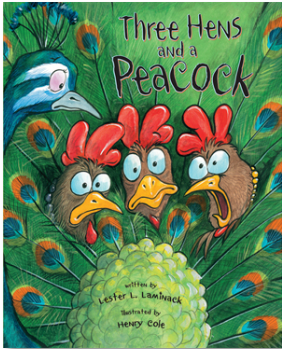


# TEACHER'S GUIDE



## Three Hens and a Peacock

Written by Lester L. Laminack | Illustrated by Henry Cole

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Ages 4–8 | Fantasy

AR • RC • Lexile • GRL J; Gr 1

### ABOUT THE BOOK

Being who you are isn't always easy. Yet, trying to be someone you aren't isn't always the best idea either. This fun, clever, brightly illustrated story gently shows that being yourself is usually the best choice.

When an unexpected visitor arrives at the Tuckers' quiet farm, things begin to change. The flashy newcomer, a peacock, has no idea what to do on a farm. So he does what peacocks do—spreads his feathers, struts around, and shrieks. Cars stop to see the fancy bird and folks buy more tomatoes, corn, eggs, and milk than usual. The three laying hens grow envious of the peacock and make comments that upset him, so the hound suggests a job swap. While the peacock sits in the hen house trying to lay eggs, the hens dress up in their finest and flutter and flap along the road, hoping to attract customers to Farmer Tucker's vegetable stand. After a day's work with no results, the weary hens and exhausted peacock realize that it is better to be oneself. They happily return to their rightful places with new appreciation for each other.

The lively, humorous story comes full circle as the satisfied animals return to their farm jobs and, once again, order is restored to the Tuckers' farm.

### SKILLS REINFORCED

- Cause and effect
- Compare and contrast
- Vocabulary and development
- Listening
- Fiction in literature
- Sequencing
- Main idea
- Recalling details

### THEMES

- Friendship
- Getting along
- Being yourself
- Dealing with jealousy

### BEFORE YOU READ

- Show the first full spread that pictures the hens' and peacock's feet. Discuss what the students see and compare and contrast the feet. Show the front endpapers and talk about what kind of feathers these might be.
- Show the title page and discuss the images there.

### MEETING THE STANDARDS

The activities in this guide directly address a variety of standards across the curriculum. Following each activity, you'll find an abbreviation for the standard(s) it supports. For a complete list of the Common Core Math and English Language Arts Standards and Next Generation Science Standards addressed, please see page 5.

Have the students predict the setting of the book. Ask them to name the animals that live on a farm.

- Review the meaning of fiction and nonfiction. Ask the students if they think this book is fiction or nonfiction.
- Remind them to listen for important details. **CCSS.ELA-Literacy.RL #1, 5, 7**

### AS YOU READ

- Ask the students to notice the feelings the different characters are expressing.
- Remind them to think about the book's main idea as you read.

### AFTER YOU READ

- Show the back endpapers and discuss the images there in relation to the book.
- Picture walk through the book. Ask about the expressions on the faces of the animals and what emotions they show. Do the animals feel the same way or do they have different feelings? **CCSS.ELA-Literacy.RL3 #3**
- Discuss the main idea of the book and talk about the main events that took place using the questioning strategy who, what, where, when, why, and how.
- Identify the characters, setting, and problem.
- Identify the story as fiction or nonfiction and explain why it is fiction. **CCSS.ELA-Literacy.RL #1, 2, 3, 6, 7**

## CLASSROOM ACTIVITIES

### LANGUAGE ARTS

- Read through the book again and have the students raise their hands when they hear an interesting word. Place those words on a list. Try to define them using context clues, and then talk about their meanings. Some words you might include: *cud, quart, peacock, fancy, shrieking, eventually, folks, admire, booming, brewing, lazy, moped, glamorous, bangles, gussied up, strutted, flocked, cramped, trudged, exhausted, and stellar*. **CCSS.ELA-Literacy.RF.3.4c**
- In pairs or small groups, have the students choose a word they might act out. Give them time to practice and then have each group perform their word. Check the words off the list as they are acted out. When each group has had a chance, have them return to their groups and choose another word. Continue until all the words that are suitable for acting out have been performed. Identify the verbs or action

words and talk about why they were easy to perform.

