

**| TEACHERS' GUIDE**

# ***The Rooster Who Would Not Be Quiet***

**SUGGESTED GRADE LEVEL: 1<sup>st</sup> - 3<sup>rd</sup> |**

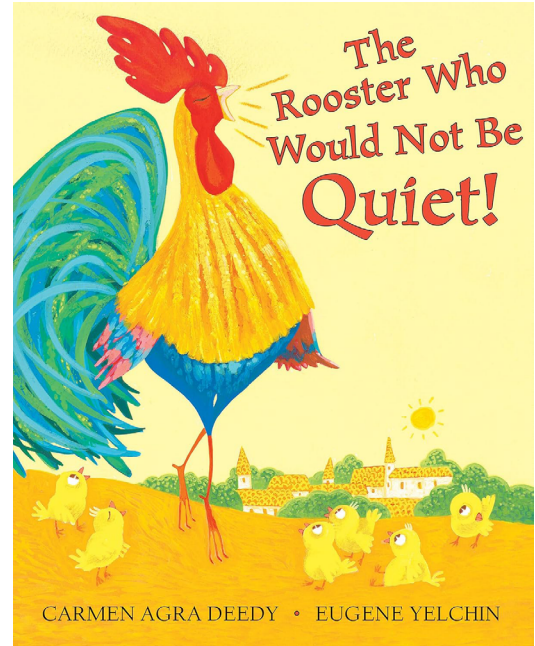


### SYNOPSIS

La Paz is a happy but noisy village. A little peace and quiet would make it just right. So the villagers elect the bossy Don Pepe as their mayor. Before long, singing of any kind is outlawed. Even the teakettle is afraid to whistle! But there is one noisy rooster who doesn't give two mangos about this mayor's silly rules. Instead, he does what roosters were born to do. He sings: "Kee-kee-ree-KEE!"

The silenced populace, invigorated by the rooster's bravery, ousts the tyrannical mayor and returns their city to its free and clamorous state.

Carmen Deedy's masterfully crafted allegory and Eugene Yelchin's bright, whimsical mixed-media paintings celebrate the spirit of freedom and the courage of those who are born to sing at any cost.



### THEMES IN THE STORY

- Speaking up
- Bravery
- Being yourself
- Inspiring others
- Never giving up



Written by: Carmen Agra Deedy

Illustrated by: Eugene Yelchin

Published by: Scholastic

Read by: Anna Sawai

Suggested grade level: 1<sup>st</sup> - 3<sup>rd</sup>

## ELA COMMON CORE STANDARD

**Reading Literature:** Students read and respond to works of literature with emphasis on comprehension, and making connections among ideas and between texts with a focus on textual evidence.

Standards listed below are for 1<sup>st</sup> and 2<sup>nd</sup> grades, but can be adapted to 3<sup>rd</sup> grade standards.

## BEFORE VIEWING

**Standards:** *CCSS.SL.1.1, CCSS.SL.2.1*

**Objective:** Tap into prior knowledge and build background to prepare for viewing the story.

**Procedure:** Build background with students by discussing the following points. This may be done on the carpet with A/B partners or at their desks.

- What do you think this story will be about?
- What do you know about roosters?
- In English, a rooster says *Cock-a-doodle-DOO*. In Spanish (and in this book), a gallito (pronounced GAH-YEE-TOH) says *Kee-kee-ree-KEE*. Do you think animals sound different in different languages?
- Is it good to be quiet? Can you be TOO quiet sometimes? Is it good to make noise? Can you be TOO noisy sometimes?
- What does "La Paz" mean in English? What does knowing about the name of the town tell you about it?

## DURING VIEWING

**Standards:** *CCSS.SL.1.2, CCSS.SL.2.2*

**Objective:** Watch the story and answer the following questions.

**Procedure:** Stop the video at the noted times to ask questions or pose prompts from the suggested list below:

- When you get to the part where “dogs bayed, mothers crooned, engines hummed, fountains warbled,” ask the kids to describe those sounds and imitate how they would sound. (00:57)
- Why did they fire the mayor? (01:17)
- Explain how the law “No loud singing at home,” became “*¡Basta!* Quiet, already!” (02:06)
- Why did people leave the village? Would you want to live in La Paz at this time? (02:28)
- How did the mayor try to make the rooster stop singing? (05:20)
- Why did the rooster keep singing? (07:35)

## AFTER VIEWING

**Standards:** *CCSS.RL.1.1, CCSS.RL.2.1*

**Objective:** Students will ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

**Procedure:** Students will discuss the following questions with their carpet or table partners:

- How did the singing make the people feel?
- What would happen if the rooster wasn't there?
- Why was the rooster so important?
- Did he make a difference in the town?

