

**Lesson Plan by** : **M. Holmes, Gr. 2, Arnone School**  
**Title** : **The Rooster Who Went to His Uncle's Wedding**  
**Author** : **Alma Flor Ada**

**The Ten Important Sentences**

- 1) It was the day of his uncle's wedding and the rooster wanted to be on time.
- 2) Oh, that rooster was hungry.
- 3) Then with one sharp peck he gobbled it (the kernel) down..and wound up with a beak full of mud.
- 4) So the rooster looked around quickly for someone who could help him.
- 5) But the grass answered: "No, I won't. Why should I?"
- 6) Well, this rooster was not one to give up.
- 7) The rooster was starting to worry.
- 8) Would anyone be able to help him in time?
- 9) And the sun answered: "Of course I will."
- 10) And before you know it the rooster's beak shone as bright as the day.

**Fact & Opinion Sentences**

When everything looked perfect he set off down the road with a brisk and springy walk.

But he couldn't go to his uncle's wedding with a dirty beak.

The rooster stared at the kernel.

First he noticed the grass growing on the side of the road.

Maybe he could scare the grass into helping.

The rooster strutted back and forth in dismay.

Well, this rooster was not one to give up.

The rooster was starting to worry.

The rooster ruffled his feathers and paced.

He bent over and whispered, as sincerely as he could.

He lifted his muddy beak up and crowed.

And before you know it, the rooster's beak shone as bright as the day.

**Cause and Effect Sentences:**

1. *Cause:* "I wish I'd eaten breakfast", he said.  
*Effect:* Before on in the ivy.
2. *Cause:* Oh that rooster was hungry.  
*Effect:* Then with one sharp peck he gobbled it down...and wound up with a beak full of mud.

3. *Cause:* But the grass answered: “No, I won’t. Why should I?”  
*Effect:* So he asked the lamb: “Dear lamb, wooly lamb, please eat the grass that won’t clean my beak so that I can go to my own uncle’s wedding.”
4. *Cause:* Now the poor rooster couldn’t think of anyone else to ask for help.  
*Effect:* He lifted his muddy beak and crowed.
5. *Cause:* And the sun answered: “Of course I will. Every morning you greet me with your bright song, my friend. I will gladly dry out the water”.  
*Effect:* But then the water cried out: “No, please don’t dry me out. I will put out the fire.
6. *Cause:* But the dog cried out: “No, please don’t hit me. I will bite the lamb.  
*Effect:* So the lamb quickly cried out: “No, please don’t bite me. I will eat the grass.
7. *Cause:* But the grass cried out very loudly: “No, please don’t eat me. I will clean the rooster’s beak.  
*Effect:* And before you know it the rooster’s beak shone as bright as the day.

### **Vocabulary:**

#### **Personalization**

1. fierce
2. worry

#### **Demonstration**

1. springy
2. ruffled
3. whispered
4. strutted
5. shepherds

#### **Dramatization**

1. grazing
2. peck
3. paced
4. gobbled
5. crowed

#### **Exemplification**

1. woolly
2. velvety
3. feathers

#### **Illustration**

1. wedding
2. kernel
3. brook
4. banquet
5. campfire

#### **Definition**

1. sincerely
2. dismay
3. spotted
4. wonderful
5. noticed

### **Week Activities:**

#### **Monday: Recall Facts and Details**

*Materials:* Scott Foresman basal reader Level 2.2 pages 103 to 123, Ten Important Sentences on sentence strips, white construction paper

*Objective:* to learn the Ten Important Sentences for **The Rooster Who Went to His Uncle’s Wedding**, to introduce five new vocabulary words

*Procedure:* Read the story to the students. Introduce the Ten Important Sentences on the sentence strips one at a time. First, read the sentences to the students and have them repeat them. Next, sing each sentence to the tune of “The More We Get Together” and have students sing it back to you. After students become comfortable with singing the sentences, assign partners to illustrate each one of the Ten Important Sentences.

*Vocabulary:* Write the following words on index cards: peck, paced, gobbled, crowed, grazing. Ask students to dramatize each one of these action words. Have them brainstorm a list of farmyard animals that would use these action words.

*Assessment:* Illustrations that match the Ten Important Sentences, teacher observation of dramatizations, list of farmyard animals.

### **Tuesday: Fact and Opinion**

*Materials:* Fact and opinion sentences on sentence strips, two large index cards for each student.

