

Level
2

Penguin Young Readers Factsheets

Chicken Run

Teacher's Notes

Summary of the story

A flock of desperate chickens try to escape from the chicken farm run by the evil Mrs Tweedy and her husband. The Tweedys want to use their new pie-making machine to make pies out of chickens. Rocky, a cocky American rooster, turns up at the farm. The chickens think he has flown in. He promises to teach them to fly and to escape. The chickens' attempts at flying are very funny, but unsuccessful. Rocky and Ginger manage to get out of the pie-making machine in time, but it seems the chickens will never escape the farm especially when Rocky disappears and they discover that he had lied about his flying talents. But in the end the chickens design, build and escape in a flying machine.



Background to the story

The popular *Chicken Run* movie was created by the Academy Award animators Nick Park and Peter Lord of Aardman Animation.

Topics and themes

Animals Make up a story about the *Chicken Run* characters and what happens when they find freedom.

The Country Are farms usually in the town or the city? What other animals can be found on a farm? Have you been to a farm? Can you describe it? The Reader can be used to introduce the topic of farming and the countryside, inviting comparisons of town and country and lots of animal vocabulary.

Film, Media, TV The pupils can describe the film if they have seen it. Has any of them seen any publicity, posters, or reviews in magazines for example. Use the illustrations in the Reader to encourage the pupils to discuss other animated films or cartoons they have seen.

Food Chicken pies are a large feature of the story, although none get made! This could introduce work on the kinds of animals that produce meat. This could also be a topic with 'the country' topic

on the question of foods grown and animals reared on farms.

Friendships The chickens try to escape as a group, working together as a team. Could one chicken have made the flying machine alone? Could Ginger have escaped the pie machine without Rocky's help? Have they all become friends because they are in danger? Use these questions to introduce discussion of the importance of team work, then give the children a task at which they must work together.

My house Chickens live in a coop, the Tweedys live on a farm. What other kinds of houses can the children think of? Where do dogs live? Where do horses live?

Travel Use the flying machine scenes to introduce classroom work on the history of the airplane, for example, or on different kinds of travel.

Making use of the Reader

Chickens can't fly Use the Reader to introduce a lesson on can/can't, animal vocabulary and verbs. Pre-prepare a list of animals and a separate list of action verbs appropriate to those animals, for example monkey/climb, kangaroo/jump, fish/swim. The pupils then put the animals and the verbs in pairs and make sentences with 'can', for example 'kangaroos can jump'. Encourage them to draw and color pictures of, for example, kangaroos jumping, fish swimming etc.

To inject comedy into the lesson, follow up this exercise by inviting the pupils to re-pair the animals and verbs to make sentences with 'can't', for example, 'kangaroos can't swim'. This should result in funny pictures of kangaroos trying to swim, fish trying to climb, for example, with which to decorate the classroom. These could be used as a stimulus for revision of question forms with 'can'.

Lessons Use Rocky's flying lessons and the can/can't exercise above to create a fun communication lesson where the pupils can become teachers themselves for a while. Begin by asking the



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pupils to relate to something unusual they can do, for example, play chess, knit, do a cartwheel, bake a cake. Explain that they will teach these things to the pupils in their group/the class.

The pupils then work individually on a lesson plan. This will give you the opportunity to pre-teach specific vocabulary. Each pupil then teaches the other pupils in the group how to do his or her particular skill. They can use pictures, mime, and description to explain to the pupils in their group the meaning of any new vocabulary.

Storytelling This can be done as written homework, classroom writing practise, or oral practise. The pupils each choose a character from the story and work on a version of the story just through that character's perspective.

Alternatively, they can follow up the story and

create their own endings. What happens, for example, after the Tweedys discover that the chickens have escaped? What do the chickens do when they are free?

Guessing Game Use activity one on the pupils' photocopiable activities to encourage the pupils to describe the characters in the book, pre-teaching vocabulary when necessary.

Pre-prepare some cards with the names (or a small illustration) of each character on them. The pupils can play the guessing game in pairs or in small groups. The cards are placed face down on the table. Each pupil has a turn at picking up a card and describing the character written on it without saying the name.

The first to guess the name receives a point and the one with the most points is the winner.

Using the accompanying audio cassette

Before listening/post reading Ask the pupils to choose their favorite character from the story and to imagine what that character will sound like. Encourage them to read lines from the book in their chosen voice. After listening to the cassette, they can compare their imagined versions with the actual ones.

During listening/listening for specific information Elicit the names of each of the characters featured in the story and write them on the board. As each character appears in the story, the pupils stand up and shout out the name (or put up their hands, if a more tranquil version is required). Alternatively, they could boo when Mrs Tweedy appears and make a cock-a-doodle-doo sound when Rocky appears.

