



PowerPoint Slides and
Resource Pages
40 Reading Intervention Strategies

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**Alaska Staff Development
Network**

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Teach Them All to Read

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How to Cognitively Process

- Pair with a partner in your group...*or*
- Raise your hand via the icon on the screen...*or*
- Write a response on the Chat Board.



What Have You Done So Far?

- Shared an idea or materials with colleagues?
- Used an idea or lesson from the webinar?
- Went looking for more information to increase your understanding?



Loose Ends



PPT and Resource Packet

- Posted to link on Monday before class
- PPT Slides in a 4 slides to a page format
- Resource pages are included immediately after the slide page on which they are cited.
- All of pages in the handout are numbered consecutively.

Guessing Syndrome

- Students seem to know a word one day but forget it the next. See p. 2A following this page.
- Students miss details and even main ideas in text for which their listening comprehension is excellent.
- Students frequently misread multisyllabic words and sometimes stumble over the simplest words.
- Students have serious problem with spelling.

Teaching the Fastest Way to Read Words (40RIS, Intervention 17, pp. 123-127)

- Contextual Guessing
- Phonemic Decoding
- Analogizing
- Retrieving Mental Orthographic Images From Long Term Memory

Which one is the fastest way to read words?

- Pair with a partner in your group...or
- Raise your hand via the icon on the screen...or
- Write your response on the Chat Board.



The Four Ways to Read Words

	Description
Contextual Guessing	Guessing is the strategy of choice for <i>struggling readers</i> . They look at the pictures. They look at the first letter in the word. Then, they make their best guess. Using context is an excellent strategy for determining word meaning. Beyond 3 rd grade, guessing to identify words leads to bad habits that are difficult to break. An extensive body of research shows that skilled readers do not guess. In fact, the ability to identify words in the absence of semantic cues is one of the defining characteristics of skilled readers (Share & Stanovich, 1995). Heed the warning of Marilyn Adams (1990) if you contemplate using predictable books for repeated reading or reading practice by at-risk readers “Where context is strong enough to allow quick and confident identification of the unfamiliar word, there is little incentive to pore over its spelling. And without studying the word’s spelling, there is no opportunity for increasing its visual familiarity” (p. 217).
Letter-Sound Decoding also called Phonemic Decoding	Beginning readers who have mastered their letter-sound correspondences use this way to read words when the word is brand-new to them. The process may take a few seconds, but once decoded correctly, readers have taken the first step to making the new word one of their sight words. After between 4 to 10 more “sounding outs”, the word will become a sight word.
Analogy	Reading words by analogy only works when students have stored a body of analogous words (key words) in their long-term memories in a fully analyzed way (Ehri, 1991a). In other words, the key words must have been processed letter by letter and sound by sound to develop a complete and accurate mental orthographic image before they are useful for reading by analogy (Gaskins, 2005).
Sight	Reading words by sight is the ultimate goal of the word-learning process, whether that process is letter-sound decoding or analogy. Skilled readers read sight words in a split second. The conscious and deliberate process of decoding works fine for the first few sounding outs of a new word, but the ultimate goal is instantaneous word recognition. The more sight words that readers knows, the more fluent their reading becomes.

Reproduction of material from this books is authorized only for the local school site or nonprofit organization that has purchased *Teach Them ALL to Read: Catch Them Before They Fall* by E. K. McEwan. Thousand Oaks, CA: Corwin Press, www.corwinpress.com

How Long Will Winter Last?

Punxsutawney is a city in west-central Pennsylvania. It is known for its annual observance of Groundhog Day, February 2. Every year a groundhog who is always named Punxsutawney Phil comes out of his burrow. The people in Punxsutawney say that if Phil sees his shadow, winter will last for six more weeks. There is no scientific basis for this belief, but the residents of Punxsutawney have created an annual event that has made their city famous for at least one day every year.

Which Way Is Fastest?

- Guessing
- Phonemic Decoding
- Analogizing
- Sight Words (MOIs)
- Pittsburgh or Philadelphia?
- Divide the word into syllables using a big word strategy and sound it out: Punx-su-taw-ney.
- If you can't figure out how to say each syllable, use some key words (Bronx, saw, key)
- Phonemically decode the word Punxsutawney 4-14 times and it will become a sight word.

How to Teach 7 Strategies of Highly Effective Readers

- Directly and explicitly
- Model your own thinking every day
- Teach the seven strategies of highly effective readers
- Teach at every grade level
- Activating
- Inferring
- Monitoring-Clarifying
- Questioning
- Searching-Selecting
- Summarizing
- Visualizing-Organizing

Choral Reading

- 7 Cognitive Strategies of Highly Effective Readers
- See page 3A following this page.



Seven Strategies Choral Reading

Opening Act: Comprehension

First Group:

Comprehension—the essence of reading.
Comprehension—the goal for ALL readers.
But how do we get there?
What do we do?

Second Group:

We use our brains as strategic mind tools.
We use our brains to interact with the text.
Through activating and inferring,
Through monitoring, clarifying,
and questioning,
Through searching and selecting,
Through summarizing, visualizing, and
organizing,
We read strategically.

First Group:

Seven strategies for comprehension.
Seven strategies for ALL readers.
But what do they mean?
How do we use them?

Second Group:

Activating is priming the pump.
Inferring is connecting written, unwritten,
and the known.
Monitoring and clarifying are status checks
of comprehension.
Questioning is engaging
in learning dialogues.
Searching and selecting are gathering
necessary information.
Summarizing is restating the meaning
in one's own words.
Visualizing and organizing are creating
and constructing images of meaning.

We use the strategies together to read
strategically.

First Group:

Activating and inferring;
Monitoring, clarifying, and questioning;
Searching and selecting;
Summarizing, visualizing, and organizing;
Seven powerful strategies.
But how are they taught?
How are they learned?

Second Group:

Through thinking aloud as an master
to an apprentice
With explicit models, scaffolded support,
and thoughtful coaching statements.
I do it. We do it. You do it.
Meaningful practice using relevant texts
Both fiction and nonfiction.
Starting simply and slowly to build success
for students and teachers
from the beginning.

First Group:

Think alouds from an expert model,
Scaffolds and coaching to support learning,
Fiction and nonfiction texts relevant
to the reader,
Taking time to practice, practice, practice.
I know we can do it.
I know we can become strategic.

Everybody:

Comprehension—the essence of reading.
Comprehension—the goal for ALL readers.
With seven strategies we can get there.
With powerful teaching we ALL can be
strategic readers.

Activating

“Priming the cognitive pump” in order to gear up one’s prior knowledge, motivation, and attention in order to increase the likelihood of understanding and remembering text



Graduate

Inferring

Combining what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what I already know by the reader (as knowledge and experience) in order to draw a conclusion or make a judgment about the meaning of text



Detective

Monitoring-Clarifying

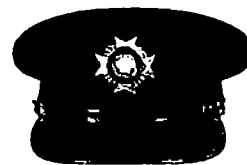
A habitual early-warning system that alerts readers to mix-ups in comprehension accompanied by a set of fix-up strategies that are routinely used to repair these mental mix-ups



Chauffeur

Questioning

Engaging in learning dialogues with authors, peers, teachers, and oneself through question generation, question-asking, and question answering



Policeperson

Searching-Selecting

Searching a variety of sources in order to select appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems, or gather information



Explorer

Summarizing

Restating the meaning of text in one's own words, different words from those used in the original text



Reporter

Visualizing-Organizing

Constructing a "personal" schema (graphic organizer) or mental image for understanding and remembering the information and ideas found in text



Artist

Which cognitive strategy do you need more information about?

