

# ROOSTER'S NIGHT OUT

First Grade

## **Outcome:**

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

## **Overview:**

Students will read and explore a folktale from Cuba while utilizing interdisciplinary connections in language arts, reading, social studies, geography, math, dramatic arts, art, and cooking.

## **Materials:**

Book, *Rooster's Night Out*  
Map or globe  
Photograph or illustration of the flag of Cuba  
Paper, crayons or markers,  
Tape or glue sticks, pencils  
Blackboard or whiteboard

## **Cooking Materials:**

Paper plates, paper towels, knife for teacher's use, blender, cups, napkins

## **Ingredients:**

### **Batido de Pina (Pineapple Milkshake) Recipe**

Tomatoes	3 cups of crushed ice
2 cups strawberries	2 bananas
4 Tablespoons superfine or powdered sugar	1-cup milk

### **Batido de Fresa y Plantano (Strawberry and Banana Milkshake) Recipe**

4 cups crushed ice	4 cups cut fresh pineapple
8 Tablespoons superfine sugar	4 cups milk

## **Optional:**

Hallworth, Grace. *Sing Me a Story*. Little Rock: August House, 2002.  
Hamilton, Martha, and Mitch Weiss. *How and Why Stories*. Little Rock: August House, 1999.

## **Assessment Tools:**

"Cuban Flag" worksheet  
"Missing Letter" worksheet  
"Story Flow Chart" worksheet  
"Spelling" worksheet

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## INSTRUCTIONAL PLAN

### Introduction:

Materials: Map or globe, photograph or illustration of the flag of Cuba, “Cuban Flag” worksheet, markers

- Teacher tells students that they will be reading a folktale from Cuba.
- Teacher shows students the location of Cuba on a map or globe.
- Teacher shows students how close Cuba is to the southern tip of Florida (about 100 miles).
- Teacher tells students that Cuba is smaller than the state of Pennsylvania. (Show on map or globe.)
- Teacher shows students that Cuba is the largest island in the Caribbean.
- Teacher tells students that a famous explorer spotted Cuba on his first voyage to the New World in 1492 and claimed it for Spain. Teacher asks students to guess who that explorer was. (Christopher Columbus)
- Teacher asks students to guess what the climate is like in Cuba, based on its location. (tropical with a dry and a rainy season)
- Teacher distributes the “Cuban Flag” worksheet and markers. Teacher shows students a photograph or illustration of the flag of Cuba. Teacher tells students to listen to instructions on how to color in the flag. Worksheet is an outline of the Cuban flag.
  - Instructions for coloring in the “Cuban Flag” worksheet:
    1. Color the top stripe royal blue.
    2. Leave the next stripe uncolored, so that it will be white.
    3. Color the third stripe royal blue.
    4. Leave the next stripe uncolored, so that it will be white.
    5. Color the bottom stripe royal blue.
    6. Color the triangle on the left side of the flag red. Leave the star uncolored so that it will be white.
- Each student receives a copy of *Rooster's Night Out*.
- Students follow along as teacher reads the story.

### Discussion Questions for Assessing Students' Comprehension:

- Where was Rooster going?
- Why was Rooster so excited about the party?
- Why did Rooster gobble down the tomato?
- If he was not starving do you think he would have eaten it?
- If the tomato was not ripe, do you think he would have eaten it?
- Name some other foods that are messy to eat.
- Name foods that would not have splattered on Rooster's feathers.
- What did Rooster ask Grass to do?
- How did Grass respond?
- What did Rooster ask Cow to do?
- How did Cow respond?

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## **Discussion Questions for Assessing Students' Comprehension cont.:**

- What did Rooster ask Stick to do?
- What did Stick say?
- What did Rooster ask River to do?
- What did River say?
- What did Rooster ask Sun to do?
- How did Sun respond?
- When Sun began to dry up River, a chain of events took place. Name those events in order.
- Why do you think Sun helped Rooster?
- How is Sun's picture different than the other characters? (pages 21 & 22)
- How do you think Grass cleaned Rooster's feathers?
- Was Rooster the first bird at the party? How do you know?
- How did Rooster thank Sun?
- Why is the story called *Rooster's Night Out*?
- How do the pictures help tell the story?

## **Language Arts:**

### • **Name Chain Game**

*Rooster's Night Out* is a chain story. Each part of the chain is linked to the next part. This activity practices the concept of linking.

#### **Directions:**

1. The teacher or first student begins by saying the first and last name of a classmate, celebrity, cartoon character, or family member.
2. The next player names a different person whose name begins with the first letter of the last name of the previous person named.
3. The game continues until all players have had at least one turn. The goal is to make the name chain as long as possible, for example: John Brown, Betty Stamp, SpongeBob Squarepants, etc.

