



WEEK 6 Day 4

Read Aloud
“The Little Red Hen” and *The Little Red Fort*

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 compare key details in two versions of a story. (R.11.K.b, R.11.K.d)
Language Objective	I can use comparison phrases to describe the similarities and differences between key details in two versions of a story. (L.6.K)
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>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Little Red Fort</i>, Brenda Maier ● “The Little Red Hen” text ● “The Little Red Hen” Story Elements chart, from Day 1 ● <i>The Little Red Fort</i> Story Elements chart, from Day 2

<p>Opening 1 minute</p>	<p>Review the texts from the week and set a purpose. <i>This week, we read two versions of The Little Red Hen story.</i> Refer to the book <i>The Little Red Fort</i> and to the displayed charts from both stories. <i>Today, we will compare these two stories, which means we'll think about what's similar, or almost the same, and what's different about them. We've compared texts before, like when we read The Three Little Pigs and The True Story of the Three Little Pigs. We will listen closely to some important parts of "The Little Red Hen" and The Little Red Fort to see how the problems and solutions are the same or different.</i></p> <p>Note: Read only the specified sections of <i>The Little Red Fort</i>.</p>
<p>Text and Discussion 10 minutes</p> <p>"The Little Red Hen"</p>	<p>Retell "The Little Red Hen." <i>Let's review the major events in this story. What is the problem? Let's look at our chart to see what we wrote.</i></p>
<p><i>The Little Red Fort</i> page 6</p>	<p>Read the page. <i>Let's review. What's happening here? What's the problem so far in The Little Red Fort? Let's look back at our chart to see what we wrote.</i></p> <p>Model comparing texts. <i>I'm going to give you an example of how to compare the story I told and The Little Red Fort. In the version of The Little Red Hen that I retold today, the little red hen finds grains of wheat and has some ideas about what to do with the wheat. She tells her ideas to the three other animals who live with her. In The Little Red Fort, Ruby has a lot of creative ideas about building a fort and tells those ideas to her three brothers.</i></p> <p><i>What's similar or different about the problems in the two stories?</i> Harvest 2-3 ideas from children and model thinking as needed.</p>
<p>"The Little Red Hen" paragraph 4</p> <p><i>The Little Red Fort</i> page 7</p>	<p>Read paragraph four of "The Little Red Hen." <i>Now, listen to this part of The Little Red Fort and then tell me what you notice.</i></p> <p>Read page 7. Elicit children's reactions and noticings. <i>That's right, both the animals and the brothers do not want to help! That's a similarity between the two stories.</i></p>

<p><i>The Little Red Fort</i> pages 23-24</p>	<p><i>Let's look carefully at the illustrations on this page. What do you notice?</i></p> <p><i>How is Ruby moving toward a solution to her problem?</i></p> <p>Harvest children's ideas and prompt them as needed to notice the support of the mom and grandma.</p> <p><i>How is this similar to or different from "The Little Red Hen"?</i></p>
<p>"The Little Red Hen" paragraphs 8-10</p> <p><i>The Little Red Fort</i> pages 25-end</p>	<p><i>Let's listen to how the problem was resolved in the first story I told you.</i></p> <p>Read paragraphs 8-10 of "The Little Red Hen." <i>How was the problem resolved? What was the resolution, and who resolved the problem?</i></p> <p>Return to <i>the Little Red Fort</i>. Read and display the illustrations from pages 25 through the end. <i>What was the resolution in this story, and who solved the problem?</i></p> <p>Refer to the chart to support children's thinking. Harvest a few ideas and model thinking as needed.</p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Invite children to Think, Pair, Share.</p> <p>Prompt 1: <i>What is similar about the resolution, the ending, of these two stories?</i></p> <p>Prompt 2: <i>What is different?</i></p> <p>Lift children's ideas to a whole group discussion about similarities and differences in the two stories.</p>
<p>Closing 1 minute</p>	<p><i>Today, we compared these two stories. We thought about what's similar, or almost the same, and what's different.</i></p> <p><i>Tomorrow, you will have a chance to create your own version of this story!</i></p>
<p>Standards</p>	<p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during the partner and whole group share. Do children reference details from text to support their thinking?</p>

	<p>How do children use comparison language? What similarities and differences do children identify and describe?</p>	
<p>Center Activities</p>	<p>Art Table</p>	<p>Children continue to work on the <i>Our Town</i> project.</p>
	<p>Art Easel</p>	<p>Children draft house and building plans.</p>
	<p>Blocks</p>	<p>Children build inspired by <i>The Little Red Fort</i>.</p>
	<p>Dramatization</p>	<p>Children act out scenes from <i>The Little Red Fort</i>.</p>
	<p>Library & Listening</p>	<p>Children research what building materials are used in the classroom.</p>
	<p>Discovery Table</p>	<p>Children make sand forts.</p>
	<p>Writing & Drawing</p>	<p>Children construct stories.</p>

Notes