

Green Feathers



Written by Jill Eggleton
Illustrated by John Bennett

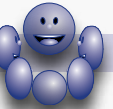
The chicks in the hen house were all yellow, all but one.

One chick had some green feathers.

He didn't look like the other chicks at all.



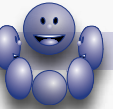
PREVIEW



What characters can you see here? Where does this story take place (setting)?

What is different about one of these chicks?

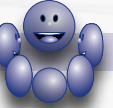
VIEW



Read the pages.

What is different about one of the chicks? Read the words that tell you.

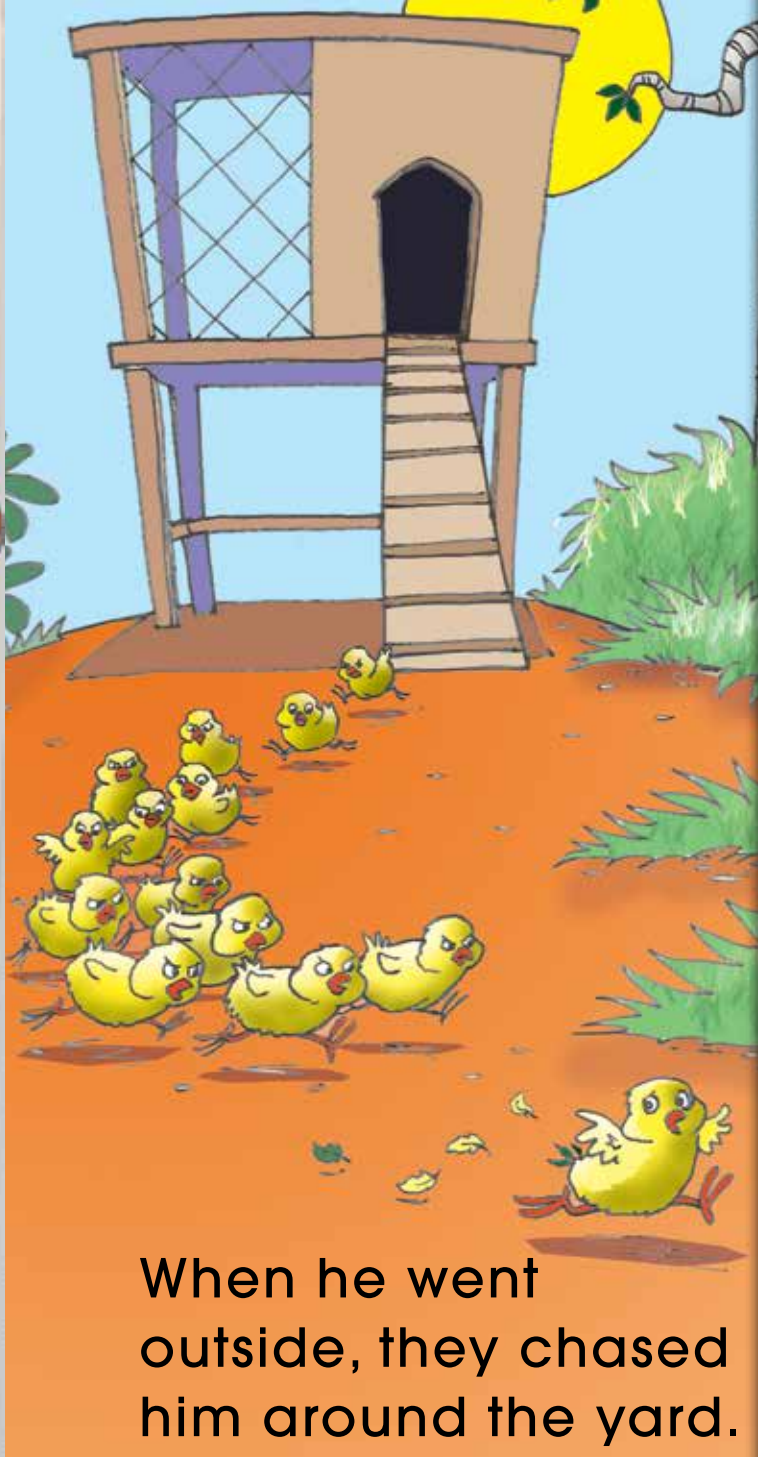
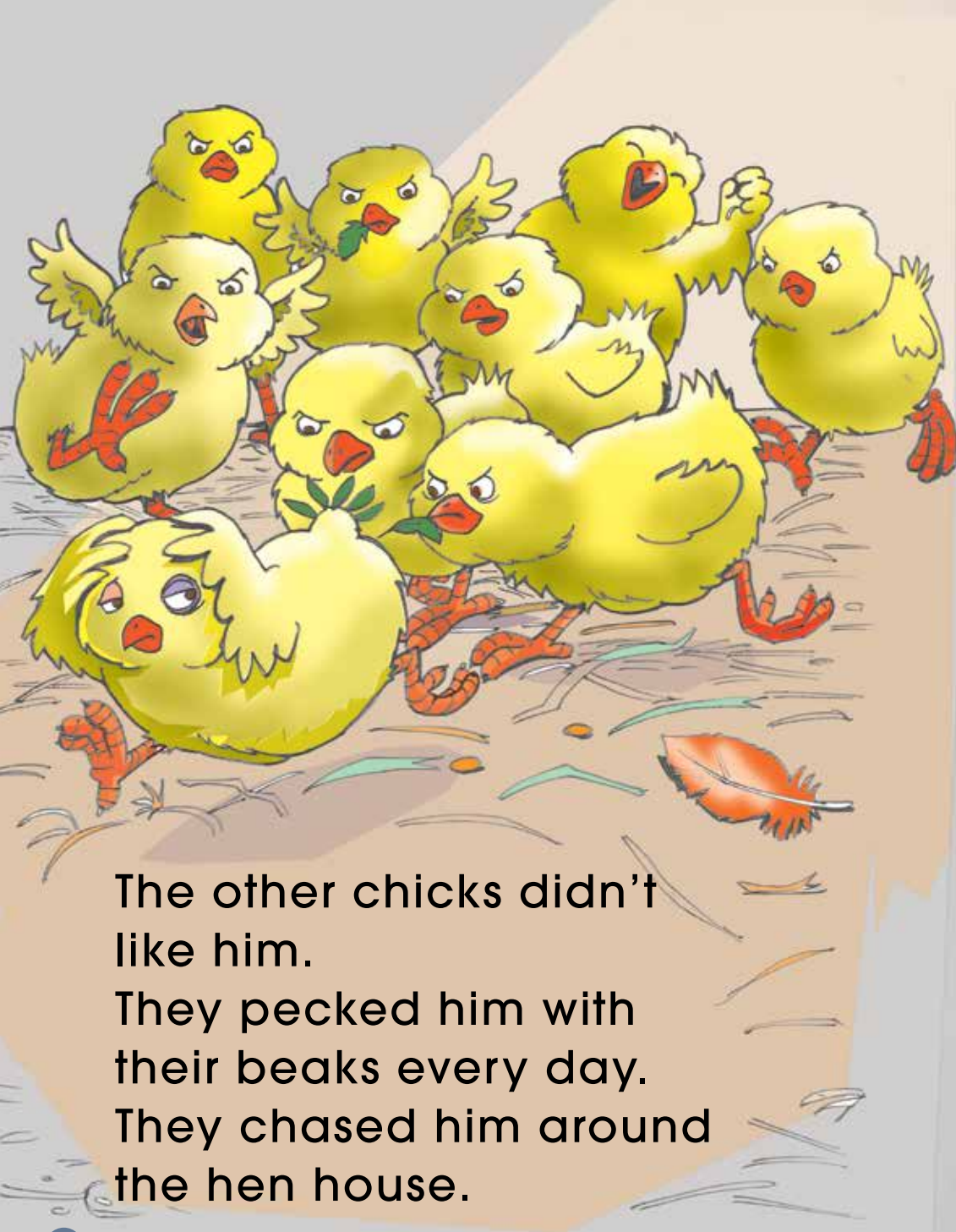
REVIEW



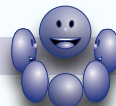
Make a circle with your finger around the words **feathers** and **chicks**. What part of these words tells you there is more than one (plural)? (s ending)

Write the word **chicks**. What sound does **chicks** start with? (/ch/) Underline the /ch/ sound.