**CCSS.ELA-Literacy.CCRA.L.1; CCSS.ELA-Literacy.RL.3.4**

- Using Language Arts Activity Sheet 1 at the end of this guide, ask students to name the characters in the book and list them as they are identified. Review the setting and retell the plot. **CCSS.ELA-Literacy.RL #7**
- Discuss the actions that took place and list them in sequence so everyone can see them. Students can then write or dictate the story to summarize or retell it. They should include two or more details from the book to support their summaries. **CCSS.ELA-Literacy.CCRA.R #1, 2**
- Group the students in pairs and have them write "peacock" and "hen" at the top of a sheet of paper. Ask them to list characteristics about each bird. Discuss their ideas and have them add to their list as the discussion provides new ideas. Then use a Venn diagram to show the similarities and differences. Discuss the information as a group or have them write about the similarities and differences. **CCSS.ELA-Literacy.RL #3, 4**
- Ask the students to find a book about farms in the library that would be appropriate for their grade level. Have them read the book and identify text features that give more information about farms. Let them know ahead of time that they may see a bibliography, a close-up, a text box, a heading, the main text, glossary, table of contents, charts, graphs, or maps, among other things. Have them use the information they have learned from the nonfiction book or prior research to create a text feature to accompany one of the spreads from the book. Or, you could choose one spread and have everyone create a text feature for that spread. **CCSS.ELA-Literacy.RI #5**
- Divide the students into small groups and ask them to adapt the book text into a reader's theater. Let the groups take turns performing their adaptations. **CCSS.ELA-Literacy.SL.3.4; CCSS.ELA-Literacy.SL.3.1a**
- Ask students to write a story about what might happen after the second box falls off the truck in front of the farmhouse. (See the image on the last page of the book.)

### SOCIAL STUDIES

- Create a diagram to show the adult and baby animals from the book. Begin by showing the class images of young and adult cows, sheep, hens, and peacocks. Discuss what the various forms of each animal are called. Example: Peafowl is the name of the group;

males are peacocks, females are peahens, and young are peachicks.

- Fold a large-sized sturdy sheet of paper (such as manila) into fourths by folding it twice. Have students draw a male and female cow, sheep, hen, and peafowl in one of the four sections, and then draw a baby of each animal next to its parents.
- Discuss the various body parts of each animal as a class. Compare and contrast the body parts of birds and mammals. Have students label the body parts of animals they have drawn on their diagram. **NGSS: LS1.A: Structure and function (1-LS1-1)**
- Discuss the ways the hens in the story made themselves look fancy. Talk about how the students might make themselves look fancy. Draw or design examples of things that the students might use to make themselves look fancy, or draw a picture of themselves looking fancy. Provide a variety of materials for the students to create their fancy items.
- Make a peacock using a pattern body or have them draw their own peacock body. Have students add on other body parts using long strips of colored paper for tail feathers, and glued-on circles behind circles for the spots on the tail. Ask them to make a peahen and a peachick as well.

## SCIENCE

- Review chicken vocabulary: The general term for this bird is chicken, babies are chicks, females are hens, and males are roosters. Show the students a diagram of a chicken lifecycle. Use a graphic organizer to show the lifecycle or have the students draw and label their own lifecycle. Review basic facts about chicks and talk about how the chick looks and what it looks like when it's grown. Point out that it will resemble its parents and will have the same sort of characteristics. Do the same activity with peacocks. The general term for this bird is a peacock, babies are peachicks, females are peahens and males are peacocks. **CCSS.ELA-Literacy.CCRA.R.7; NGSS: Cause and Effect (3-ESS3-1)**
- Discuss the characteristics that all birds share. Review the more specific characteristics of chickens and peacocks. Point out that only female birds lay eggs, and remind the students that peahens lay eggs and that the peacock in this story is male. Have the students design a text box that would show the comparison information. **CCSS.ELA-Literacy.RI #5**
- Find a diagram of the stages of development of the embryo and show the students what takes place as the chick grows inside. **NGSS: LS3.A: Inheritance of Traits**

**(3-LS3-1); LS1.B: Growth and Development of Organisms (1-LS1-2)**

- Discuss the needs of living things. Relate the discussion to the characters in the story. Talk about what each of them eats. **NGSS LS2.A: Interdependent Relationships in Ecosystems (5-LS2-1)**
- Make a list of things that come from plants or animals that are mentioned in the book. Explore how tomatoes and corn grow. Discuss plant lifecycles. Discuss where milk and eggs come from. Show the information in a student-developed graphic. **NGSS: ESS3.A: Natural Resources (K-ESS3-1); LS1.A: Structure and Function (1-LS1-1); LS2.A: Interdependent Relationships in Ecosystems; LS3.A: Inheritance of Traits (1-LS3-1); LS1.B: Growth and Development of Organisms (3-LS1-1)**

