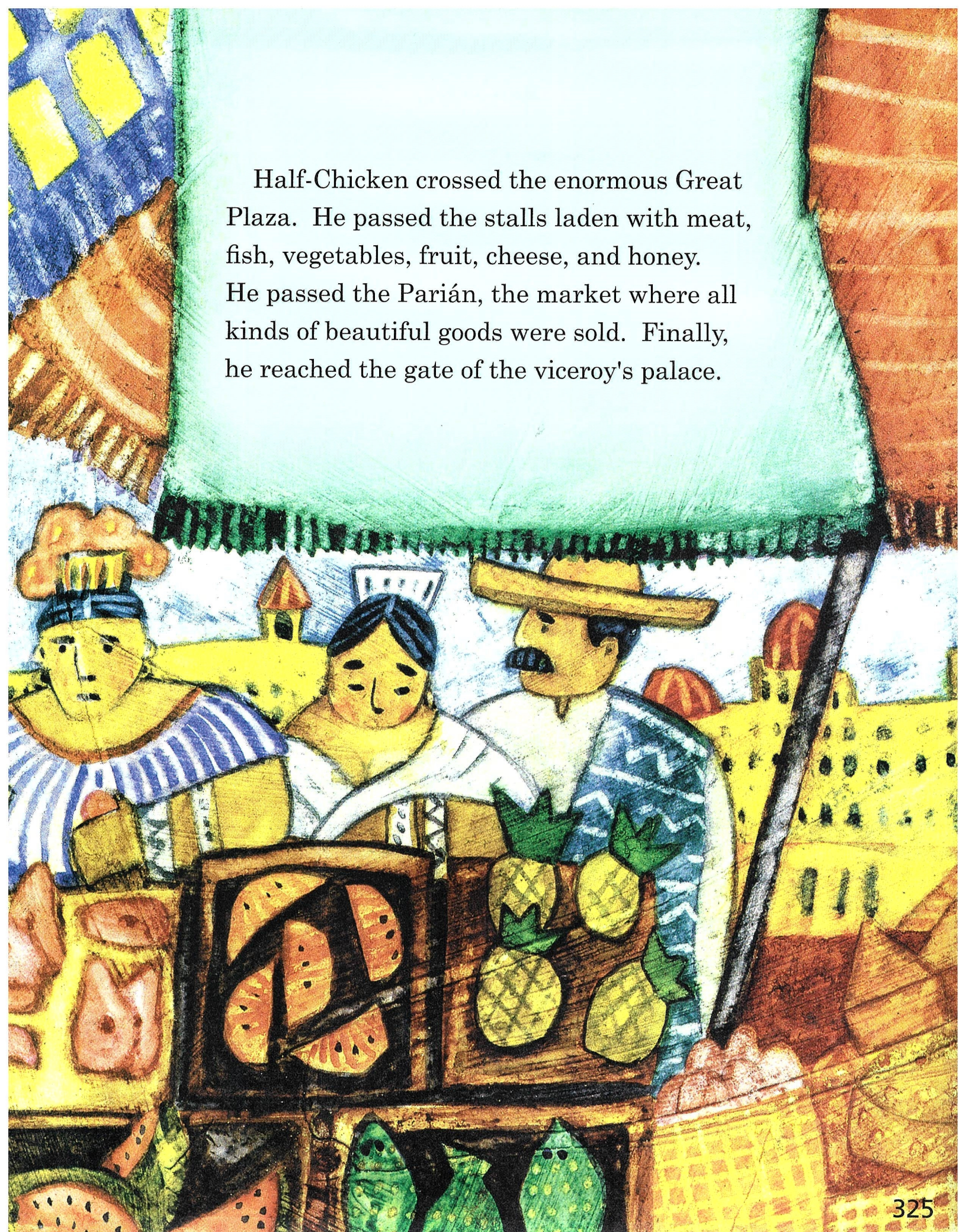
*I'm off to Mexico City*

*to see the court of the viceroy!”*

And *hip hop hip hop*, off he went, hippety-hopping along on his only foot. At last he reached Mexico City.



Half-Chicken crossed the enormous Great Plaza. He passed the stalls laden with meat, fish, vegetables, fruit, cheese, and honey. He passed the Parián, the market where all kinds of beautiful goods were sold. Finally, he reached the gate of the viceroy's palace.