- Pair with a partner in your group...or
- Raise your hand via the icon on the screen...or
- Write a response on the Chat Board.



What's Important About . . . ?

- Find the resources for teaching The Important Organizer
 - Sample Lesson for teaching the Organizer (p. 6A)
 - Semantic Word Map for "important" (p. 7A)
 - Organizer for Spoon (7B)
 - Elaine's Model (7C)
 - Student's Model (8A)
 - Blank Organizer (8B)



The important thing about a spoon is. . .

The important thing about a spoon is that you eat with it. It's like a little shovel. You hold it in your hand, you can put it in your mouth, it isn't flat, it's hollow, and it spoons things up. But the important thing about a spoon is that you eat with it.



The important thing about a daisy. . .

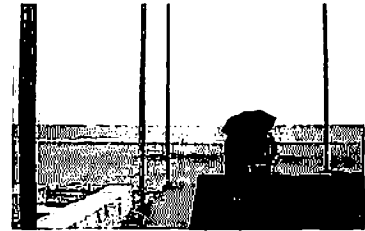
The important thing about a daisy is that it is white. It is yellow in the middle, it has long white petals, and bees sit on it. It has a ticklish smell, it grows in green fields, and there are always lots of daisies. But the important thing about a daisy is that it is white.



The important thing about rain. . .

The important thing about rain is that it is wet.

It falls out of the sky, and it sounds like rain and makes things shiny, and it does not taste like anything and is the color of air. But the important thing about rain is that it is wet.




Sample Lesson for Teaching The Important Organizer

Lesson objective	Students will learn multiple meanings of the word <i>important</i> and be able to complete The Important Organizer as it applies to something they have read or heard about in class discussion.
Materials needed for the lesson	Copy of <i>The Important Book</i> (Brown, 1949) for reading aloud to students; copies of the Semantic Word Map for the word <i>important</i> for upper grade students and an overhead transparency of the organizer (See Program Book Resources following this form); copies of The Important Organizer for every student; a sample organizer from <i>The Important Book</i> to serve as a model Review the organizer and adapt it as appropriate to the grade level of your students.
Advance organizer	Teacher says: "Today we're going learn about a very important word. Actually the word we are going to be talking about is the word <i>important</i> . It's a word that you hear your parents say a lot and you certainly have heard me use that word once or twice every day or maybe every hour. Before we talk about this word, I'd like to read a picture book aloud. It's a pretty easy book, but if you understand the concept of important, you can be a star student. Ask students to turn to their partner and tell them something that it's important to know in this classroom."
I do it: Teacher models.	Teacher says: "Look up at the overhead at a Semantic Word Map I've constructed to illustrate some different ways of look at the word <i>important</i> . I've also put up a sample organizer up on the overhead. It contains one of the items in the book (the spoon). Notice how the organizer sounds just like one of the pages in the book." The first and last statements tell us what is important about a spoon. All of the other statements are details—things about the spoon that aren't as important as the first and last statements. You will have to emphasize and explain the difference between the first and last statements (big or main ideas) and the other statements: details or less important things."
We do it: Teacher and students work together.	Teacher says: "Can someone think of something they would like to make an organizer about? I'll construct an organizer for your suggestion." Tanner: "I'd like to do one for my dog." Teacher: "Good suggestion. What's your dog's name?" Tanner: "Bella." Teacher: "Will you come up here and help me complete this organizer about what's important about your dog Bella?" NOTE: Once the organizer is completed it is intended to be read as a complete sentence with "the most important thing about ..." coming both first and last.
You do it: Students work in pairs or individually.	NOTE: Once you have completed several samples with different students, pair up students to complete an organizer about "recess" or "lunch"—topics about which they have many opinions. Later in the day use the organizer to identify what's important about a character in a story or a concept in social studies.
Apply it: Students complete assignment independently.	Once students are familiar with this organizer, it can be used as a morning work assignment to review a previous day's work or as a homework assignment about an important concept discussed in class.

The important thing about grass...

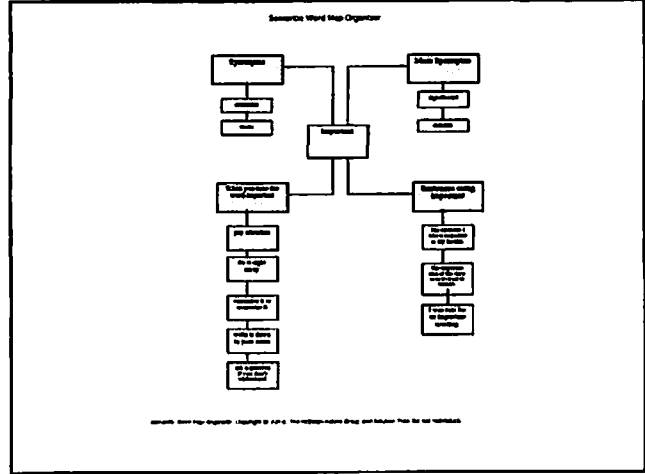
The important thing about grass is that it is green.

It grows, and is tender, with a sweet grassy smell.



But the important thing about grass is that it is green.

.....



What's Important? Graphic Organizer: *The Important Book*

The important thing about a spoon is that you eat with it.	It's hollow.	And it spoons things up.
It's like a little shovel.	It can't let.	But, the important thing about a spoon
You hold it in your hand.	You can put it in your mouth.	is that you eat with it.