## TECHNOLOGY

- Assign different breeds of chickens to small groups of students. Each group will research to find an image and information about their breed. Have groups post their findings on a class PowerPoint and show the finished presentation to the class. In a group discussion, compare and contrast the different breeds they've researched. Discuss possible reasons for the large number of chicken breeds. **CCSS.ELA-Literacy.CCRA.W.7; Influence of Science, Engineering and Technology on Society and the Natural World (2-ESS2-1)**
- Have the groups pool their research information about chickens and make a class video. Ask them to include the description, habits, and other details about the various chicken breeds in their presentation, as well as a visual to accompany it. **CCSS.ELA-Literacy.CCRA.W.6; NGSS Grade 3 Interdependence of Science, Engineering, and Technology (3-LS4-3)**

## ENGINEERING

- Use precut triangles, ovals, rectangles, and squares to design a henhouse with roof, doors, windows, ramps, fences, hens, and eggs. (Or, you could have students cut their own shapes.) Have them glue the shapes in place on plain paper and use cut paper or drawing tools to complete the henhouse. Analyze any problems that came up and explain how those problems were addressed. **NGSS Grade 3 Interdependence of Science, Engineering, and Technology (3-LS4-3)**

## MATH

- Construct and measure a henhouse. Have students measure and draw a square 4 1/2 inches long (or you

can ask the students to choose their own size) on all sides on blank paper. Add a roof by drawing two lines of equal length. Measure those lines to the nearest whole, half, or quarter inch (depending on grade level). Ask students to write the dimensions by each line. Use fractions or rounding as necessary for each grade level. Have them draw the peacock and the hens inside the house when it's finished.

**CCSS.Math.Content Grade 3.MD.B.4; Grade 2.MD.D.9; Grade 1.MD.A.2; Grade K.MD.A.2**

- Create a diagram and construct number sentences. Have students write the days of the week across the top of a sheet of paper (landscape direction). Ask them to draw three hens at the bottom of the page and give them names. Tell the students that each hen is laying two eggs per day. Then instruct them to draw and cut out 14 eggs per hen from construction paper and paste them on to the weekly chart. Have them write number sentences (appropriate to their level) about the diagram they made.  
**CCSS.Math.Content.3.OA.D.9**  
**CCSS.Math.Content.3.OA.A.3**  
**CCSS.Math.Content.3.NBT.A.1**  
**CCSS.Math.Content.2.NBT.B.5**  
**CCSS.Math.Content.2.OA.B.2**  
**CCSS.Math.Content.1.NBT.C.4**  
**CCSS.Math.Content.1.OA.C.5**  
**CCSS.Math.Content.1.OA.C.6**  
**CCSS.Math.Content.K.NBT.A.1**  
**CCSS.Math.Content.K.OA.A.1**  
**CCSS.Math.Content.K.OA.A.2**
- Use the Math Activity Worksheet included at the end of this guide to introduce the students to the kind of problems they will write. (Answers 1. 6; 2. 42; 3. 8; 4. 2; 5. 3; 6. various.) Then have them use the days of the week diagram to write story problems of their own. For example: What is the total number of eggs laid on Monday and Tuesday? Have them show their work and the answer. Have them include a few two-step story problems, too. Share the problems by putting them up and letting other students solve them.  
**CCSS.Math.Content.3.OA.D.8**  
**CCSS.Math.Content.2.OA.A.1**  
**CCSS.Math.Content.1.OA.A.1**  
**CCSS.Math.Content.K.OA.A.2**
- Write a story from one of the chickens' point of view. Ask students to describe what the chicken says, thinks, and does as events unfold throughout the story.

## ADVANCED ACTIVITIES

Instruct them to include dialogue and use the quotation marks correctly. **CCSS.ELA-Literacy.CCRA.W.3**

- Research and write a short report about a modern-day egg production farm. Ask students to include facts such as production, size, egg handling, and sanitation, as well as anything else related. **CCSS.ELA-Literacy.CCRA.W.7**
- Read a nonfiction book about chickens or peacocks. Write a comparison of the two books and the approach the author took. **CCSS.ELA-Literacy.RI.3.9**
- Look up a video explaining how to build a henhouse. Write a guide to explain the steps and materials needed to build an actual henhouse. **CCSS.ELA-Literacy.CCRA.W.8**
- Rewrite the story as a play using the actual dialogue from the book and perform it for other students. **CCSS.ELA-Literacy.SL.3.4; CCSS.ELA-Literacy.SL.3.1a**