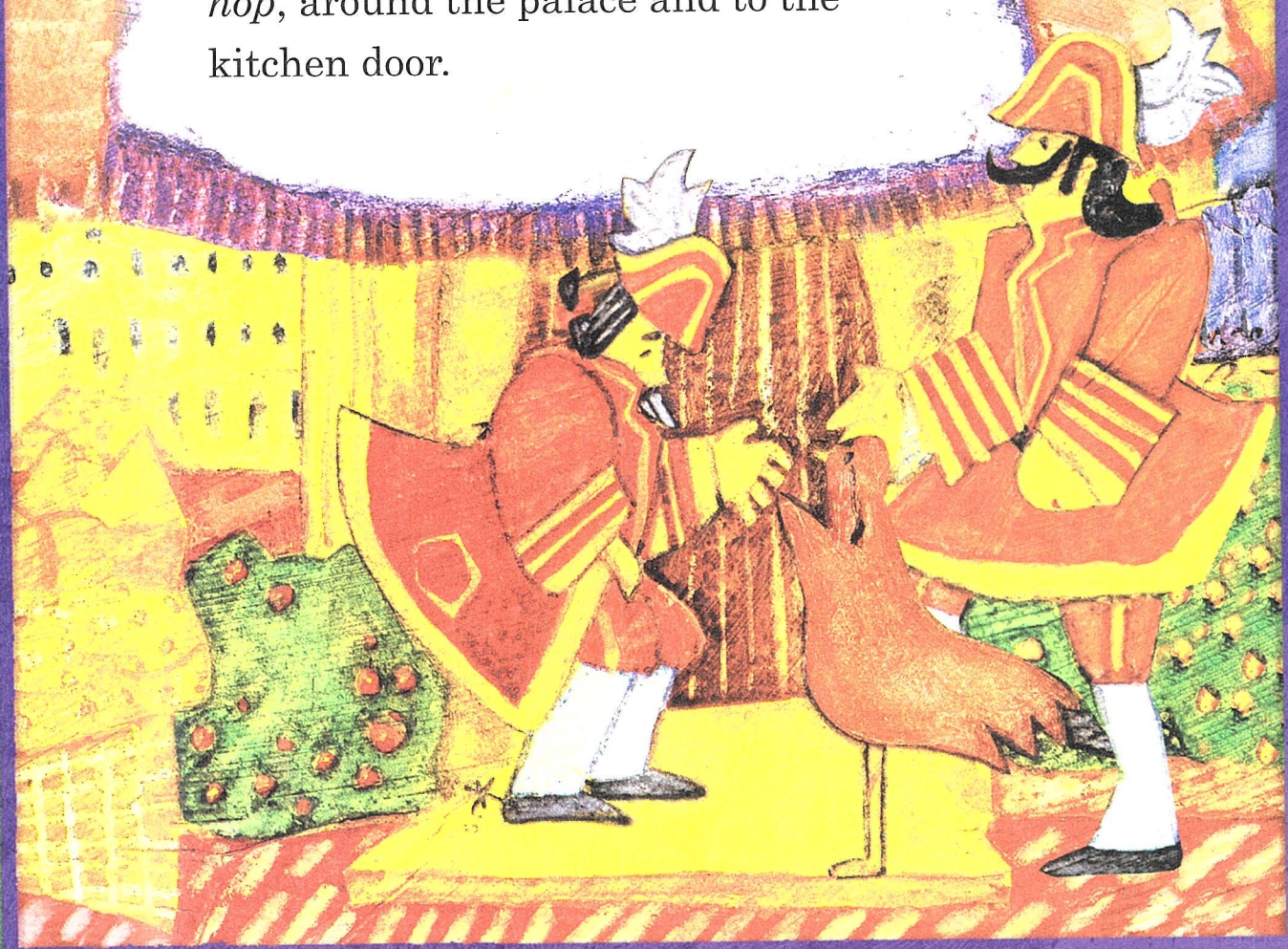




“Good afternoon,” said Half-Chicken to the guards in fancy uniforms who stood in front of the palace. “I’ve come to see the viceroy.”

One of the guards began to laugh. The other one said, “You’d better go in around the back and through the kitchen.”

So Half-Chicken went, *hip hop hip hop*, around the palace and to the kitchen door.



