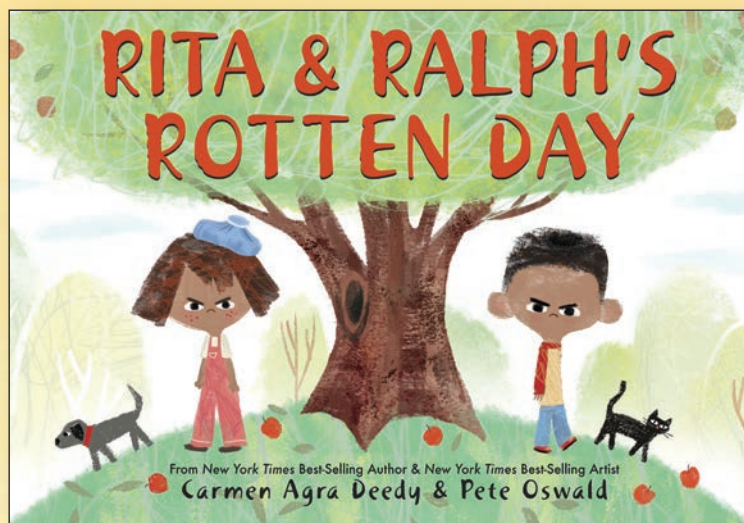


Discussion guide for ages 4–8

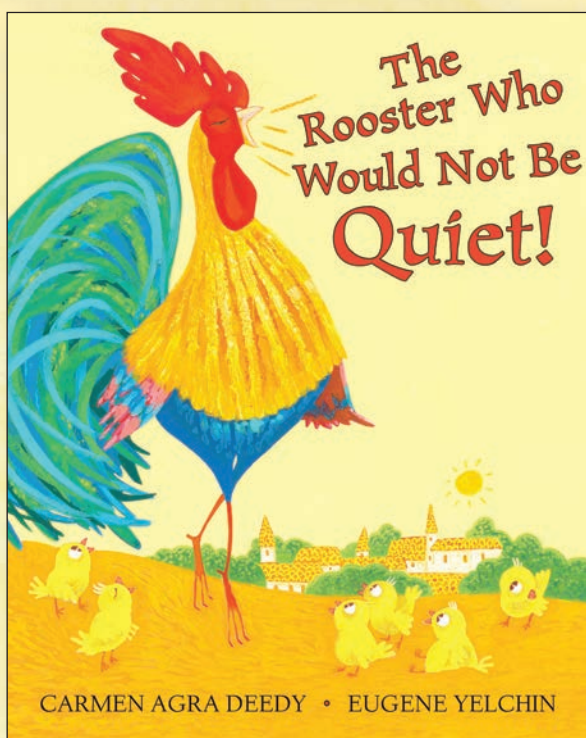


Exploring Conflict

Picture Books by Carmen Agra Deedy



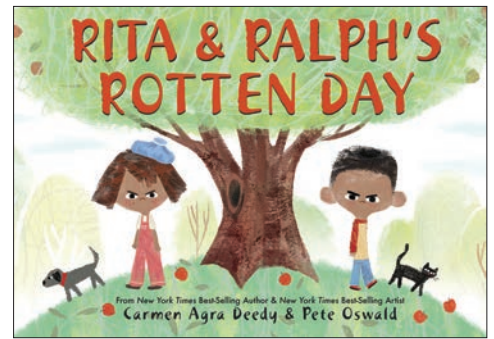
Illustrated by
Pete Oswald



Illustrated by
Eugene Yelchin



ACTIVITIES



Classroom Greeting

Rita and Ralph are two best friends who have a unique way of greeting one another. They pinkie shake, give a high-five, and do a cha-cha-cha. What other special ways could they say hello to each other? Invite students to create a greeting ritual and then teach it and practice it with a partner. Can your class adopt one to use as your official Room Hello?

Play Time!

Rita and Ralph like to play Zombie tag and to make daisy chains together. What other fun activities could they share? Make a list of games the two best friends could play. Include any rules they may need to know before playing the game and any equipment or supplies they might need. Post these ideas for games in your classroom to help students with new ideas for what to play at recess.

