



SHARE SAID THE ROOSTER

By Pamela Allen.

Originally published 2006.

Penguin Australia.

This is one of my favourite books; one that I keep in my bag due to its versatility. Its repetitive nature and uncluttered design make it a perfect book for many of the children I work with. Most find it pretty funny too, which is a bonus. **Suitable for: Preschool to Early Primary.**

Here are 10 great ways the book can be used to address a range of learning goals.

1. RHYME

There is strong rhyming throughout the book. Use this to develop early rhyme awareness. After reading each page, say the rhyming words together. For example, “Men... Ben... they rhyme!” See if the child can think of any more rhyming words.

2. USING RIME

A “rime” is the rhyming part of two rhyming words (if they are single syllable words).

For example, in “Men” and “Ben”, the rime is –en.

The following rimes can be used in relation to the book.

-en (men, Ben, hen) -un (bun, sun) -ee (three, tree) -our (four, pour) -ive (live, five).

For beginning spellers, write a rime at the top of the page and demonstrate how other words can be generated. Begin with the short, regular rimes. You may choose to use the templates on Page 3. Say a rhyming word and the child finds the corresponding rime and then writes the word in the column.



3. EXPLORE SHARING

In each little story, the outcome is a negative one because the men don't share. Discuss how the outcomes would have been better if the men had shared. Relate sharing to the child's own experiences.

4. RECALL and RECOUNT

There are five fabulous short stories. Children find it fun to try and remember what each one was about and to try and recount in their own words what happened. If necessary, photocopy the picture preceding each story (the bun, the boots, the tree, the umbrella, the boat) and provide as prompts.

FAVOURITE BOOKS “Share Said The Rooster” by Pamela Allen



5. INTERPRET AND ANTICIPATE

The text at the end of each story doesn't explain what happened when the men don't share. Instead each story ends with the words “And that's the sad story of two little men” and the pictures do the talking. At the final page of each story, look at the illustration and encourage the child to interpret the illustration.

Next, anticipate what might have happened next.

6. ACT OUT

This can be easily turned into a short play using four characters (the rooster, the hen, Billy and Ben) and a narrator. Even children who speak very little can join in saying the words “Share!” or “No!” Alternatively, program simple communication devices with these words for children who are non-verbal. It's lots of fun!

7. READ REGULAR CVC WORDS

On Page 4 are listed some CVC (consonant-vowel-consonant) words from the text that relate to the pictures. Have the child read the word and then find either the word, or the picture in the book. Reading CVCs is a vital step in early learning!

8. SPELL REGULAR CVC WORDS

Like reading regular CVC words, spelling them is a vital stage in early writing. The book provides many opportunities to write meaningful CVC words. Read the sentences on Page 5 and the child spell the word that goes in the gap.

9. EXPLORE FACIAL EXPRESSIONS

Billy and Ben pull some wonderfully expressive faces throughout the stories. Look at their faces, discuss how they are *behaving* and how they might be *feeling*. Discuss why. Try and move beyond *happy, sad, mean*. Model the use of words like *proud, surprised, disappointed, content, aggressive, determined, worried*.

10. CREATE MORE STORIES

This task is for children who have advanced language skills.

Each story begins using the following structure.

*This is the story number **one** of two little men and a pink sticky bun (the name of an item or event is used here at the end that rhymes with the number.)*

Write more stories. To assist, children should first think of words that rhyme with a number.

ONE: FUN... TWO: STEW... THREE: KNEE... FOUR: DOOR... FIVE: HIVE ...

For children who find this more difficult, they can instead:

- 1) think of something that people usually share and draw a picture of it.
- 2) draw a picture of what happened when Billy and Ben didn't share this particular item.
- 3) share the story orally while showing their two pictures.



un

en

bun

hen

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Say these words and have the child write them under the corresponding rime:
sun pen run fun ten yen nun pun Ben gun den

bun	men
hen	cut
sun	hat
sad	hit
wet	man
Ben	red
tug	fish

Billy and Ben are two little _____.

"Share," said the rooster.

"Share," said the _____.

They had a pink sticky _____.

Ben wore the boot as a _____.

When it rained, Billy and Ben got _____.



Billy and Ben would _____ share.

Billy and Ben _____ the boat in half.

The boat was painted _____.

The stories are not happy. They are _____.

Billy and _____ did not share.