

WEEK 6 Day 1

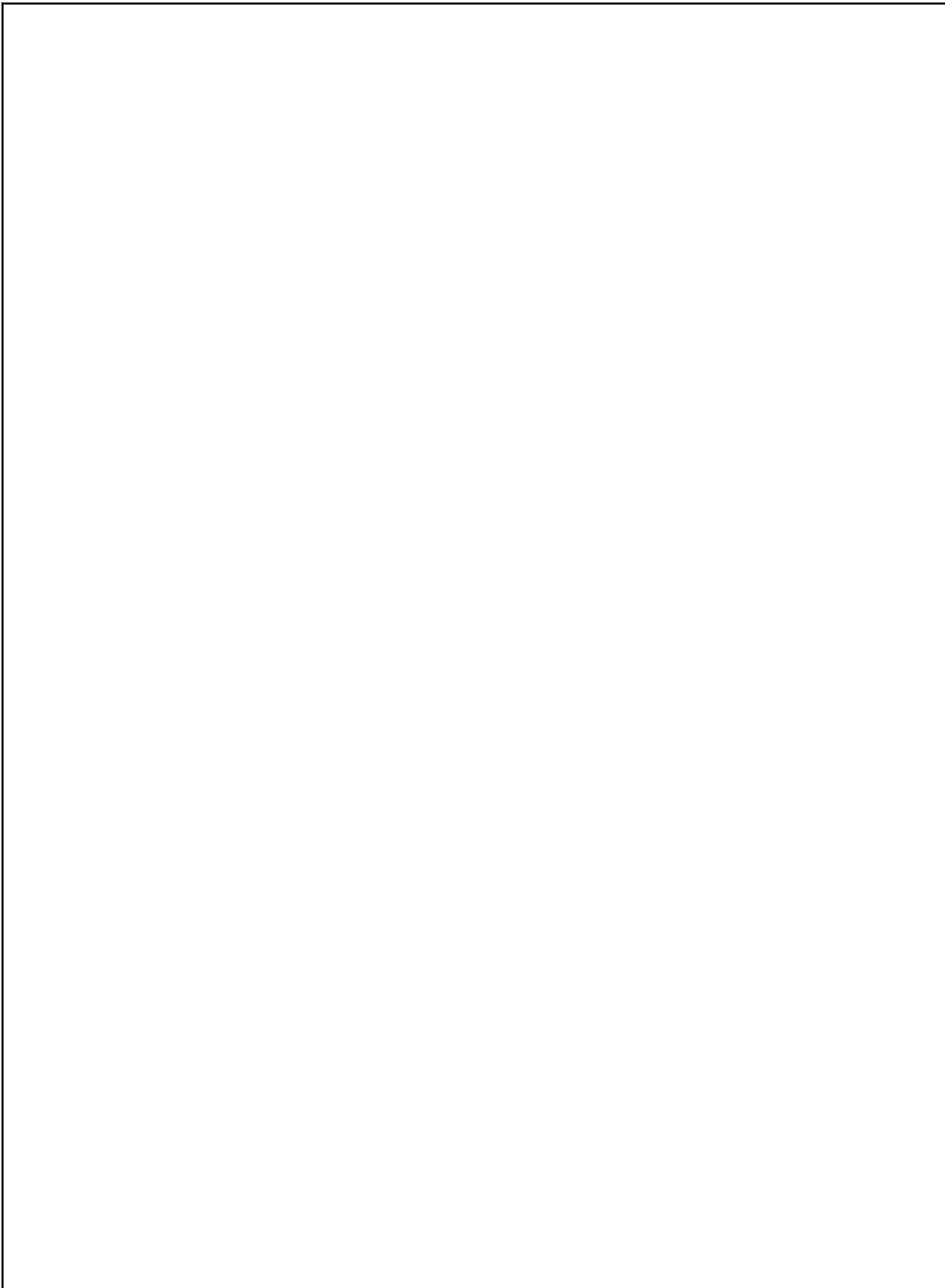
Read Aloud
“The Little Red Hen” Storytelling and Story Acting

