



Reading Roundup



Chicks and Salsa

Written by Aaron Reynolds
Illustrated by Paulette Bogan

Reading Roundup
Partners



Introduction

Gather the students around you so that they are able to see the illustrations of the book. Most classrooms will have an area rug defining this space. Introduce yourself and tell the students that you are excited to share Chicks and Salsa, written by Aaron Reynolds and illustrated by Paulette Bogan.

Before Reading

Authors write books for many reasons. We read books that teach us about ourselves. We read books that convince us to try new things and to be kind to each other. Chicks and Salsa, makes me laugh out loud. It feels good to read a book just for the fun of it. Let's enjoy this hilarious book together. I hope it makes you laugh, too.

During Reading

• Begin reading the book by starting on the title page. Hold the book so that students are able to see the illustrations. Give plenty of time for students to “read” and think about the pictures. Continue to read through **page 5**.

• **Page 5 – T/T** – *The story has barely gotten started and we already know about the chickens. Turn and talk to your partner about what you know about the chickens. What words does the author use to help us learn about the chickens? What do we know about the rooster?* (The chickens are sick and tired of eating chicken feed all day. The author uses words like “grumbling” to describe their mood. The illustrator shows us how fed up and frustrated the chickens are. The rooster is the boss in the henhouse and thinks it’s his job to solve the problem.)

• **Page 10 – P** – *The words don’t tell us where the chickens got the chips, but wait... look closely at the illustration. Where did the chickens get the chips?* (The rat sold the chips to the chickens.)

• **Page 11 – P** – *The chickens love the chips and salsa. Why do you think the author chose the word, “Olé!” to show the rooster’s excitement?* (The author used a Spanish word because salsa is a favorite Mexican dish.)

• **Page 13 – T/T** – *Now, the ducks are all upset. Turn and talk to your partner about what the ducks are probably saying to each other.* (After talking with the chickens, the ducks were probably saying, “I’m sick of eating fish all the time. How much fish can ducks eat? I want to have chips and salsa, too.”)

• **Page 27 – T/T** – *Mrs. Nuthatcher made a batch of tamales for the family and used all of the onions, peppers, and limes from the garden. Do you think the rooster will be able to solve this problem? Turn to your partner and predict what the rooster might do next.* (Accept all logical answers.)

After Reading

“Ooh la la!” is similar in meaning to the word “Olé!”. It means wonderful, fabulous, delicious. The farm animals made me laugh, the rooster made me cackle, and the rat made me snicker. Even Mr. and Mrs. Nuthatcher and their cat put a smile on my face.

Remember, books are written for many reasons. One of those reasons is to delight and entertain. Don’t forget to read just for fun. It’s what good readers do.

Vocabulary

ole’ – yea, p. 11

distracted – caused to look away, p. 19

cuisine – food, p. 21

crepes – French pancakes, p. 31

ooh la la – oh, my goodness, p. 32

Note to the Reader – Aaron Reynolds clearly wrote *Chicks and Salsa* to entertain and delight. He also chose to play with word choice and alliteration. There are too many new words to stop and explore every unfamiliar word. Reading the words with expression is the best way young readers experience and use new words.

**WORD
WAGON**

