

# **The Chicken Chasing Queen of Lamar County by Janice N. Harrington, Illustrated by Shelley Jackson**

A Mentor Text Lesson Plan by Marcie Flinchum Atkins



## **Writing Skills Focus:**

Onomatopoeia  
Word Choice  
Figurative Language

**Target Audience:** 2<sup>nd</sup>-5<sup>th</sup> grade

## **Objectives:**

TSW recognize similes in the text and how Harrington uses unusual similes to create voice for her character.

TSW recognize onomatopoeic words and phrases used in this text and how they create anticipation and humor in the text.

TSW notice how Harrington uses common words to create unique phrases and word combinations.

TSW utilize onomatopoeia, similes, or unique word choice in their own writing.

## **Standards:**

### **Virginia Standards of Learning:**

Standards are listed here for referencing by number in your lesson plans. For link to complete standards, go to:

[http://www.doe.virginia.gov/testing/sol/standards\\_docs/english/2010/stds\\_all\\_english.pdf](http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/stds_all_english.pdf)

### **English**

#### **2<sup>nd</sup> Grade Standards:**

2.2 a, 2.3 b, 2.7 d, 2.12 b, c, d

#### **3<sup>rd</sup> Grade Standards:**

3.1 e, 3.4 e, 3.9 f, g

#### **4<sup>th</sup> Grade Standards:**

4.4 d, 4.5 g, 4.7 i, j

#### **5<sup>th</sup> Grade Standards:**

5.4 a, d, f, 5.5 e, 5.7 f, h

### **Common Core:**

Standards are listed here for referencing by number in your lesson plans. For link to complete standards, go to: [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

#### **2<sup>nd</sup> Grade Standards:**

CCSS.ELA.RL 2.4

CCSS.ELA.W 2.3, 2.5

#### **3<sup>rd</sup> Grade Standards:**

CCSS.ELA.RL 3.4, 3.7

CCSS.ELA.W 3.3, 3.4, 3.5

CCSS.ELA.L 3.3a, 3.5a

#### **4<sup>th</sup> Grade Standards:**

CCSS.ELA.RL 4.3, 4.4

CCSS.ELA.W 4.3, 4.4, 4.5

CCSS.ELA.L 4.3 a, 4.5 a, b

#### **5<sup>th</sup> Grade Standards:**

CCSS.ELA.RL 5.4

CCSS.ELA.W 5.3, 5.4, 5.5

CCSS.ELA.L 5.3a, 5.5 a, b

**Text(s):**

THE CHICKEN CHASING QUEEN OF LAMAR COUNTY by Janice N. Harrington, illustrated by Shelley Jackson, Farrar, Straus, and Giroux, 2007.

ISBN: 978-0-374-31251-0

**Other Materials Needed:**

Reading Like a Writer sheet (attached)

Alphaboxes Template from Writing Fix:

[http://www.writingfix.com/PDFs/Writing\\_Tools/Alpha\\_Boxes.pdf](http://www.writingfix.com/PDFs/Writing_Tools/Alpha_Boxes.pdf)

Rough draft of a story from writer's workshop

Colored pens, thin markers, or colored pencils

**Lesson:****Setting the purpose:**

This lesson could be an ongoing part of a series of lessons on word choice. There are so many facets of word choice that it can be revisited many times with different examples. Before doing this lesson students should already have a basic understanding of what similes, onomatopoeia, and general word choice are.

You may also wish to break this lesson up into different sessions looking at THE CHICKEN CHASING QUEEN OF LAMAR COUNTY in multiple class periods. It could be a piece you use as a mentor text over and over again.

I frequently use books students have already read, or I have already read to them, as mentor texts. This way they are already familiar with the story. When we read it as a writing mentor text, they can concentrate on the way the writer uses words.

**Utilizing the Mentor Text**

1. Briefly review what word choice, similes, and onomatopoeia are. Explain that you will be reading a book today that has all of those elements and more in it. Students will be reading like writers today while they listen.
2. Distribute the "Reading Like A Writer" worksheets (attached). They should actively listen and take notes as you read.
3. After reading the text, have students share the words and phrases they recorded in pairs or small groups. Encourage them to confer and collaborate on their lists.
4. The teacher can record some of the favorites in each category on chart paper or on the board. Discuss how Harrington's word choice really helped the book come alive for the reader and appeals to the senses. As we read this book we can really hear and see all that is going on. Point out that Harrington's onomatopoeic words are not the

traditional sounds we have always heard. For example, her chickens don't say "cluck, cluck." They say, "pruck, pruck," which sounds exactly like the real thing.

5. Students can tape or glue the "Reading Like a Writer" worksheet into their writer's notebooks as a sample of a mentor text for their own writing.

### **Transferring the Skill to Student Writing**

1. Have students choose ONE word choice skill they want to work on in their writing: onomatopoeia, similes, or unusual word choice.
2. Students should reread their own rough drafts out loud to themselves. When they have finished reading it, use the colored pen to indicate places they could add an onomatopoeic word, a simile, or an unusual word choice.
3. Remind students that one or two insertions are probably all they will need. Every line doesn't need an onomatopoeic word or simile. In fact, more is not always better. Using the right word in the right place is the best thing.

### **Extension Activities/Spin-Off Lesson:**

1. If you want to further extend your lesson to include onomatopoeia, do a NOISY WORD scavenger hunt.
2. Distribute Alphaboxes charts ([http://www.writingfix.com/PDFs/Writing\\_Tools/Alpha\\_Boxes.pdf](http://www.writingfix.com/PDFs/Writing_Tools/Alpha_Boxes.pdf)) for students to record their NOISY WORDS.
3. Provide books that have onomatopoeic words in them for students to find as many NOISY WORDS as possible. Fill as many of the ABC boxes as possible from the texts read.

Possible texts:

THE GREAT FUZZ FRENZY by Janet Stevens and Susan Stevens Crummel

MUD by Mary Lyn Ray

RATTLETRAP CAR by Phyllis Root

ROADWORK by Sally Sutton

SNOW SOUNDS by David A. Johnson

TRUCKS: WHIZZ! ZOOM! RUMBLE! By Patricia Hubbell

4. Students can include the Alphaboxes of NOISY WORDS in their writer's notebook for future reference and to assist them with ideas of onomatopoeic words they could use in their own writing.

Name \_\_\_\_\_

**READING LIKE A WRITER**  
**THE CHICKEN CHASING QUEEN OF LAMAR COUNTY**  
by Janice N. Harrington

As you listen to the book being read aloud, pay close attention to the ways that Ms. Harrington uses language. Record your favorite words and phrases she uses in each category.

<b>Onomatopoeia</b> Sound words (Example: Pruck! Pruck!)	<b>Similes</b> Using LIKE or AS to compare things (Example: "her feathers are shiny as a rained-on roof")	<b>Unusual Word Choice</b> The way the author puts words together that is unique and interesting. (Example: "long-fingered feet")