What other words start with /ch/? Write them and underline the /ch/ sound. (chease, chin, etc.)



PREVIEW



What are the chicks doing to the different chick?

What words can you use to describe how this chick must feel?

VIEW

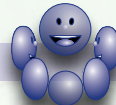


Read the pages.

What words tell you what the chicks did to the different one? What does the word **pecked** mean? How would it feel if something pecked you?

In what two different places does the story take place? Find the words that tell you.

REVIEW



Write the word **every**. Write it in as many different ways as you can (small, big, thin, fat, tall, short, wiggly).

Make a circle around the **y**. What does it sound like in this word? (long e)

Find the words **day** and **they** on these pages.

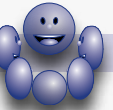
Write them and underline **ay** and **ey**.

Y is part of a pattern that sounds like long /a/ in these words.

Green Feathers got skinny.
His yellow feathers came off,
but not the green ones.
They were sticking up.
Now he looked very different
from the other chicks.

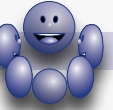


PREVIEW



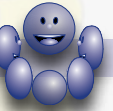
How has Green Feathers changed?
How do you think he feels? What words can you use to describe the yellow chicks?

VIEW

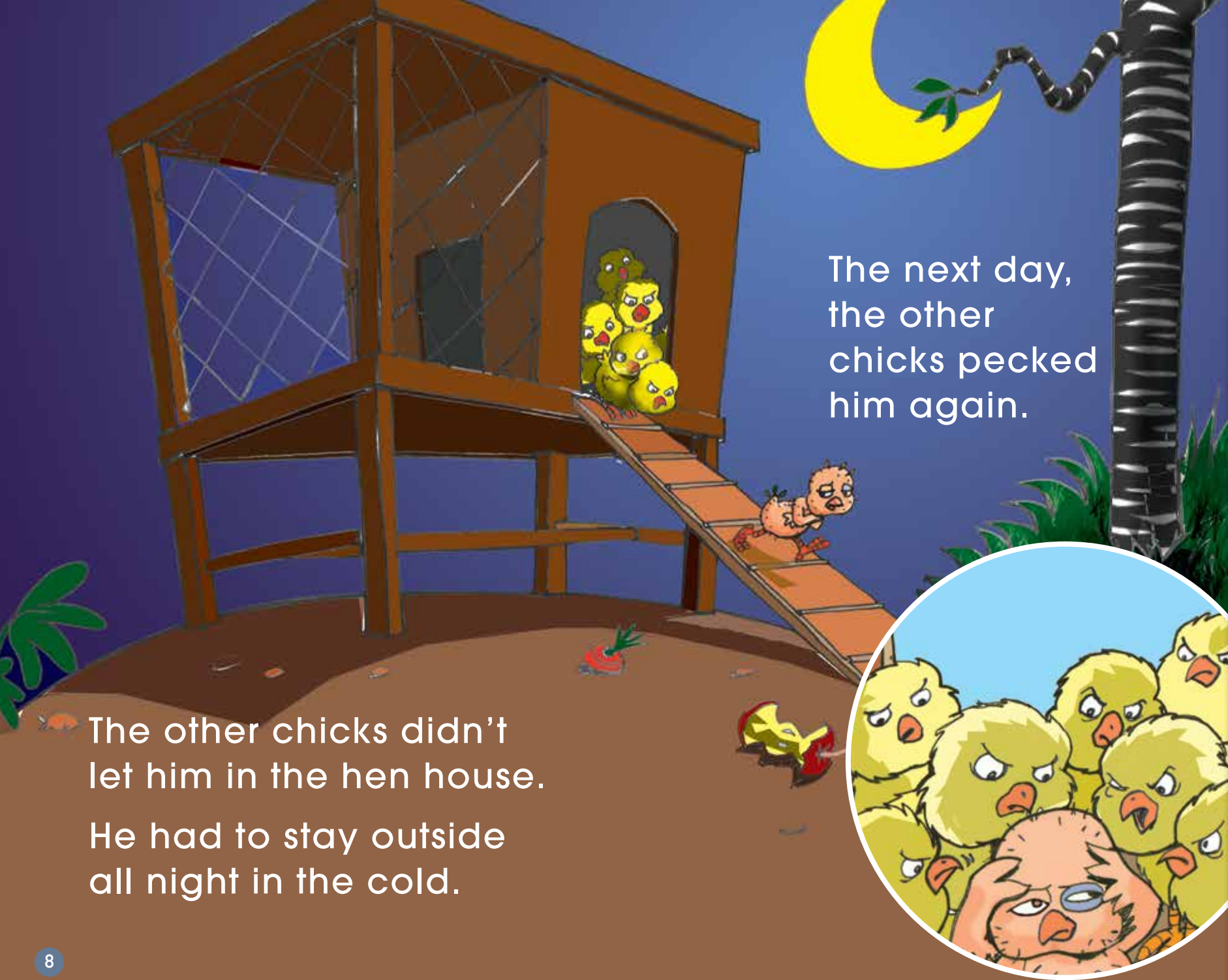


Read the page.
Which words describe how Green Feathers looked?
Which words describe what the green feathers were doing? Read the sentence that tells you.
What would you say to the yellow chicks?

REVIEW



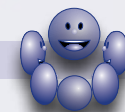
Write some words that have word endings (suffixes).
Circle each word ending. (feathers, sticking, looked, etc.)



The other chicks didn't let him in the hen house. He had to stay outside all night in the cold.

The next day, the other chicks pecked him again.

PREVIEW



What has happened to Green Feathers now?

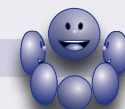
What do you think is the problem?

What do you think might happen next?



*Return to pages 2-3 and follow the **VIEW** suggestions.*

VIEW



Read the pages.

How do you know the yellow chicks were really mean?

Read the words that tell you.