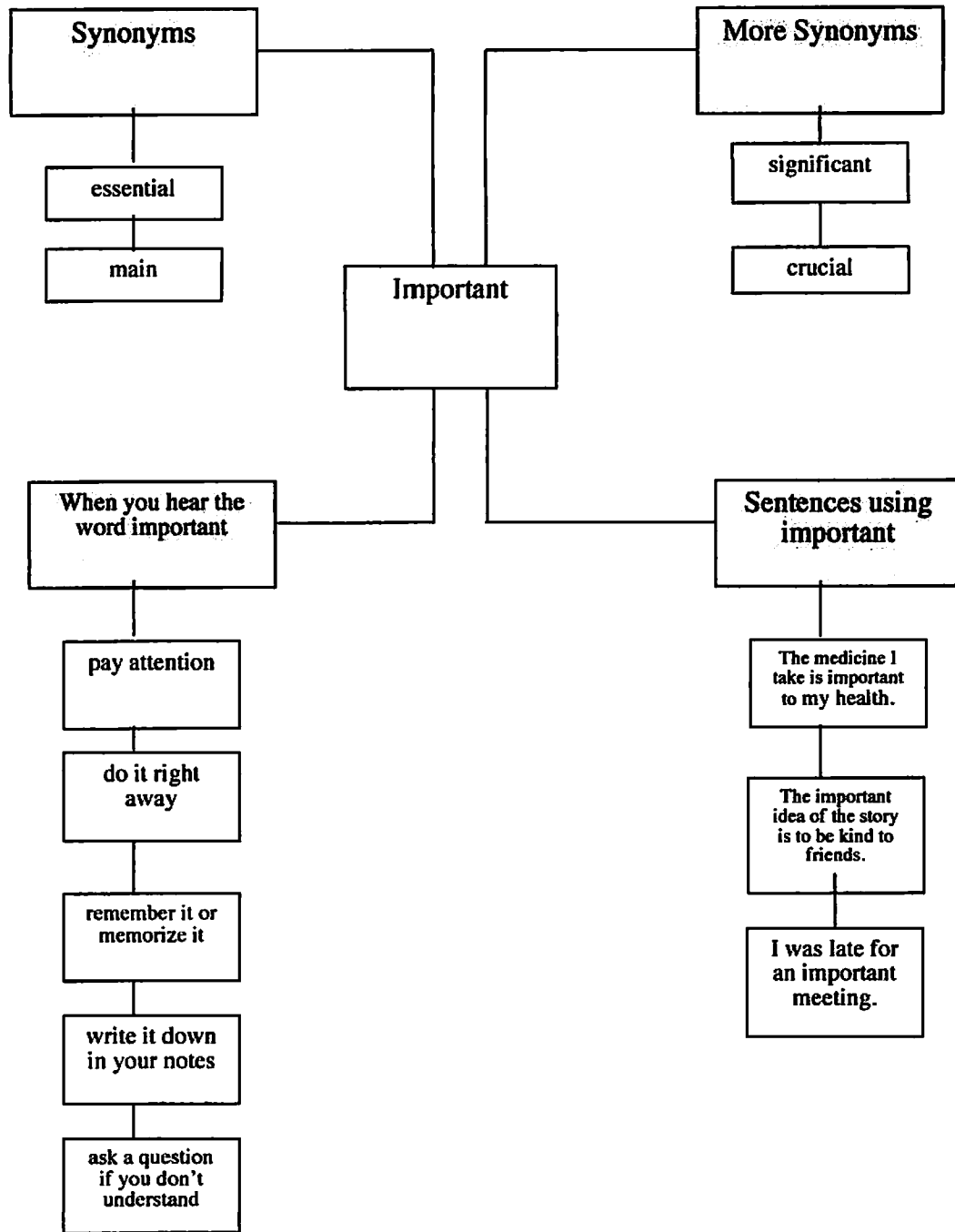
Source: What's Important? Graphic Organizer. Third grade Book Series, 18 W. (1987), p.2. The Important Book. New York: HarperCollins Publishers. Or use students.

The Important Organizer: Professional Development

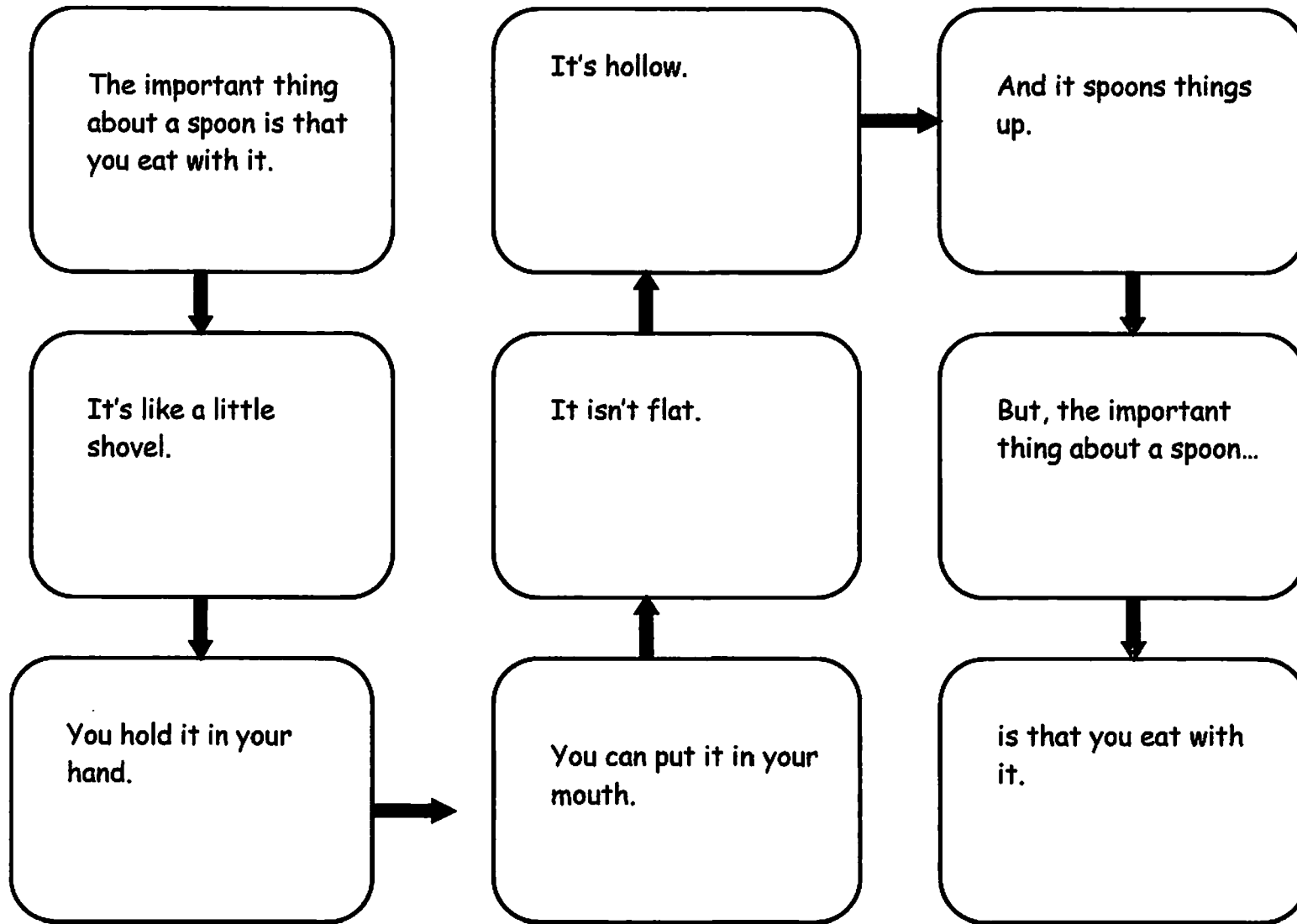
The important thing about professional development is that it has the potential to contribute to student learning.	Professional development is both challenging and exciting.	Professional development can make students feel appreciated.
Professional development provides an opportunity to step in a busy field and get "your" feet back.	Professional development offers all the career-based things that educators are already doing in their schools.	But, the important thing about professional development...
Professional development gives educators a chance to network and learn from colleagues from other schools and districts.	Professional development can make one feel revitalized with all there is to learn.	is that it has the potential to contribute to student learning.

