Three Hens and a Peacock

AUTHOR:  Lester L. Laminack
ILLUSTRATOR:  Henry Cole

PUBLISHER:  Peachtree
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ART MEDIUM:  watercolor, ink, and colored pencil o 100% o n  archival watercolor paper.

GENRE:  Fantasy, Humor

LIFE SKILLS:  cooperation, effort, personal best, problem solving, pride, responsibility,

SYNOPSIS:  Three hens become upset with a new member on their farm—a peacock—for all the attention he’s getting. They convince him to switch jobs with them, but the outcome is not what they expected.

BOOKTALK:  Has anyone ever heard a peacock’s “yell”? Why do you think people like them when they are so loud? The one in this story causes some disruption and jealousy upon his arrival.

AUTHOR:
Lester Laminack lives in Asheville, NC where he likes to write in his own office and occasionally in a coffee shop. He is the author of several children’s books (listed below) and also several teaching books about literature and a recent one on bullying.

Other books written by the author:
   Jake 100th Day of School
   Saturdays and Teacakes
   Snow Day
   Sunsets of Miss Olivia Wiggins, The
   Trevor’s Wiggly Wobbly Tooth

ILLUSTRATOR:
Henry Cole lives in Winter Park, FL and is the author of many children’s books as well as being a prolific illustrator.

Other books illustrated by the illustrator:
   Most recent books: (in order of publication)
   Bad Boys Get Henpecked
   Big Chickens Fly the Coop
   Big Chickens Go to Town

YHBA Picture Book Committee Title Activity Form, Last Revised 2012
Chicken Butt’s Back
I Know a Wee Piggy
The Littlest Evergreen
Mouse Was Mad
A Nest for Celeste
A more extensive list can be found at henrycole.net

CHALLENGING WORDS (...due to pronunciation, spelling and/or defining): cud; admire; glamorous; fabulous; gussied; strutted; squirmed; exhausted; trudged; stellar.

DISCUSSION QUESTIONS: (Please include 4-6 questions)
1. How did the peacock arrive at the farm?
2. What did he do to help the Tucker’s farm?
3. How did he make the chickens feel?
4. When the peacock overheard the chickens, how did he feel?
5. How did they decide to “fix” the problem of the peacock? Did it work? Why or why not?
6. What did they decide was the best way to help Tucker farm?

ACTIVITIES with CORE STANDARDS:

Language Arts:
- Kindergarten: Farm Life—read about real farms and discuss how the book is similar or different. Are peacocks usually on farms?
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.2.3. Describe how characters in a story respond to major events and challenges.

Mathematics:
- Math activities, include Core Standards

Science:
- Science activities, include Core Standards

Social Studies:
SS.K.4.2 2007
Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.

SS.1.4.4 2007
Describe how people in the school and community are both producers and consumers.
**Others:**
Art, music, research, include Core Standards

**RELATED INTERNET SITES:**
Farm Service Agency app for kids (USDA)
http://www.fsa.usda.gov/FSA/kids
Readers Theater script on Kids Wings: http://suzyred.com
www.henrycole.net
www.lesterlaminack.com

**ATTACH ACTIVITY SHEETS HERE:**
Activity could be word search (puzzlemaker.com), webbing activity, board game, etc.