

# The Rooster Who Would Not Be Quiet!;/El gallo que no se callaba!

## The Rooster Who Would Not Be Quiet!

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Ages: 4-8; Grades: PreK-3

Themes: Animals/ Self-Esteem

Running Time: 11 minutes

### SUMMARY

La Paz was a noisy, song-filled village. Everyone had a song to sing and it got so loud that no one could get any sleep. So the people of the village fired the mayor and elected Don Pepe. Under Don Pepe's rule, the town got quieter and quieter... until a plucky rooster broke the silence with his shrill song... kee-kee-ree-KEE! Despite threats and imprisonment the stubborn rooster refused to quell his song, vowing to sing for all those who could not.

### OBJECTIVES

- Students will determine the central message of the story and the details throughout the story that develop the message.
- Students will identify character traits for the main characters.
- Students will use context clues to determine the meaning of unfamiliar words.
- Students will read nonfiction books about real-life people who stood up for the rights of others and compare those stories with the movie.

### BEFORE VIEWING ACTIVITIES

Review story elements with students: setting, characters, problem, and resolution. Use a familiar story to give an example of each element. Then, tell students that they will be watching a movie about a stubborn rooster who lives in a very quiet village. Ask students to identify which story elements match with the rooster (character) and the village (setting). Record these answers in a graphic organizer, such as a plot mountain, or a table. Encourage students to watch and listen for other important characters, the problem, and the resolution during the movie. Revisit the graphic organizer after watching the movie to fill in the other story elements and use the details to support students in recounting the story and determining the central message.

Zoom in on the setting. Tell students that the village is in a Spanish-speaking country. Use a world map to identify Spanish-speaking countries across the world and invite students to share any personal connections that they have with one of the countries. Tell students that they will hear some Spanish words throughout the movie and that they will probably be able to figure out the meaning of the words, based on the context. For example, a "very polite" sign in the village square reads, "No loud singing in public, por favor." Tell students that words "very polite," and the placement of the words "por favor" in the sentence can help the reader figure out that por favor means please. Model how to substitute the word please for por favor to confirm that it makes sense. Encourage students to watch and listen for other Spanish words in the movie and to use context clues to figure out their meanings.

Introduce other important vocabulary words to students. Encourage students to use context clues to figure out the meanings. Lift some sentences from the movie as an example: "As his luck would have it, the mango tree grew right below the cranky mayor's window... 'You there!' groused Don Pepe. 'No singing, it's the law!'" Ask students to infer what the word groused means, based on context clues. Guiding questions:

- What does the sentence tell us about the mayor? (He's cranky)
- How would a cranky person speak? (In a grumpy way, in a complaining way, in a mean way)
- What word could we substitute for groused that would make sense? (Complained; fussed)

Provide students with a list of other words to listen for in the movie and encourage them to write their inferred definitions next to the word when they hear context clues that could help them: bayed, crooned, warbled, roost, headstrong.

### AFTER VIEWING ACTIVITIES

Define character traits for students. Tell students that we often learn about characters by what they do, what they say, what they think, and what others say about them. Give students time to list some of their own character traits. After students have listed some of their own character traits, give them time to share these with each other. Guide students through identifying character traits for the rooster and Don Pepe.

Guiding questions:

- What character traits did the mayor show when he began to change the laws in the village?
- What character traits did the rooster show when he first got to the village?
- How did the rooster respond to the mayor. What does that tell you about the rooster?
- How did the mayor respond to the rooster? What does that tell you about the mayor?
- How did each character's traits contribute to the development of the story?

Have students fill out a character trait graphic organizer to summarize the discussion.

	Rooster	Don Pepe
Character Trait	Ex: stubborn	
Evidence from Movie	Ex: He refuses to stop singing, even though the mayor threatens and punishes him.	

Revisit the story elements graphic organizer. Lead a discussion with students to determine the characters, problem, and solution in the story.

Guiding questions:

- Who was the other main character, besides the rooster?
- What was the first problem in the movie? (In the beginning, it was too

noisy in the village.) How was that problem solved? (The villagers hired a new mayor, Don Pepe, who made new rules about not singing.)

- What problem occurred after Don Pepe was elected? (A rooster came to town and he would not stop crowing.)
- How did Don Pepe try to solve the problem of the rooster? (Students should list the multiple actions that Don Pepe took to try to silence the rooster: cutting down the mango tree, putting the rooster in a cage, covering the cage with a blanket, removing food from the rooster)
- Did Don Pepe's solutions work? Did the rooster stop crowing? Why didn't his solutions work? (No, his solutions didn't work. The rooster was stubborn. The rooster loved to crow. The rooster wanted to crow for everyone that wasn't allowed to sing anymore.)

Connect the discussion on story elements with determining the central message of the story. Guiding questions:

- What was the rooster's reason for continuing to sing, despite the threats and punishment from the mayor?
- In what ways was the mayor a bully? Give examples from the story.
- What was the rooster's message for the mayor at the end of the movie?
- How did the townspeople respond?
- What message or lesson was the author trying to convey through the rooster's words and actions?

Connect the rooster's actions with real life people who spoke up and stood up for the rights of others. Read aloud nonfiction books and/or show movies about some of the following people:

- Rosa Parks
- Martin Luther King Jr.
- Susan B. Anthony
- Frederick Douglass
- Nelson Mandela
- Che Guevara

Guide students through conducting research on one of the above historical figures, or another of their choosing. Suggested culminating activities that highlight the person's major accomplishments and challenges:

- Create an annotated timeline of the person's life
- Write and perform a radio or television interview with the person
- Write and illustrate a graphic novel about a major event in the person's life
- Write an informative essay about the person's life

### Other Stories about Animals with Strong Personalities:

**Click, Clack Moo: Cows that Type** – written by Doreen Cronin, illustrated by Betsy Lewin

**Duck on a Bike** – written and illustrated by David Shannon

**Mother Bruce** – written and illustrated by Ryan T. Higgins

**The Red Hen** – written by Rebecca Emberley, illustrated by Ed Emberley

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