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Semantic Word Map Organizer

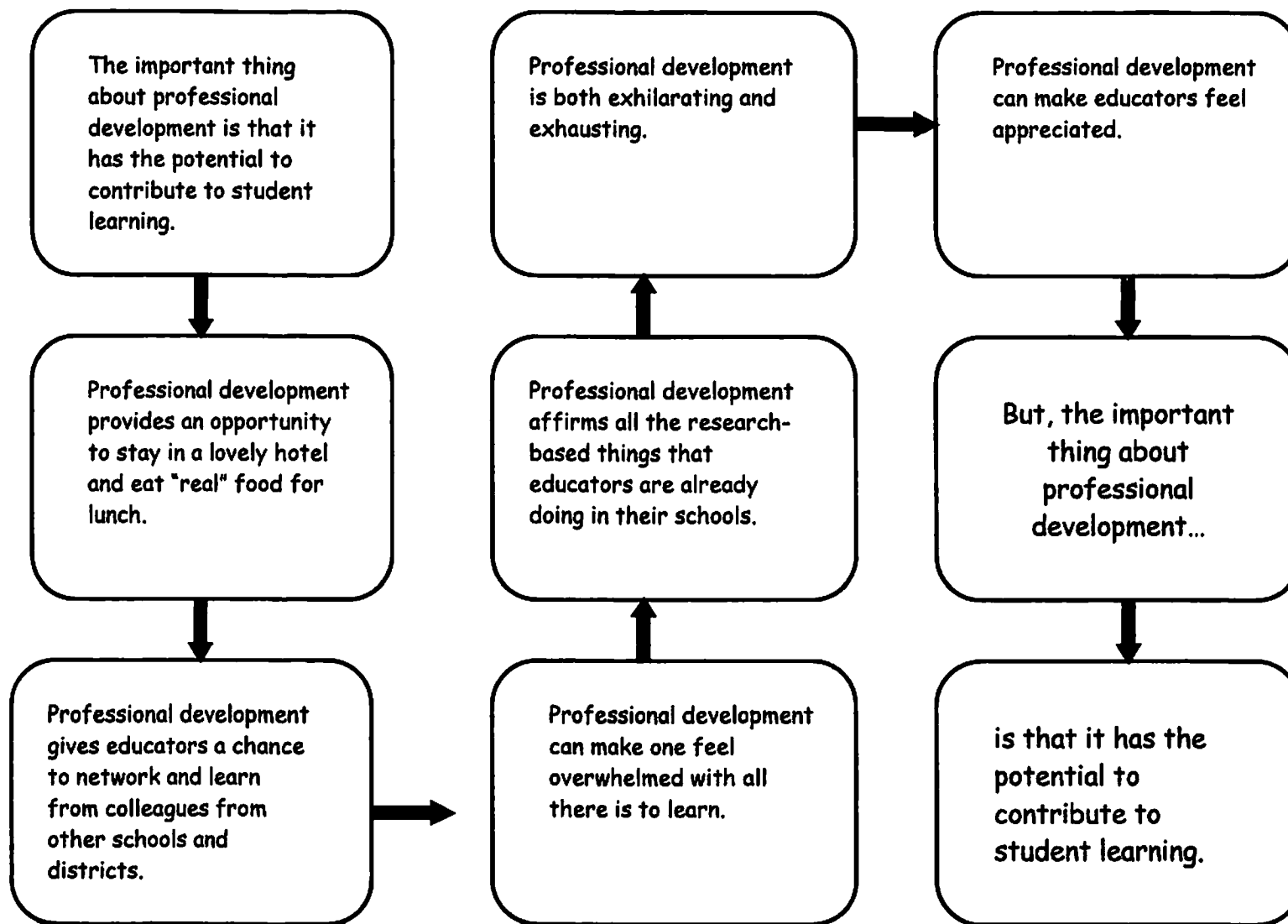


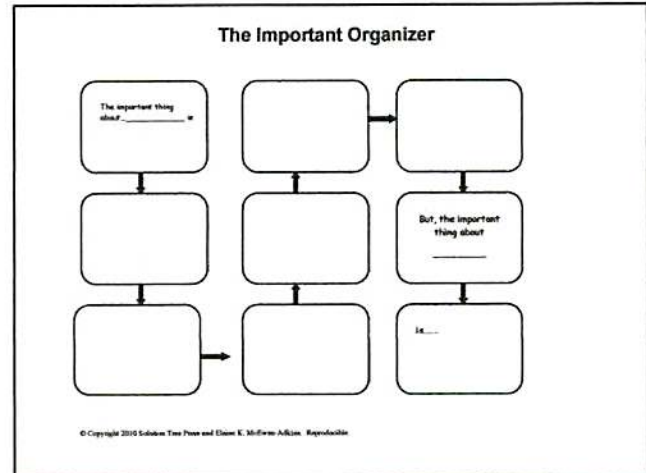
The Important Organizer



Text in this organizer quoted from Brown, M. W. (1949, p. 2). *The Important Book*. New York: HarperCollins Publishers. Do not duplicate.


The Important Organizer: Professional Development





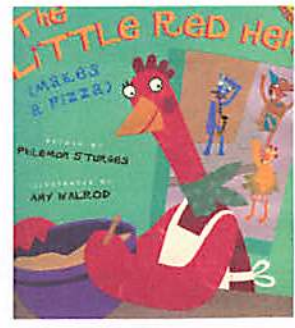
The important thing about cognitive strategy instruction....

- Pair with a partner in your group...or
- Raise your hand via the icon on the screen...or
- Write a response on the Chat Board.