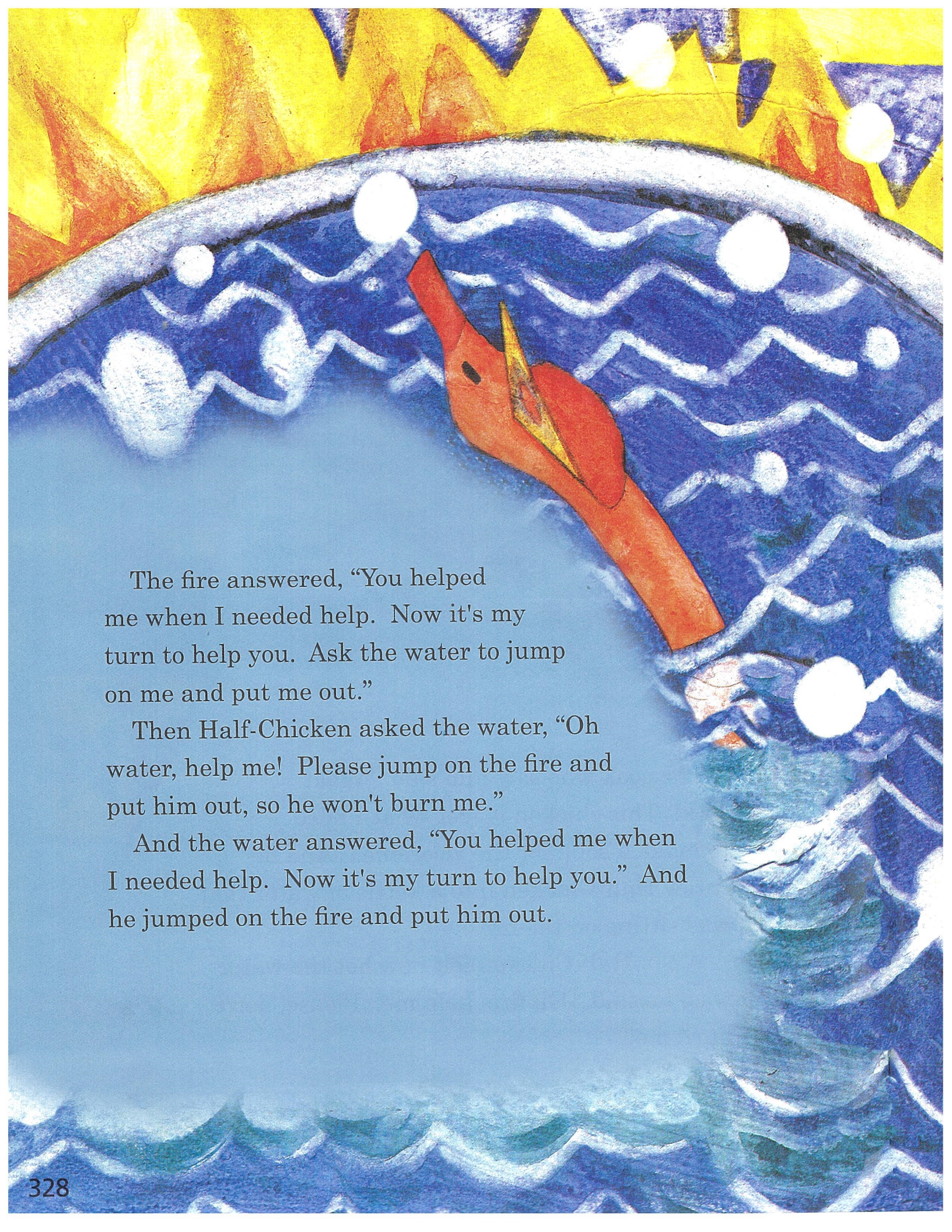


### ANALYZE THE TEXT

**Point of View** How does the cook feel about using Half-Chicken in the soup? How does Half-Chicken feel about it?

The cook who saw him said, “What luck! This chicken is just what I need to make a soup for the vicereine.” And he threw Half-Chicken into a kettle of water that was sitting on the fire.