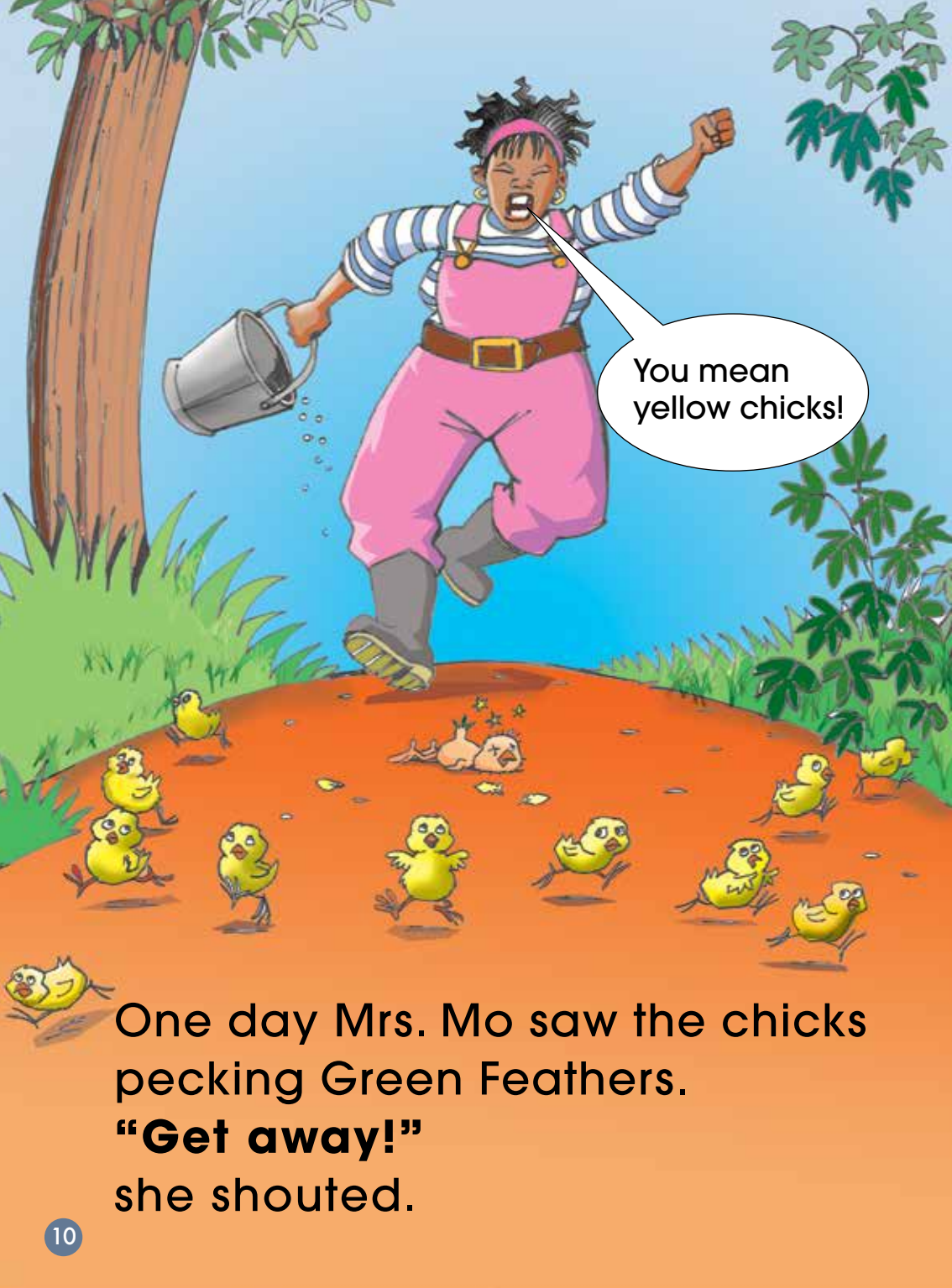
Which words tell you when these parts of the story happened?

REVIEW



Write the word **didn't**. Write it in as many different ways as you can (small, big, thin, fat, tall, short, wiggly).

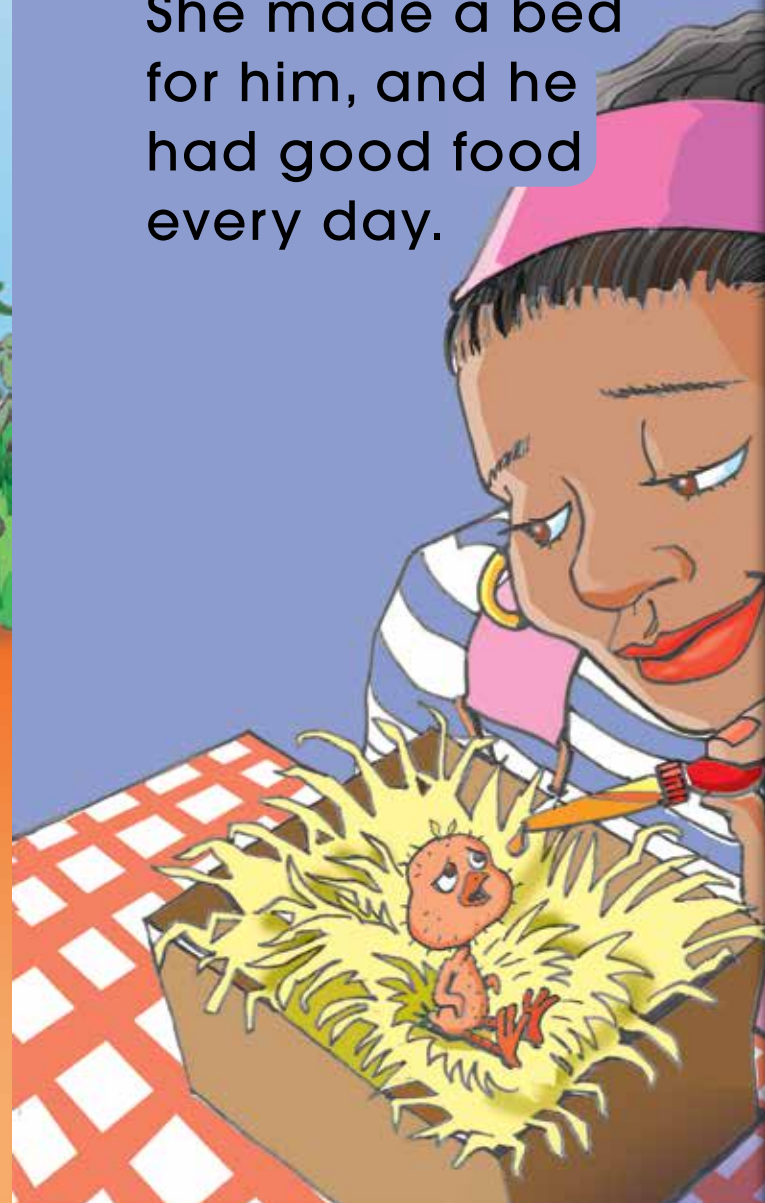
What kind of word is **didn't**? (contraction)
Write the two words that **didn't** is short for. (did not)