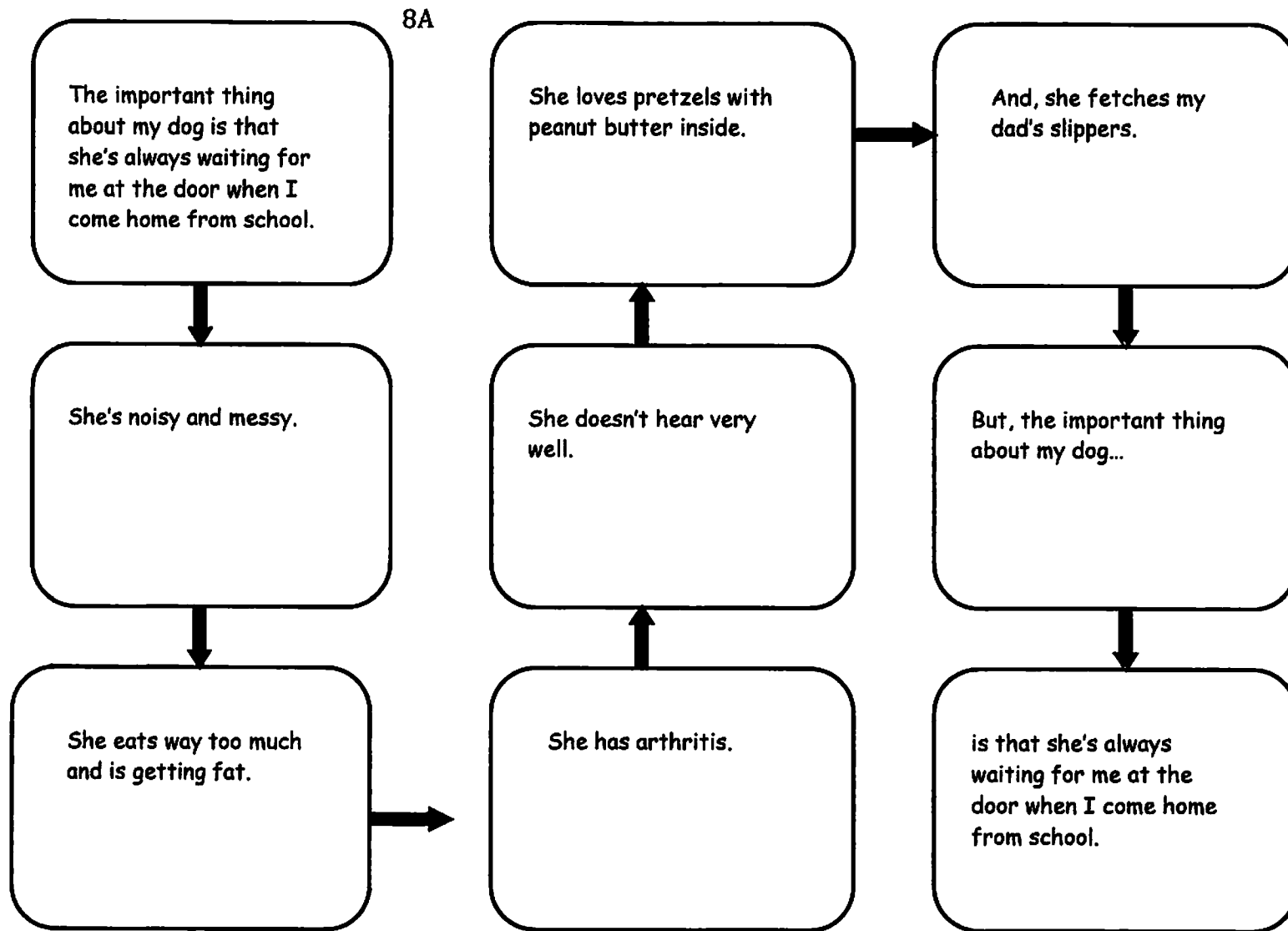


Read-Aloud Text

- Favorite fairy tales are excellent for teaching strategies
- Can compare and contrast with other versions
- Can do retelling, main idea, questioning, summarizing

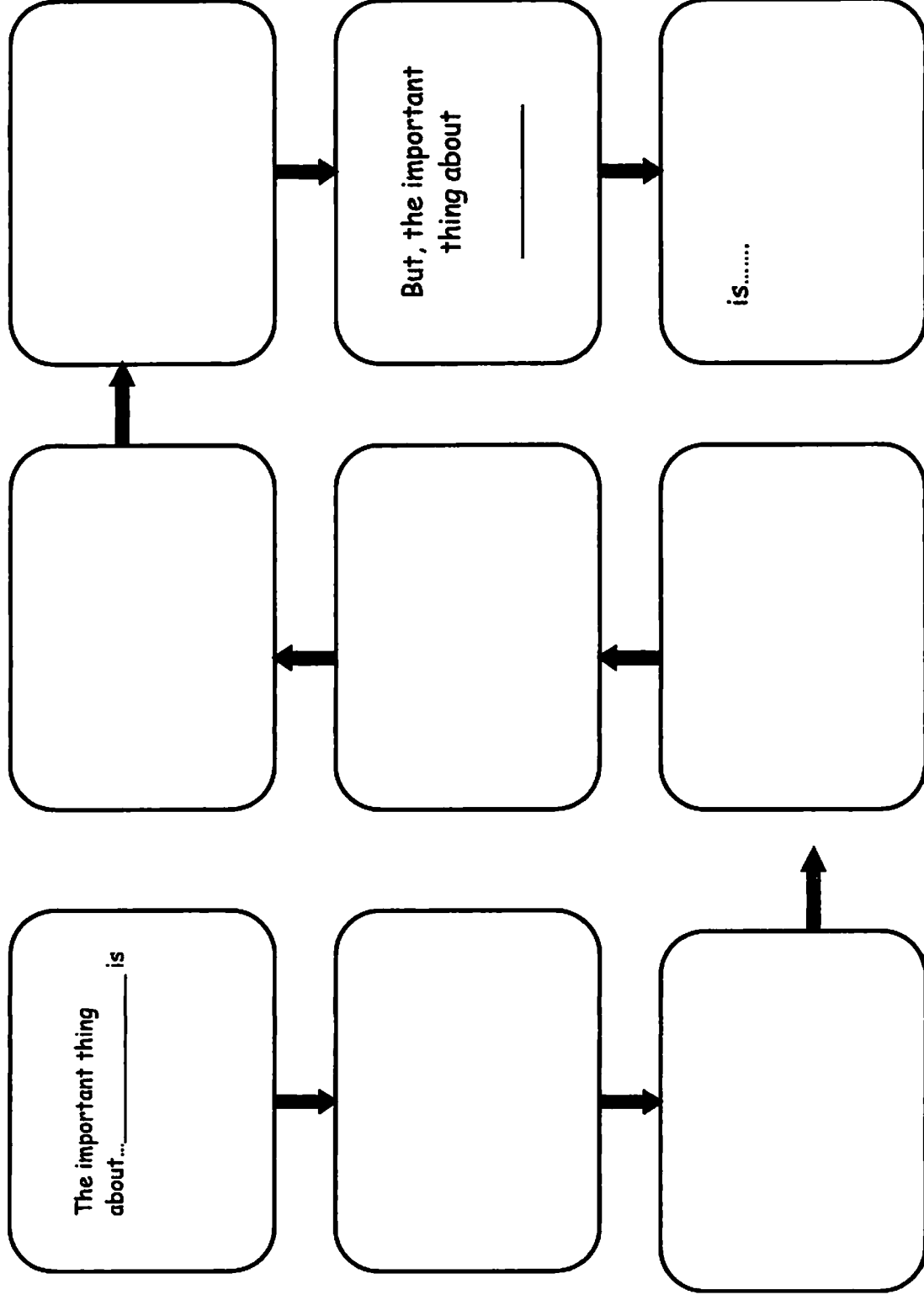


The Important Organizer: Tanner's Dog



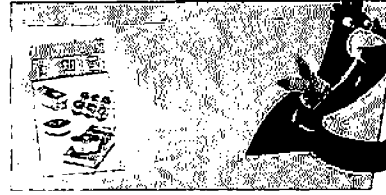
8A

The Important Organizer



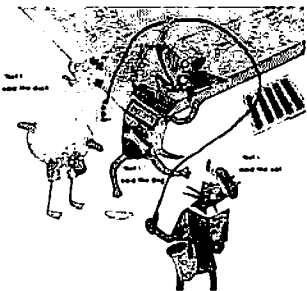


The little red hen had eaten the last slice of her tasty loaf of bread. She'd sipped a cup of chickweed tea and taken her nap. Now she was hungry again. So she scratched through her cupboard and spied a can of tomato sauce. Why don't I make a lovely little pizza? she said to herself.



She rummaged through her pan drawer. There were bread pans, cake pans, muffin pans, frying pans—all kinds of pans—but not one single pan was large and round and flat. "Cluck," she said. "I need a pizza pan."

She stuck her head out of the window. "Good morning," she called. "Does anybody have a pizza pan?"



"Not I," said the duck.
"Not I," said the cat.
"Not I," said the dog.



Very well, then. I'll fetch one myself," said the little Red Hen. So she went to the hardware store. She bought a pizza pan, a large mixing bowl, a pizza slicer, and...some other stuff.



She saw beans and rice, sugar and spices, jars of jam, and jars of honey, and even pickled eggplant—but no flour. “Cluck,” she said, “I need flour.”



She stuck her head out the window. “Hello,” she said. “Who’ll run to the store and get me some flour?”



“Not I,” said the duck.
“Not I,” said the cat.
“Not I,” said the dog.

What Is an Inference?

- A decision you make about what the evidence means
- A good inference can be supported by evidence: factual or circumstantial.



What can you infer about the setting?

- Pair with a partner in your group...*or*
- Raise your hand via the icon on the screen...*or*
- Write a response on the Chat Board.



What evidence supports your inference?