Conflict Resolution Bulletin Board

Even the very best of friends have a conflict once in a while. What starts the conflict between Ralph and Rita? Think of ways these two friends could have resolved their conflict with one another. Make a list of strategies for solving conflict. Invite students to each choose one strategy from the list and to make a colorful illustration showing Rita and Ralph using the strategy. Have students include a caption that describes what is happening. Display these conflict resolution drawings in your classroom.

Sharing and Compromising

It's important that friends know how to share and how to compromise. Sometimes problems with sharing and compromising can lead to conflict. Put students in pairs to illustrate a favorite scene from *Rita & Ralph's Rotten Day*. Give pairs just one piece of white art paper and one set of drawing tools to share. Meet as a class after the partnered drawings are completed to discuss what worked and what was challenging about choosing the scene to draw and sharing materials to create an illustration with a partner.

Small Moment Stories

How did your students connect to this story? Did Rita and Ralph remind them of a time that they had conflict with a friend or family member? Have students write a personal narrative describing the conflict they experienced and how they solved the problem. Encourage students to think about including dialogue, feelings, and actions between the people in their stories. Have students share their small moment stories about tough times in a friendship with a writing response group.

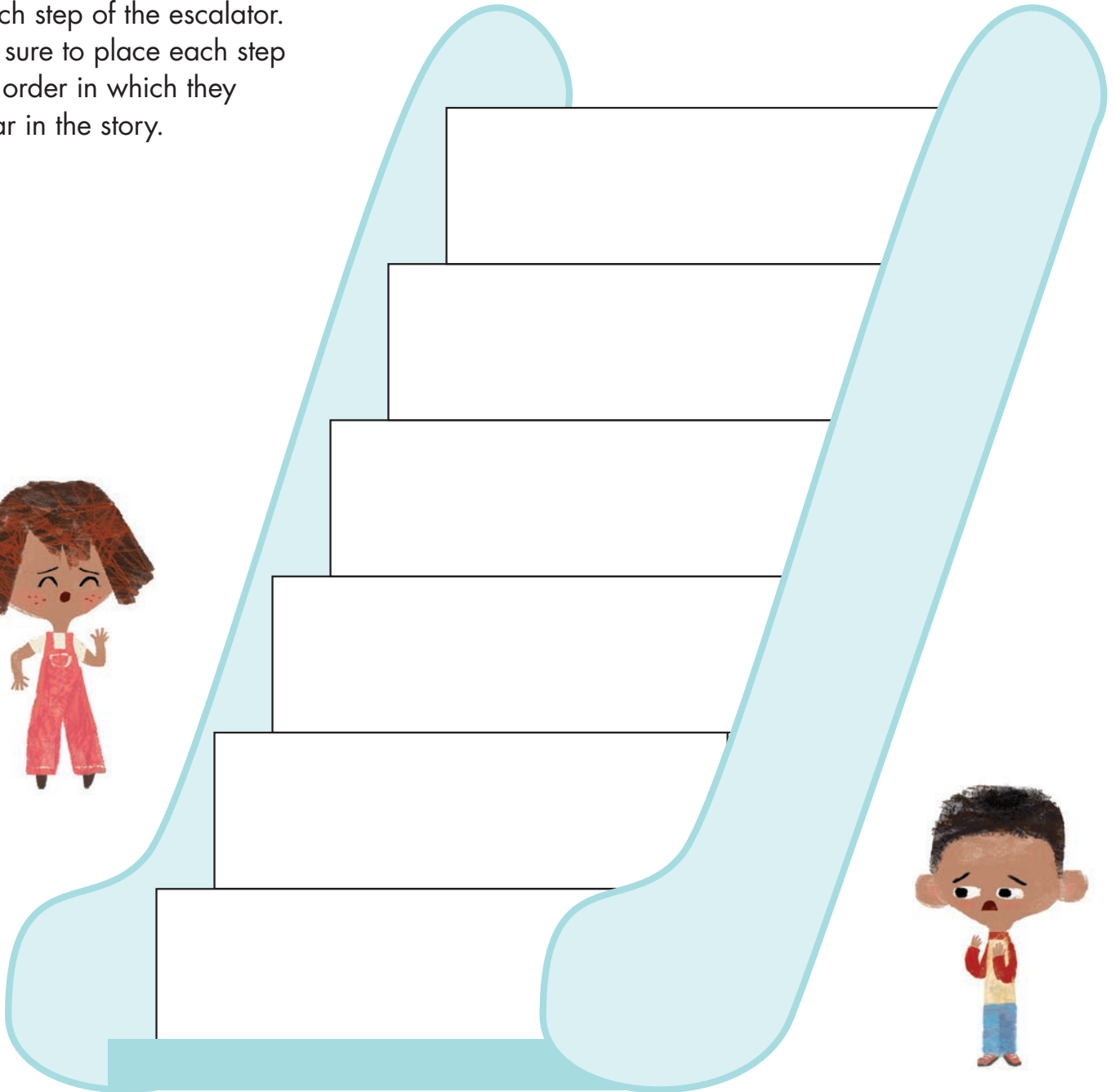
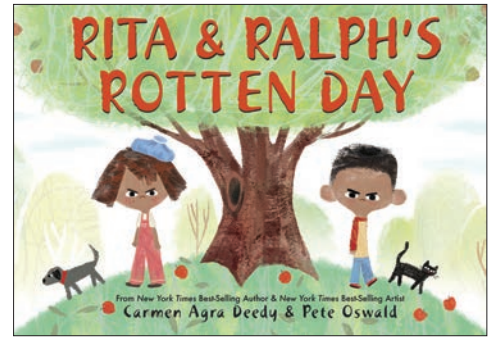
Read Aloud Game

