

**Read Aloud**  
***The Little Red Fort***  
 Read 1 of 4

<b>Big Ideas</b>	<p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p> <p>The design and construction process includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. Children have time to work alone and with others.</p>
<b>Unit Question</b>	What processes help people construct structures, ideas, and works of art?
<b>Guiding Question</b>	What processes help people construct structures, ideas, and works of art?
<b>Content Objective</b>	I can identify and describe the problem and resolution in a story. (R.6.K.a, R.6.K.b, R.8.K.a, R.8.K.b)
<b>Language Objectives</b>	<p>I can recount the events that show the problem and resolution in a story. (SL.2.K.a)</p> <p>I can use the story’s context to explore the meaning of key phrases in the story during discussion. (L.5.K)</p>
<b>SEL Objective</b>	I can analyze a story by thinking about inclusivity. (Analyzing situations)
<b>Vocabulary</b>	<p><b>aroma:</b> an odor or smell</p> <p><b>fort:</b> a building protected with a strong wall around it</p> <p><b>gather:</b> to collect</p> <p><b>huddle:</b> to get together to have a conversation or make a plan</p> <p><b>satisfied:</b> pleased, contented</p>

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● “Little Red Hen,” Story Elements chart, from Day 1</li> <li>● <i>The Little Red Fort</i>, Brenda Maier Pre-mark page numbers in the book to correspond with the lesson. Page 2 is the page that begins “Ruby’s mind was...”</li> <li>● <i>The Little Red Fort</i> vocabulary cards</li> <li>● chart paper and marker Prepare the following Story Elements chart.</li> </ul> <table border="1" data-bbox="500 451 1360 989" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="2" style="text-align: center;">Story Elements</th> </tr> <tr> <td colspan="2" style="text-align: center;"><i>The Little Red Fort</i></td> </tr> <tr> <td colspan="2"><b>Orientation:</b></td> </tr> <tr> <td style="width: 50%;">Characters</td> <td style="width: 50%;">Setting</td> </tr> <tr> <td colspan="2"><b>Sequence of Events:</b></td> </tr> <tr> <td style="width: 50%;">Problem</td> <td style="width: 50%;">Resolution</td> </tr> </table>	Story Elements		<i>The Little Red Fort</i>		<b>Orientation:</b>		Characters	Setting	<b>Sequence of Events:</b>		Problem	Resolution
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<p><b>Opening</b> 1 minute</p>	<p>Introduce the text and set a purpose. <i>Today, we will read The Little Red Fort by Brenda Maier. Yesterday when we read and acted out “The Little Red Hen,” we talked about important events like the problem and resolution.</i></p> <p>Refer to the Little Red Hen chart.</p> <p><i>The Little Red Fort tells about Ruby, her brothers and some other family members, and it takes place at Ruby’s house.</i></p> <p>Point to characters on the cover of the text. <i>Doesn’t sound much like “The Little Red Hen” yet, but let’s read and you’ll notice what’s similar!</i></p> <p><i>Today, we will describe how the characters in The Little Red Fort respond to events. This will help us determine the problem and resolution in the story.</i></p>												
<p><b>Text and Discussion</b> 10 minutes page 6</p>	<p><i>The book says Rodrigo gave Ruby a “look that could melt popsicles.” I wonder what that means! Let’s look at the picture to help us. What do you notice?</i></p> <p>Harvest a few responses. <i>Yes, the illustrations really match what the words describe! Now, on</i></p>												