### • **Thank You Notes**

Materials: Pencil, paper

Rooster had a great time at Heron's party. Write a thank you note from Rooster to Heron.

### • **Story Flow Chart**

Materials: Story Flow Chart worksheet, pencil

1. Complete the flow chart that shows the order of story events by writing in a word from the word bank.
2. As a class, create a flow chart that shows what happens when Sun begins to dry up River. End your chart with Rooster enjoying the party.

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## Language Arts cont.:

### • **Character Analysis**

1. Teacher asks, "How would you describe Rooster? How would you describe Grass, Cow, Stick, and River? How would you describe Sun?"
2. Teacher and students review pictures and analyze each character's body language and facial expressions on pages 9, 12, 15, 18, and 21.
3. How did the illustrator make these characters look more human?
4. How did Rooster ask for help? (...would you please...)
5. How did the characters respond to Rooster? Teacher and students analyze character's language and how they responded to Rooster (...grumbled Grass, ...said Cow crossly, ...snarled stick, ...roared River, ...exclaimed sun) Why did the author choose these words? How does the dialogue sound when spoken in these ways?
6. Students role play the responses spoken by these characters.

## Phonics:

### • **Missing Letter**

An activity for differentiated learning

Materials: "Missing Letter" worksheet, lined paper, pencils

Divide the students into three groups.

Group A: Complete "Missing Letter" worksheet.

Group B: Repeat directions as per Group A. Write each word on a separate piece of paper.

Group C: Repeat directions as per Group B. Write a sentence with each word on a separate piece of paper.

### • **Spelling**

Materials: "Spelling" worksheet, blackboard or whiteboard, scissors

1. Students cut out the individual letters from the "Spelling" worksheet.
2. Teacher writes rooster, grass, stick, river, cow, and sun on the board.
3. Using the letters, students spell out these words on their desks while looking at the board.
4. Students then scramble the letters and spell these words again in a timed situation.
5. Students scramble the letters again and teacher erases words. Students spell the words without a model.
6. Teacher writes new words on the board that use these letters. Students spell these words with their letters.
7. Students work with a partner to make new words with these letters. Students may write two new letters in the blank boxes and use them to create new words.
8. Teacher records all of the words produced on the board.

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## **Math:**

### • **Tomato Exploration**

Materials: tomatoes, paper plates, paper towels, knife for teacher's use, blackboard or whiteboard

1. Teacher asks:
  - Why is the tomato an important part of the story?
  - Are tomatoes a fruit or a vegetable? (Botanically they are a fruit because they are the edible part of a plant that contains seeds. Vegetables are the edible stems, leaves, and roots of a plant. In terms of cooking and eating, since they are not sweet, many people consider tomatoes to be a vegetable.)
  - Who has grown tomatoes in their garden?
  - How many kinds of tomatoes are there? (Over 1,000)
2. Teacher gives each pair of students a sliced tomato and asks students to count the number of seeds.
3. Class creates a bar graph to show how many seeds were in each tomato.

## **Dramatic Arts:**

### • **Create Your Own Chain Story**

1. Teacher reviews the concept of a chain story.
2. Teacher divides students into small groups.
3. Teacher tells students to create their own chain story.
4. Teacher asks students to act out their chain story for the rest of the class.

## **Art:**

### • **Create a Paper Chain of Story Events**

Materials: paper, scissors, crayons or markers, tape or glue sticks

This activity helps to illustrate the concept of a chain story.

1. Teacher reviews story with students and helps students to name all of the events in the story.
2. Teacher cuts paper into equal strips and gives each student or pair of students one strip.
3. Each student (or pair of students) draws a picture of one part of the story.
4. Students and teacher place all of the strips of paper in order and form a chain by creating loops with each strip. Each loop is secured with tape or glue.
5. Teacher holds up the chain and students take turns re-telling the story and discussing how each event is linked to the next event.

### • **Create A Party Invitation**

Materials: paper, markers, or crayons, pencils

- Heron sent out colorful party invitations to all of the birds.
- Teacher asks students what information needs to be included on an invitation.
  - Who is giving the party
  - When (day, date, time)
  - Where
  - What type of party it is
- How did Rooster know that there would be dancing at the party?
- Students create invitations to Heron's party.

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## Cooking:

### • **Making Cuban Milkshakes**

**Batido de Pina (Pineapple Milkshake) Recipe** YIELD: 8 servings

#### Materials:

Blender, cups, napkins

#### Ingredients:

3 cups of crushed ice                      2 cups strawberries  
2 bananas                                      1 cup milk  
4 Tablespoons superfine or powdered sugar

#### Directions:

1. Crush ice in blender or use pre-crushed ice.
2. Remove half of the ice.
3. Add half of the remaining ingredients to half of the ice and blend until smooth.
4. Pour prepared milkshakes into cups.
5. Prepare second half of ingredients as above.
6. Pour prepared milkshakes into cups and enjoy.