At the end of the book, author Carmen Agra Deedy writes about her inspiration for this story and shows hand gestures students can perform as you read the story aloud. Practice the gestures with your class and create additional ones as needed. Perform the story for another class.



The Conflict Escalator

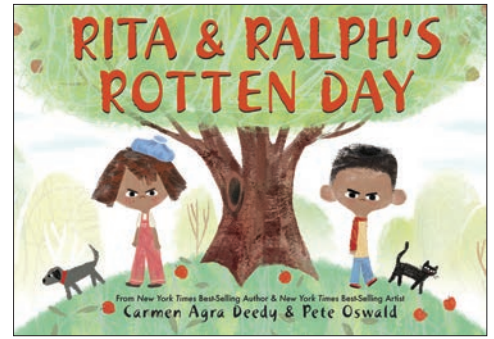
Ralph accidentally hurts Rita while playing a game. The two friends are not able to quickly solve their conflict. Instead, the conflict ESCALATES—it gets progressively worse. Picture an escalator in a building and how this moving staircase keeps traveling upwards. Write a phrase describing the stages of Rita and Ralph’s conflict on each step of the escalator. Make sure to place each step in the order in which they appear in the story.



WORKSHEET

Feelings

Rita and Ralph experience strong emotions in this story. They both get very mad and very sad. Thankfully, Rita and Ralph are able to resolve their conflict. Draw Rita and Ralph when they are happy!



Mad

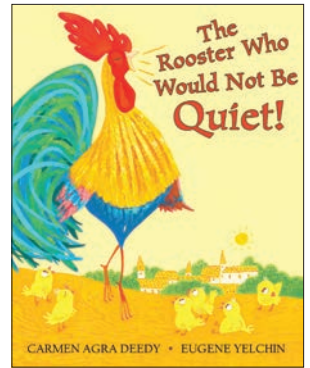


Sad



Happy

ACTIVITIES



Exploring Color

Highlight two spreads from the book with your class—the spread with text “Dogs bayed, mothers crooned, engines hummed, fountains warbled, and everybody sang in the shower” and the spread after Don Pepe’s election that lists the laws and includes the statement, “The noisy village of La Paz was silent as a tomb.” Ask the children to describe the colors on each spread and the facial expressions they see. Invite students to recreate these two scenes from the story by folding a piece of white art paper in half. Label one half of the page “BEFORE DON PEPE” and the other half “WHEN DON PEPE IS MAYOR”. What colors will they use to show these two scenes? After the drawings are finished, discuss how the colors used in the illustrations make the reader feel about what is happening in the village of La Paz.