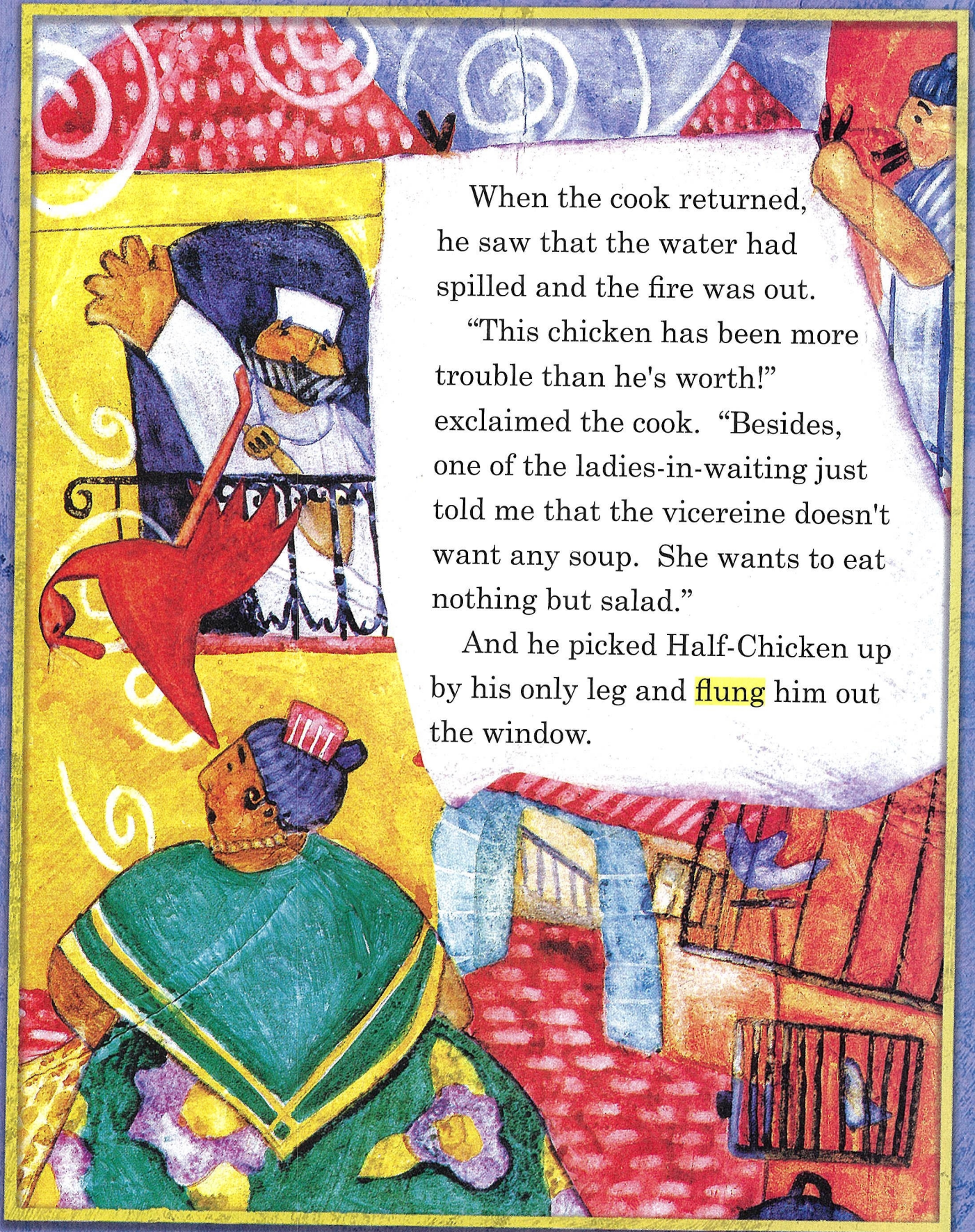
When Half-Chicken felt how hot the water was, he said, “Oh fire, help me! Please, don't burn me!”



The fire answered, "You helped me when I needed help. Now it's my turn to help you. Ask the water to jump on me and put me out."

Then Half-Chicken asked the water, "Oh water, help me! Please jump on the fire and put him out, so he won't burn me."

And the water answered, "You helped me when I needed help. Now it's my turn to help you." And he jumped on the fire and put him out.



When the cook returned, he saw that the water had spilled and the fire was out.