- Pair with a partner in your group...*or*
- Raise your hand via the icon on the screen...*or*
- Write a response on the Chat Board.



"Very well, then, I'll fetch some myself," said the Little Red Hen. So she went to the supermarket. She bought some flour, some salt, some oil, and...some other stuff.



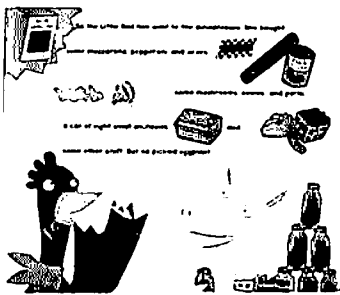
When she got home, she opened the fridge. "Cluck," she said. "There's cream cheese, blue cheese, string cheese, and Swiss cheese...but no mozzarella!" So...



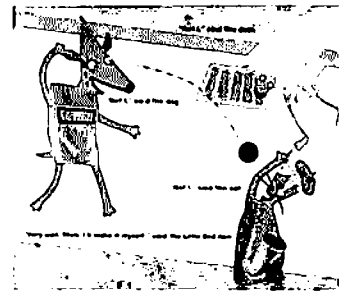
She stuck her head out the window. "Excuse me," she said. "Who will go to the store and buy me some mozzarella?"



"Not I," said the duck. "Not I," said the dog.
"Not I," said the cat. "Very well, then, I'll fetch some myself," said the Little Red Hen.



So the Little Red Hen went to the delicatessen. She bought some mozzarella, pepperoni, and olives; some mushrooms, onions, and garlic; a can of eight small anchovies; and some other stuff. But no pickled eggplant.



"Not I," said the duck. "Not I," said the dog. "Not I," said the cat. "Very well, then, I'll make it myself," said the Little Red Hen.

What can you infer about the socioeconomic status of the Little Red Hen?

- Pair with a partner in your group...or
- Raise your hand via the icon on the screen...or
- Write a response on the Chat Board.



What evidence supports your inference?

- Pair with a partner in your group...or
- Raise your hand via the icon on the screen...or
- Write a response on the Chat Board.



What can we infer about the socioeconomic status of the Little Red Hen?

Question	Your Evidence	Picture Cue
What does the author directly state in the text?	<i>The Red Hen always buys more than she needs at the store.</i>	
What does the author mean, but doesn't actually state in the text?	<i>The Red Hen wastes a lot of time and money and is very disorganized.</i>	
What do you know from your real-life experiences that could help you make a decision about the evidence?	<i>I have the same problem at Costco. I understand how it can happen.</i>	
What have you learned in school or read that might help you make a decision about the evidence?	<i>Overspending can result in not being able to pay your bills.</i>	

What can we infer?

- The Little Red Hen is independently wealthy with interest and dividend income bequeathed to her by her deceased grandmother, Big Red Hen.
- The Little Red Hen lives beyond her means and is very close to losing everything.

Questioning

Engaging in learning dialogues with authors, peers, teachers, and oneself through question generation, question-asking, and question answering



Policeperson

Asking and Answering Questions

Asking one's own questions is a form of making predictions and is essential to comprehension—it forces one to construct meaning rather than passively accept the text as it is encountered.

—Cecil (1995, p. 3)

How are we missing the mark in our classrooms?

- Pair with a partner in your group...or
- Raise your hand via the icon on the screen...or
- Write a response on the Chat Board.

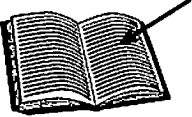






Questioning

- Intervention #36 Asking and Answering Questions (4ORIS, pp. 255-262)
- Blank Question-Answer Quadrant (p. 14A)
- Question-Answer Quadrant with Prompts (found in Intervention #36, 4ORIS, p. 262 and also on p. 14B)






Figure 36.3

Blank Question-Answer Quadrant

<p>In the </p>	<p>In the </p>
<p>In your  and in the </p>	<p>In your </p>

Source: Adapted from Raphael, 1984.

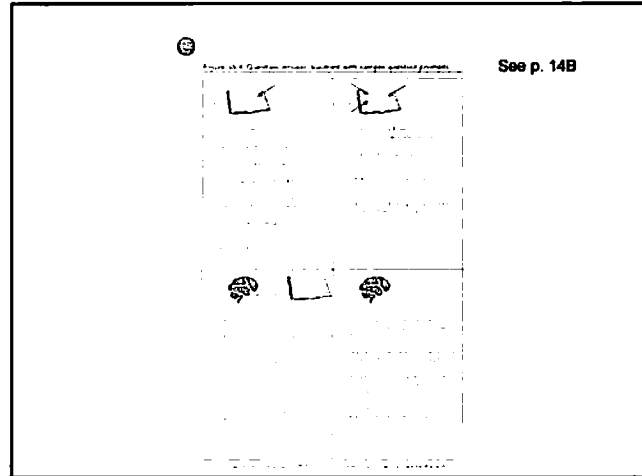
Figure 36.4: Question-answer quadrant with sample question prompts.

<p>In the </p> <ol style="list-style-type: none"> 1. Who is the main character? 2. Where does the story take place? 3. When does the story take place? 4. What happened first in the story? 5. How did the main character respond to the problem he encountered? 6. Point out an example in the story of _____. 7. Who was it that _____? 	<p>In the </p> <ol style="list-style-type: none"> 1. What are the different kinds of _____ described in this story? 2. What are the important _____ of _____? 3. What are some characteristics or qualities of _____? 4. Tell us about the beginning, middle, and end of the story in sequence.
<p>In Your  and in the </p> <ol style="list-style-type: none"> 1. What caused _____ to happen? 2. What do you think will be the outcome or the result of _____? 3. If _____ does _____, what will happen? 4. How are _____ and _____ alike? 5. Compare _____ and _____ with regard to _____. 6. Why did _____ act that way? 	<p>In Your </p> <ol style="list-style-type: none"> 1. What happened in this story that is similar to something from your own life? 2. How did you feel when you read about the main character's experience? 3. Would you have made the same choice that the main character did? Why or why not? 4. What did you learn from this story that might change the way you act in certain situations?






Source: Adapted from Raphael, 1984. Question prompts have been added by the author.

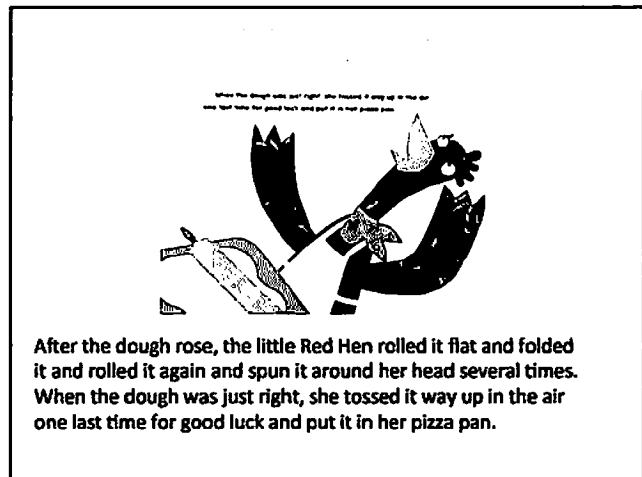
Four Types of Questions

- Factual questions, the answers to which can be found directly in the text
- Factual questions, the answers to which can be found in multiple places in the text
- Inferential questions, the answers to which can be found by combining what the text says with one's own background knowledge and experience
- Inferential questions, the answers to which can be generated by connecting one's relevant personal experiences and knowledge to the text








