Chicken Soup with Rice

Synopsis Maurice Sendak's rhythmic portrayal plays with language as chicken soup with rice is enjoyed with many activities and in many types of weather throughout the months of the year. Readers have fun with language and learn the months at the same time.

Introduction: Explore Poetry

Explain to students that this is a fun-to-read book of poems about the months of the year. Describe poetry. *Poetry is a genre, or type of literature, usually written in a series of short lines with words put together to create a certain rhythm, or beat, much like music or a song. Poems are written with words chosen for their sounds as well as their meaning. Poems often have rhyming words.*

Explain that in this book of poetry, the main character loves to eat chicken soup with rice in all kinds of places while enjoying all kinds of season-related activities. Say, *As we read the book, notice the author's fun choice of words. Watch for repeated words, made-up words or words used in new ways, rhyming words, and alliteration. Alliteration is when the first letter or sound is repeated in two or more words. "Silly Sally" is an example of alliteration. Tongue Twisters are examples of alliteration. "Peter Piper picked a peck of pickled peppers."* Can students think of other tongue twisters or alliterative phrases? Perhaps someone has an alliterative name.

Vocabulary

Tier Two: anniversary, bangled, baubled, concocting, crocodile, gale, gusty, pepped

Tier Three: Bombay, Nile, Spain

Word Work

L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

Introduce vocabulary in context as it appears within the book before or during reading. Call attention to the author's unique use of some words.

November poem: *"In November's gusty gale."* Even though *gale* means "a strong wind," explain to students that adding the adjective *gusty* adds more strength to the wind and creates alliteration.

December poem: *"A baubled, bangled Christmas tree."* Explain that *bauble* and *bangle* are both nouns, but the author adds *-ed* and uses them as adjectives to describe a Christmas tree with lots of decorations, or lots of baubles and bangles. Using these words as adjectives forms alliteration.

Author: Maurice Sendak

Genre: Fiction/Poetry

Guided Reading Level: M

Standards: L.2.1e, L.2.4b, RF.2.3e, RF.2.4b, RL.2.4

English Language Support

Offer realia, gestures, or photos to support the introduction of the new vocabulary. Point out Spain, Bombay, and the Nile on maps. Share a photo of a crocodile. Demonstrate the meaning of *concocting* by using a bowl or a pot and a large wooden spoon. Pretend to add multiple ingredients, stirring to mix them up.

Understanding the Text

Literal: *In which four months does the character become someone or something else, and what does he become? Use the illustrations and the text to find the answers.* (May, robin; August, cooking pot; November, whale; December, Christmas Tree)

Interpretive: Discuss how the character changes throughout the book. *What causes the character to change? How are the character and the setting related? Use evidence from the book.*

Applied: Discuss that the poems are written with a chorus similar to the chorus in songs. Discuss the meaning of the word *chorus* and challenge students to find where the chorus occurs in each poem and which words stay the same each time and how each chorus differs.

Phonics and Word Recognition

RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.

Discuss the /$\overline{oo}$/ sound. Call attention to the June poem. Explain that there are actually three spellings of the /$\overline{oo}$/ sound in the June poem. Establish that *June, group, droop,* and *soup* all have the /$\overline{oo}$/ sound. Isolate the three spelling patterns. *(oo, ou, u_e)* Brainstorm and build word lists reflective of the three different spelling patterns.

Fluency

RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Model the rhythm and expression inherent in Maurice Sendak's poetry. Have fun with the language. Read each poem aloud. Then have students read with you. Offer interested students an opportunity to select a poem, practice it, and read it aloud for the group or even the class.

Share Carole King's musical version of this text. It can be found at the link shown below. Discuss with students whether they think this musical presentation adds interest to the text. Establish how the music lends fluency to the reading of the text.

> http://youtu.be/sNBzJlpwChU (Carole King's musical version featuring actual pages from the printed book)

Offer students opportunities to perform/sing the text for individual months in pairs or small groups.

Reading Literature

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Use a document camera to project the January poem. Explain that the author chose his words carefully to create just the right feel, or rhythm, in his poems. Begin by identifying the rhyming words in the first poem. *(nice, ice, rice, twice)* Then point out the repeated words. *(rice, sip/sipping, chicken soup with rice)* Finally, discuss alliteration. *(slipping, sliding, sip, sipping)* Continue discussing these elements with each of the poems.

Writing

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Ask students to select one of the poems and modify the chorus by changing the repeated word. Remind them to play with the language but to also maintain the meaning of the poem. Provide time for them to share their new versions. An example might be

> *In August it will be so hot/ I will become a cooking pot/Boiling soup of course— why not?/Boiling once, Boiling Twice/ Boiling chicken soup with rice.*