Simultaneous reading and listening in groups See photocopiable activity four. In small groups, the children work together to put the story in the right order as they listen.

Notes on the activities in the Factsheet

1. Cut out the pictures and jumble them. The pupils then reassemble the pictures of Babs, Rocky and Mr Tweedy before coloring them.
2. The pupils find the words in the word search.
3. The pupils fill in the gaps to make a word in the vertical box.

Answers to the activities

In the Back of the Reader

Before you read

a) 1 man, 1 woman, 6 chickens.

After you read

1. F, 2. T, 3. T, 4. F, 5. T, 6. T, 7. F, 8. T.

In the Factsheet

Activity 1

Mr Tweedy, 2,5

Mrs Tweedy, 1,2

chicken, 3,4,6

Activity 2

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| F | L | Y | P | R | F | T | W |
| H | I | G | B | N | O | C | |
| F | R | E | E | D | O | M | H |
| G | I | N | G | E | R | O | |
| S | A | Q | T | J | K | C | |
| B | U | N | T | Y | D | V | K |
| R | F | I | P | L | Z | X | E |
| C | B | T | E | S | S | O | N |

Activity 3

chickens, happy, in, carrots, broke, escape, machine. The word in the box is 'chicken'.

Activity 4 1. b, 2. g, 3. d, 4. i, 5. f, 6. e, 7. j, 8. a, 9. h, 10. k, 11. c.

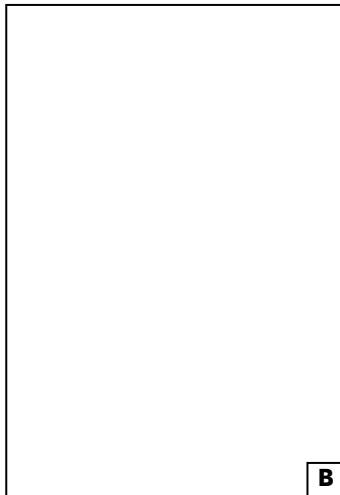
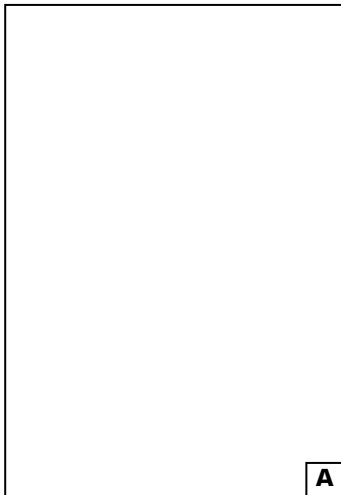


Chicken Run

Name.....

Activity 1

Draw Mr and Mrs Tweedy. Then draw a chicken.



Now match the sentences to your pictures.

- | | | | |
|-----------------------------|--------------------------|---|--------------------------|
| 1. She counts the eggs. | <input type="checkbox"/> | 4. They laughed and danced at a party. | <input type="checkbox"/> |
| 2. They want to make money. | <input type="checkbox"/> | 5. He put Ginger in the pie-making machine. | <input type="checkbox"/> |
| 3. They had flying lessons. | <input type="checkbox"/> | 6. They made a flying machine. | <input type="checkbox"/> |

Activity 2

Can you find these words?

Bunty
lesson
fly
Ginger
chicken
pie
freedom

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| F | L | Y | P | R | F | T | W |
| H | I | G | I | B | N | O | C |
| F | R | E | E | D | O | M | H |
| G | I | N | G | E | R | O | I |
| S | A | Q | T | Y | J | K | C |
| B | U | N | T | Y | D | V | K |
| R | F | I | P | L | Z | X | E |
| C | B | L | E | S | S | O | N |



Chicken Run

Name.....

Activity 3

Fill in the gaps and find a word in the box.

Choose from these words:

carrots, escape, happy, in, chickens, broke, machine.

| | | |
|---------------------------------|-------|-----------------------|
| Bunty and Babs are | _____ | _____ |
| Rocky's party made the chickens | _____ | _____ |
| Mr Tweedy put Ginger | _____ | the pie machine |
| There were peas and | _____ | _____ in the machine |
| Rocky was clever. He | _____ | _____ the pie machine |
| Rocky helped the chickens to | _____ | _____ |
| They made a flying | _____ | _____ |

Activity 4

Put the story in the right order

example: 1. b)

- a) Rocky goes away
- 1. b) The chickens were not happy on the farm
- c) They escape
- d) Rocky gave flying lessons
- e) Mr Tweedy put Ginger in the pie machine
- f) Rocky threw a party
- g) Rocky came. 'Please teach us how to fly,' Ginger asked
- h) The chickens make a flying machine
- i) The flying lessons did not work
- j) Rocky rescues Ginger from the pie machine
- k) Rocky comes back to help

