

**Book Discussion Guide for Pre-K/Early Childhood:  
A Repeated, Interactive Read Aloud Plan**

Click [here](#) for more details about how to use this book discussion guide.

<b>Text: <i>The Rooster Who Went to His Uncle's Wedding</i> by Alma Flor Ada</b>	
<b>Overarching Purpose:</b> Over the 3 read aloud span, students will gain understanding about the text through teacher modeling, questioning, and discussion. This understanding of the text will allow students to orally reconstruct the story with prompting and support in the third read aloud. Reconstructing the story allows students to not only retell the story, but also talk about character emotions and use specifically taught vocabulary to demonstrate understanding.	
<b>1<sup>st</sup> Read Objective:</b> With modeling, prompting, and support, TSW ask and answer questions about the story.	
<b>2<sup>nd</sup> Read Objective:</b> With modeling, prompting, and support, TSW ask and answer questions about the story to further their understanding.	
<b>3<sup>rd</sup> Read Objective:</b> With prompting and support, TSW orally reconstruct the story.	
<b>Standards Alignment</b>	
<b>TN-ELDS (Tennessee Early Learning Developmental Standards)</b>	PK.RL.KID.1 With modeling, prompting, and support, ask, and answer questions about a story read aloud. PK.RL.KID.2 With prompting and support, orally retell familiar stories including details.

<b>Social Emotional Learning Themes</b>	
<p>In this bright and colorful book, readers follow a Rooster traveling to his uncle's wedding. This story is unique in that it He gets hungry on his journey, and notices a kernel in the mud. The rooster decides to eat the kernel, and his beak gets dirty. He continues to the wedding with hopes that someone will be able to help him clean his beak. The Rooster encounters many characters throughout his journey but unfortunately, none of them want to help. The Rooster never gives up and eventually one character helps him solve his problem.</p> <p>This story can prompt a discussion about making choices and the consequences that come with these choices (including the rooster's). Students will learn that choices, no matter how small or big, affect others. We must all work together. Additionally, this story could be used as a complex discussion of ethics. The rooster's actions could be considered impulsive and one character could be considered a bully. This is a great story to prompt a lively discussion.</p>	
<b>TN ELDS Social- Emotional Standard(s):</b>	PK.SPC.SA.2 Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors. PK.SPC.SCA.1 Show empathy and caring for others. PK.SPC.RS.4 Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.

<b>Vocabulary Instruction</b>		
<b>Word</b> <i>In order of appearance</i>	<b>Child-Friendly Definition</b>	<b>Instructional Strategy</b>
Dapper	dressed nicely	The teacher will point to a picture of the Rooster and ask the students to notice how the Rooster is dressed. The teacher will point to the rooster's red hat, his matching blue coat and blue pants with a shirt and a tie on. The teacher will tell the students "Dapper means dressed nicely. You might dress dapper when you go to church or a birthday party".
Dismay	To be disappointed, sad, and sometimes frustrated.	The teacher will point to a picture of the Rooster and ask the students to notice the rooster's eyes and how he throws his hands up in the air. The teacher will explain that he is disappointed and frustrated that no one will help him get his beak clean.
Growl	a noise that your stomach makes when it is empty. It is different from an animal's growl.	The teacher will ask students if they have ever heard a noise come from their tummy when they feel hungry. The teacher will explain that this word growl is different from an animal growl. The teacher will ask the students to rub their belly and make that noise when she reads the word growl.
Sincerely	Honestly, To really mean something, to not pretend	The teacher will tell the students that to speak sincerely means to speak honestly. The teacher will explain that the rooster is really wanting someone to clean his beak. He is asking the water to clean his beak sincerely and not trying to trick the water.

