

HUTCHINS, P. (1968). ROSIE'S WALK. NY: ALADDIN

## **THE BIG PICTURE**

*ROSIE'S WALK* IS WRITTEN AS AN ACTION SEQUENCE.  
THE FOX HAS THE PLAN!

### ACTION SEQUENCE



**CHARACTER:** ROSIE, A RED HEN WITH YELLOW AND ORANGE TAIL FEATHERS, BROWN WINGS, A YELLOW HEAD, A YELLOW BEAK, ORANGE LEGS AND ORANGE FEET.

AFTER READING THE BOOK FOR THE FIRST TIME, HELP THE CHILDREN “DRAW” ROSIE BY ADDING THE TAIL FEATHERS, THE WINGS, AND THE LEGS AND FEET TO THE ACCOMPANYING “BASIC BODY” TEMPLATE.

THEY CAN COLOR THE HEAD AND BEAK YELLOW.

(THESE DESCRIPTORS (YELLOW HEAD...) ARE *SIMPLE NOUN PHRASES* (ADJECTIVE/NOUN).



**SETTING:** THE FARM, WHERE **SHE WENT FOR A WALK...**

THIS IS PART OF THE SCRIPT. A “WALK” IS PART OF THE “HO-HUM” DAY FOR HER. THE “WALK” IS COMPRISED OF SEVERAL “MINI-SETTINGS” WITHIN THE FARM SETTING: HER COOP, THE YARD, THE POND, THE HAYSTACK, PAST THE MILL, THE FENCE, THE BEE HIVES, HER COOP FOR DINNER.

## **SETTING VOCABULARY SPLASH**

A **SETTING VOCABULARY SPLASH** WOULD BE GREAT TO GENERATE AFTER YOU READ THE BOOK.

STEPS:

1. PLACE THE STAR (OR MAKE ONE OUT OF CONSTRUCTION PAPER) IN THE CENTER OF A POSTER OR WHITE BOARD.
2. WRITE THE WORD “FARM” IN THE CENTER.

3. PLACE PICTURES OF HER COOP, THE YARD, POND, HAYSTACK, MILL, FENCE, BEE HIVES, CAGE AT AND NEAR EACH POINT OF THE STAR.
4. LABEL THE PARTS OF THE EXPANDED SETTING.
5. CONNECT EACH OF THE PARTS OF THE EXPANDED SETTING BY A LINE, TO THE STAR.

## SONG

EXPLAIN TO THE CHILDREN THAT YOU WILL SING THE BEGINNING OF THE SETTING SONG AND THEY WILL NAME THE PART OF THE FARM WHEN YOU PLACE ROSIE ATOP THE PICTURE.

SING "TWINKLE, TWINKLE LITTLE STAR, THE SETTING TELLS WHERE THE CHARACTERS ARE...PLACE ROSIE ON THE HAYSTACK.

AS YOU SING, HOLD A PICTURE OF ROSIE ATOP TO EACH OF THE EXPANDED SETTINGS. CHILDREN CALL OUT THE APPROPRIATE NAME. YARD, HAYSTACK ETC...



## EXTENDED CHARACTER/SETTING ACTIVITY



CHILDREN COULD USE THE SETTING FRAME FROM THE BRAIDY MANUAL TO DRAW A PICTURE OF THEIR FAVORITE SETTING. PERHAPS A SIMPLE PICTURE OF ROSIE COULD BE PASTED INTO THE SETTING PICTURE.

## THE FOLLOWING VERB ACTIVITIES ARE SUGGESTED SO YOU CAN VARY THE INSTRUCTION:



### ACTIONS USING THE PREPOSITIONS.

"Rosie went for a walk..."

- Across the yard.
- Around the pond.
- Over the haystack.
- Past the mill.
- Through the fence
- Under the bee hives.
- Into her home for dinner.

You may want to vary the tense at some time in the future.

- SHE WALKED ACROSS THE YARD.
- SHE WALKED AROUND THE POND.
- SHE WALKED OVER THE HAYSTACK.
- SHE WALKED PAST THE MILL.
- SHE WALKED THROUGH THE FENCE
- SHE WALKED UNDER THE BEE HIVES.
- SHE WALKED INTO HER HOME FOR DINNER.

You will want to include the temporal cohesive ties (intersentential conjunctions!).

- ☪ FIRST, SHE WALKED ACROSS THE YARD.
- ☪ NEXT, SHE WALKED AROUND THE POND.
- ☪ THEN, SHE WALKED OVER THE HAYSTACK.
- ☪ SOON, SHE WALKED PAST THE MILL.
- ☪ AFTER THAT, SHE WALKED THROUGH THE FENCE.
- ☪ FINALLY, SHE WALKED UNDER THE BEE HIVES AND INTO HER HOME FOR DINNER.

### **ROSIE'S WALK AS A COMPLETE EPISODE FROM ROSIE'S PERSPECTIVE.**



CHARACTER: ROSIE



SETTING: THE FARM (AND EXTENSIONS)

INITIATING EVENT: ROSIE LOOKED OUT OF HER COOP HOME AND SAW THAT IT WAS A NICE DAY FOR A WALK.



FEELING: SHE WAS HAPPY AND EXCITED TO GET SOME EXERCISE.



PLAN: SHE WANTED TO GO FOR A WALK.  
ATTEMPTS:

- ☪ FIRST, SHE WALKED ACROSS THE YARD.
- ☪ NEXT, SHE WALKED AROUND THE POND.
- ☪ THEN, SHE WALKED OVER THE HAYSTACK.
- ☪

SOON, SHE WALKED PAST THE MILL.