*Objective:* to identify fact and opinion sentences and be able to state what makes it a fact or an opinion, to introduce five new vocabulary words.

*Procedure:* Have students label one card with a capital “F” and the other with a capital “O”. Remind students that a fact is something that can be proved and an opinion is a thought, feeling or attitude. Put sentence strips on the board or in a wall chart. Read each sentence to the students and ask them to step on the fact or opinion card. After they have done so, ask them to explain their reasoning for choosing their answer. Place the fact sentence strips on one wall and the opinion sentence strips on a different wall.

*Vocabulary:* Write the following words on flashcards: kernel, brook, banquet, campfire, wedding. Have students use magazines to find pictures that would illustrate these vocabulary words.

*Assessment:* Teacher observation of activity, student explanations, appropriate magazine pictures.

### **Wednesday: Sequencing**

*Materials:* Ten Important Sentences on sentence strips, illustrations from Monday’s lesson.

*Objective:* to sequence the story events with the Ten Important Sentences, to introduce five new vocabulary words.

*Procedure:* Hang the student illustrations from Monday’s lesson in various places in the classroom. Assign partners to each sentence strip. The students will read their sentence strip and find the corresponding illustration. After the students have matched the sentences with the illustrations, they will work together to place the sentences in order. Hang the sentences and illustrations in the correct order.

*Vocabulary:* Write these words on a poster board or chart paper: dismay, spotted, notices, wonderful, sincerely. Define the words for the class. Work with students to brainstorm synonyms for each new word and record on the poster board or chart paper.

*Assessment:* teacher observation of student activity, chart paper with synonyms.

### **Thursday: Cause and Effect**

*Materials:* Cause and effect sentences taken from story on index cards, six flashcards with the word “because”, white construction paper.

*Objective:* to match cause sentences with the appropriate effect sentence, to introduce five vocabulary words.

*Procedure:* Give each student an index card with a cause sentence and an index card with an effect sentence from the story. (They should not be related) The student will read the cards and illustrate them appropriately. When everyone is finished, choose one student to pick his/her effect sentence and illustration and walk around the room until he/she finds the matching cause sentence and illustration. When a match is found, staple the two together using the because flashcard, putting the effect card first. (For example: He lifted his muddy beak and crowed BECAUSE now the poor rooster couldn’t think of anyone else to ask for help.) When each effect has been matched with a cause, hang the pictures and cards up on the board and read them together.

*Vocabulary:* Write these words on the board: fierce and worry. Create a semantic web of characters from other stories that were fierce (i.e. the giant from Jack and the Beanstalk) and another web of characters that would worry (i.e. Chicken Little, Wilbur from Charlotte’s Web). Show flashcards with the words wooly, velvety and feathers. Bring in examples of each word, i.e. animals with wool, strips of velvet and different kind of feathers.

*Assessment:* cause and effect sentences put together correctly, semantic webs.

### **Friday: Main Idea**

*Materials:* large oaktag hand patterns, different colored construction papers.

*Objective:* to identify main idea of the story, to introduce five vocabulary words.

*Procedure:* Read the entire story to the class. Have student trace large hand pattern on a piece of construction paper and label the thumb and fingers with Who?, Did what?, Where?, When?, and Why? As a class, answer these questions and record the information on the appropriate place on the hand outline. (For example: Who? the rooster, Did What? asked the sun for help, Where? on the way to his uncle’s wedding, When? that morning, Why? because none of the other characters would help him clean his muddy beak.) When finished, the students come up with one sentence that identifies the main idea of the story, i.e. The rooster asked the sun for help on the way to his uncle’s wedding in the morning because none of the other characters would help him clean his muddy beak. The students will write the main idea of the story in the palm of the hand. Students can then sing, (to the tune of He’s Got the Whole Word in His Hands): “I’ve got the main idea in my hand, I’ve got the main idea in my hand, I’ve got the main idea in my hand, I’ve got the main idea right here. I’ve got the Who, Did What in my hand (repeat as above). Continue with Where, When and Why.

*Vocabulary:* Write the vocabulary words on the board: springy, ruffled, whispered, strutted, shepherds. Demonstrate to students how to whisper, strut, and ruffle and do a spring step. Have students imitate your actions. For shepherds, have some students preten to be sheep and show how a shepherd keeps the animals together. Have students play charades to practice vocabulary words.

*Assessment:* hands with the main idea, teacher observation of students charades.