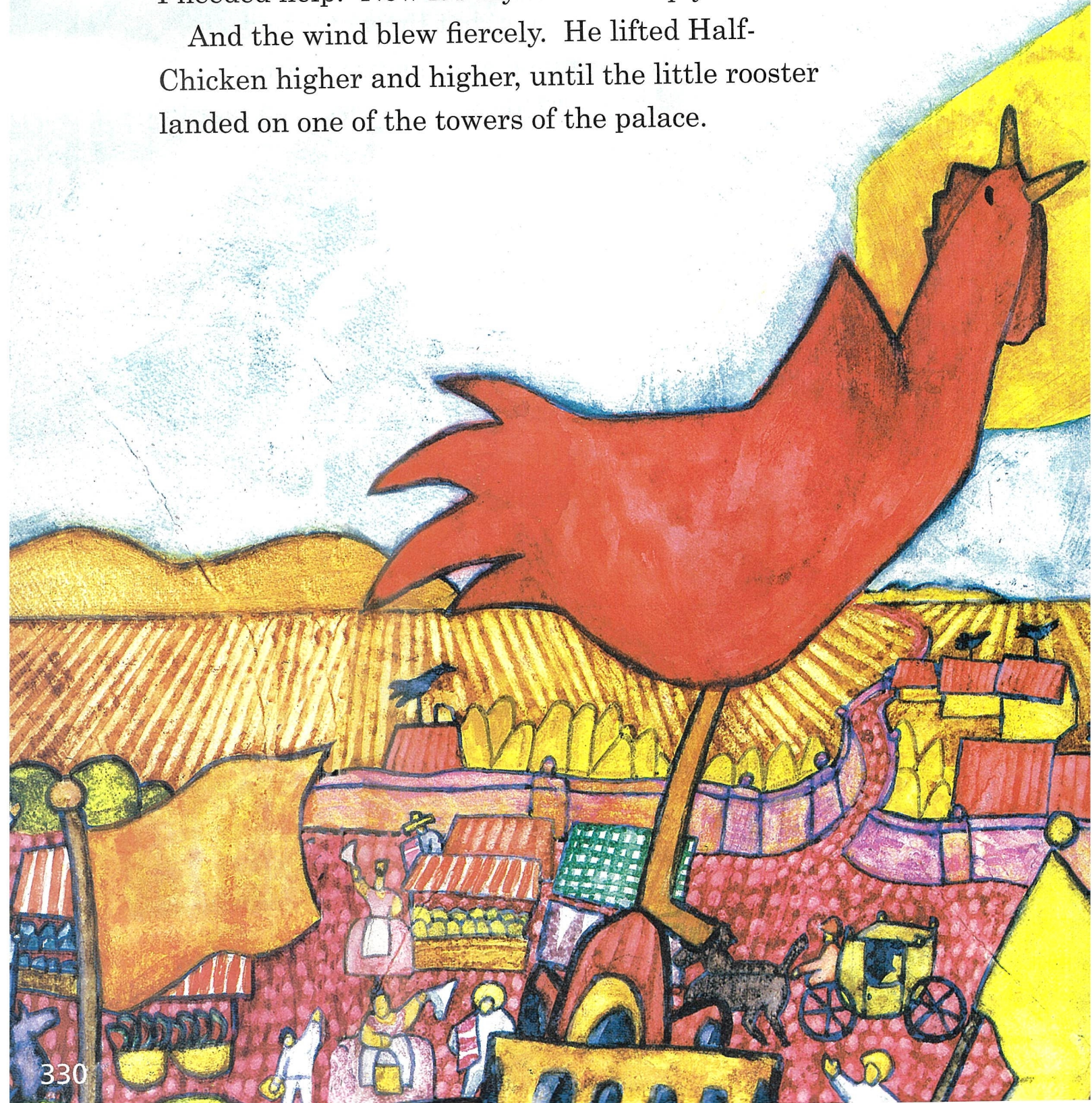
“This chicken has been more trouble than he's worth!” exclaimed the cook. “Besides, one of the ladies-in-waiting just told me that the vicereine doesn't want any soup. She wants to eat nothing but salad.”

And he picked Half-Chicken up by his only leg and flung him out the window.

When Half-Chicken was **tumbling** through the air, he called out: "Oh wind, help me, please!"

And the wind answered, "You helped me when I needed help. Now it's my turn to help you."

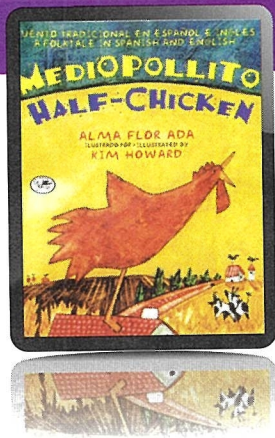
And the wind blew fiercely. He lifted Half-Chicken higher and higher, until the little rooster landed on one of the towers of the palace.