## RESOURCES

### Peacock information:

<http://animals.nationalgeographic.com/animals/birds/peacocks/>

### Breeds of chickens and information:

<http://www.sagehenfarmlodi.com/chooks/chooks.html>

<http://www.backyardchickens.com>

### Egg development:

<http://www.enchantedlearning.com/subjects/birds/info/chicken/egg.shtml>

## THE ACTIVITIES IN THIS GUIDE DIRECTLY ADDRESS THE FOLLOWING STANDARDS:

### COMMON CORE FOR ENGLISH LANGUAGE ARTS STANDARDS

- Reading Literature: #1 identify key ideas and details; #2 recount stories; #3 recognize and describe characters; #4 determine words and phrases; #5 refer to story parts; #6 understand point of view; #7 understand contribution of illustrations
- Integration of Knowledge and Ideas: #7 Integrate and evaluate diverse media
- Writing: #1 write to support claims; #2 understand informative/explanatory texts; #8 gather and integrate relevant information; #3 write narrative to develop imagined experiences; #7 conduct short and sustained research projects
- Reading Informational Texts: #3 understand concept connections; #4 learn vocabulary; #5 locate key facts; #3.9 compare and contrast key points and details
- Foundation Skills: #4: use context clues

### COMMON CORE FOR MATH STANDARDS

- Operations and algebraic thinking: A.1, A.2, B.2, C.5, C.6, D.8, D.9
- Number and operations in base 10: A.1, B.5, C.4

### NEXT GENERATION SCIENCE STANDARDS PERFORMANCE EXPECTATIONS

- 3-ESS3-1: Cause and effect relationships are routinely identified, tested, and used to explain change.
- 3-LS-3-1: Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse lifecycles.
- 1-LS1-2: Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.
- 3-LS2-1: Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size.
- 3-LS4-3: Interdependence of Science, Engineering, and Technology; Knowledge of relevant scientific concepts and research findings is important in engineering.
- K-ESS3-1: Living things need water, air, and resources from the land, and they live in places that

have the things they need. Humans use natural resources for everything they do.

- 1-LS-1: All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.
- 1-LS3-1: Young animals are very much, but not exactly like, their parents. Plants are also very much, but not exactly, like their parents
- 3-LS1-1: Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.
- 2-ESS2-1: Influence of Science, Engineering and Technology on Society and the Natural World; Developing and using technology has impacts on the natural world.

### REVIEWS

“Laminack’s storytelling is brisk, and Cole’s cartoon illustrations are vivid and comical...”

—**Booklist**

“Frenetically posing chickens will inspire giggles... Good farm fun.”

—**Kirkus Reviews**

“A delightful choice for schools and public libraries...”

—**School Library Journal**

### AWARDS

- IRA/CBC Children’s Choice Book Awards Book of the Year
- Bank Street Best Books of the Year



**Available from Lester L. Laminack:***Jake's 100th Day of School**Saturdays and Teacakes**Snow Day!**The Sunsets of Miss Olivia Wiggins**Three Hens and a Peacock**Trevor's Wiggly-Wobbly Tooth***Available from Henry Cole***Prairie Chicken Little**Three Hens and a Peacock**The Somewhat True Adventures of Sammy Shine***ABOUT THE AUTHOR**

Lester L. Laminack is a specialist in children's literacy and professor emeritus at Western Carolina University. Laminack has written numerous articles for educators and is a familiar speaker at professional meetings and reading associations nationwide. He is also the author of several other picture books, including *Saturdays and Teacakes* and *Snow Day!* He lives in North Carolina.

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**ABOUT THE ILLUSTRATOR**

Henry Cole is the illustrator of many beloved picture books and novels for children, including his own *The Somewhat True Adventures of Sammy Shine*, *A Nest for Celeste*, *Spot, the Cat*, and *Big Bug*, as well as *Three Hens and a Peacock* and *Prairie Chicken Little*. He lives in Virginia.

Peachtree Teacher's Guide for  
**THREE HENS AND A PEACOCK**  
prepared by Shirley Duke

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## ***Three Hens and a Peacock***

### **Math: Activity Sheet 1**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

1. Three hens live on the farm. If each hen lays two eggs every day, how many eggs would the farmer have on one day? \_\_\_\_\_
  
2. Three hens lay two eggs each day. How many eggs would they lay in a week? \_\_\_\_\_
  
3. Two cows stand in the barn. How many legs do they have in all? \_\_\_\_\_
  
4. The farmer has nine eggs in the refrigerator. How many eggs will he have left at the end of the week if he eats one egg every day for a week? \_\_\_\_\_
  
5. The chickens laid 14 eggs. The farmer gives 9 of them to his neighbor and the fox gets in the henhouse and steals 2. How many eggs are left? \_\_\_\_\_
  
6. Write a story problem of your own.

***Three Hens and a Peacock***  
**Language Arts: Activity Sheet 1**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_ Job: \_\_\_\_\_

Illustrator: \_\_\_\_\_ Job: \_\_\_\_\_

Setting: \_\_\_\_\_

Characters: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Description of each character (use details from the book):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Main Idea: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



***Three Hens and a Peacock***  
**Language Arts: Activity Sheet 1 (page 2)**

Details that support main idea:

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Conclusion:

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Favorite character and tell why:

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Favorite part of story and tell why:

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