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# Cock-a-Doodle Oops!

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a teacher's guide

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Created by marcie colleen

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**Lori Degman, Author**

***Cock-a-Doodle Oops!***

Lori Degman is a teacher for the deaf and hard-of-hearing students. Her first book, *I Zany Zoo*, was the winner of Cheerios Spoonfuls of Stories New Author contest. Lori has two grown sons and lives with her husband in Vernon Hills, Illinois.

**Deborah Zemke, Illustrator**

***Cock-a-Doodle Oops!***

Deborah Zemke has illustrated several picture books. She makes lively pictures with gouache paints and digital pixels under the watchful gaze of her one border collie. She is a frequent contributor of Critter Crackups to Ranger Rick magazine, from whom she received the Trudy Farrand and John Strohm Magazine Writing Award. Zemke is the designer of the popular font ITC Zemke Hand. She lives in Missouri with her husband, daughter and dog in a house with a big oak tree.

**Marcie Colleen, Curriculum Writer**

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## **How to Use This Guide**

This classroom guide for *Cock-a-Doodle Oops!* is designed for students in kindergarten through second grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Cock-a-Doodle Oops!* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

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# English Language Arts

## **Reading Comprehension**

Before reading *Cock-a-Doodle Oops!*

Help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

The Front Cover ~

- Describe the rooster on the front cover. How do you think he is feeling? Stand up and mimic what he is doing. How does it make you feel?
- There are 9 other animals on the cover. Can you name them? What do you think they are thinking or feeling?
- Can you guess what the story might be about? What are some clues you can find in the cover and title of the book?
- Any idea where and when the story might take place based on the cover illustration? Look closely.

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- What is Rooster's plan?
- What happens when each of the other animals try to wake Farmer McPeeper?
- How long does Farmer McPeeper sleep? How many nights? Days? Weeks?
- What is the problem when Rooster finally returns?
- Who comes up with a plan to wake the farmer? What is the plan?
- What is Farmer McPeeper's reaction when he wakes up? What solution does he come up with?

Let's talk about the people who made *Cock-a-Doodle Oops!*

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Take a close look at the illustrations throughout the book.

Can you guess what materials Zemke used to create the pictures?

Can you find some fun details?

- A little mouse in Farmer McPeeper's room?

- A portrait of Cow, Chicken and Farmer McPeeper?
- The calendar pages littering the barnyard?
- Farmer McPeeper's continuous snoring?
- The animals on the phone when Farmer wakes up?

## **Writing Activities**

### **Someone Else's Doodle Doos**

When Rooster asks the other barnyard animals to substitute for him, they find that sometimes it is difficult doing someone else's job.

Have the students write a story about having to take over someone else's job for a week. Making dinner? Teaching the class? Driving the school bus?

Each story should include the events of each day with escalating craziness as the week progresses.

*Optional:* Create the story together as a class.

### **Rooster's Vacation Diary ~ Point of View**

Either as a class or individually, explore *Cock-a-Doodle Oops!* from the point of view of Rooster. How does Rooster feel on vacation? What kinds of things does Rooster do on vacation? Does Rooster think about the other animals and what might be happening back on the farm? How does Rooster get sick?

Actually create *Cock-a-Doodle Oops!* from Rooster's point of view.

*Additional Challenge:* Try writing thought-bubbles for all of the other characters in *Cock-a-Doodle Oops!*

## **Speaking and Listening Activities**

Picture books are written to be read aloud. Here are some other ways to bring *Cock-a-Doodle Oops!* to life in your classroom and also have fun with speaking and listening skills!

### **Choral Reading**

The teacher takes the role of narrator while the students take the role of the barnyard animals. Create a script to read aloud together. Maybe even add in some background noise and dialogue among the animals. Emphasize memorization of the students' parts as well as good vocal expression. Once script is created, students can have fun taking turns being the narrator, as well.

## **Mime**

While the teacher reads the book aloud, the students can act out the events in the book. Emphasize body motion and facial expressions, as well as listening skills.

## **Drama**

Create a TV commercial to encourage people to read *Cock-a-Doodle Oops!*

## **Vocal Style**

In small groups, act out *Cock-a-Doodle Oops!* as an opera, a western, a “breaking news” story, a thriller, etc. The rest of the class should guess what “style” is being presented.

## **Language Activities**

### **Rhyming Fill in the Blank**

*Cock-a-Doodle Oops!* is written in rhyme and therefore is so much fun to read aloud.

