

Story Synopsis

This story begins with a farmer asking his chickens for “Gold! Gold! Gold!” The chickens, looking confused and nervous, try to give the farmer what he wants. But first the farmer gets white eggs. Then the farmer gets brown eggs. Finally the farmer gets golden chicks, which is the “Gold!” he wanted all along. Children will enjoy the chickens’ faces in response to the farmer.

LITERACY ELEMENTS

exclamation point

WORDS TO DISCOVER

I
want
gold
these
are
white
brown

MATH CONNECTIONS

PROBABILITY AND DATA
MANAGEMENT
identifying attributes
reading and creating graphs

ESL CONSIDERATIONS

Show items in the colours
brown, white, and gold.

Overall Learning Opportunities

- A₁B₁C₁** Children will:
- make sense of written materials using reading strategies that are appropriate for beginners
 - demonstrate understanding of a variety of written materials
- 1₂3** Children will:
- collect, display, and interpret data in everyday activities

Activity Menu

Reading Together, page 30

Read the story to the class or a small group. The repeated pattern in the story will help make children feel comfortable joining in the reading.

Guided Reading/Picture Walk, page 31

Meet with children who are at Instructional Level B to guide them through the text, using discussion, a Picture Walk, Independent Reading, and Revisit and Reinforce the Story.

As a Group, pages 32–33

- A₁B₁C₁** *Hard Boiled Eggs* – Children follow instructions to make hard-boiled eggs.
- A₁B₁C₁** *Lots of Eggs!* – Children sing a rhyme.
- 1₂3** *Brown Eggs! White Eggs!* – Children create and explore concrete graphs.
- 1₂3** *A Golden Snack* – Children create a concrete graph to determine the group’s favourite snack.

Independent Work, pages 34–37

- A₁B₁C₁** Blackline Master 13 asks children to listen and put words in the appropriate order.
- A₁B₁C₁** Blackline Master 14 provides space for children to design a face for a hard-boiled egg.
- A₁B₁C₁** Blackline Master 15 provides children with practice in creating and interpreting graphs.
- 1₂3** Blackline Master 16 allows children to graph the results of a survey.

LEARNING OPPORTUNITIES

Children will:

- listen to stories for enjoyment and information
- make connections between their own experiences and those of storybook characters
- respond appropriately to materials read aloud to them

YOU WILL NEED

- an egg carton
- cardboard tubes, taped together
- coloured cubes

TEACHING tip

While you are rereading the story, encourage as many children as possible to chime in with you.

Getting Ready to Read

As children gather for the story, start singing:

- Old MacDonald had a farm,
E-I-E-I-O. And on this farm he had a
chicken....

Encourage children to join in. Prompt discussion about chickens and eggs by asking:

- What do you know about chickens?
- What colour are the eggs they lay?
- What does a hen do to take care of her eggs?
- What do baby chicks look like? What sound do they make?
- What other animals hatch from eggs?

Show children the cover of the book and read the title aloud. Explain that they are going to read an imaginary story about a farmer and his chickens. Ask:

- What do you think the story will be about? Why?
- Where does the story take place?
- What do you think the farmer might be saying?

As You Read

As you read the story, use a humorous and exaggerated style, keeping the pace slow enough for children to join in with repeated text. Pause at the end of each spread to allow for comments or questions. Move your hand smoothly beneath the print as you read.

Returning to the Story

Engage children in talking about the story by asking open-ended questions, such as:

- What was your favourite part of the story?

- Why was the farmer so happy in the end?

- What could the farmer have said to make it clearer to the hens what he was looking for?

- What story do you know that has a hen that lays golden eggs? (Jack and the Beanstalk)

Invite children to look closely at the pictures. Prompt discussion with questions, such as:

- What do you think the machine does? How does this machine sort the eggs?

- How many white eggs are there? How many brown eggs?

- If there are 4 white eggs and 6 brown eggs, how many chicks do you think we will find?

Extending the Reading Experience

- To dramatize the story, set out an egg carton and tape cardboard tubes together to act as the egg sorter. Use coloured cubes to represent the eggs and chicks. As you reread the story, invite children to help you be the farmer by chiming in whenever they can. Engage children in counting and placing the eggs in the egg carton, according to the story.