**Batido de Fresa y Plantano (Strawberry and Banana Milkshake) Recipe** YIELD: 12 servings

#### Materials:

Blender, cups, napkins

#### Ingredients:

4 cups crushed ice                      4 cups cut fresh pineapple  
4 cups milk                                      8 Tablespoons superfine sugar

#### Directions:

1. Crush ice in blender or use pre-crushed ice.
2. Remove half of the ice.
3. Add half of remaining ingredients and blend with half of the ice until smooth.
4. Pour prepared milkshakes into cups.
5. Prepare second half of ingredients as above.
6. Pour prepared milkshakes into cups and enjoy.

## Extension:

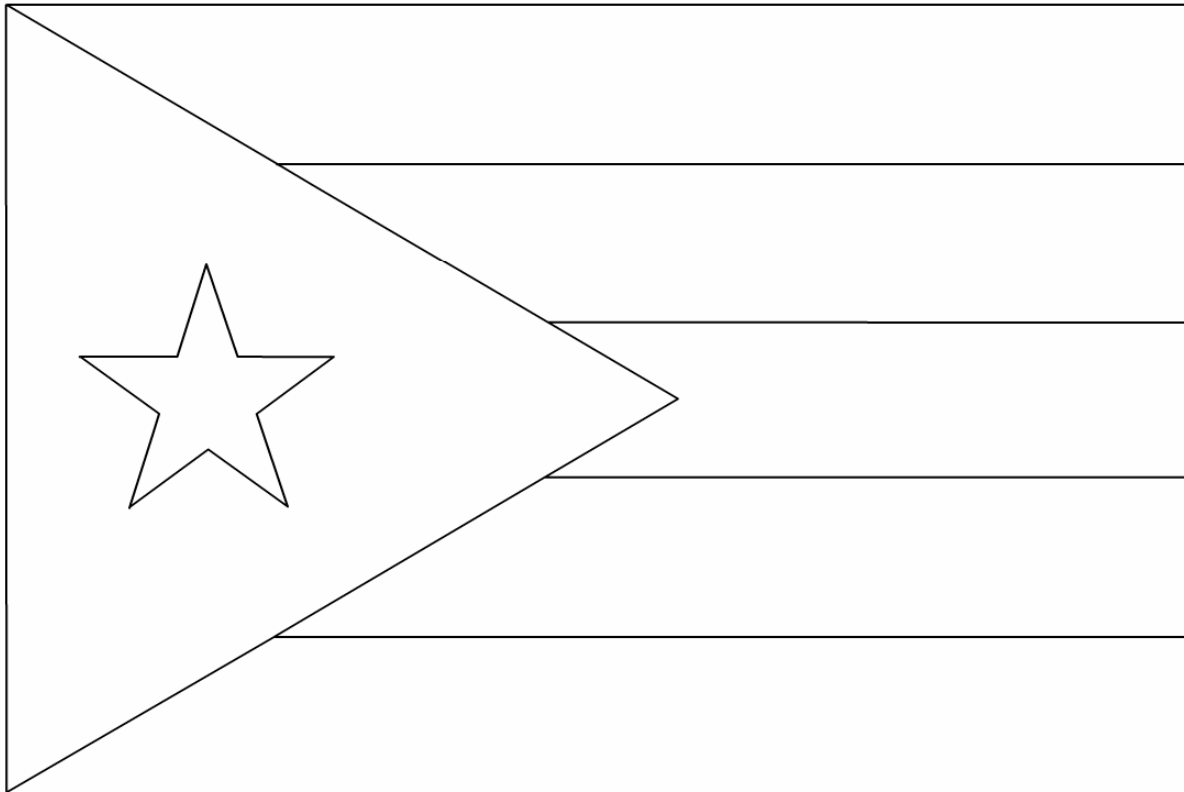
- *Rooster's Night Out* is a pourquoi ("pour kwa") story. Pourquoi means "why" in French. These stories explain why an animal, plant, or natural object looks or acts the way it does. Pourquoi stories have been told since ancient times to help humankind explain why things are the way they are. What does *Rooster's Night Out* explain? (why roosters crow at dawn)
- Read *How and Why Stories* (Hamilton and Weiss).
- 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