Re-read *Cock-a-Doodle Oops!* to the class. When you get to the end of the 2<sup>nd</sup>, 5<sup>th</sup> and 6<sup>th</sup> lines of each stanza, pause and have the children raise their hands and give the correct rhyming word to complete the sentence.

For example:

*“I have it all planned,  
I’ll play in the \_\_\_\_\_;  
my feathers will blow in the breeze.  
  
I’ll run in the sun  
and have buckets of \_\_\_\_\_.  
I’ll sleep just as late as I \_\_\_\_\_.”*

Offer opportunities for the children to make up silly sentences using other words that rhyme but don’t make sense. Continue with the rest of the book until all the children have had opportunities to rhyme.

This can be done with other rhyming books, as well.

## **Rhyming the Days of the Week**

Learning the names of the days of the week requires rote memorization. Since rote memorization is typically boring and arduous for children, the trick is finding fun activities that make learning easier.

A fun way to teach the days of the week is through songs. The music and rhythm are appealing and playful and help children quickly memorize long strings of words.

Below is an example of a fun Days of the Week rhyme written by Lori Degman.

*Sunday, Sunday – have some fun day.*

*Monday, Monday – skip and run day.*

*Tuesday, Tuesday – tie your shoes day.*

*Wednesday, Wednesday – climb a fence day.*

*Thursday, Thursday – his and hers day.*

*Friday, Friday – always try day.*

*Saturday, Saturday – doesn't even matter day.*

Teach this rhyme to the students. Ask them to create movement, hand gestures or music to accompany the rhyme. Some advanced students might even want to try writing their own Days of the Week rhymes.

## **Onomatopoeia**

Onomatopoeia is an imitation of a sound in words. In *Cock-a-Doodle Oops!* the animal sounds and how they each try to imitate Rooster are onomatopoeia.

*Mr. Brown Can Moo! Can You?* by Dr. Seuss, *The Listening Walk* by Paul Showers, and *Listen, Listen* by Phillis Gershator and Alison Jay are other books to help introduce onomatopoeia to your students.

- Discuss why someone might choose to use onomatopoeia when writing about animals.
- Create a list of onomatopoeia for animals or other things.

## **Cock-a-Doodle Vrrroom!**

Through class discussion and brainstorming, create a list of onomatopoeia.

Then, in groups of 2-3, students should choose 5 of the sounds from the class list and write their own version of *Cock-a-Doodle Oops!*.

Will the new story take place in a parking lot and involve trying to wake up a sleeping driver? Or in the jungle with a sleeping lion? Creativity should be emphasized.

### **Create a Barnyard Soundscape**

When all of the animals are in trying to come up with a plan to wake Farmer McPeeper, just think about how it must sound!

As a class, create the sounds of the barnyard.

Assign some students to be cos, others to be mule, some should be sheep, and so on.

The teacher, or a small group of students, can be the Rooster. Once they "Cock a doodle doo" the others must be silent until the Roosters are quiet once again.

For continued onomatopoeia exploration, students can create soundscapes for the zoo, a barnyard, the city, the beach, etc.

### **A Spine-Tingling Onomatopoeia Scavenger Hunt**

Many books, like *Cock-a-Doodle Oops!*, use onomatopoeia in the title. Other examples are *Mr. Brown Can Moo, Can You?* by Dr. Seuss and *Click, Clack, Moo: Cows That Type* by Betsy Lewin and Doreen Cronin.

Take the students to the library for an Onomatopoeia Scavenger Hunt.

Students can be in groups of 2-3.

Set a timer and allow them to search the shelves for more onomatopoeic titles. The group who find the most before the timer goes off, wins!

*Extra Challenge:* Students clasp their hands behind their backs and do not use their hands throughout the hunt. The titles they find must be memorized.

## **Math**

**Word Problems** *For younger students, the use of pictures or props might be needed to figure out word problems.*

- 1) Rooster plans a vacation for 5 days at the beach. He then decides to stay 2 more days. How many days will Rooster vacation at the beach?

- 2) Rooster will be gone 7 mornings. The other barnyard animals unsuccessfully try to wake up Farmer McPeeper 4 mornings. How many mornings are left before Rooster returns?
- 3) It takes 6 animals to try and nudge Mule. He won't budge. 2 more animals join in the nudging. How many animals are nudging Mule?
- 4) Rooster packs his suitcase with 9 pairs of shorts. He then decides to take out 2 pairs of shorts to leave at home. How many pairs of shorts does Rooster have in his suitcase?
- 5) Farmer McPeeper has been sleeping for 7 hours. Rooster lets him sleep 1 more hour before waking him up. How many hours does Farmer McPeeper sleep?

