

The
Early Years Count
Literacy
Connection



**Help Wanted:
One Rooster**

Written by Julie Falatko
illustrated by Andrea
Stegmaier

Preschool edition

Overview of Book

Sheep and Cow are taking applications for a much-needed rooster. The applicants are not what they are looking for. What will the farm do if they don't get a worthy candidate? How will the animals know when to wake up?

Genre: Picture

Vocabulary

Books are a rich source of words new to children. Here are some words from *Help Wanted: One Rooster* to introduce in your classroom:

roust	important
candidate	tardy

Each time you read the book, choose 2 or 3 words to highlight.

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children, "That's a word from our story!"

**Connecting with the
HighScope Curriculum**

COR Advantage

Approaches To Learning
Item A (Initiative and
planning)

Language, Literacy and
Communication
Item M (*Listening and
comprehension*)
Item Q (*Book enjoyment
and knowledge*)

Social Studies
Item FF (*Knowledge of self
and others*)

Reading Tips

Start by asking the children what they know about farm animals and what they animals do at a farm. Say, "This book is silly because the animals act like people! They need a rooster to wake up the rest of the farm so they decide to have interviews for a new rooster. Let's see how that goes!" There is a lot of novel vocabulary, so plan ahead to make sure the group is following along. At the end, have everyone give a hearty "cock-a-doodle-do"!

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

Encourage children to say, “Cock-a-doodle-doo” at **Greeting Time**. Create a **K-W-L** chart to see what the children **know** about farms and the animals there. Ask what they **want to know**. Return in a few days (and after reading this and other farm books a few times) to see what the children have **learned**.

Use farm animal sounds and movements for **transitions**.

Around the Room

Highlight the book’s content and build on the children’s excitement in a variety of locations.

Place other Imagination Library farm-related stories in the **Book Area** for comparison. Titles include, “Otis” by Loren Long and “Good Morning, Farm Friends” by Annie Bach.

Add farm animals to the **Block Area**.

Post photos of real farm animals in the **Block and Book Areas** to compare with how the animals are depicted in the story.

Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one “right” answer.

Here are some questions you might ask for *Help Wanted: One Rooster*:

What was your favorite part of this story?

How would you wake up all the animals?

What is your favorite farm animal? Can you imitate it?

*For more information on how to use books and stories with children to enhance your curriculum, contact **The Family Connection:***

website—
www.famconn.org

Facebook—
@famconnsjc

phone—
574-237-9740

@ Home

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *Help Wanted: One Rooster* with their child. Here’s a sample message you can send:

As you read this story with your child, stop often to talk about what is going on. How does this compare to a real farm? Ask questions like, “Why is the rooster candidate in a suit?” and, “What questions would you ask a rooster?” As the story goes on, stop and talk about why the sheep and cow characters are getting frustrated. Wonder out loud, “I wonder why they can’t find a rooster.” At the end, ask, “Why are they asking for a sheepdog? What does a sheepdog do on a farm?” Young children have less experience than older children about what a farm is and what goes on there. It is fun and interesting to hear young children’s ideas on all things, and how that changes over time.