“From there you can see everything you want, Half-Chicken, with no danger of ending up in the cooking pot.”

And from that day on, weathercocks have stood on their only leg, seeing everything that happens below, and pointing whichever way their friend the wind blows.





# Dig Deeper

## Use Clues to Analyze the Text

Use these pages to learn about Cause and Effect and Point of View. Then read *Half-Chicken* again. Use what you learn to understand it better.

### Cause and Effect

In *Half-Chicken*, one event often makes another event happen. When the cook puts Half-Chicken in hot water over a fire, Half-Chicken asks the fire not to burn him. Being put in the hot water is the **cause**. Asking the fire for help is the **effect**.

As you read, ask yourself what happens and why. Use text evidence from the words and pictures to help you answer. You can fill in a chart to list causes and effects.

Cause	Effect

## Point of View

Characters in a story sometimes think about the same event in different ways. Each character has a different **point of view**. As you read a story aloud, think about how the characters feel about what is happening. Think about why they say what they say. Use a different voice for each character to show how the character feels.





# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



**Why are some stories told over and over again?**

Think about *Half-Chicken*.

What makes this an important story to tell? Use words and pictures from the story to help you answer. Talk about your ideas with a partner. Ask questions if you need to better understand your partner's ideas.



### Classroom Conversation

Now talk about these questions with the class.

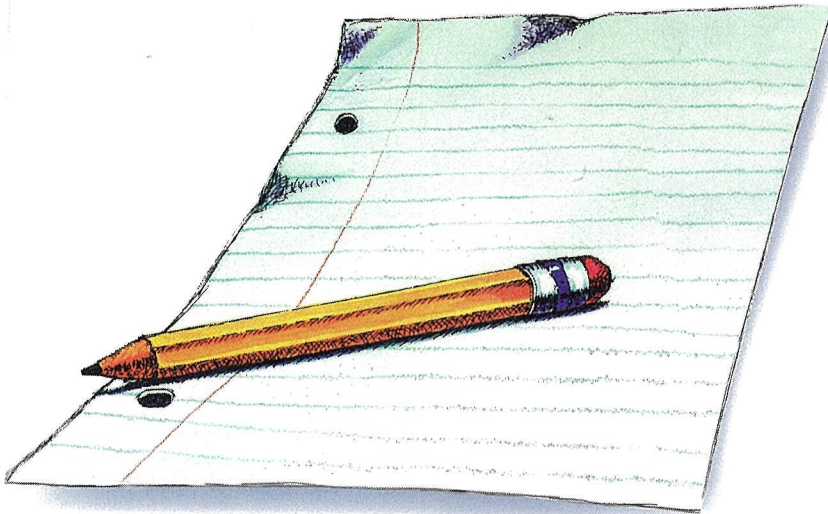
- 1 What might have happened if Half-Chicken had not helped fire, water, and wind?
- 2 How do you think Half-Chicken feels at the end of the story? Use text evidence to help you explain.
- 3 How can you tell that this is a folktale?

## Performance Task

### WRITE ABOUT READING .....



**Response** Half-Chicken was very vain. However, he also showed that he could be thoughtful of others. Think of the ways Half-Chicken was thoughtful and helpful. Write a paragraph to explain ways he was helpful. Use text evidence from the story. Write an opening sentence to begin your paragraph. Write a closing sentence at the end.

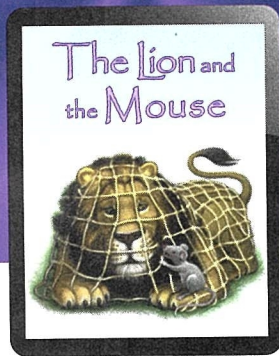


### Writing Tip

Use the correct end mark at the end of each sentence.

## Lesson 24

### TRADITIONAL TALES



#### ✓ GENRE

**Traditional tales** are stories that have been told for many years. This traditional tale is a fable.

#### ✓ TEXT FOCUS

A **moral** of a fable is the lesson that a character learns. As you read, think of what the moral of this fable might be.

# The Lion and the Mouse



Once a lion was sleeping peacefully in the grass. Then a mouse ran up his tail. The lion woke up. He grabbed the mouse and flung it. The mouse went tumbling across the ground.

“Please don’t eat me,” the mouse cried. “I promise that I will help you one day if you let me go.”

“You help me?” the lion laughed. “I will let you go because you are so funny!”

Later, the lion was having a drink at a stream. He saw that a campfire blazed across the way. The camp was empty.

