

ROOSTER'S NIGHT OUT

Kindergarten

Outcome:

Students will demonstrate an understanding of the story through discussion, phonics, auditory discrimination, sequencing, writing, illustration, and public speaking.

Overview:

Students will read and explore a folktale from Cuba while utilizing interdisciplinary connections in reading, language arts, art, cooking, and dance.

Materials:

Book, *Rooster's Night Out*

A variety of tomatoes for tasting, paper plates, knife for teacher, napkins

Scissors, lined paper, pencils

Unlined paper, markers, crayons, index cards, blue, red, and green pens

Music for dancing, CD or tape player

Different colors of thinned tempera paint, eye droppers, turkey baster, large sheets of paper, small cups or bowls for paint, smocks

Cooking Materials:

Pot, stove, large spoon, cups or bowls, spoons, napkins

Ingredients:

1 1/2 cups water	1 cup rice
1 small piece lemon peel	1 small stick cinnamon
4 cups milk	1 cup sugar
1/4 teaspoon salt	1 teaspoon vanilla extract
cinnamon powder	

Optional:

Library books, computer with Internet access

Hallworth, Grace. *Sing Me a Story*. Little Rock: August House, 2002.

Assessment Tools:

“Sun Phonics” worksheet
“Copying Sentences” worksheet
“Rooster’s Journey” worksheet
“Invitation” worksheet

INSTRUCTIONAL PLAN

Introduction:

- Teacher informs students they will be reading a book about a bird.
- Teacher asks students to name the birds they know.
- Teacher asks students to share any facts they know about birds.

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Introduction cont.:

- Teacher asks students to share any songs they know about birds.
- Teacher shares the following bird facts with students as appropriate:
 - Birds are the only living things covered in feathers.
 - Most birds can fly. Some birds walk, run, hop, or swim instead.
 - Birds can fly because they have a streamlined body (demonstrate) and hollow bones which make them light.
 - Birds can travel faster than any other animal. The fastest birds can fly more than 100 miles per hour.
 - There are over 9,000 different kinds of birds.
 - Some birds form large social groups called flocks.
 - Teacher asks students to tell what they know about roosters.
- Teacher reads *Rooster's Night Out*.

Discussion Questions for Assessing Students' Comprehension:

- What did Rooster like to do?
- Where was Rooster going?
- What happened to Rooster on the way to the party?
- Why did eating the tomato make such a big mess on his feathers?
- What did Rooster ask Grass to do (to help him)?
- What did Grass say?
- What did Rooster ask Cow to do?
- What did Cow say?
- What did Rooster ask Stick to do?
- What did Stick say?
- What did Rooster ask River to do?
- What did River say?
- Have you ever been too busy to help someone? Has anyone ever been too busy to help you?
- How did that make you feel?
- How do you think Rooster felt?
- What did Rooster ask Sun to do?
- What did Sun say?
- What happened after Sun began to dry up River?
- Tell what happened to Stick, Cow and Grass.
- How did Rooster feel when his feathers were all clean?
- How does Rooster help Sun every morning?
- If someone did something nice for you, how would you thank him or her?

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Language Arts:

• **Story Chain**

Rooster's Night Out is a chain story. Each part of the story is a link in the chain. Each link of the chain is connected to the next link, in order. This activity practices the concept of linking.

1. Teacher begins a story that the class will tell together. Teacher provides the first sentence.
2. The second person adds the next sentence.
3. The activity continues with each student adding a sentence to the story.
4. Teacher reminds students to develop the plot but keep the story open-ended so that everyone will have a chance to contribute to the story. Teacher also reminds students to observe how each sentence is linked to the next sentence and how together all of the sentences tell the story.
5. The last person to speak ends the story.
6. A new story is started. This time, the teacher starts the story and each person following must start his or her sentence with the last word of the previous sentence.
 - For example: This story is about a monkey. Monkey was sitting up in the trees. Trees are all over the forest. The forest is very large. Large animals live together in groups.
7. Teacher asks which way of telling a story is easier.
8. Teacher asks students why this way of creating a story is more difficult than when *they* could choose how to begin their sentences.

• **Descriptive Words**

1. Teacher shows class a variety of tomatoes and allows students to touch and smell them. Teacher asks students to describe them.(round, soft, firm, red, yellow, orange, squishy...)
2. Teacher washes the tomatoes, then slices some and gives each student a piece of tomato to taste and asks students to describe it. (Juicy, runny, seeds, liquid, messy...)
3. Teacher asks students why they think that the author of the story chose a tomato for Rooster to find in the road. How would the story be different if Rooster found a banana?

Phonics:

• **Sun Phonics**

An activity for differentiated learning

Materials: "Sun Phonics" worksheet, "Copying Sentences" worksheet, pencils, lined paper

Divide the students into three groups.

Group A: Complete the "Sun Phonics" worksheet.

Directions: Cut out the sun, the letter strip, and slits in the sun (to the left of **un**). Feed the letter strip into the slits in the sun. Students practice with a partner reading the /un/ family words created by pulling the strip through the opening.

