

LITTLE RED AND THE VERY HUNGRY LION

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COMPREHENSION FOCUS

Retelling
Five-Finger Retelling

STANDARD CORRELATION

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

SEL CONNECTION
Problem Solving

PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 5, 11, 15, 23, and 27.

Create the anchor chart template as shown; it will be completed during the lesson.

STEP
1

EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

The Five-Finger Retelling strategy is when we use our fingers to help us remember the story. Using our five fingers can help us remember all the important parts of a story. Our thumb represents the characters, our pointer represents the setting, our middle finger represents the problem, our ring finger represents the events, and our pinkie represents the ending of the story.

STEP
2

INTRODUCE THE NEW BOOK

Little Red heads off to visit Auntie Rosie when she meets a very hungry lion. He cooks up a naughty plan to eat Little Red and her auntie. Let's read to find out what happens.

STEP
3

READ AND DEMONSTRATE HOW TO USE THE STRATEGY

As you read the story aloud, stop at the flagged pages. Ask students to join you in putting up one finger as you retell parts of the story. Each finger represents a story element. Add key words to the anchor chart as you retell each part.

Read pages 2-5. Stop and put up your thumb. Our thumb helps us remember the characters. Who are the characters so far in the story? Think aloud (Little Red, Auntie Rosie, the lion, Little Red's daddy). Have students hold up their thumbs and repeat the characters' names. Add the names to the anchor chart.

Read pages 6-11. Stop and put up your pointer. Say, Where the story takes place is the setting. This story seems like it may take place in the jungle on the way to Auntie Rosie's house. Add jungle to the first finger on the chart.

Read pages 12-15. Stop and review the story elements so far. Wiggle the corresponding finger as you review the characters and setting. Then add your middle finger and say, What is Little Red's problem in the story (the lion is at her auntie's house in her bed)?

Read pages 16-23. What Little Red does in this part are the major events in the story. Add in your ring finger. Turn and talk to your partner about what Little Red does after she sees the lion in Auntie's bed. Listen to the partner pairs, and then share some of their ideas (she teaches the lion a lesson by distracting him: does his hair, brushes his teeth).

Read pages 24-27. This is the end of the story. Turn and talk to your partner about what lesson Little Red teaches the lion. Listen to the partner pairs, and then share some of their ideas. Put your pinkie up and discuss the ending of the story. Instead of gobbling up people, the lion learns he should ask for food in the future.

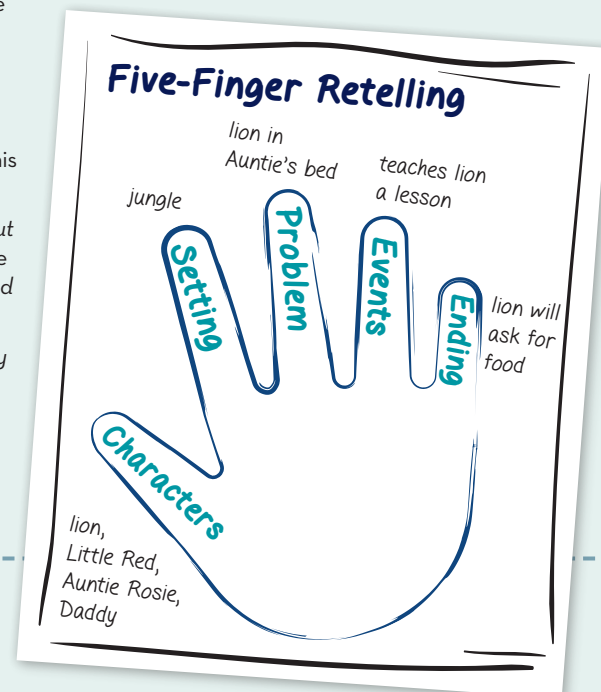
This story reminds me of another story we have read. What story does this story remind you of (Little Red Riding Hood)? Discuss what is the same and what is different between the two stories.

Little Red does quite a bit of problem solving, doesn't she? Sometimes, if we try to use our common sense, we can figure out a solution to a problem. Little Red helped herself in a way that Little Red Riding Hood did not!

STEP
4

INDEPENDENT PRACTICE

Download the activity sheet from pioneervalleybooks.com/st. Have students draw a picture of each of the five elements from the story. Display the pictures on the wall.



STEP
1**REVIEW THE BOOK**

Retell the story from Day 1 using the anchor chart to guide the retelling. Have students hold up their hand in a fist and show the corresponding finger as you retell the story.

STEP
2**GENERATE THE SENTENCE(S)**

Have students help you generate a sentence for the lesson Little Red teaches the lion.

Possible sentence: *Little Red teaches the lion to ask for food.*

STEP
3**INTERACTIVE WRITING**

Let's write, Little Red teaches the lion to ask for food. Repeat that with me. As students repeat the sentence, draw blank lines on a piece of chart paper to represent each word.

Have students help write the dominant sounds in each word. Use the ABC Wall Poster to create the sound-letter link. Demonstrate proper letter formation on a dry-erase easel. Share the marker with students and have them help write any familiar sight words on the chart. As one student writes a letter on the chart paper, have other students practice letter formation by writing it on a small dry-erase board or in the air.

Reread the entire sentence. Display the chart paper next to the student pictures from Day 1.

*Little Red teaches
the lion to ask
for food.*

STEP
4**EXTEND AND CONNECT THE LEARNING**

When you read other books aloud, use the Five-Finger Retelling strategy to help students remember what was read.