☪ AFTER THAT, SHE WALKED THROUGH THE FENCE.

☪ FINALLY, SHE WALKED UNDER THE BEE HIVES AND INTO HER HOME FOR DINNER.



CONSEQUENCE: AS A RESULT, ROSIE WENT FOR A LONG WALK, ACROSS THE YARD, AROUND THE POND....  
RESOLUTION: SHE FELT PROUD AND HAPPY.

## CHARACTER #2

### ROSIE'S WALK FROM THE PERSPECTIVE OF THE FOX



CHARACTER: THE FOX



SETTING: THE FARM UNDER/NEAR ROSIE'S COOP.  
PART OF THE "SETTING" IS THE PRIOR KNOWLEDGE THAT A FOX WOULD WANT TO "EAT" A CHICKEN/HEN. EVEN THOUGH THE FOX IS ON THE FARM HUNTING, HIS REAL HOME IS THE FOREST NEAR THE FARM.



INITIATING EVENT: HE SEES ROSIE GO OUT OF HER HOME FOR A WALK.



FEELING: HE IS EXCITED ABOUT SEEING A HEN TO EAT.  
HE REMEMBERS HOW GOOD A HEN TASTES FOR DINNER!  
(THIS IS A MENTAL STATE.)



PLAN: HE WANTS TO CATCH THE HEN SO HE CAN EAT HER FOR DINNER.



FIRST, HE TRIES TO CATCH HER AS SHE WALKS ACROSS THE YARD **BUT** HE STEPS ON A RAKE.



NEXT, HE TRIES TO CATCH HER AS SHE WALKS AROUND THE POND **BUT** HE FALLS IN THE POND.



AFTER THAT, HE TRIES TO CATCH HER AS SHE WALKS OVER THE HAYSTACK **BUT** HE IS TOO HEAVY AND FALLS INSIDE THE HAYSTACK.



THEN, HE TRIES TO CATCH HER AS SHE WALKS PAST THE MILL **BUT** THE FLOUR FALLS AND COVERS HIM.



NEXT, HE TRIES TO CATCH HER AS SHE WALKS THROUGH THE FENCE **BUT** HE FALLS ON TOP OF A WAGON THAT BEGINS MOVING DOWN A HILL BEFORE HE CAN GET OUT.



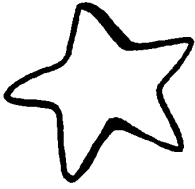
FINALLY, AS ROSIE WALKS UNDER THE BEE HIVES, THE WAGON TAKES HIM RIGHT INTO THE BEE HIVES.



CONSEQUENCE: AS A RESULT, HE GETS STUNG BY THE BEES AND DOES NOT GET ROSIE FOR A MEAL.

RESOLUTION: HE FEELS ANGRY AND HURT!

## VOCABULARY NOTES:



### SETTINGS:

EACH SETTING IS DIFFERENT, SOME HAVE DIFFERENT TREE TYPES WHILE OTHERS HAVE MULTIPLE CHARACTERS. AS YOU REVISIT THE BOOK, YOU MAY WANT TO TALK ABOUT THEM AND EXPAND THE SETTING SPLASH.

EXAMPLES:

#1 THE POND

TWO GREEN FROGS ON A ROCK IN THE POND AND A RED BIRD WITH YELLOW AND PINK FEATHERS IN THE TREE.

#2

BIRD NEST IN THE TREE IN THE YARD.

A PEAR TREE AND AN APPLE TREE IN THE YARD.

#3

TWO LITTLE BROWN MICE ON THE HAYSTACK.

A BROWN GOAT NEXT TO THE HAYSTACK.

#4

A GOPHER AND A GOAT NEAR THE FLOUR MILL.

#5

WAGONS FILLED WITH CORN FLOUR NEAR THE FENCE.

YELLOW BEE HIVES NEAR THE FENCE.

#6

INSECTS (BEES, A FLY, A SPIDER A GRASSHOPPER) NEAR THE BEE HIVES.

### WORDS:

FLOUR IS A MULTIPLE MEANING WORD.

COOP IS A WORD FOR A CAGE AS DEPICTED.

### CONJUNCTIONS (COHESIVE TIES):

**BUT** IS A CONJUNCTION THAT COULD BE MODELED HERE AS THE FOX TRIES TO CATCH ROSIE.

THE WORD IS HIGHLIGHTED IN THE ABOVE FOX PERSPECTIVE.

## SUMMARY

WE TOOK ROSIE'S WALK, WRITTEN AS AN ACTION SEQUENCE AND USING THE PICTURES EXPANDED THE SETTING VIA WORD SPLASHES AND SONG.

WE EXPANDED THE ACTION SEQUENCE INTO AN EPISODE. WE TOOK THE FOX'S PERSPECTIVE USING THE PICTURES AND TOLD HIS STORY AS A COMPLETE EPISODE. HE WAS THE ONE WHO HAD A PLAN!!!!

WE ALSO TOOK SEVERAL ASPECTS OF LITERATE LANGUAGE:  
NOUN PHRASES,  
PREPOSITIONS (FUNCTIONING AS ADVERBS),  
CONJUNCTIONS (TEMPORAL/BUT)  
AND THE FOX'S MENTAL STATE (REMEMBER)!