- Chicken coops can be very noisy. Have children develop some sound effects to accompany the story. Ask:

- What would the chickens sound like?

- What do you think the machine would sound like?

- What would the chicks sound like?

Form groups and assign one of the children's sound effects to each group. At various times during the reading, point to the different groups to have them add their sound to the story.

LEARNING OPPORTUNITIES

Children will:

- listen to stories for enjoyment and information
- demonstrate awareness of some conventions of written materials

OBSERVING FOR ASSESSMENT

During *Independent Reading*, assess specific reading behaviours and make anecdotal notes of your observations. For example, does the child:

- show an interest in reading the book independently?
- persevere with the reading?
- appeal for help—never, sometimes, often?

PLANNING AHEAD

In preparation for *Setting the Scene*, have children bring in something that is their favourite colour, such as a red toy, a blue jacket, and so on.

Setting the Scene

Ask children:

- What is your favourite colour?
- Why is it your favourite?

Tell children the title of the book. Ask:

- What things do you know that are gold coloured?

Focus children on the book cover and ask:

- What do you think the story will be about? Why?

Encourage many predictions.

Reading the Text

Picture Walk

Have children turn to pages 2–3. Ask:

- Where does this story take place? How do you know?
- What's happening in the picture?
- The farmer is talking to the hens and saying, "I want gold! Gold! Gold! Gold!" Why would that make the hens feel uncomfortable?

Turn to pages 4–5. Ask:

- What colour are these eggs?
- What colour does the farmer want?
- Look at the hen's face. What do you think she's feeling now?
- What is the farmer feeling? Why?

Turn to pages 6–7. Ask:

- What colour does the farmer want?
- How many of the eggs are brown?
- How many of the eggs are white?
- Will this make the farmer happy?

Turn to page 8. Ask:

- What do you see?
- What colour are the chicks?
- Why is the farmer happy?

Independent Reading

Invite children to read the whole book independently with as little assistance as possible.

After Reading

Remind children that the farmer's favourite colour was gold. Ask:

- What is your favourite colour?

On chart paper, tally the responses so you can identify the children's favourite colour, second favourite, and so on.

Revisit the Story

Discuss the story using open-ended prompts to engage children in talk. Ask:

- What part of the story did you enjoy most? Why?
- Which picture did you think was the funniest? Why?

Engage children in recalling specific information from the story. Ask:

- What colours were the eggs the hens laid?
- What colour did the farmer want?
- At the end of the story the farmer was happy. Why? Why were the hens happy?

Focus children on the way the story is told through language. Discuss:

- Were there any words that gave you a struggle?
- Which one(s)?
- How did you figure them out?

Reinforce the Story

Encourage the children to look through the book while you ask:

- Which page was your favourite? Why?

Allow children to read the story again and invite those who feel comfortable to read it out loud to the group.

LEARNING OPPORTUNITIES

Children will:

- listen and respond to others in a variety of contexts
- follow simple directions

YOU WILL NEED

- hard-boiled eggs
- a large pot, with cover
- water
- a large spoon
- a kitchen timer, stopwatch, or watch
- an oven mitt
- scissors and glue
- colouring materials
- model-making materials, such as play dough

Activity: Hard-Boiled Eggs

Using pre-cooked eggs, guide the children through the steps of making hard-boiled eggs. Be aware of any food allergies before doing this activity.

Have all of your materials ready, give each child a copy of Blackline Master 13, and begin describing and showing the steps involved. Say:

➤ First I place the eggs in a pot. Then I pour enough water into the pan to cover the eggs. Next I put the lid on the pot. Now we put the pot on the stove. We wait for the water to boil. When the water is boiling, we use an oven mitt to remove the pot. We set the clock and wait for 17 minutes.

As you describe the procedure, stop when you get to a word that is represented with a picture on the on the Blackline Master. Have children cut out the word and glue it on a sheet of paper, so that they are gluing the steps in order.

Set the timer for a few minutes, rather than the full 17, and together, wait for it

to ring. When it rings, remove the eggs with the slotted spoon. After time to “cool,” distribute 1 egg to each child for the Extension.