Question-Answer Quadrant

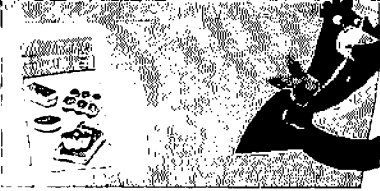
<p>What did the little red hen do to make sure her pizza would turn out all right?</p> 	<p>Name the specific things the Little Red Hen bought that she needed to make a pizza.</p> <p>In the </p>
<p>In your  and in the </p> <p>What character traits describe the Little Red Hen in this version of the story?</p>	<p>In your </p> <p>How would you compare your (your mother's) shopping/cooking habits with those of the Little Red Hen? Give similarities and differences using the Similarities and Differences organizer.</p>



Question-Answer Quadrant

<p>What did the little red hen do to make sure her pizza would turn out all right?</p> 	<p>Name the specific things the Little Red Hen bought that she needed to make a pizza.</p> <p style="text-align: right;"><i>In the</i> </p>
<p>In your  and in the </p> <p>What character traits describe the Little Red Hen in this version of the story?</p>	<p>In your </p> <p>How would you compare your (your mother's) shopping/cooking habits with those of the Little Red Hen? Give similarities and differences using the Similarities and Differences organizer.</p>


Pizza Pan



She rummaged through her pan drawer. There were bread pans, cake pans, muffin pans, frying pans—all kinds of pans—but not one single pan was large and round and flat. “Cluck,” she said. “I need a pizza pan.”

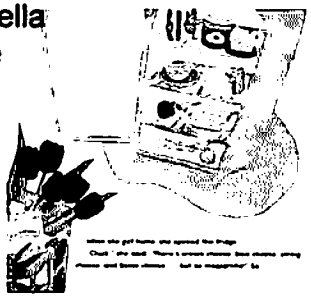
She stuck her head out of the window. “Good morning,” she called. “Does anybody have a pizza pan?”

Flour



She saw beans and rice, sugar and spices, jars of jam, and jars of honey, and even pickled eggplant—but no flour. “Cluck,” she said, “I need flour.”

Mozzarella Cheese



When she got home, she opened the fridge. “Cluck,” she said. “There’s cream cheese, blue cheese, string cheese, and Swiss cheese...but no mozzarella!” So...

Question-Answer Quadrant

What did the little red hen do to make sure her pizza would turn out all right?	Name the specific things the Little Red Hen bought that she needed to make a pizza.
What character traits describe the Little Red Hen in this version of the story?	How would you compare your (your mother's) shopping/cooking habits with those of the Little Red Hen? Give similarities and differences using the Similarities and Differences organizer.

Capture the Character: The Little Red Hen Makes a Pizza

See p. 17A-8

Directions: Write the name of a character from a story in the box at the bottom of the page. List at least five, but not more than three details from the story that describe the character's appearance (what the character looks like), actions (things the character does), likes and dislikes, and thoughts and needs (what the character thinks about and wants to do).

Appearance Slyish (winking eyes and cheek, colorful scarves) Wears fuzzy bunny slippers when she is relaxing Likes to shop and cook Likes to relax and have a cup of tea Has very eclectic tastes in food Likes and dislikes	Actions Has plenty of money to spend buys whatever catches her eye Is generous to her friends Hard-working and persistent Thinks about taking more vacation Has faith that her friends will do the right thing on the end Is not easily offended Thoughts and feelings
Character: The Little Red Hen	

Question-Answer Quadrant

What did the little red hen do to make sure her pizza would turn out all right?	Name the specific things the Little Red Hen bought that she needed to make a pizza.
What character traits describe the Little Red Hen in this version of the story?	How would you compare your (your mother's) shopping/cooking habits with those of the Little Red Hen? Give similarities and differences using the Similarities and Differences organizer.

Sample Similarities-Differences Organizer: My Mom and the Little Red Hen

See p. 17C

Directions: Write the names of two different characters, the title of two different versions of the same story, or the geographical locations of two different story settings. Write the ways in which the two characters, titles, or locations are similar and different. Write a short summary statement of their differences and similarities between the two in the Summary Box.

My Mom	Summary Box My mom is a thoroughly well-organized shopper while the Little Red Hen tends to waste time and miss things in stores. But, both of them are good cooks who have fun.	Little Red Hen
Differences My mom always makes a list	Similarities They are both good cooks	Differences Disorganized when shopping
My mom gets everything she needs at once	They like lots of exotic ingredients	Little Red Hen had to keep going back for things she missed
My mom shops at only one store	They always share what they make with friends	Shops at many different stores
My mom uses coupons when she shops	They are both funny	The red hen didn't use coupons

Form adapted by Jeannette Ann McQueen, S. E., Howell, A., & Lowery, S. (2002). *The Reading Power: Comprehensive Guide* (3rd Edition). CA: Corwin Press. Character names used by McQueen-Howell. Do not duplicate.

Capture the Character:

The Little Red Hen Makes a Pizza

Directions: Write the name of a character from a story in the box at the bottom of the page. List at least two, but not more than three details from the story that describe the character's appearance (what the character looks like), actions (things the character does), likes and dislikes, and thoughts and words (things the character thinks about and says out loud).

Stylish (matching purse and shoes; colorful scarves)

