



WEEK 6 Day 5

**Read Aloud**  
***The Little Red Fort***  
 Telling Our Own Stories

<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 tell a story that uses story elements from “The Little Red Hen.” (R.11.K.b, R.11.K.d, W.3.K.b)
<b>Language Objective</b>	I can plan and tell my story both orally and in writing. (SL.3.K.b)
<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>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>The Little Red Fort</i>, Brenda Maier</li> <li>● “The Little Red Hen” text</li> <li>● “The Little Red Hen” Story Elements chart, from Day 1</li> <li>● <i>The Little Red Fort</i> Story Elements chart, from Day 2</li> </ul>

	<ul style="list-style-type: none"> <li>● story planning sheets, 1 per child</li> <li>● writing tools</li> <li>● story planning sheet, teacher model filled out</li> </ul> <p>Plan a teacher model of an original story inspired by the Little Red Hen. Complete one planning sheet as an example. Either project the teacher model or recreate on chart paper for easy display.</p>
<p><b>Opening</b> 2 minutes</p>	<p>Set a purpose for the lesson.</p> <p><i>We have discussed how Brenda Maier used elements from “The Little Red Hen” to create her story, The Little Red Fort.</i></p> <p><i>How was she inspired by “The Little Red Hen?”</i></p> <p><i>What did she do differently?</i></p> <p>Harvest a few responses and refer to the story elements charts as needed.</p> <p><i>Today, we have an opportunity to tell our own stories inspired by “The Little Red Hen” story! Some of you might have already begun this activity in Centers. Just like Brenda Maier we’ll keep the problem similar in our stories, and then we’ll get to create our own resolutions!</i></p>
<p><b>Text and Discussion</b> 4 minutes</p>	<p>Display and explain the teacher model story planning sheet.</p> <p><i>I planned my own version of the tale!</i></p> <p><i>I’m going to tell you the important elements of my story while pointing to my ideas on this planning sheet.</i></p> <p>Tell a summary of your story, including a beginning, middle and end with a problem and resolution. Explain for children which parts of the tale mirror key elements from “The Little Red Hen,” and where your story differs.</p>
<p><b>Key Discussion and Activity</b> 10 minutes</p>	<p>Distribute the planning sheets and writing tools for children’s story planning.</p> <p><i>You will create your characters, setting and sequence of events.</i></p> <p><i>Today, we will take time to plan our stories. Next week you will write them in the writing stations.</i></p> <p>Provide time for children to work independently or collaboratively. Some children may benefit from orally telling a story first, then completing the story planner, while other children may want to begin with private thinking and planning. Some children may benefit from telling the story and touching each part of the planner before actually working with a pencil.</p> <p>As children work on their plans, circulate to support them, prompting them to articulate connections to the story elements in “The Little Red Hen” and <i>The Little Red Fort</i>. Some facilitation questions might include:</p> <p><i>How is your main character like Ruby, or like the Little Red Hen?</i></p> <p><i>How are the other characters like the brothers, or like the animals?</i></p>

	<p><i>How is the problem in your story similar to the problem in either “The Little Red Hen” or The Little Red Fort?</i></p> <p><i>How is the resolution in your story similar to the problem in either “The Little Red Hen” or The Little Red Fort?</i></p> <p>Children may not have time to complete their plans during the read aloud block, but will continue this work during the Writing Station in week 7.</p>						
<p><b>Closing</b> 1 minute</p>	<p><i>I cannot wait to hear more about your stories after you have a chance to work on them in the Writing Station next week.</i></p>						
<p><b>Unit Question Chart</b> 3 minutes</p>	<p>Refer to the Unit Question Chart.</p> <p><i>What processes help people construct structures, ideas, and works of art?</i></p> <p>Invite children to think about stories as works of art that involve processes of construction. Share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: we can collaborate with family to execute construction ideas; design and engineering involves thoughtful planning; there are steps and sequences that make the construction process more effective; stories are types of constructions.</p>						
<p><b>Standards</b></p>	<p><b>R.11.K.b</b> With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p><b>R.11.K.d</b> With prompting and support, compare and contrast two texts on the same topic.</p> <p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>						
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during the partner and whole group share and observe their written story planning .</p> <p>How have children incorporated elements from “The Little Red Hen” tale into their own tales?</p> <p>Do children have a plan for a beginning, middle and end of a story that includes a problem and resolution?</p> <p>Do children’s written plans match their oral planning?</p> <p>What will children need to add to their planning sheets to be ready to draw and write their own version of the tale?</p>						
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 1633 678 1703"><b>Art Table</b></td> <td data-bbox="678 1633 1406 1703">Children continue to work on the <i>Our Town</i> project.</td> </tr> <tr> <td data-bbox="451 1703 678 1772"><b>Art Easel</b></td> <td data-bbox="678 1703 1406 1772">Children draft house and building plans.</td> </tr> <tr> <td data-bbox="451 1772 678 1841"><b>Blocks</b></td> <td data-bbox="678 1772 1406 1841">Children build inspired by <i>The Little Red Fort</i>.</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> .
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	<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>Science &amp; Engineering</b>	Children make plywood.

**Notes**