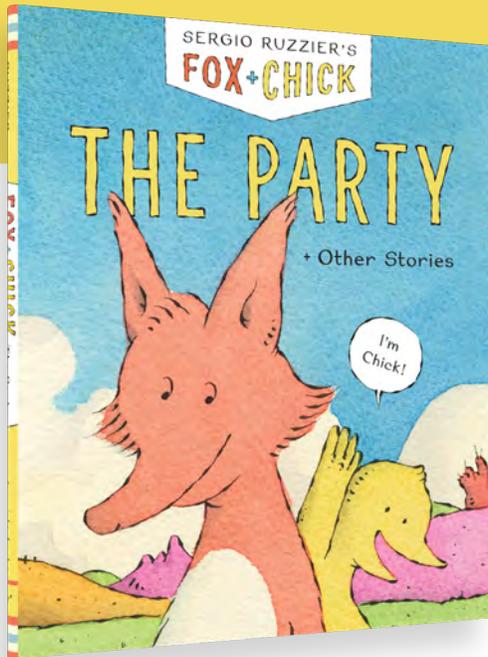


SERGIO RUZZIER'S
FOX+CHICK

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978-1-4521-5288-2 • \$14.99 HC
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Ages 5-8 • F&P Text Level Gradient: K
Lexile® Measure: 370L

ABOUT THE BOOK

This new series about Fox + Chick, two unlikely friends, will delight young readers with its gentle humor, classic illustrations, and sweet stories.



ABOUT THIS GUIDE

This teaching guide consists of discussion opportunities and classroom extension activities that can be used when reading, teaching, or discussing *Fox + Chick*. The discussion opportunities and classroom extension activities in this guide are designed to be used in kindergarten through 3rd grade while the text is read as a whole group, in a small group, or independently.

Fox + Chick allows young readers to exercise a range reading comprehension strategies, from gaining information about a story from the illustrations and text to retelling, describing, comparing and contrasting, inferring, and visualizing. The book also offers opportunities for students to identify conflict, analyze character traits, compare connotation and denotation, research art, learn to read a graphic novel, study foxes, and more.

Notes throughout the guide correlate the questions and activities with specific standards including Common Core Language Arts Standards, Next Generation Science Standards, and National Core Art Standards. For more information on specific standards for your grade level, visit www.corestandards.org, www.nextgenscience.org, and www.nationalartsstandards.org.



HOW TO READ A GRAPHIC NOVEL

Reading a graphic novel differs from reading prose text. In a graphic novel, readers are only presented with information through dialogue and illustrations.

BEFORE READING:

Use *Fox + Chick* to lead the class in a discussion of the differences between a picture book, a chapter book, and a graphic novel. Make sure to point out the parts of a graphic novel, like the speech bubbles that show what characters are saying, the panels (each square), and the gutter (the space between panels). Then discuss the proper way to read a graphic novel (from left to right, and top to bottom).

EXTENSION ACTIVITY:

Discuss with students why an author might choose to write their story as a graphic novel rather than as a chapter book or picture book.

DURING READING:

Show how inferences have to be made between panels. Refer to pages 2–4 and discuss how readers can infer on page 4 that Chick continued walking to the house shown on pages 2–3, even though the illustrations don't depict each little step. You may also point out that between the first two panels on page 4, readers can infer that Chick had to wait a bit.

AFTER READING:

Have students demonstrate how they comprehend the story by inferring information. Ask them to do the following:

K–1st: Retell the story including inferences made from between panels and from what the illustrations show.

2nd–3rd: Rewrite the story as a narrative including inferences made from between panels and from what the illustrations show.

CCSS.ELA-LITERACY.RF.K-1.1, RL.K-1.2, RL.K.5, RL.K-3.7, RL.2.1, W.2-3.3



CHARACTER TRAITS

Character traits are all the aspects of a character's behavior, from how they act to what they think.

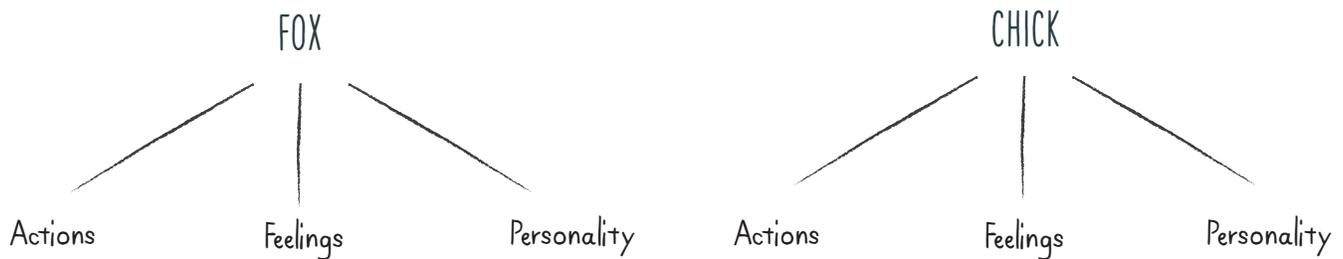
BEFORE READING:

As a class, list the character traits the students assume a fox and a chick are going to have. How will they act? What type of personality will they have? How are they going to interact with each other?

