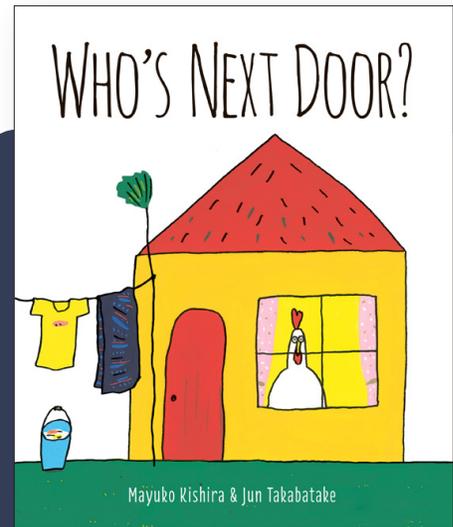


Who's Next Door?

BY MAYUKO KISHIRA, ILLUSTRATED BY JUN TAKABATAKE

Target grades: Kindergarten, 1, 2
Reading levels: Fountas & Pinnell: I
Lexile® Measure: AD 380L
Reading Recovery: 15–16
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READING LITERATURE STANDARD 1

RL K.1 With prompting and support, ask and answer questions about key details in a text.

RL 1.1 Ask and answer questions about key details in a text.

RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

SPEAKING AND LISTENING STANDARD 2

SL K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

ABOUT THE BOOK

Chicken is thrilled when he finds out someone new has moved in next door. His quiet house deep in the woods can be lonely sometimes, and it would be so much fun to have a friend! But Chicken never catches so much as a glimpse of his neighbor, despite many days spent waiting, pacing, and knocking on his door. As it turns out, his neighbor, Owl, has been doing the same thing, yearning to meet Chicken — only he's been doing it at night. It's not until after the two exchange notes and mix up plans for a visit, each using his own definition of "tomorrow," that they meet fortuitously and find a creative way to enjoy each other's friendship despite their different schedules.

KEYS TO THE STORY

After reading *Who's Next Door?* aloud, ask students:

- **Who** is the main character in the story? Or do you think the story has two main characters? **Why** or **why not**?
- If the story has only one main character, **who** is the other (secondary) character in the story? Could the story happen without him?
- **Where** does the story take place/**what** is the setting?
- **What** are the four most important events of the story?
- Does Chicken have a problem at the beginning of the story? **What** is it?
- **When** does the action of the story change? **What** does Chicken do that changes the pattern in the story?
- **How** does Owl respond?
- **What** is the problem once Chicken and Owl meet? **How** do they solve the problem?

Additionally, for Second Grade students, ask them to think about how Chicken's decision to write his new neighbor a letter is the turning point of the story. Ask: How might the story have ended differently if he had not written the letter?

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READING LITERATURE STANDARD 3

RL K.3 With prompting and support, identify characters, settings, and major events in a story.

RL 1.3 Describe characters, settings, and major events in a story, using key details.

RL 2.3 Describe how characters in a story respond to major events and challenges.

READING LITERATURE STANDARD 5

RL K.5 Recognize common types of texts (e.g., storybooks, poems).

RL 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

THE STORY UNFOLDS

Review the three major elements of every story: characters, setting, and plot (major events). Ask students to identify each of the following in *Who's Next Door?*

• Characters

- How are the two characters in the story the same?
- How are they different?
- In what ways are Chicken and Owl like their animal counterparts in the everyday world?
- In what ways are they more like people?

• Setting

- Where does the story take place?
- Why is it necessary for the two houses to be right next door to each other in order for the major events to happen?
- If you were to change the setting of the story to a farmyard where Chicken lived in the chicken coop and Owl lived in a nearby tree, how would the story change?

• Plot (Major Events)

- Make a list of the major events in the story.
- What are the three most important events and how do they affect the characters?

IS IT TRUE?

Kindergarten

Having students reference specific details in the text and illustrations, ask: Is *Who's Next Door?* a true book? What clues do you find in the text and illustrations that let you know that it is not a true book?

First Grade

After reading *Who's Next Door?* aloud, read two primary-level informational books, one about chickens and one about owls. Consider these titles:

- *Owls* by Emily Rose Townsend (Capstone Press, 2004)
- *Owls* by Gail Gibbons (Holiday House, 2006)
- *Chickens on the Family Farm* by Chana Stiefel (Enslow, 2013)
- *Chickens* by Kathryn Clay (Capstone Press, 2012)

Then, ask students to describe the major differences between *Who's Next Door?* and informational texts about owls and chickens.

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READING LITERATURE STANDARD 5

RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

READING LITERATURE STANDARD 9

RL K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL 1.9 Compare and contrast the adventures and experiences of characters in stories.

WRITING STANDARD 3

W K.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W 1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W 2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

FROM BEGINNING TO END

Second Grade

Engage students in a discussion about the beginning of *Who's Next Door?* Author Mayuko Kishira begins with four pages that introduce Chicken. Ask: Why is this somewhat lengthy introduction necessary in order for the conclusion of the story to work well? How would your understanding of the story change if the first four pages were eliminated?

MOVING DAY Kindergarten and First Grade

Sometimes characters in very different stories have similar experiences when two books share the same themes. Two Owlkids books tackle the themes of moving and making new friends: *Who's Next Door?* and *Arto's Big Move*.

Read and discuss each story individually, working to clarify an understanding of characters, setting, and plot (major events). Once students have a solid understanding of the two books, introduce a compare-and-contrast activity using a Venn diagram (double bubble). If the Venn diagram format is new to them, explain that the unique qualities of each story are listed in the right and left sides of the two circles and that the qualities the two stories share are listed in the intersection of the circles. Consider all aspects of the story in your comparison; however, in order to meet Standard 9, be sure that students focus on the adventures and experiences of the characters in the two stories.

Kindergarten, First Grade, Second Grade

After reading *Who's Next Door?* aloud to students and discussing it in general, ask students to focus exclusively on the written correspondence between Chicken and Owl. Read each of the three letters in the book and discuss their purposes. The final letter of the book is a letter from Chicken to Owl offering a solution that may help the friends to see each other more often. Ask students, either as a whole group or individually, to write a corresponding or response letter from Owl in which he offers a solution that may accomplish the same goal. Ask students to add illustrations to make the intent of the letter clearer to the reader.

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