“Hunters must be near,” he said. Just then a net fell on him. The lion was tangled in it. He roared with all his might.

Suddenly, the mouse appeared. “I will get you out in no time.”

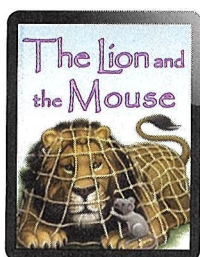
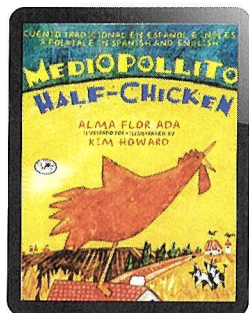


The swift mouse nibbled at the net. Soon, the lion was free.

“I didn’t believe you could help me,” said the lion.  
“You saved my life.”

“It was simply my turn to help you,” said the mouse.





# Compare Texts

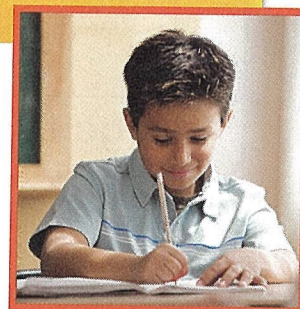
## TEXT TO TEXT

**Compare and Contrast** With a partner, retell the main events of *Half-Chicken* and *The Lion and the Mouse*. Then tell the lesson learned in each. Talk about how the lessons are the same and different.



## TEXT TO SELF

**Tell a Moral Story** Think about how *Half-Chicken* and the mouse helped others. When have you helped someone? Write a paragraph to tell about how you helped.



## TEXT TO WORLD

**Connect to Art** Work with a small group to think of your own weather vane using an animal that is not a chicken. Draw a picture of what the weather vane would look like.



# Grammar

**Irregular Action Verbs** The **verbs** *run, come, see,* and *go* name an action that is happening now. Do not add *-ed* to these verbs to tell what happened in the past. Instead use *ran, came, saw,* and *went*.


What Is Happening Now	What Happened in the Past
I <u>run</u> down the road.	I <u>ran</u> down the road yesterday.
People <u>come</u> to the farm to look at the chicken.	People <u>came</u> to the farm to look at the chicken last fall.
They <u>see</u> the rain falling.	Yesterday, they <u>saw</u> the rain falling.
We <u>go</u> to the plaza.	We <u>went</u> to the plaza last year.

## Try This!

Read each sentence aloud. Change each underlined verb to tell what happened in the past.

- 1 I run past a farm with a weather vane.
- 2 I come back for my friend Mike.
- 3 We see the chicken.
- 4 The weather vanes go around and around.

When you write, use exact verbs. They make your sentences interesting and tell your reader more about what is happening.

Without Exact Verb	With Exact Verb
The chicken <b>went</b> down the road.	The chicken <b>tumbled</b> down the road.
	
Verb	Exact Verbs
run see go come	race, zoom, dash, speed spot, watch, view, spy move, chase, leave, flee near, enter, reach, arrive

## Connect Grammar to Writing

When you revise your research report next week, look for any verbs that you can change to more exact verbs.



# Informative Writing



**Evidence** When you write a **research report**, you can use a K-W-L chart to help you plan your writing.

Rosa started with a K-W-L chart on giraffes. She made notes about what she learned. She added more details. Finally, she put the information in order.

## Exploring a Topic

What I Know	What I Want to Know	What I Learned
Giraffes are wild animals.	Where they live	Grasslands of Africa
Giraffes are tall.	How tall are they?	Tallest animals <b>18 feet</b>
They have long necks.	What do they eat?	Eat acacia leaves <b>Get water from leaves</b>

### Writing Process Checklist

**Prewrite**

- Did I choose an interesting topic?
- Did I do research to answer my questions?
- Did I come up with details that will inform the reader about my topic?

**Draft**

**Revise**

**Edit**

**Publish and Share**

## Flow Chart

Giraffes live on the grasslands of Africa.

They are 18 feet tall with long necks, spots, and hairy horns.

They eat acacia leaves, which also give them water.

Lions, crocodiles, hyenas, and wild dogs are their enemies.

Giraffes stay together, watch for enemies, and are fast.

### Reading as a Writer

What did Rosa add to her K-W-L chart? How did she organize her information? How will you organize your information?

I put the information I learned in an order that makes sense.