## READING RESPONSE

**Standards:** *CCSS.RL.1.1, CCSS.RL.2.1*

**Objective:** Answer the reading prompt using details from the text to support the response.

**Materials:**

- Reading response journal
- Pencils

**Procedure:**

1. Give students the following prompt to write about:

Share about a time when you stood up for something you believed in.

2. Provide examples like: "One time, I stood up for my friend when some kids were mean to them." "One time, I told my mom that she didn't have to throw her soda can in the trash, she could recycle it instead." "I ask for whole grain bread instead of wheat bread because it gives me energy for longer and has more fiber."
3. Allow time for the group to discuss the prompt.
4. Have students write their responses answering the above prompt in their reading response journals.

**Note:** Younger students may use sentence stems to help them with their responses. For example:

I think that speaking up for what I believe means \_\_\_\_\_.



## **WRITING AND SOCIAL STUDIES – SPEAK UP FOR YOUR BELIEFS!**

**Standards:** *CCSS.2.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.*

**Civics:** *2 C2.1-2 Citizens have individual rights, roles and responsibilities.; 2 C4.1-2 Processes, rules and laws direct how individuals are governed and how society addresses problems.*

**Objective:** Students will explore the idea of freedom of speech and civic responsibility by expressing an opinion on a topic they care about. They will demonstrate an understanding of the rights and responsibilities of citizens, and how rules and laws affect communities.

### **Materials:**

- Chart paper or whiteboard
- Writing paper
- Pencils, crayons and/or markers

### **Procedure:**

1. Lead a short discussion about why the rooster continued to sing even when he was told to be quiet. Encourage students to consider what the rooster believed in and how his singing showed courage and a strong sense of justice.
2. Explain in age-appropriate terms that all citizens, even kids, have rights and responsibilities. Talk about the right to speak up and the importance of using your voice respectfully. Then introduce the idea that rules and laws help keep communities safe and fair, but sometimes, people must speak up when something is wrong. You can share examples of real-life changemakers (e.g. Martin Luther King Jr., Malala Yousafzai, Greta Thunberg) or local community leaders to help students relate the story to real-world actions.
3. Introduce the prompt:  
  
If I were a brave rooster like the one in the story, what would I speak up for in my school, community, country or world?  
  
Offer sentence starters such as “I would speak up for...,” “I believe that...,” or “Even if it’s hard, I would say...” Students may write 2-5 sentences expressing their opinion or, for younger writers, draw, and label their ideas instead.
4. Invite students to share their writing with the class by reading it aloud or participating in a gallery walk. Celebrate their bravery in speaking up and acknowledge their thoughtful ideas to reinforce the themes of the book.

## **ART – MY VOICE, MY SONG**

**Objective:** Students will create mixed-media artwork of their own colorful rooster with a bold speech bubble to express something they believe in or love to "sing"/speak up about, like the brave rooster in the story.

**Materials:**

- White cardstock or construction paper
- Rooster template (*page 8*)
- Speech bubble cutouts (*page 9*)
- Colored tissue paper or construction paper (for feathers)
- Glue sticks and scissors
- Markers, crayons, or oil pastels
- Optional: feathers, sequins, googly eyes for extra flair

**Procedure:**

1. Ask the following questions:  
Why was it important for the rooster to continue to sing?  
What is something you would speak up for or something you love to "sing" about?
2. Have students draw or build their roosters. Students can either draw their roosters on plain cardstock or assemble them using the provided rooster template. If using plain cardstock, have students glue the speech bubble cutout before adding mixed media.
3. Assemble the roosters using mixed media. Students will use colored paper, feathers, and any optional materials to bring their roosters to life. Encourage the use of big, bold colors to showcase personality and courage.
4. Inside their speech bubbles, students will write a message coming from their rooster's mouth. Possible prompts include:

I believe in \_\_\_\_\_.