AFTER READING:

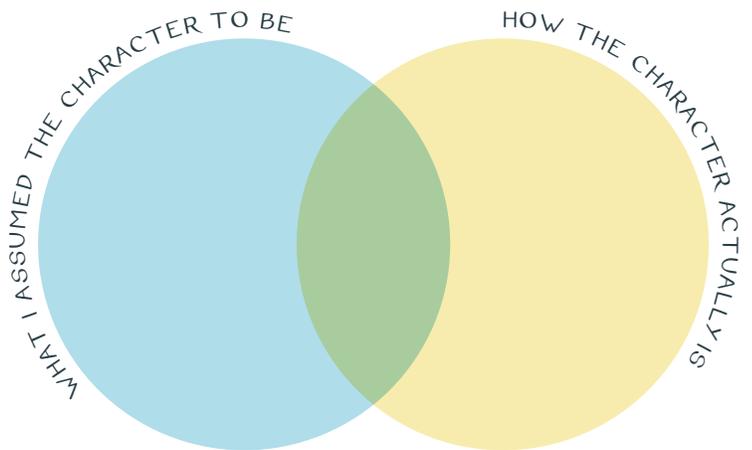
Independently or as a class, have students complete a character trait activity on each character. Ask students to answer the below questions about Fox and Chick and then place their answers in a graphic organizer, included in this guide.

1. How did the character act in the story?
2. What feelings did the character portray in the story?
3. What words would you use to describe the character's personality?



Extension activity: Have students list text evidence or page numbers that support their statements about each character's traits.

Finally, as a class, compare and contrast students' assumptions about the characters against the realities of Fox and Chick by using a Venn diagram or double bubble map.



CCSS.ELA-LITERACY.RL.1-3.3, 1.9

GET TO KNOW YOUR CHARACTER

APPEARANCE

How did the character act in the story?

WHO IS THE CHARACTER?

PERSONALITY

What are the character's thoughts and feelings at this point in the text?

TEXTUAL EVIDENCE

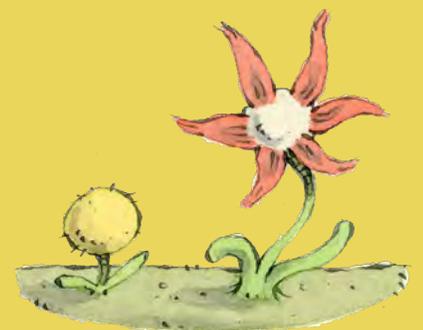


TEXTUAL EVIDENCE



ACTIONS
What is the character doing?

TEXTUAL EVIDENCE



FOX

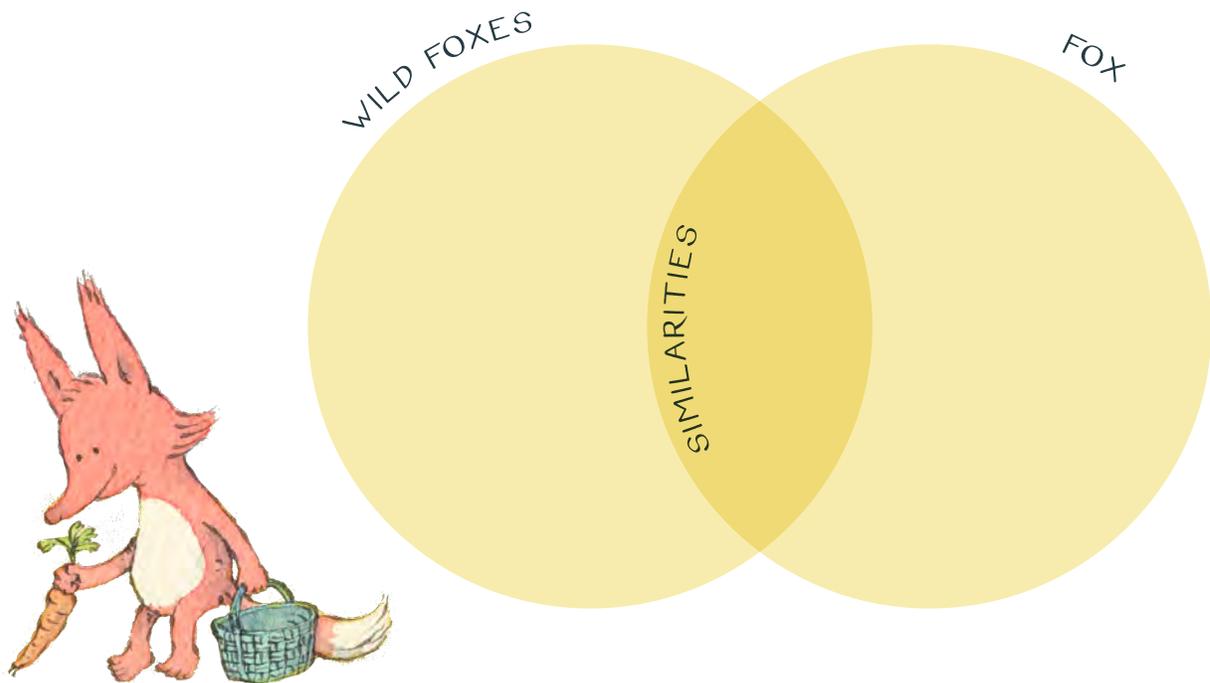
Fox does not display the characteristics of a normal fox in the wild. To help students compare and contrast Fox the character with wild foxes, have the class read an informational text about foxes and answer the following questions:

1. What do foxes really do for fun?
2. What other animals are friendly with foxes?
3. What do foxes eat?
4. What else did you learn about foxes?