Group B: Repeat directions as per Group A. Copy all of the words onto lined paper.

Group C: Repeat directions as per Group B. Complete the "Copying Sentences" worksheet.

1. I see the sun.
2. The sun is hot.
3. I can run.
4. It is fun.
5. I ate a bun.

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Phonics cont.:

• **Rooster's Journey**

Materials: "Rooster's Journey" worksheet, scissors, glue stick

Directions: Help Rooster find his way to the party.

1. Cut out the letters at the bottom of the page.
2. Glue the letters in the correct places.
3. Can you name the words from the story that begin with each missing letter?

Auditory Discrimination:

Most birds can make a variety of calls and songs. Calls are short and simple. Songs are longer and have a pattern. Birds' songs are unique; each one is different from all others. This helps birds recognize each other.

1. Teacher writes with red ink the word "bird" on eight index cards. Teacher writes with blue ink the word "bird" on eight index cards and with green ink on eight index cards.
2. Students are divided into three groups and assigned one of the three colors on the index cards.
3. Each group chooses a leader. The rest of the group members are "hunters."
4. Group members work together to create a birdcall for their group.
5. Teacher hides the 24 cards in different places.
6. The object of the activity is for each group to find all 8 of their hidden color-coded cards.
7. Only the hunters may look for the cards. When a hunter spots a card, he/she does his/her group's birdcall to alert the leader. The hunter can't speak or touch the card, but he/she can do the birdcall and use body language to tell the leader where the card is located.
8. The leader collects the cards. The first group to find all of its cards is the winner.
9. Cards are hidden again and a new leader is chosen for each group.
10. Activity is repeated as described above.

Dance:

Materials: Music for dancing, CD or tape player

Say, "The birds had a great time dancing at the party. What dances do you know?"

Teacher plays music and students teach each other dances such as the Hokey Pokey, the Bunny Hop, and the Twist. Students play Follow the Leader as they take turns leading their classmates around the room in the dance style they choose.

Art:

• **Draw the Characters**

Materials: Paper, markers, or crayons

Discussion Questions:

1. Can you name all of the characters in the book? (Rooster, Grass, Cow, Stick, River, Sun)
2. Draw all of the characters.
3. Which character is your favorite? Why?
4. Which character is the easiest to draw? Which is the most difficult to draw?
5. Which two characters do you think are most alike? Why?

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Art cont.:

• **Create an Invitation**

Materials: Invitation worksheet, markers or crayons

Make an invitation to Heron's party by tracing over the dotted lines to write the words "Rooster," "Heron," and "party." Draw a picture.

• **Paint Splatter Picture**

Materials: Different colors of thinned Tempra paint, eye droppers, turkey baster, large sheets of paper, bowls for paint, smocks

*Teachers may want to conduct this activity outside or in a sand table to confine the paint splatters and therefore reduce the amount of clean-up.

The tomato splattered all over Rooster's feathers. In this activity, paint splatters create an interesting picture.

1. Students use an eye dropper or turkey baster to contain thinned tempra paint.
2. Students create splatters on large sheets of papers.
3. Students experiment mixing colors together, using the splatter technique.

Cooking:

• **Arroz Con Leche (Rice Pudding) YIELD: 8 servings**

Materials:

Pot, stove, large spoon, cups or bowls, spoons, napkins

Ingredients:

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1 1/2 cups water	1 cup rice
1 small piece lemon peel	1 small stick cinnamon
4 cups milk	1 cup sugar
¼ teaspoon salt	1 teaspoon vanilla extract
cinnamon powder	

Directions:

1. Cook rice in water with lemon peel and cinnamon stick about 10 minutes, until rice is soft.
2. Add milk, salt, vanilla, and sugar. Bring to just under a boil and turn down heat.
3. Cook on medium low heat, uncovered, until it is thick and rice has absorbed most of the milk. Stir occasionally to prevent sticking.
4. Remove cinnamon stick and serve in cups or bowls. Sprinkle with cinnamon powder.

Extension:

• **Compare and Contrast**

- Find library books and Internet pictures of birds.
- Compare and contrast the birds. Note how birds differ in appearance.
- Interesting facts:
 - Bird's beaks and feet vary according to their diet and where they live.
 - Birds that run rather than fly may have long legs.
 - Ducks have webbed feet for swimming.
 - Birds of prey have claws.
- Read *Sing Me a Story* (Hallworth). This book is a collection of folktales, songs, and dances from the Caribbean. Detailed instructions are provided for the dances and melodies are provided for the songs.