### **The *Oops!* Olympics**

This is an activity that allows students to be silly and creative, while also learning about number rating and averages.

Conduct a classroom contest in which students will perform their best "cock-a-doodle doo".

While each student takes their turn performing, the other students act as the judges. At the end each performance, the judges will rate the "cock-a-doodle-doo" on a scale of 1 to 10 (10 being the best).

Judges can rate the "cock-a-doodle-doo's" based on different categories or rounds such as silliest, most creative, most like a rooster, loudest, etc. This avoids using the term "best".

After each student has their turn to perform, they can then figure out their overall score by averaging each individual judge's rating.

A bar chart of scores can be created and placed on the classroom wall.

## **Science**

### **Inventions to Wake Up By**

There have been many very creative alarm clocks develop in the past years and inventors are always look for a new way to make waking up enjoyable and efficient.

This is nothing new. Even before electricity, inventors created an Oil Lamp alarm clock which strike a match at the desired time and light an oil lamp, the idea being that the

light would help wake the person up. Unfortunately it would occasionally end up lighting houses on fire.

There was also a Canon alarm clock which was a sundial that, at the right time, would use a magnifying lens to catch the sun, light a fuse and fire the small canon.

Students will have fun researching some crazy alarm clocks. Many can be found by clicking on the links below.

<http://www.hongkiat.com/blog/creative-alarm-clocks/>

<http://www.buzzfeed.com/ciarapavia/21-alarm-clocks-you-d-definitely-want-to-wake-up-to>

<http://kidsbedroomideas.squidoo.com/unique-alarm-clocks-for-kids>

Once students have had time to research some creative alarm clocks, have them design their own to present to the class.

Each presentation should include:

- A blueprint or drawing of the alarm clock
- A list of materials that would be needed to create the alarm clock
- Detailed description of how the alarm clock works and what it does

*Further Challenge:* More advanced students can study various Rube Goldberg inventions (many videos of Rube Goldberg inventions can be found on You Tube). The board game *Mouse Trap* is also a wonderful tool to learning about such contraptions.

Then, challenge the class as a whole to create a Rube Goldberg alarm clock.

## **What is a Day?**

Rooster goes on vacation for 7 days and tells the other animals to wake Farmer McPeeper each morning when the sunrises. But many kids don't understand where the sun goes at night or what scientifically makes a day.

*What Makes Day and Night* by Dr. Franklyn Branley (Harpercollins, 1999) is an excellent introduction to the concept of the Earth's rotation and day versus night. A simple library search will find other similar books if *What Makes Day and Night* is unavailable to you.

Materials needed:

- Lamp (with exposed light bulb for best brightness)
- A star sticker for each child

Place a sticker on the front of each student's shirt.

Place the lamp in the middle of the classroom to represent the sun.

Turn off all other lights.

Ask students to stand in a circle around the lamp at a distance of about 6 feet from the lamp.

Explain that each student will represent the rotating Earth and the star sticker represents their home on the Earth.

Begin the rotation with students facing away from the Sun (night). Explain that it is the Earth's own shadow that makes the night side of the Earth dark.

Ask them to slowly rotate counterclockwise and keep looking at their star sticker.

The star sticker will experience night, sunset, day, noon, sunset, and, completing the cycle, return to night. As they turn, ask students what part of the day/night cycle they are experiencing.

Optional Globe Demonstration:

Locate your city, state or country on the globe and place a sticker with your school name on it to mark the spot. Then using the lamp as the Sun, slowly rotate the globe and show students how the Earth rotates, resulting in day and night.

Using the globe, have students identify which countries are in daylight while their city is in darkness.

## Social Studies

### **Cock-a-Doodle TEACH!**

As a class, decide on a task that is usually done by an adult in the school.

Examples can include serving in the lunchroom, morning PA announcements, crossing guard, etc.

Students will then give the adult who usually does these tasks a break and take over for a week.

Assign a group of 3-4 students per day for a week.

A training session might be necessary and of course adult supervision is necessary. But allow students have to as much control and independence as possible.

Students should create a report about their experience at the end of the week. What was difficult? What was fun?

An added assignment could be a "thank you" card for the adult showing their appreciation for all they do on a daily basis.

### **Rooster's Travel Agency**

Collect a bunch of travel brochures from a local travel agency.

In groups of 3-4, students should pick one of the travel brochures and plan a trip.

Using the Internet, research

- how to get there
- fun things to do
- places to eat
- "what to pack" list (taking into consideration the time and year and climate)

As a group, create a one week detailed itinerary. Be sure to include eating and rest!