Extension activity: Have students write an informative article about foxes.

Next, compare and contrast foxes in nature with Fox (the character) using a Venn diagram or double bubble map.



Extension activity: Ask students to describe how the story would be different if Fox had the characteristics of foxes in the wild.

CCSS.ELA-LITERACY.RL.K-3.1, W.2-3.2

Next Generation Science: K-LS1-1.

Use observations to describe patterns of what plants and animals (including humans) need to survive.

Next Generation Science: 1-LS1-2.

Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.



CONFLICT AND RESOLUTION

Conflict is a problem within a story (or a part of a story), while resolution is how that problem is solved. Each chapter in *Fox + Chick* depicts a conflict and a resolution. Each chapter therefore offers an opportunity for students to learn these narrative elements. Use the following exercises to help students better understand these elements:

1. For “The Party,” determine the conflict and resolution as a class exercise.
2. For “Good Soup,” have students determine the conflict and resolution in pairs.
3. For “Sit Still,” have students determine the conflict and resolution independently.

CONFLICT
(Problem)

RESOLUTION
(Solution)



CCSS.ELA-LITERACY.RL.K-2.3, 2.5, 3.3



LANDSCAPE VS. PORTRAIT

In the third story in *Fox + Chick*, Fox is painting a landscape when Chick asks Fox to paint a portrait of him. As a class, discuss landscape and portrait paintings.

First, show students examples of landscapes. The Metropolitan Museum of Art in New York City (metmuseum.org) has an excellent online database of images in the public domain.

Ask students to describe what all of these pieces of art have in common. Create a student-made definition of landscapes.

Next, show students examples of portraits:

Ask students to describe what all of these pieces of art have in common. Create a student-made definition of portraits.

Ask students to identify the differences between landscapes and portraits.

Using the following link as a resource, share the concept of abstract art with your class:

www.ducksters.com/history/art/abstract_art.php

Lead a class discussion of Fox's painting. Did Fox create an abstract landscape? An abstract portrait? What are some other options?

Other options include:

1. Expressionism (www.ducksters.com/history/art/expressionism.php)
2. Surrealism (www.ducksters.com/history/art/surrealism.php)

Have students create their own painting at the end of the third chapter. Direct them to paint a landscape of the setting of *Fox + Chick*, or a portrait of Fox or Chick.

National Core Art Standards: Anchor Standard #1
Generate and conceptualize artistic ideas and work.

National Core Art Standards: Anchor Standard #7
Perceive and analyze artistic work.



DISCUSSION QUESTIONS

Use the following questions in discussions with the whole class, as reading check-ins, or as writing prompts.

Each story title hints at what is going to happen. Use these titles to begin a discussion on story titles and summarizing.

What did the title “The Party” give the reader a hint about?

What clues did the title “Good Soup” give the reader about the story?

Why is the title “Sit Still” a funny name for the third story?

What other names would have worked for each story?

An onomatopoeia is a word formed by the imitation of a sound. Several examples can be found in *Fox + Chick*.

What sound words can you find?

Why would the author include these?

How would removing these sound words change the story?

Based on the clock pictured in the illustrations, how much time passed while Chick was in the bathroom and Fox was reading his book?

When Chick asks to “use the bathroom,” Fox assumes one thing while Chick is really asking something else. Fox is thinking of the connotation (a commonly accepted meaning) of “use” while Chick is thinking of the denotation (the dictionary definition) of “use.”

What was Fox assuming Chick was going to do in the bathroom?

What did Chick mean by the word “use”?

What other words could cause a misunderstanding like this?

Based on the illustrations and dialogue in “Good Soup,” what type of soup do you think Fox made?

What clues did you use to make this inference?

How does the last page of chapter 2 add humor and suspense to the story?

What does Fox’s last piece of dialogue foreshadow?

There are a few times in the story when Chick seems to be trying to annoy Fox. How does Fox deal with Chick’s pestering?

CCSS.ELA-LITERACY.RL.K-3.1, K-2.7, 1.2, 1-2.3, K-1.9, 3.4

CCSS.MATH.CONTENT.1.MD.B.3

Tell and write time in hours and half-hours using analog and digital clocks.

CCSS.MATH.CONTENT.2.MD.C.7

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.



Sergio Ruzzier has illustrated a number of picture books, some of which he also wrote. Italian by birth, he lives in Brooklyn. Visit him at <http://www.ruzzier.com/>.

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