



Read Aloud
The Little Red Fort
 Read 2 of 4

Big Ideas	<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>
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Question	What processes help people construct structures, ideas, and works of art?
Content Objective	I can retell a character’s actions as they relate to the Engineering and Design Process. (R.5.K.a, R.5.K.b)
Language Objectives	<p>I can use the language of the Engineering and Design Process to recount events from a text in sequence. (L.6.K)</p> <p>I can build off the ideas of my peers in a collaborative discussion about a text. (SL.1.K.a, SL.1.K.b)</p>
Vocabulary	<p>aroma: an odor or smell</p> <p>fort: a building protected with a strong wall around it</p> <p>gather: to collect</p> <p>huddle: to get together to have a conversation or make a plan</p> <p>satisfied: pleased, contented</p>

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>The Little Red Fort</i>, Brenda Maier ● <i>The Little Red Fort</i> vocabulary cards ● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3 ● Design and Engineering slides, for reference ● Design and Engineering Process image (first slide) ● “engineer” vocabulary card from <i>The Night Worker</i>, Week 4 ● space on whiteboard and marker ● chart paper and marker <p>On chart paper, create the following Engineering Design Process chart. Use the image provided or create with markers.</p> <div data-bbox="548 562 1312 1129" data-label="Diagram"> <p>The diagram is titled "Engineering Design Process". It features a central circle labeled "The Goal". Surrounding this central circle are five smaller circles, each representing a step in the process, connected by a grey circular path. The steps are: "Ask" (top-left, with a red question mark icon), "Imagine" (top, with a brain icon), "Plan" (top-right, with a notepad and pencil icon), "Create" (bottom-right, with a wrench and gear icon), and "Improve" (bottom-left, with a blue arrow and stars icon).</p> </div>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose.</p> <p><i>Today, we will read <i>The Little Red Fort</i> by Brenda Maier again. We will think about the steps Ruby takes to build her fort and how this relates to our Engineering and Design process.</i></p> <p><i>When we read <i>The Night Worker</i> we learned the meaning of the word “engineer.” What’s an engineer?...That’s right, someone who designs and builds things.</i></p> <p><i>Who is the engineer in this story?... That’s right, Ruby! She’s designing and constructing a fort. Let’s read to see the steps she takes.</i></p>
<p>Text and Discussion 10 minutes</p> <p>page 2</p>	<p><i>What is Ruby doing when her mind is full of ideas?... That’s right, she’s imagining. That’s a key part of the Engineering Design Process.</i></p> <p>Refer to the Engineering and Design Process chart.</p>

<p>page 10</p>	<p><i>Ruby is working hard. What stage of the Engineering and Design Process is Ruby in now? How do you know?</i></p> <p>Harvest ideas and prompt children to use details from the text and illustrations to support their ideas.</p> <p><i>As we keep reading, think about the next stage in the process.</i></p>
<p>page 22</p>	<p>Invite children to Think, Pair, Share to retell Ruby’s actions from the story. <i>Ruby is creating her fort.</i></p> <p>Point to “Creating” on the Engineering Process chart. <i>With a partner, retell all of the different steps Ruby takes to create her fort.</i></p> <p>As children discuss with a partner, circulate to draw their attention to the Engineering and Design Process chart and remind them to incorporate the language of each step.</p> <p>After children retell with a partner, on the whiteboard, document the steps in Ruby’s process using the language of the Engineering Design Process. [she imagines her fort; she plans by drawing and gathering supplies...]</p>
<p>page 32</p>	<p><i>Now Ruby’s creation is getting enhanced by the work of her brothers. They huddled, or got together, to make a plan for adding to Ruby’s work!</i></p> <p><i>How does this fit into the Engineering Design Process? Yes, this is the Improving stage. Improving can take place with others or alone. Let’s add that to our list.</i></p> <p>Add the last step to the list on the whiteboard.</p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Gather children in a circle for a whole group discussion and remind them of the prompts for growing ideas as a group.</p> <p><i>If Ruby is going to construct something again, do you think she will ask for help? Why or why not? What in the words or illustrations makes you think that?</i></p> <p><i>Remember, as we respond to each other and grow our ideas, you can say that you agree with your classmate, you can add on to someone’s ideas, or you can say that you disagree with someone.</i></p> <p>Facilitate a whole class discussion. Note that some children may argue that Ruby should not ask for help because her brothers did not initially help, while others may argue that her brothers helped in the end and were part of the “improving process.” Encourage respectful debate in the class discussion.</p>
<p>Closing</p>	<p><i>Tomorrow we’ll look at this story and the story of “The Little Red</i></p>

1 minute	<i>Hen” in order to compare what is similar and different between the two.</i>														
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>														
Ongoing assessment	<p>Listen to children’s discussion during the whole group share.</p> <p>Do children retell Ruby’s actions using the language of the Engineering and Design Process?</p> <p>How do children form and debate ideas about Ruby’s potential actions, based on key details from the text?</p>														
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