

Guided Reading with

## Rusty the Rooster

Guided Reading Level: F

DRA Level: 10

by Barbara Flores, Elena Castro, and Eddie Hernandez, illustrated by Mary Ramirez-Greene

**Overview:** Rusty the Rooster didn't know when to crow. Read this story to find out what he learned.

16 pages, 226 words

**Genre:** Fiction

### Focus: Concepts of Print and Reading Strategies

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- notice and understand function of quotation marks to denote a character speaking
- use commas to support phrasing
- read with fluency and stamina
- read past an unknown word and return to it to solve it
- recognize previously solved words when encountered again later in the text
- use background and vocabulary knowledge to read unknown words
- maintain comprehension over longer sentences and more text episodes

### Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- onomatopoeia is italicized
- punctuation supports comprehension (quotation marks)

### High-frequency words:

- *once, there, was, a, that, on, he, when, it, was, the, to, at, out, is, should, because, said, too, so, and, what, do, for, will, you, me there*

### Phonics:

- vowel digraph "oo" as in rooster, hoot, etc.

### Common Core Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7

### ELL/ESL

*Gregorio el gallo*

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## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What do you know about roosters?
- When you look outside, how can you tell if it's day or night? How can you tell when a new day starts?
- How might others react to someone doing the wrong thing? How does it feel to realize you've done the wrong thing? Give an example from your life.

### 2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "*Rusty the Rooster.*"
- Ask children to predict what the story might be about.
- Show the back cover and read the copy. Talk about what it means for a rooster to "crow."
- Have children predict some words they might read in the story. Have them predict what Rusty will learn and how he will learn it.
- Look at the title page.
- Give children the book and have them look at the pictures. Ask them to notice what each picture shows. In particular, draw their attention to Rusty's body language and expressions on each page.



### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, “What will you do if you come to a word you don’t know?”
- Encourage children to look at the pictures and the beginning sound of the word of the unknown word. Have them read on and return to the word after completing the sentence.
- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence to check against the letter sounds.

### 4. Be aware of the following text features:

- The book contains a wide variety of high frequency words.
- It also contains the content-specific vocabulary words: rooster, crow, “sun rises/rose,” chicken, sheep, horses, “Wise Owl,” hoot, and moon, as well as sounds for each animal (cluck, baa, neigh, cock-a-doodle-doo).
- The story follows a clear problem-solution structure. There is some repetitive phrasing when each farm animal laughs at Rusty for crowing at night. Many pages include quotation marks to denote characters’ speech or sounds.
- The text contains two contractions: it’s and didn’t.

## Reading the Book

**1. Set a purpose by telling children to read the book to find out what Rusty the Rooster learned.**

**2. Have children read quietly, but out loud.** Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

### 3. Look for these reading behaviors during the first reading:

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

**4. As children read, suggest a reading strategy if they are struggling:** “Try rereading the sentence. Try looking at the picture to make sense of the print.” Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it.

### 5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.



- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Review how to determine what is important in a picture or sentence.
- Explore the story grammar— characters, setting, problem, solution, and so on.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks and exclamation points as keys to reading with a particular kind of expression or inflection.
- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas.

## After the First Reading

**1. Have children confirm their predictions and talk about what Rusty the Rooster learned.**

**2. Ask questions like:**

- What did Rusty do in the beginning of the story?
- How did the farm animals react to him crowing at the wrong time?
- How did Rusty feel? What did he decide to do?
- How did Wise Owl help?
- How did Wise Owl figure out when Rusty should crow? The next time Rusty doesn't know how to do something, what should he do? What can he learn from Wise Owl to become more independent in his learning?
- How did Rusty's feelings change? How do you know?

- What can this story teach readers that's useful in real life?
- How do Wise Owl and Rusty work together? What makes them a good team?
- How do Wise Owl and Rusty help the farm animals know the time of day? Why is it important for all the animals to know when it is night and when it is day?
- Do you think this story is fiction or nonfiction? What makes you think so?
- Do you think it is nice that the other animals laughed at Rusty for not knowing how to do something? Has there ever been a time you were laughed at because you didn't know how to do something? How did that make you feel? Was that motivating or demotivating to try to learn? What could the animals have done instead?
- If you saw someone at school laughing at someone for not knowing how to do something, what could be some things you could say?
- Do you think Wise Owl is a good friend to Rusty? Why or why not?
- What advice do you have for Rusty? Why?
- The next time one of the animals doesn't know how to do something, what should Rusty do? Laugh at them or help them like Wise Owl did for him? Why?
- Which animal(s) do you think the authors want you to be like? Which animal(s) do you think the authors want us to learn from and not be like? Why?