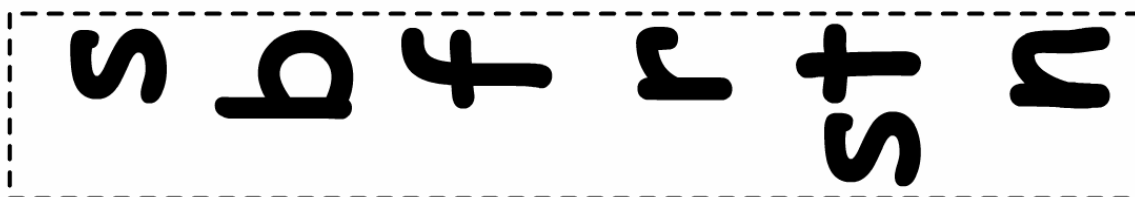
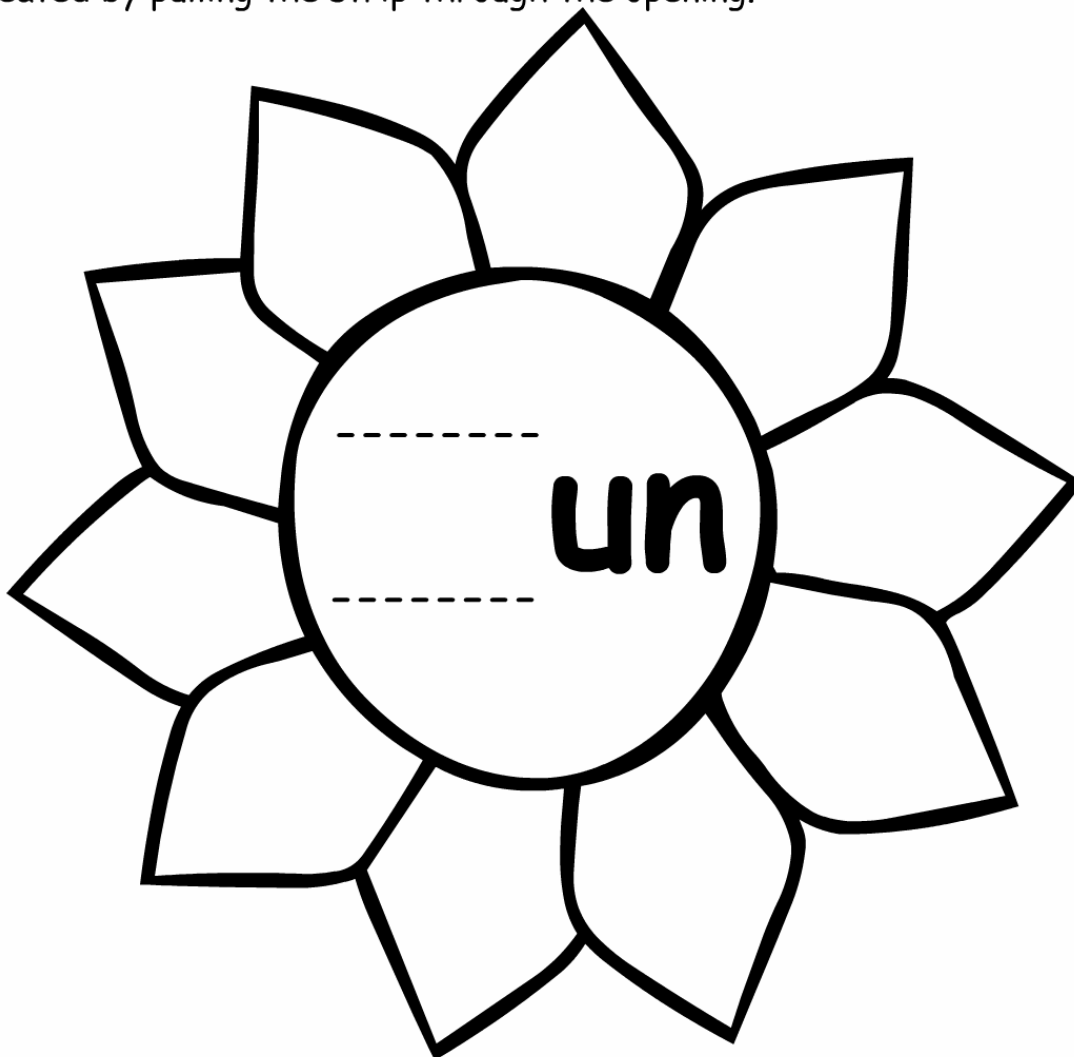
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Name _____ Date _____

Sun Phonics

Directions: Cut out the sun, the letter strip, and slits in the sun (to the left of /un/). Feed the letter strip into the slits in the sun. Students practice with a partner reading the /un/ family words created by pulling the strip through the opening.



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Name _____ Date _____

Copying Sentences

Directions: Copy these sentences with /un/ family words.

1. I see the sun.

2. The sun is hot.

3. I can run.

4. It is fun.

5. I ate a bun.

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Rooster's Journey

Directions: Help Rooster find his way to the party.

1. Cut out the letters at the bottom of the page.
2. Glue the letters in the correct place.
3. Can you name the words from the story that begin with each missing letter?

a	b	
	d	
	e	
	f	
	h	
i	j	k

r c t s p g

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Name _____ Date _____

Invitation

To: Rooster

From: Heron



Please come to my party.