I love \_\_\_\_\_.

Let's be kind because \_\_\_\_\_.

I will speak up for \_\_\_\_\_.

5. Display the class roosters and organize a gallery walk for students to share their creations with the class.

## SOCIAL-EMOTIONAL LEARNING (SEL) TEAM BUILDER – CALL OF THE WILD

**Objective:** Students will engage in a fun, interactive game to practice teamwork, empathy, and self-regulation by finding their animal partners using only the sounds their animals make. This game helps to develop skills in self-awareness, social awareness, and relationship building.

### Materials:

- Animal Sound Cards (*page 10*)
- Optional: Spanish Animal Sound Cards (*page 11*)
- A space where students can move around comfortably

### Procedure:

1. Begin by briefly introducing the SEL standards, focusing on skills like teamwork, empathy, and self-regulation. Let students know that in this activity, they need to listen carefully, stay calm, and work together to find their animal partner using only animal sounds. No human words or speech!
2. Show students examples of animal sound cards that include a picture of the animal, its name, and the sound it makes (e.g. turkey = gobble, cow = moo). Optional Spanish Connection: Use cards that include Spanish translations (e.g. pavo = gluglú, vaca = muu). This adds a fun language learning twist and reinforces vocabulary!
3. Tell the class: “Imagine you’re in a wild jungle or a magical forest. Somewhere out there is your animal partner but the only way to find them is by using your voice, your animal voice! You’ll need to listen closely and follow the sound of your kind.”
4. Hand out one animal sound card to each student. Make sure there are two cards for each animal so every student has a match. When you give the signal, students make their animal sound and move around the space, listening for someone else making the same sound.
5. Once they find their animal partner, they will pair up and share one thing they have in common (favorite food, hobby, etc.) in English.
6. After the activity, gather the students in a circle and guide a short discussion with the following reflective questions:

How did it feel to work together to find your animal partner?

Did you feel more connected to anyone after the activity? Why?