Big Ideas	People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.								
Unit Question	What processes help people construct structures, ideas, and works of art?								
Guiding Questions	What processes help people construct structures, ideas, and works of art?								
Content Objectives	I can retell a story by acting out key details. (R.5.K.a, R.5.K.b) I can identify and describe the problem and resolution in a story. (R.6.K.a, R.6.K.b)								
Language Objective	I can follow the agreed upon rules for storytelling and story acting. (SL.1.K.a)								
Vocabulary	mill: a machine that grinds grain into flour								
Materials and Preparation	<ul style="list-style-type: none"> ● “The Little Red Hen” text for the teacher oral reading ● “The Little Red Hen” vocabulary cards ● chart paper and marker <p>Prepare the following Story Elements chart.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <th colspan="2">Story Elements</th> </tr> <tr> <th colspan="2">“The Little Red Hen”</th> </tr> <tr> <td colspan="2">Orientation:</td> </tr> <tr> <td style="width: 50%;">Characters</td> <td style="width: 50%;">Setting</td> </tr> </table>	Story Elements		“The Little Red Hen”		Orientation:		Characters	Setting
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	<div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p>Sequence of Events:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Problem</td> <td style="width: 50%; padding: 5px;">Resolution</td> </tr> </table> </div>	Problem	Resolution
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<p>Opening 1 min</p>	<p>Introduce the text and set a purpose. <i>This week we will read a story titled The Little Red Fort, by Brenda Maier and Sonia Sanchez. It is a variation of the folktale, “The Little Red Hen.”</i></p> <p><i>Today you will listen to one version of “The Little Red Hen.” We’ll act it out while we read, paying special attention to the problem and resolution in the sequence of events. Knowing the folktale will help us when we read Brenda Maier’s story tomorrow.</i></p>		
<p>Text and Discussion 10 minutes</p> <p>Read 1</p>	<p><i>Thumbs up if you’ve heard or read the story of the little red hen before. Listen closely!</i></p> <p>Read the provided text through to the end, with minimal stopping.</p>		
<p>Read 2</p>	<p>Gather children in a circle to dramatize “The Little Red Hen.” As in Storytelling and Story Acting, invite children on stage to dramatize while reading the story. <i>Now we will act out the story as I tell it.</i></p>		
<p>paragraph 5</p>	<p><i>What does it mean that the little red hen took the wheat the mill? What will happen at the mill?</i></p> <p>Harvest ideas and provide a definition as needed. <i>That’s right. In a mill, wheat kernels get ground into flour.</i></p>		
<p>Key Discussion and Activity 8 minutes</p>	<p><i>Who were the characters and what was the setting in this story?</i></p> <p>Harvest ideas and record on the chart.</p> <p>Invite children to Think, Pair, Share. Prompt 1: <i>What was the problem in the story?</i> [The little red hen needs help to take care of the wheat, but the other animals won’t help]</p> <p>Chart the story’s problem using ideas generated by children.</p> <p>Prompt 2: <i>How was the problem resolved?</i> [The little red hen takes care of the wheat, makes the bread, and eats it herself.]</p>		

	Chart the resolution from the story using ideas generated by children.														
Closing 1 minute	<i>Tomorrow we will read a different version of this story. You'll hear some parts that are familiar and other parts that are quite different.</i>														
Standards	<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>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</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>														
Ongoing assessment	<p>Note how children are acting out the story.</p> <p>Listen to children’s responses during the partner and whole group share.</p> <p>Do children retell key details from “The Little Red Hen” by acting them out?</p> <p>Do children reference details from text to support their thinking about problem and resolution?</p>														
Center Activities	<table border="1"> <tr> <td>Art Table</td> <td>Children continue to work on the Our Boston project.</td> </tr> <tr> <td>Art Easel</td> <td>Children draft house and building plans.</td> </tr> <tr> <td>Blocks</td> <td>Children build, inspired by <i>The Little Red Fort</i>.</td> </tr> <tr> <td>Dramatization</td> <td>Children act out scenes from <i>The Little Red Fort</i>.</td> </tr> <tr> <td>Library & Listening</td> <td>Children research what building materials are used in the classroom.</td> </tr> <tr> <td>Discovery Table</td> <td>Children make sand forts.</td> </tr> <tr> <td>Writing & Drawing</td> <td>Children construct stories.</td> </tr> </table>	Art Table	Children continue to work on the Our Boston project.	Art Easel	Children draft house and building plans.	Blocks	Children build, inspired by <i>The Little Red Fort</i> .	Dramatization	Children act out scenes from <i>The Little Red Fort</i> .	Library & Listening	Children research what building materials are used in the classroom.	Discovery Table	Children make sand forts.	Writing & Drawing	Children construct stories.
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Notes



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