TITLE:
Rooster’s Off to See the World: Adapting a Traditional Song to Reinforce Number Sense

DEVELOPED BY:
Terry Leonino and Greg Artzner

ART FORM:
- Dance/Movement
- Drama
- x Music
- Puppetry
- Multi-disciplinary /

OBJECTIVE(S)/GOAL:
The children will be able to:
- Count from one to five and recognize representation of those amounts
- Count the number of animals in each group and well as the total number of animals in the story

VOCABULARY:

Arts Vocabulary
Steady Beat
Lyrics
Character

Curriculum Content Vocabulary
Counting One to Five and reverse
Subitizing
Ordinal numbers
Comparison- Big/Small
Matching the word ONE with 1 TWO with 2, etc.

MATERIALS NEEDED:
A circle line on the floor
Book, Rooster’s Off to See the World by Eric Carle
**Main Experience:**

Sing and teach the children the refrain of the traditional song “Get On Board” with the new “Rooster” lyrics. Engage the children in becoming the rooster, using the arms like wings, walking and strutting like roosters do, and bobbing their heads. Teach the children the signs/meaningful gestures for the other animals in the story: 2 cats, 3 frogs, 4 turtles, 5 fish. Choose volunteers to portray each of the animals in the story. Next, have the children sit together inside the circle line, and prepare for the reading of the story.

Read the book to the children to familiarize them with the story. Assume the role of the rooster, who walks around the circle line, “traveling around the world.” At each part of the story song where the rooster meets a new group of animal friends, the children who were the selected volunteers, stand up and join the rooster as he walks around the circle. The chorus is sung each time. Then in part two, the story is reversed, with the children sitting down inside the circle in their respective groups.

“Get On Board, Rooster”
(to the tune of “Get on Board, Children” Traditional African-American Spiritual, words by Greg Artzner & Terry Leonino)

**Part One:**

*There was a lonely rooster*
*A crowin' mournfully*
*He said I'm goin' travelin'*
*The whole wide world to see*

**refrain:**

*Get on home, rooster, rooster*
*Get on home, rooster, rooster*
*Get on home, rooster, rooster*
*We're gonna leave you now*

*Just then he met two purrin' cats*
*Said “Come along with me,*
*I'm a goin' travelin'*
*The whole wide world to see.”*

*Then he met three jumpin' frogs*
*Said “Come along with me,*
*I'm a goin' travelin'*
*The whole wide world to see.”*
He met four snappin’ turtles
Said “Come along with me,
I’m a goin’ travelin’
The whole wide world to see.”

Then he met five swimmin’ fish
Said “Come along with me,
I’m a goin’ travelin’
The whole wide world to see.”

Part Two:
The sun went down, the moon came up
The fish began to cry
“We’re scared and hungry tired and cold
We’re gonna say goodbye”

refrain:
Get on home, rooster, rooster
Get on home, rooster, rooster
Get on home, rooster, rooster
We’re gonna leave you now

(Add in, in order, turtles, frogs, cats with a refrain for each.)

Then:
The rooster he went on back home
To sleep in his farmyard bed
Dreams of travelin’ ‘round the world
Were dancin’ in his head

Get on home, rooster, rooster
Get on home, rooster, rooster
Get on home, rooster, rooster
Someday you’ll see the world

All the children can take a place on the circle line and the whole group can sing the first verse and chorus a couple of times.
**INTENTIONAL QUESTIONS:**

**Open-Ended Questions:**
What is a rooster? Where do they live? What do they eat?
How many animals in each group joined rooster on his trip? How many animals all together joined rooster on his trip? What happened to the group in the course of the story? Did it get larger or smaller?

**ASSESSMENT:**

**Demonstrations**
Model the movements, meaningful gestures and signs for the rooster, cats, frogs, turtles, fish and the alligator. Through sign vocabulary get the children to guess which one they are and how many were in the story.

**Child-Directed Learning**
The children can make up the sounds and create movements for the rooster and other characters in the story/song. They could also create their own version of the story by considering what other animals might actually travel all over the world and choosing numbered groups of other animals to join them on the “journey.” Animals that migrate in and over the oceans would be good choices, such as whales, seals, fish, tortoises, and pelagic birds. Then, while the story/song would be just as fun, and has the potential for math learning, it would also be true and accurate scientifically, even while anthropomorphizing the animals. Guidance in this regard could be part of the role of the teacher.

**Evidence of Problem Solving/Critical Thinking**
The children will be able to count the number of animals in each group in the song in sequence, perceiving and recognizing the numbers as we go.

**MODIFICATION**

If there are more children than the 14 needed, the numbers in the groups can be adapted, or the other children can play the part of the fireflies that frighten the fish. If there are fewer children than 14, the numbers of the animal friends can be adapted downward.

**POSSIBLE EXTENSION EXPERIENCES**
The entire experience can also be a “coffee can theater” presentation, with each of the animal groups collected and miniaturized to fit into the can or story box. This could also work with the children’s version of the experience described above. It might be a good idea to mount the small figures on sticks so that the entire group of 15 could be handled by one person. Then in subsequent tellings of the story, the children could manipulate the figures, expanding on the “coffee can” experience.
POSSIBLE PARENT COMMUNICATION/CONNECTION
Have the children report back to class when they have gone on a ride in the car with their parents, how many passengers were traveling together? How many boys? How many girls?