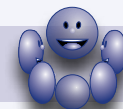
One day Mrs. Mo saw the chicks pecking Green Feathers. **"Get away!"** she shouted.

She took Green Feathers into her house.

She made a bed for him, and he had good food every day.



PREVIEW/ VIEW



What new character is in the story now?
How do you think she feels?



What do you think she might be saying?
What has happened to Green Feathers?

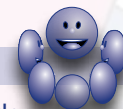
What punctuation and other clues do you see that help you know how to read? (quotation marks, exclamation point, bold type, comma)

Read the pages. Use the punctuation and other clues to help you read with expression.

How do you think Green Feathers feels now?
Which words make you think that?

Do you think Mrs. Mo should have taken Green Feathers inside?
Why/Why not?

REVIEW



Find the words on these pages that have the short /e/ sound. Write them and underline the short /e/ sound. (pecking, feathers, get, bed, every)

Green Feathers got big.
He had some new red feathers,
and his green feathers
were long.

One day Mrs. Mo
looked at him.
“Wow!
You are a rooster,”
she said.



PREVIEW/ VIEW



What do you notice about Green Feathers now? What changes can you see? Why do you think Green Feathers has different colored feathers?

Read the pages. Use the clues to help you read with expression.

What words describe Green Feathers now? Mrs. Mo was surprised. What words show that she was surprised?

How do you think the story might end?

What questions could you ask Green Feathers and Mrs. Mo? You can use – How, Why, When, What, Who, Where?

REVIEW



Write the word **looked**. Underline the **oo** pattern.