If you have the facilities, you can make hard-boiled eggs, guiding children through the steps. While you wait for the eggs to cook, have children complete the Extension activity.

Extension

Explain to children that they are going to draw faces on their hard-boiled eggs. Give each child a copy of Blackline Master 14, and have children plan how they will decorate their eggs. Encourage them to try a variety of emotions, such as happy, sad, angry, surprised, and so on.

After they've had time to finish and compare their planned faces, invite children to use a variety of materials to recreate their drawings on their eggs. Stand the eggs upright in play dough bases as children work.



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LEARNING OPPORTUNITIES

Children will:

- listen and respond orally to language patterns
- listen and respond to others in a variety of contexts

Activity: Lots of Eggs!

Invite children to learn the following rhyme and to join in using choral response:

1 EGG/2 EGGS
 3 EGGS/4
 5 EGGS/6 EGGS
 7 EGGS/MORE!
 SCRAMBLED,
 BOILED,
 POACHED,
 OR FRIED
 ALL ARE GREAT
 WHICH ONES HAVE YOU TRIED?

Repeat until children feel comfortable joining in.

Extension

Have children sing the rhyme to the tune of “Twinkle, Twinkle, Little Star” as they clap the beat together.

LEARNING OPPORTUNITIES

Children will:

- place some specific types of objects on concrete graphs

YOU WILL NEED

- egg cartons
- white and brown cubes
- kidney and lima beans

Activity: Brown Eggs!
White Eggs!

Present an egg carton and a set of white and brown cubes. Open *Gold! Gold! Gold!* to pages 4–5. Ask:

- How many white eggs have been laid?

Place 4 white cubes in 1 column of the egg carton to begin a concrete graph. Encourage children to count with you. Turn to pages 6–7 and ask:

- How many brown eggs have been laid?

Place 6 brown cubes in the other column of the egg carton. Encourage children to count with you. Interpret the graph together:

- Are there more white eggs or more brown eggs? How can you tell?
- If all the eggs hatched, how many golden chicks would there be?

Count the eggs together, then open the book to page 8 and count the chicks.

Extension

Give children an egg carton or a copy of **Blackline Master 15** and a collection of brown and white beans (kidney and lima beans). Ask children to create their own concrete graphs following your directions. For example, you might say:

- Show 5 white eggs in 1 column on your graph. Show fewer brown eggs.

Have children tell how many brown eggs they put on the graph. Ask children to clear their graphs and continue:

- Show the same number of white and brown eggs.

Have children describe their graphs telling the number of each colour. Continue to give directions. When children are comfortable, they can make suggestions for other graphs.



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LEARNING OPPORTUNITIES

Children will:

- place some specific types of objects on concrete graphs

YOU WILL NEED

- 2 different snacks, such as goldfish crackers and duck crackers, placed in separate cups
- a large graphing mat
- name cards for each child

Activity: A Golden Snack

Explain to children that you are going to find out which golden snacks children in the class like best.

Place the large graphing mat on a table. Label one column of the large graph with fish crackers and the other with duck crackers.

Set out cups of fish crackers and cups of duck crackers. Invite each child to choose a cup. In turn, have children place their name card and cup of crackers on the appropriate column of the large graphing mat.

When everyone is done, analyse the graph together by asking questions, such as:

- Did more children choose fish crackers or duck crackers?
- How do you know?
- How many of you chose fish crackers? How many of you chose duck crackers?

Children can then eat their chosen snack. On other days use other healthy snacks to create and interpret concrete graphs.

Extension

Use **Blackline Master 16** to provide a Yes/No graph for children to complete. Brainstorm a list of questions that can be answered with a “Yes” or a “No,” such as:

- Have you been to a farm?
- Do you like pickles?
- Would you like to hear today’s story again?

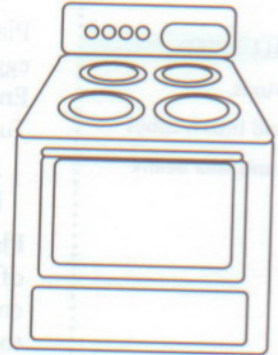
Children select a question and then survey 10 classmates. Challenge them to record the data to create a graph. Encourage children to share what they discover.