<p align="center"><b>First Read Aloud</b>  <i>Italicized words are a sample teacher script.</i></p>		
<p align="center"><b>Book Introduction</b></p>	<p align="center"><b>Book Reading</b></p>	<p align="center"><b>After Reading - Discussion</b></p>
<p>Share the purpose of your read aloud.                      Introduce Title.                      Introduce the Character and the problem using illustrations on the front and back cover.                      Let's read to find out _____.</p> <p><i>Today we are going to read "The Rooster Who Went to His Uncle's Wedding", a book about a Rooster. This Rooster is traveling to his Uncle's wedding. How many of you all have gone to a wedding before? A wedding is a celebration or party for people who are getting married.</i></p> <p><i>This rooster is excited for his Uncle's wedding, but he has a problem. Let's read to find what the Rooster's problem is.</i></p>	<p>Model your thinking as a reader, including the students in discussion. Ask and answer questions to prompt and support student comprehension. Follow your vocabulary instruction plan, making sure to explain specific planned vocabulary.</p> <p><i>"I am wondering what the Rooster will do in order to get his beak clean."</i></p> <p><i>"What do you think the Rooster should do?"</i></p> <p><i>"Do you think his friends are being mean to him?"</i></p>	<p>Return to the purpose statement shared in the intro. Today we read to find out _____. Ask the students your overarching question.</p> <p>Prompt and support students in their thinking by including scaffolded, supportive questions to guide them to meet objectives. Expand on student answers when responding and model correct syntax.</p> <p>Encourage students to answer in a complete sentence, modeling sentence starters if needed.</p> <p><i>Today we read about the Rooster and his journey to the wedding. What problem did he have on his journey?                      What was the solution to his problem?</i></p> <p><i>"Was the problem solved right away?"</i></p> <p><u>Extension Question:</u>  <i>"Do you think the Rooster should have chosen to eat the kernel?"</i></p> <p><i>"How do you think the Rooster felt at the end of the story?"</i></p>



<b>Third Read Aloud</b> <i>Italicized words are a sample teacher script.</i>		
Book Introduction	Book Reading	After Reading - Discussion
<p>Show students the book, reminding them that they have previously read this. Ask some questions about the character and the problem. State the purpose for reading.</p> <p><i>Today we are going to read the story together. I will show you the pictures and read some of the words, but today it is your turn to reconstruct the story with details.</i></p> <p><i>What is the problem in this story?</i></p>	<p>Show illustrations and ask students what is happening on that page. Allow students to reconstruct the story. Ask students to predict what will happen on the next page. Emphasize vocabulary using instructional strategies. For some words, extend the meaning into a familiar situation not in the story. Read the entire story or just parts of it based on student ability to retell the text.</p> <p><i>“How is the rooster feeling?”</i></p> <p><i>“Why does the Rooster need to clean his beak?”</i></p> <p><i>“What is the Rooster keep asking the characters to do?”</i></p> <p><i>“Let’s read this part together”</i></p>	<p>Reinforce the purpose to students.  <i>“Today you were able to reconstruct this story using key details. You told me _____.”</i></p> <p>Have students evaluate the book. Ask them what parts they like or do not like and why.</p> <p><i>Today you were able to reconstruct this story using key details. You told me _____.</i></p> <p><i>Which character do you think made the right choice? Do you think the rooster should have acted impulsively? Do you think the sun was nice or a bully?</i></p> <p><u>Extension Question*</u>:                      When students have mastered the retelling objective, ask students to apply this story to their own life.</p> <p><i>“If the rooster asked you for help what would you have said?”</i></p> <p>*This question can be posed as a turn and talk or writing/drawing activity if your students are ready.</p>

<b><u>Integrating this book in other centers:</u></b>	
<b>Library</b>	Have this book available for students to read in the library
<b>Art/STEM/ Maker's Space</b>	Create a picture of a wedding. Allow students to cut pictures out of magazines.
<b>Writing</b>	Encourage students to write about what they would do if the rooster asked them for help. Encourage students to make a list of their friends' names they would invite to a wedding.
<b>Dramatic Play</b>	Encourage students to pretend that they are celebrating at a wedding. Put various costume pieces in the area to allow students to act out the story.
<b>Blocks</b>	Have students recall the objects/ characters that the rooster encountered and use a block to represent each one.
<b>Discovery</b>	Learn about the sun.
<b>Sensory</b>	Place corn kernels in mud and have students try to get them out using tongs
<b>Music and Movement</b>	Explore party music or wedding music.
<b>Puppets</b>	Retell the story using puppets

<b>Evaluation Alignment</b>	
<b>ECERS-3 (Early Childhood Environmental Rating Scale, 3<sup>rd</sup> Edition) Alignment</b>	<ul style="list-style-type: none"> <li>- Language and Literacy: 12. Helping children expand vocabulary</li> <li>- Language and Literacy: 13 Encouraging children to use language</li> <li>- Language and Literacy: 14. Staff use of books with children</li> </ul>
<b>TEAM (Tennessee Educator Acceleration Model) Alignment:</b>	<i>This guide can be used to provide evidence for indicators in activities and materials, instructional plans, student work, standards and objectives, presenting instructional content, questioning, thinking, and problem solving.</i>
<b>CLASS (Classroom Assessment Scoring System) Alignment:</b>	<i>This guide can be used to help boost performance on CLASS within the Concept Development dimension (analysis and reasoning, creating, integration, connections to the real world), Quality of Feedback (scaffolding, feedback loops, prompting thought processes, providing information), and language modeling (open-ended questions, repetition and extension, advanced language).</i>

**References:**

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