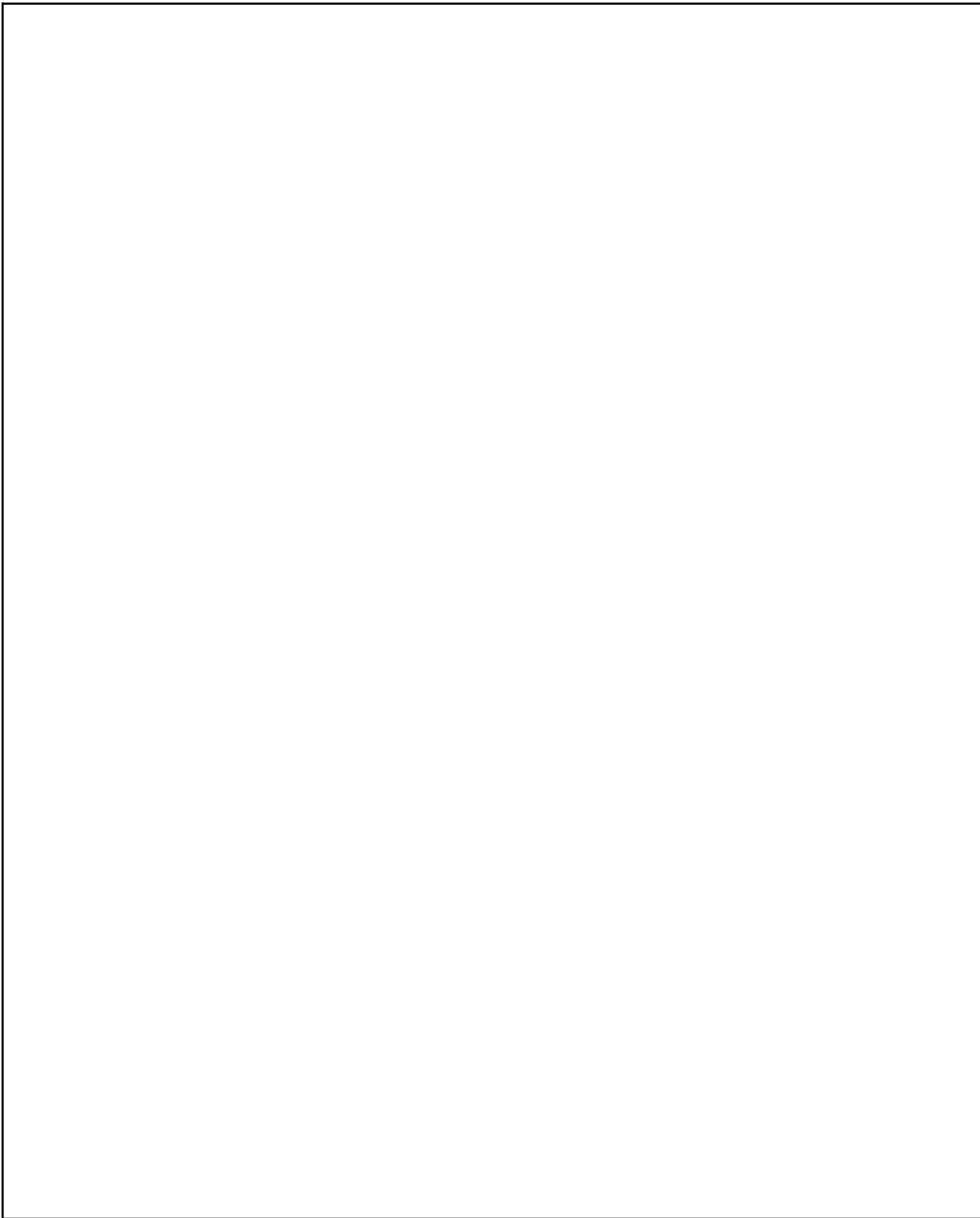
	<p><i>your face, show me a “look that could melt popsicles.”</i></p> <p><i>How do Ruby’s brothers respond to her idea of building something together?</i></p> <p>Harvest a few responses and prompt children as needed by rereading the dialogue.</p>
page 13	<p><i>“Satisfied with her plans” means she was pleased, or happy, with them.</i></p>
page 16	<p><i>Is Ruby really building all by herself? Have you noticed anyone in the illustrations helping Ruby?</i></p> <p><i>Yes, Ruby is responding to her brothers not helping by seeking help from adults in her family. Ruby is so resourceful!</i></p>
pages 21-22	<p><i>On this page the words don’t tell us a lot about what Ruby’s brothers are doing.</i></p> <p>Invite children to turn and talk.  <i>Based on the illustrations, what is keeping the brothers too busy to help Ruby build?</i></p>
page 26	<p><i>What has changed about the brothers’ behavior here? Why do you think the brothers are changing?</i></p> <p>Harvest a few responses and prompt as needed by rereading the dialogue.</p>
pages 31-32	<p><i>Ruby’s brothers are changing their minds again! Look at all the ways they are helping now!</i></p> <p>Point to illustrations while reading the text.</p>
<p><b>Key Discussion and Activity</b> 8 minutes</p>	<p>With children, quickly chart the characters and setting on the Story Element Chart.</p> <p>Invite children to Think, Pair, Share.          Prompt 1: <i>What was the problem in the story?</i> [Ruby wanted help building her fort, but her brothers wouldn’t help her.]</p> <p>Chart the problem from the story using ideas generated by children.</p> <p>Prompt 2: <i>How was the problem solved?</i>          [Ruby builds the fort with the help of some adult family members. In the end, the brothers see the value of helping and they all enjoy the fort together.]</p> <p>Chart the solution from the story using ideas generated by children.</p>

	<p>Invite the whole group to reflect on Ruby’s decision at the end of the story.  <i>Why do you think Ruby decided to share the cookies with her brothers in the end?</i></p> <p><i>How does Ruby show that she wants to be inclusive throughout the story?</i></p>														
<p><b>Closing</b> 1 minute</p>	<p><i>Tomorrow we’ll read this story again to think about the steps Ruby takes to build her fort, and how this relates to the design and construction process.</i></p>														
<p><b>Standards</b></p>	<p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.  <b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  <b>R.8.K.a</b> Identify texts that tell stories.  <b>R.8.K.b</b> Identify texts that provide information.  <b>SL.2.K.a</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  <b>L.5.K</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p>														
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during the partner and whole group share.  Are children able to identify the problem and solution?  Are children able to reference details from text to support their thinking about the problem and solution?</p>														
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td><b>Art Table</b></td> <td>Children continue to work on the <i>Our Town</i> project.</td> </tr> <tr> <td><b>Art Easel</b></td> <td>Children draft house and building plans.</td> </tr> <tr> <td><b>Blocks</b></td> <td>Children build inspired by <i>The Little Red Fort</i>.</td> </tr> <tr> <td><b>Dramatization</b></td> <td>Children act out scenes from <i>The Little Red Fort</i>.</td> </tr> <tr> <td><b>Library &amp; Listening</b></td> <td>Children research what building materials are used in the classroom.</td> </tr> <tr> <td><b>Discovery Table</b></td> <td>Children make sand forts.</td> </tr> <tr> <td><b>Writing &amp;</b></td> <td>Children construct stories.</td> </tr> </table>	<b>Art Table</b>	Children continue to work on the <i>Our Town</i> project.	<b>Art Easel</b>	Children draft house and building plans.	<b>Blocks</b>	Children build inspired by <i>The Little Red Fort</i> .	<b>Dramatization</b>	Children act out scenes from <i>The Little Red Fort</i> .	<b>Library &amp; Listening</b>	Children research what building materials are used in the classroom.	<b>Discovery Table</b>	Children make sand forts.	<b>Writing &amp;</b>	Children construct stories.
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**Notes**

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Read Aloud U3 W6 D2