Sound Charades

La Paz is buzzing with sound before the villagers elect Don Pepe as their new mayor. Hunt for verbs in the story that describe the kinds of sounds the villagers make and hear before Don Pepe is in charge. Discuss what these verbs—such as “bay” and “croon”—mean and what they may sound like. What other sound verbs can the students think of? Write each of these verbs on a slip of paper. Put the slips of paper in a bag. Divide the class into two teams to play a game of sound charades. Have one student draw a slip from the bag with a verb on it to silently act out for his/her team. Then it’s the next team’s turn. Points are given for each sound that is guessed correctly by a team.

Puppet Show

On 3 x 5-inch index cards, have students use crayons or markers to draw pictures of the *gallito*, Don Pepe, the villagers, the hen and chicks, and some of the important items from the story, such as the mango tree, the cage, and the sun. Attach each illustration to a craft stick. Work in small groups to let students practice retelling the story using their stick puppets. Remind them that their retellings should include events from the beginning, middle, and end of the story.

No Loud Singing

At the beginning of the story, the people of La Paz are having a hard time living with all of the noise in the village, especially the singing. Put students in groups of 3–4 and assign a simple song to each group: “Mary Had a Little Lamb,” the happy birthday song, “Bingo,” etc. At the same time, have each group sing their song as loud as they can and record the singing. Play it back for the students and discuss how the noise makes them feel. The citizens of La Paz elect a new mayor, Don Pepe, who promises peace and quiet. Don Pepe posts a new law that states, “No loud singing in public, por favor” and more laws soon follow it. Do students think that this is a good way to solve the problem of noise in La Paz? How do the citizens feel about the law and the way it changes the village? Have each student write a piece that describes their opinion of Don Pepe’s laws regarding singing. Remind students to give examples from the story to support their opinions.

Glosarios

Locate all of the Spanish words and phrases in the story and illustrations. Have students make a bilingual glossary where they list the Spanish words and phrases and then offer a definition of each in English. What other Spanish words can they add to their glosarios? If your students are primarily native Spanish speakers, select key English words and phrases from the story and have students offer definitions in Spanish in their glosarios. What other English words can they add to their glosarios?



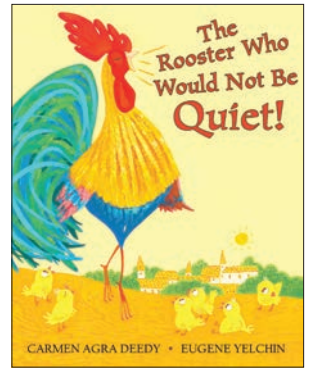


WORKSHEET



What Happened Next?

The story events in *The Rooster Who Would Not Be Quiet!* are all connected to each other. Look at the story events in the left column below. What happened next? Draw a line to connect each cause to its effect.



CAUSE



EFFECT

The *gallito* smells a sweet mango tree and sings.

Don Pepe covers the cage to block the sun.

The *gallito* has no tree, but he still has his hen and chicks so he sings.

Don Pepe runs away.

The *gallito* is lonesome, but he still has corn to eat so he sings.

Don Pepe locks him in a cage alone.

The *gallito* is hungry, but the sun is still shining so he sings.

Don Pepe says he will turn the *gallito* into soup.

The *gallito* has lost everything, but he sings for those who are afraid to sing.

Don Pepe takes away the corn.

The people of La Paz sing Kee-kee-ree-KEE!

Don Pepe cuts down the tree.



WORKSHEET



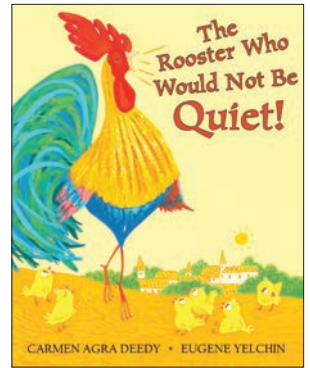
Truth and Courage

In her Author's Note at the end of *The Rooster Who Would Not Be Quiet!*, Carmen Agra Deedy writes:

