

THE LITTLE RED FORT

by **BRENDA MAIER** illustrated by **SONIA SÁNCHEZ**

COMPREHENSION FOCUS

Retelling
Five-Finger Retelling

STANDARD CORRELATION

With prompting and support, retell familiar stories, including key details.



SEL CONNECTION
Kindness

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: 7, 9, 27, and 37.

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

As we listen to the story, we will use our five fingers to help us remember the story parts. Point to the anchor chart. Using our five fingers can help us remember all the important parts of a story.

STEP **2**

INTRODUCE THE NEW BOOK

Ruby decides to build a fort. She asks her brothers to help her. Let's read to find out what happens when her brothers refuse to help.

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 part of the story; each finger represents a particular story element. Add the key words to the anchor chart as you retell each part.

Read pages 2-7. Hold up your thumb. *Our thumb helps us remember the characters. Who are the characters in the story?* Think aloud as you name Ruby, Oscar Lee, Rodrigo, and José.

Read pages 8-9. Hold up your first finger. *Where the story takes place is the setting. What is the setting of this story (the family's yard and house)?*

Read pages 10-27. Stop and review the elements so far. Move the corresponding finger as you review the characters and setting. Then add your middle finger and say, *What is Ruby's problem in the story (Ruby's brothers do not want to help her build the fort)? The things that Ruby does next are the major events in the story.* Hold up your ring finger. *Turn and talk with your partner about what Ruby does after her brothers won't help her. These are the events in the story.* Listen in and share students' thoughts.

Read pages 28-37. How does Ruby solve her problem? Turn and talk with your partner about what Ruby does when her brothers don't help her build the fort. Listen in and share students' thoughts. Then hold up your pinkie finger and discuss the ending of the story.

Ruby's brothers learned a lesson in this story. What was it (to be helpful and kind)? How did the boys work to change Ruby's mind about letting them play in the fort?

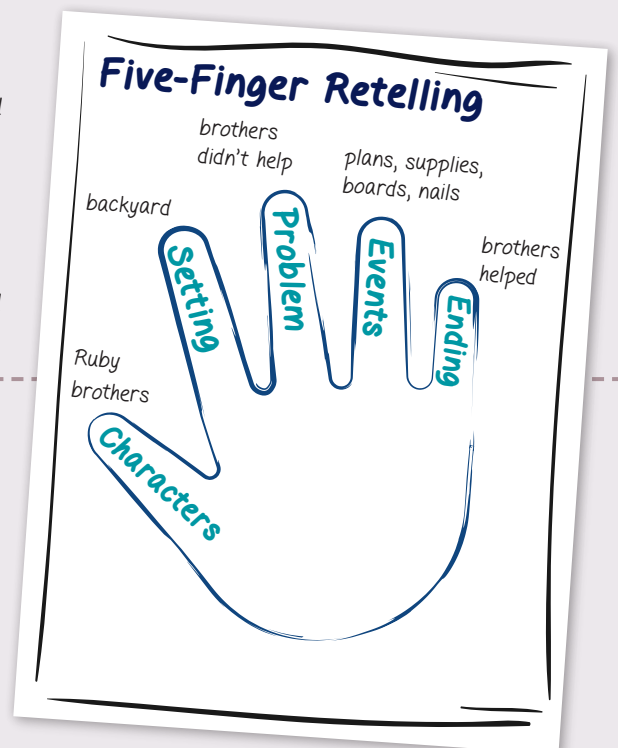
This story reminds me of another story we read. What story does it remind you of (The Little Red Hen)? Discuss the similarities and differences.



STEP **4**

INDEPENDENT PRACTICE

Download the activity sheet from pioneervalleybooks.com/st and have students draw a picture of one event in the story. Display the pictures on the wall.



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STEP 1 ● **REVIEW THE BOOK**
 Using the anchor chart from Day 1 as a guide, retell the story. Have students raise their hand in a fist and hold up each corresponding finger as you retell the story.

STEP 2 ● **DICTATE THE SENTENCE(S)**
Ruby made a plan.

STEP 3 ● **INTERACTIVE WRITING**
Let's write about the events in the story. Ruby made a plan. Repeat that with me. As students say the sentence with you, draw a line for each word on a piece of chart paper.

Have students help write the dominant sounds in each word in the sentence. Use the ABC Wall Poster to create the sound-letter link. Share the marker with students and have them help write any familiar sight words on the chart. Demonstrate proper letter formation on a dry-erase easel. As one student writes a letter on the chart paper, have other students practice letter formation by writing it in the air. Every time you write a new word, have students repeat the sentence; this will help them remember the story.

Write about at least one more event, repeating the procedure (e.g., *Ruby cut the boards, Ruby hammered the nails*).

Reread both sentences. Display the chart paper next to the students' pictures from Day 1.

STEP 4 ● **EXTEND AND CONNECT THE LEARNING**
 When you read other books aloud, use the Five-Finger Retelling strategy to help students remember what they read.

Ruby made a plan.

Ruby cut the boards.