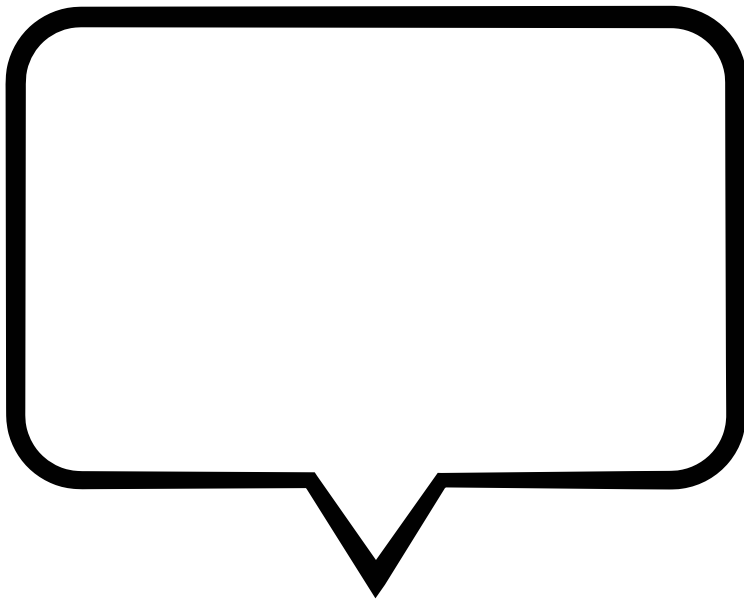
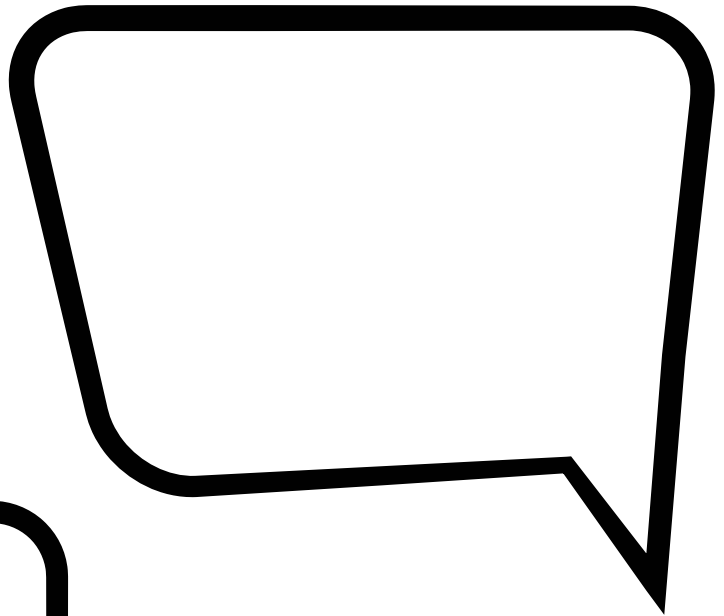
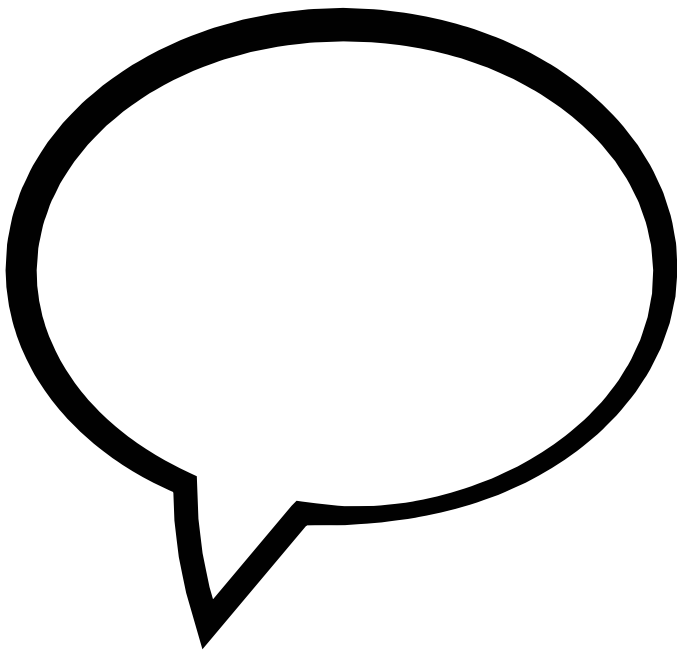
How can we use the skills we practiced today to work better with others in our class?

**Optional Extension Activity #1:** Ask students to imagine how their animal would handle a disagreement with another animal. Would they roar? Walk away? Talk it out? Let students share and reflect on how empathy and self-regulation can help in real-life situations as well.

**Optional Extension Activity #2:** Play a memory game with a partner by matching the English words to their Spanish translations. Take turns flipping over two cards at a time. If the cards match, the player keeps them. The player with the most matches at the end wins and shouts out a 'kee-kee-ree-KEE' like the brave rooster!







# ANIMAL SOUND CARDS

*You may need to print multiple pages of cards depending on the number of students in your class.*

**DOG**

***woof***

**SHEEP**

***baa***

**OWL**

***hoo-hoo***

**BEE**

***bzzzz***

**PIG**

***oink***

**DUCK**

***quack***

**MOUSE**

***squeeeek***

**TURKEY**

***gobble***

**BIRD**

***tweet***

**COW**

***moo***

**HORSE**

***neigh***

**CAT**

***meow***

**GOAT**

***maa***

**BEAR**

***grrrrr***

**SNAKE**

***sss***

# SPANISH ANIMAL SOUND CARDS

**PERRO**

dog

**guau**

**OVEJA**

sheep

**beeee**

**BÚHO**

owl

**uu-uu**

**ABEJA**

bee

**bzzzz**

**CERDO**

pig

**oinc**

**PATO**

duck

**cua**

**RATÓN**

mouse

**hiic**

**PAVO**

turkey

**gluglú**

**PÁJARO**

bird

**pío**

**VACA**

cow

**muu**

**CABALLO**

horse

**iiih**

**GATO**

cat

**miau**

**CABRA**

goat

**bee**

**OSO**

bear

**grrrrr**

**SERPIENTE**

snake

**sss**

## **ABOUT THIS GUIDE**

This guide enhances the English Language Arts (ELA) curriculum by providing supplemental learning opportunities alongside quality children’s literature, engaging students as they listen to expressive read-alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.