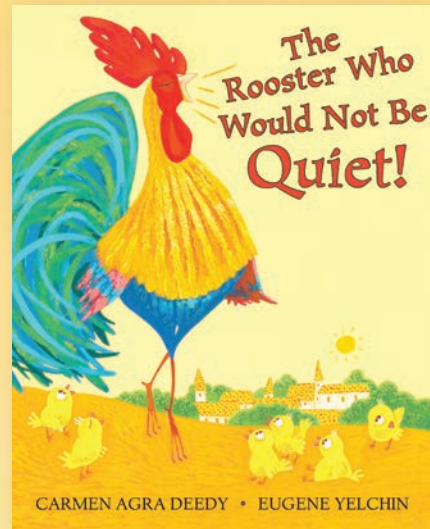
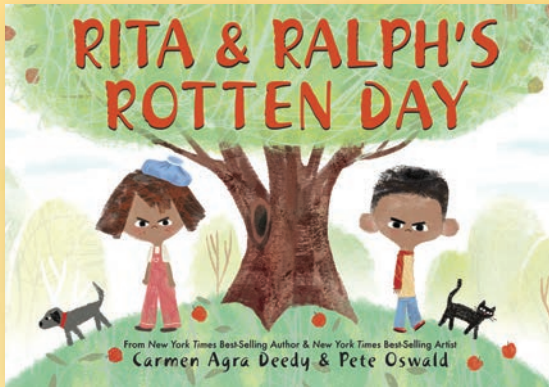
*There are always those who resist being silenced,
who will crow out their truth,
without regard to consequence.*

*Foolhardy or wise, they are the ones
who give us the courage to sing.*

The *gallito* was brave to sing his song through all of his troubles with Don Pepe. Recount a time—in words, images, or both—when you were brave and stood up for something that you believe in.



About the Books



By Carmen Agra Deedy and Pete Oswald

Hardcover: 978-1-338-21638-7 • \$17.99 USD • \$23.99 CAD

Ebook: 978-1-338-59927-5 • \$10.99 USD • \$11.99 CAD

Ages 4 to 8, Grades P to 3

Have you ever been *REALLY* mad at your best friend?

*In two little houses,
on two little hills,
lived two best friends . . .*

So begins the story of Rita and Ralph. Every day they meet to play beneath the apple tree between their two houses. It's always fun and games—until one roundly rotten day when a new game means someone ends up crying. Who knew it could be so hard to say "I'm sorry"?

Carmen Agra Deedy's brilliant storytelling combined with Pete Oswald's spirited illustrations make for a comforting tale of healing and true friendship.

★ "Well-crafted." —*Booklist*, starred review

"Sincere and sympathetic." —*The Bulletin of the Center for Children's Books*, recommended

★ "A terrific read-aloud."
—*Shelf Awareness*, starred review

By Carmen Agra Deedy and Eugene Yelchin

Hardcover: 978-0-545-72288-9 • \$17.99 USD • \$23.99 CAD

¡El gallo que no se callaba! / *The Rooster Who Would Not Be Quiet!* (bilingual edition)

Hardcover: 978-01-338-11414-0 • \$17.99 USD • \$23.99 CAD

Ages 4 to 8, Grades P to 3

La Paz is a happy, but noisy village. A little peace and quiet would make it just right. So the villagers elect the bossy Don Pepe as their mayor. Before long, singing of any kind is outlawed. Even the teakettle is afraid to whistle!

But there is one noisy rooster who doesn't give two mangoes about this mayor's silly rules. Instead, he does what roosters were born to do. He sings: "Kee-kee-ree-KEE!"

Carmen Agra Deedy's masterfully crafted allegory and Eugene Yelchin's bright, whimsical mixed-media painting celebrate the spirit of freedom—and the courage of those who are born to sing at any cost.

★ "A must have." —*Kirkus Reviews*, starred review

★ "Deedy's message . . . rings as clearly as a bell."
—*Publishers Weekly*, starred review

★ "Deedy's original story . . . has the feel of a well-told folktale." —*The Horn Book*, starred review

About the Author

CARMEN AGRA DEEDY is one of America's foremost storytellers. Her many award-winning books include *Martina the Beautiful Cockroach*, which received a Pura Belpré Honor, and her *New York Times* bestseller *14 Cows for America*. Born in Havana, Cuba, Carmen lives with her family in Atlanta, Georgia. Learn more about her at carmenagradeedy.com.



Peyton Fulford