

Create a
Mighty Dads
 Father's Day Card for Your Dad!

It's Father's Day. Show your dad how mighty he is! Color in the card and write a message, too. Ask a grownup to help fold and cut out the card.

(fold)

scissors icon

(fold)

Happy Father's Day!

Mighty Dads,
strong and tall,
help their children,
young and small.




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little **RED** WRITING
 by Joan Holub pictures by Melissa Sweet

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BEFORE, DURING, AND AFTER READING STRATEGIES

BEFORE Reading:

Cover Connection: Read the title aloud. Ask the students if it reminds them of another story they might know. Discuss the cover illustration and identify any clues as to what story elements might be included.

Round Robin Retelling: Students will recognize that *Little Red Writing* is a variation of the traditional tale of *Little Red Riding Hood*. Select 4-6 students that know the classic version of the story. Have them sit in a circle and ask each student to provide one part of the story in sequence. Keep going around the circle until the conclusion of the story has been told.

DURING Reading:

Pause, Ponder, and Predict:

As the story is read aloud, pause at points to have students ponder what is happening in the story and then predict what might occur next. For example, when Ms. 2 gives Little Red a basket of 15 red words to use, have students brainstorm what those words might include such as rose, strawberry, fire truck, and others. What type of story could Little Red write using some of those words? What is the long, tangly tail that Little Red spies as it disappears around the corner?

AFTER Reading:

Vocabulary Volumizer: Create charts of words for nouns, action verbs, adjectives, and adverbs located in the text and illustrations. Have students generate two or more words of their own for each category.

Turn and Talk: Ask students to turn and talk to the person next to them about Little Red's dilemma in trying to write a story, the different problems she encounters along the way with her writing, and the predicament she faces with Wolf 3000. Turn and Talk is an effective instructional strategy that promotes student participation by pairing students and allowing them time to reflect, evaluate, and share their ideas with a partner. It also provides a means for informally assessing comprehension.

Correlates to Common Core Standard Reading Literature: Key Ideas and Details CCSS ELA Literacy RL 1.1, RL 1.2, RL 2.2, RL 3.1, RL 3.2, RL 4.1; Speaking and Listening Comprehension and Collaboration CCSS ELA Literacy SL 1.2, SL 2.2

COMPARE & CONTRAST

Comparing and contrasting allows an opportunity for students to recall story events and think more deeply about different versions and storytelling elements. Locate a traditional version of *Little Red Riding Hood* that can be read aloud or independently. Then have students create a Venn diagram to discover which story elements were similar and which were different between the traditional story and *Little Red Writing*.

Correlates to Common Core Standard Reading Literature: Craft and Structure CCSS ELA Literacy 1.5; Integration of Knowledge and Ideas RL 1.9, RL 2.9