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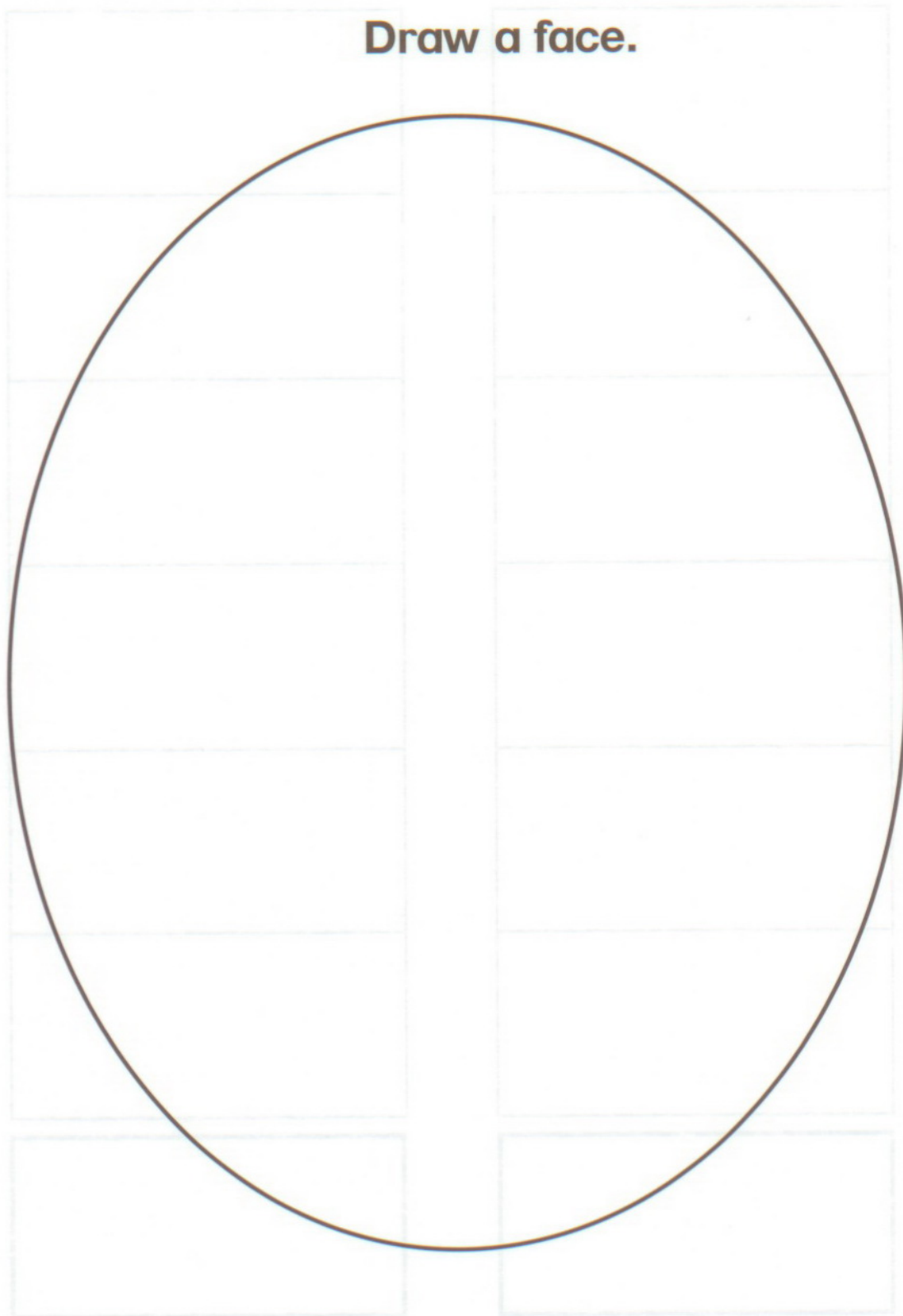
Name _____

To cook eggs, you will need...



Name _____

Draw a face.



Gold! Gold! Gold!

BLM 15

Name _____

Draw a face.

Name _____

Yes	No