



EM5



10-15 minutes

# GOLDEN COCKEREL



To understand the meaning of a variety of gestures (greeting, beckoning a friend, offering food, waving goodbye)

To introduce a technique for imitating the actions of a cockerel

To develop vocal mimicry using a clear, long, drawn-out sound



❖ Golden Cockerel image to make a puppet



❖ A popsicle stick to make the puppet



For reinforcement and additional fun, you could have your child choose a favourite doll/teddy with articulated legs and arms, and have it also act out the movements and behaviour of the Cockerel from the last session and the Golden Cockerel here.



**Welcoming and feeding Golden Cockerel:** Tell your child that you have brought Golden Cockerel to visit them, a friend of Cockerel and Bird, but if they want to see him they will have to call for him. Show them how: place your hands in front of your mouth to form a loudspeaker and call 'Co-o-ockerel!' using a clear 'ringing' voice, and making sure that the vowel sound is long and drawn out. Ask your child to mimic you and call. Check for a clear, long, drawn-out vowel sound.

Produce the hand puppet slowly, and then have it back away. Explain that Golden Cockerel is shy, and nervous about coming too close. Say that perhaps, if they are very gentle, Golden Cockerel will come nearer. Ask your child what kind of actions might help them to persuade Golden Cockerel to come nearer. Agree that they could stretch out a hand gently, palm upwards, and beckon the puppet with your index finger. As you do this, explain that it is very important to look straight at Golden Cockerel if we want to call him; we always look at our friends when we talk to them.

Encourage your child to copy this gesture several times, and to say expressively, 'Come here please, Golden Cockerel, come here!' When they have done that, have the puppet approach your child and take a bow. Ask your child why Golden Cockerel bowed (he wanted to greet us but Golden Cockerel doesn't talk, he can only use gestures). Ask your child to return the bow.

Say: *Let's give our guest something to eat. Golden Cockerel, would you like some grains?* Make the puppet nod. Ask your child what the nod means. Say: *Yes, Golden Cockerel says that he wants some grains.* Let your child 'feed' Golden Cockerel. They will need to 'get' some grains, stretch out open hands with imaginary grain and 'give' them to the cockerel. Have the cockerel walk up to your child and 'peck' gently at the 'grains' on their outstretched hands. If they do not want to feed Golden Cockerel, reassure them that he is very gentle. If they still don't want to, say: *Maybe you can feed him next time.*

**Poetry time:** Now recite or chant this poem about the Golden Cockerel to your child, with appropriate actions:

*Golden Cockerel, Golden Cockerel, you have a golden comb,*

*You have a pretty head, you have a silky beard.*

*Why do you get up so early? Why do you sing so loudly? Why do you wake us up?*

Ask your child to remind you how Golden Cockerel sings (Cock-a-doodle-doo) at sunrise. Mimic a cockerel crowing using a clear, ringing voice and encourage your child to join in with their guest. Now ask your child to stand up and pretend that they are Golden Cockerel, singing and flapping their wings as in the previous session. Have Golden Cockerel show his delight as your child imitates him!

To end the session, say that Golden Cockerel has to go now and ask your child to wave and say goodbye.



Your child can understand and use a variety of communicative gestures (nod, bow, wave, beckon and offer).

Your child can imitate a summoning call (C-o-ockerel) and crowing (Cock-a-doodle-doo).



Cut out the picture of Golden Cockerel and stick it onto a popsicle stick to make a simple puppet.