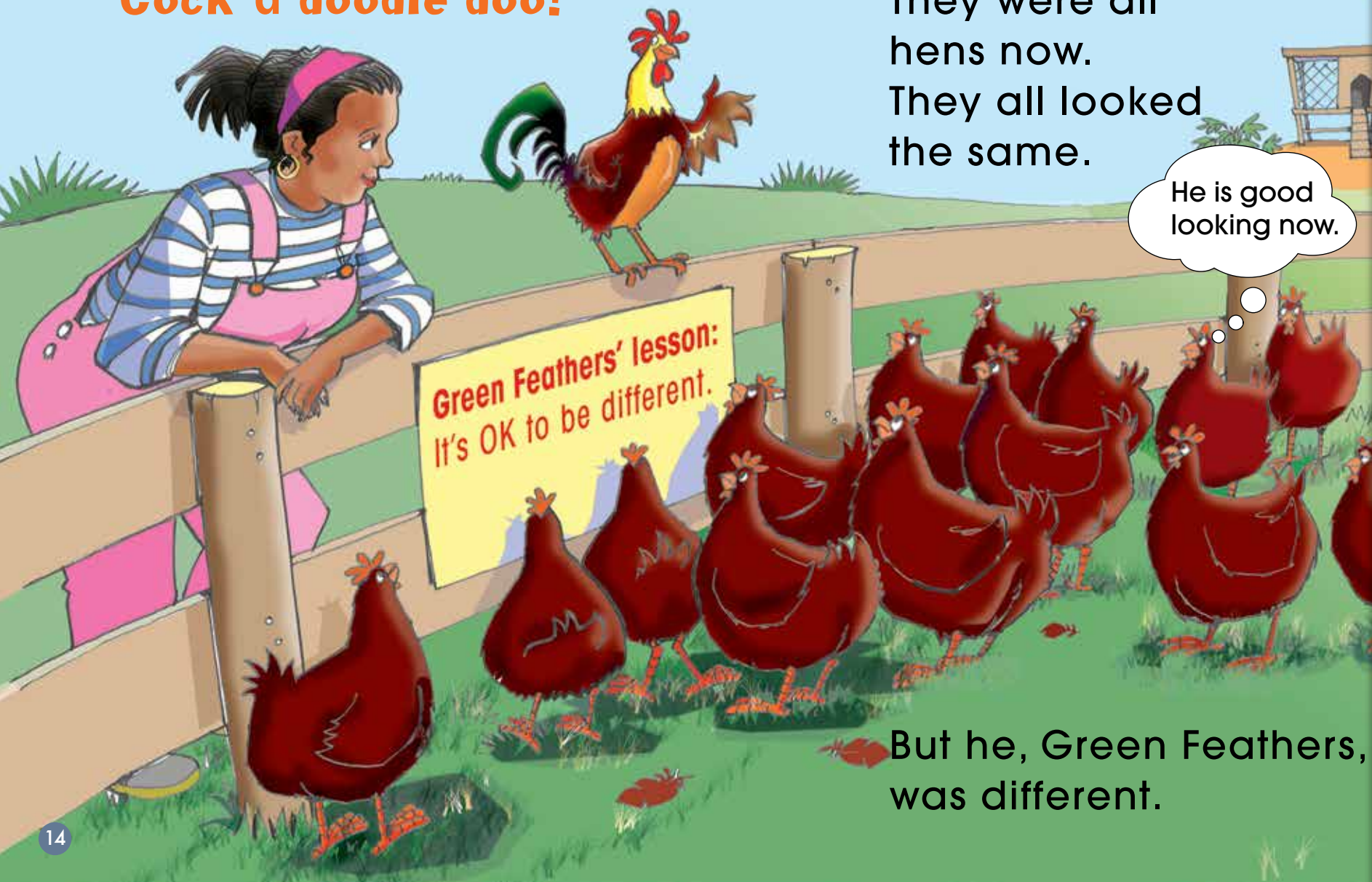
Write the word **rooster**. Underline the **oo** pattern.

What does the **oo** pattern sound like in **looked**? (short /oo/) What does it sound like in **rooster**? (long /oo/)

Mrs. Mo put Green Feathers
on the fence.

He went . . .

“Cock a doodle doo!”



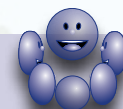
Green Feathers
looked down at the
other chicks.

They were all
hens now.

They all looked
the same.

But he, Green Feathers,
was different.

PREVIEW/ VIEW



What is Green Feathers doing now? What words can you use to describe how he might be feeling?

What change do you notice in the chicks? What might they be thinking?

Put your finger on the illustrative text. What does it say? (Cock a doodle doo!)

Read the pages.

Read the words on the fence. What is the lesson Green Feathers learned?

Turn to the **REVIEW** suggestions on page 3.

REVIEW



This story has a very good message. We are not all the same. Everyone is different from everyone else. It is good to be different.

The yellow chicks didn't like Green Feathers because he was different. This was very mean. What are some things that make us all different?

Story Sequence

- What happened first?
- What happened next?
- What was a problem?
- How was the problem solved?
- How did the story end?