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Cuban Flag



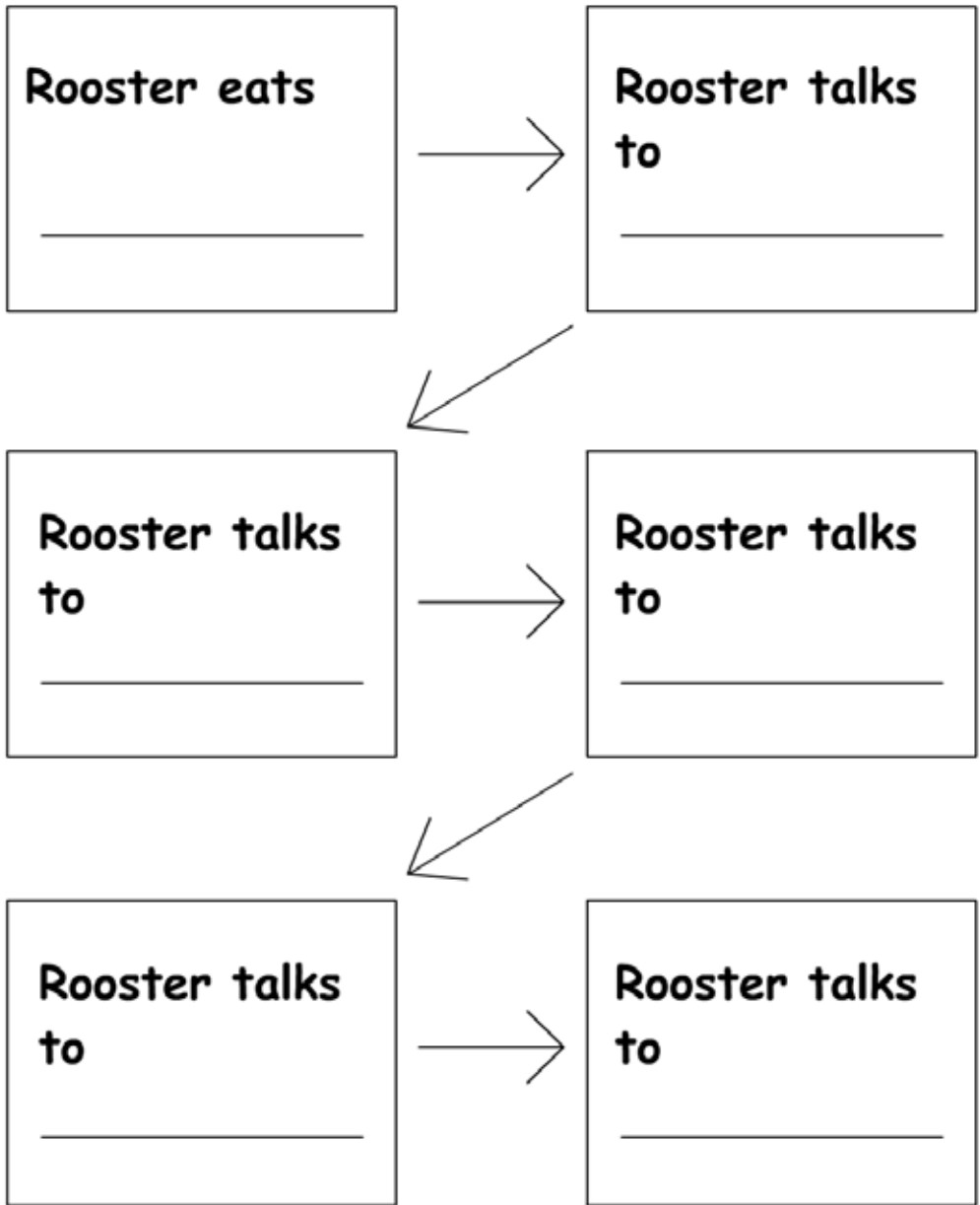
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Name \_\_\_\_\_ Date \_\_\_\_\_

## Story Flow Chart

Directions: Complete the flow chart that shows the order of story events by writing in a word from the word bank.



Word Bank: sun, grass, stick, tomato, river, cow







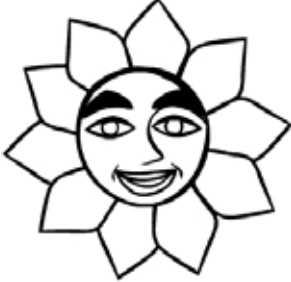

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Missing Letter

Directions: Write the missing letter for each word.

 ___ooster	 ___eron	 ___omato
 gras___	 ___ow	 ___tick
 su___	 ___iver	

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Spelling

r	o	o	s	t
e	r	g	r	q
s	s	s	t	i
c	k	c	o	w
s	u	n	r	i
v	e	r		