## Second Reading

**1. Have children reread the book in a whisper voice or to a partner.**



**2. This is a time for assessment.** While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

## Cross-Curricular Activities

**Language:** Have students turn the book into a short performance by acting out the story events using puppets and moon and sun props.

Have students create a story map for the book showing characters, setting, problem, and solution.

Examine the oo vowel digraph with students, starting with examples from the book (rooster, doodle-doo, moon, hoot). Brainstorm additional examples and practice reading and writing some of the words in sentences. (Also let students know there are words in which oo is pronounced differently.)

Use the story to study how quotation marks are used. Display sentences from the story and ask students to point out the words that represent characters' speech. To practice writing using quotation marks, together, rewrite the farm animals' responses to Rusty's difficulties. For instance: "We will help you learn," said the chickens.

**Writing:** Encourage students to share a time they struggled to remember how to do something or to learn something new: Who helped you learn? How did it feel to accomplish it? How did it feel if someone laughed at you?

Ask students to write a letter to Rusty with advice on how to cope with others laughing at him when he doesn't know how to crow. What can make him feel better? Alternatively, students can write a letter as Rusty to the other farm animals: how their laughing makes him feel and how they can be better friends like Wise Owl.

**Mathematics:** Learn more about sunrise and moonrise times. Look up times for your location, and have students practice representing those times on an analog clock. You might also talk about how these times shift over the course of the calendar year.

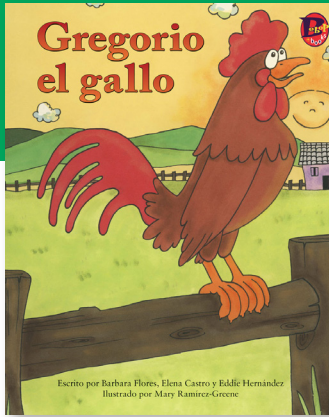
**Science:** Have students read informational text or view online content to learn more about roosters and owls. Ask them to use what they learned to determine whether any aspects of the story are realistic.

**Social Studies:** Use this story as a springboard to talk about empathetic responses to others' mistakes. Brainstorm a list of helpful things to say or do when someone makes a mistake. Invite students to share their responses with the class or turn them into illustrated posters.

Study Rooster's body language in the different illustrations. Have students imitate his various emotions and actions and take their photos; use the photos (perhaps adding other examples) to create a "Body Language Guidebook" that shows how body language can communicate different emotions.

**Art:** Have students create paintings or drawings of the same landscape during the day and at night, using the book to get ideas (e.g., including sunrise or moon images, using different background tones, adding shadows, etc.)

**English Language Learners:** For students who know another language, encourage them to share with their classmates what sounds each of these farm animals make in the other language. Discuss why different languages might have different sounds attributed to the same animals.



## Guided Reading with **Gregorio el gallo**

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

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### Verb Support

The following verb phrases are listed in the story that are associated with Gregorio's behavior as a rooster: estaba despierto toda la noche; dormía la mañana; las gallinas se reían; las ovejas se reían; los caballos se reían; no sabía cuando era hora de cantar; estaba tan triste; fue a hablar con Búho Sabio; —le voy a ulular; —tú le vas a cantar; es hora de que yo ulule; —es hora de que yo cante; era hora de que él cantara

Print the verb phrases on individual index cards for students to view.

Photocopy the illustrations from the story, cut them out, and have students rearrange them in the correct order. Afterwards, have students match the corresponding verb phrase with each illustration.

For students engaging with both English and Spanish texts, have students note that there is an exclamatory statement on the last page. In Spanish, the question marks and exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

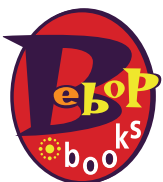
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**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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