

# BIN CHICKEN KATE AND JOL TEMPLE AND RONOJOY GHOSH



F	1	2	3	4	5	6	7	8	9	10
			✓	✓	✓					

Writing	
Ideas	✓
Organisation	✓
Voice	
Word Choice	✓
Sentence Fluency	✓
Conventions	✓
Presentation	



Reading	
Determining Importance	
Inferring	✓
Making Connections	✓
Predicting	
Questioning	✓
Summarising & Synthesising	✓
Visualising	

*Bin Chicken* by Kate and Jol Temple (with illustrations by Ronojoy Ghosh) tells the fascinating back story of the famous dumpster diving Ibis birds, commonly referred to as 'bin chickens.' This poem pitches the birds in a new light- as survivors rather than pesky bin scabs.

### Writing

**IDEAS:** Discuss with students why you think the authors wrote this story and where they may have got their idea. The authors have chosen to write from the viewpoint of a misunderstood character in the world- this could spark some similar student writing. **ORGANISATION:** this book has a clear problem and resolution. **WORD CHOICE:** the word selection in this story is a highlight- plenty of strong verbs are used, as well as effective alliteration and a sprinkling of useful adverbs. The verbs could be useful for a vocabulary study (traipsing, rummaging, feasting, wading, ruffled). **CONVENTIONS:** This book would be useful for studying the use of the exclamation mark, commas in poetry and quotation marks (e.g., 'Rats of the sky') among other conventions.

### Reading

Poetry is a great option for small group work focused on fluency, vocabulary or extracting meaning. In terms of fluency- have students practise pausing and intonation (the rise and fall of the voice) as they read. Record themselves and listen back. Discuss the meaning of the poem with students. Encourage students to **INFER** meaning and back their ideas up with evidence from the text. **MAKING CONNECTIONS:** The birds in this book have been misunderstood- can you connect with this yourself or do you know any characters from other books that have been misunderstood? When **SUMMARISING** the story, encourage students to think about the author's message. What message do you think the author is trying to give the reader? What makes you say that?