Wears fuzzy bunny slippers when she is relaxing

Appearance

Has plenty of money to spend; buys whatever catches her eye

Is generous to her friends

Hard-working and persistent

Actions

Likes to shop and cook

Likes to relax and have a cup of tea

Has very eclectic tastes in food

Likes and Dislikes

Thinks about taking exotic vacations

Has faith that her friends will do the right thing in the end

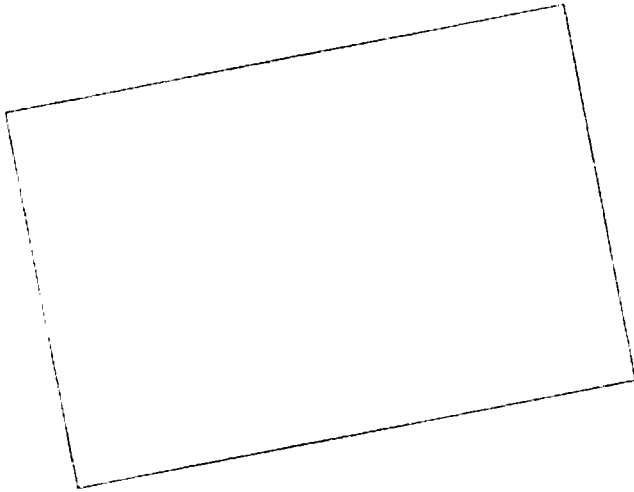
Is not easily offended

Thoughts and Feelings

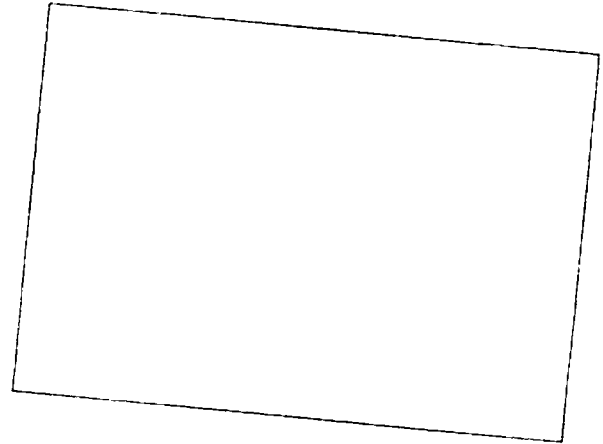
Character: The Little Red Hen

Capture the Character Organizer

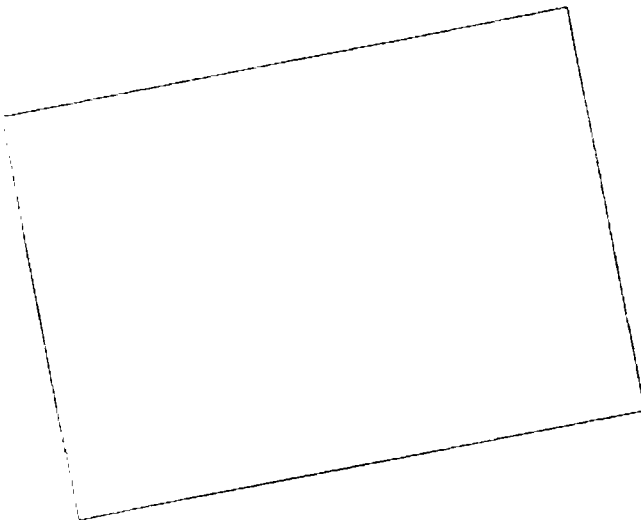
Directions: Write the name of a character from the story in the box at the bottom of the page. List at least two, but not more than three details from the story that describe the character's appearance (what the character looks like), actions (things the character does), likes and dislikes, and thoughts and words (things the character thinks about and says out loud).



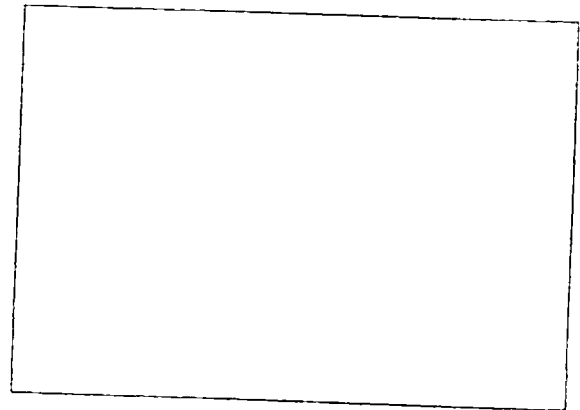
Appearance



Actions



Likes and Dislikes



Thoughts and Feelings

Character:

Sample Similarities-Differences Organizer: My Mom and the Little Red Hen

Directions: Write the names of two different characters, the titles of two different versions of the same story, or the geographical locations of two different story settings. Write the ways in which the two characters, titles, or locations are similar and different. Write a short summary statement of their differences and similarities between the two in the Summary Box.

17C

My Mom	<p style="text-align: center;">Summary Box</p> <p><i>My mom is a thrifty and organized shopper while the Red Hen tends to waste time and money in stores. But, both of them are good cooks who have fun.</i></p>	Little Red Hen
<p style="text-align: center;">Differences</p> <p><i>My mom always makes a list</i></p>	<p style="text-align: center;">Similarities</p> <p><i>They are both good cooks</i></p>	<p style="text-align: center;">Differences</p> <p><i>Disorganized when shopping</i></p>
<p><i>My mom gets everything she needs at once</i></p>	<p><i>They like lots of exotic ingredients</i></p>	<p><i>Little Red Hen had to keep going back for things she missed</i></p>
<p><i>My mom shops at only one store</i></p>	<p><i>They always share what they make with friends</i></p>	<p><i>Shops at many different stores</i></p>
<p><i>My mom uses coupons when she shops</i></p>	<p><i>They are both funny</i></p>	<p><i>The red hen didn't use coupons</i></p>

Inferential Questions

(See p. 18A)

- How do the friends in the 2 versions differ in their character traits, attitudes, and behaviors?
- How would you describe the Little Red Hen's shopping habits? (impulsive, haphazard, spontaneous, free-spirited)
- Where might this story have taken place? (city on the east coast (delicatessen, fire hydrant, stores))

Comprehend



Activate Prior Knowledge

- I've read several other versions of the Little Red Hen.
- I used to make pizza, but my pan was rectangular.



Make Inferences about the Text

- The Little Red Hen in this version is a much more complicated and interesting character.
- Am I reading too much into this story?



Question the Author

- I'd like to ask the author some questions.
- How and why did you create the character of the red hen the way you did?

Chunk

Traits of the Little Red Hen	Traits of her three friends	Story Elements
	Theme or moral of the story	Similarities and Differences

Compact Parts of the Story



Eating and cleaning up

Inferential Questions Based on *The Little Red Hen Makes a Pizza* (Sturges & Waldrod, 1999, Puffin Books)

Q. How do the friends in the 2 versions differ in their character traits, attitudes, and behaviors?

[Use this question after teaching *The Little Red Hen Makes a Pizza* and any other version of the story.]

Q. How would you describe the Little Red Hen's shopping habits?

A. impulsive, haphazard, spontaneous, and free-spirited

Q. Where might this story have taken place?

A. city on the east coast (delicatessen, fire hydrant, stores)

Q. At what point in history might this story have taken place?

A. 80s (boom box, no computers or online shopping);

Q. During what season of the year might this story have taken place?

A. summer (ice cream truck, no coats, lemonade in the sun);

Q. At what time of day might this story have taken place?

A. Late afternoon (after a nap)

Q. Why did the Little Red Hen decide to make a pizza when she was hungry?

A. She discovered a can of tomato sauce in her cupboard.

Q. What else could Little Red Hen make from the ingredients she bought?

A. casserole, flower arrangement, cornmeal muffins, pancakes, fruit cocktail, and a peach or apple pie

Q. What words would you use to describe Little Red Hen's friends in the story?

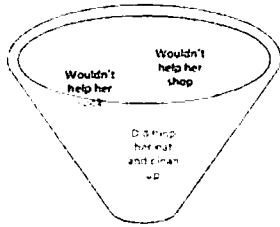
A. selfish, lazy, immature, grateful, feeling guilty

Q. At the end of the story, were the duck, dog, and cat feeling grateful or guilty? Why?

A. Both. They felt grateful for the meal and guilty that Little Red Hen had put in a lot of work.

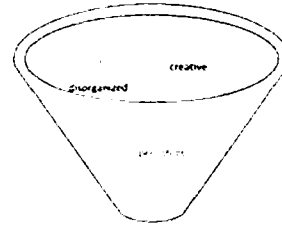
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Compact-Traits of Three Friends



Cat, Dog, and Duck weren't totally selfish

Compact-Traits of Red Hen



generous

Conceptualize

immature and short-sighted

generous and long-suffering

If at first you don't succeed, keep trying.

Step 5: Connecting

The Cat, Dog, and Duck seemed to be uncooperative and even a little lazy.

The Little Red Hen persisted in asking them to help her, even to the extent of helping her to eat the pizza.

The Cat, Dog, and Duck surprise us by recognizing that if they ate the pizza, they definitely needed to help with clean-up.

Step 5: Connecting.2

The Little Red Hen shows us that we shouldn't give up on our friends,

even if at first they appear selfish and uncooperative.

When Did the Light Go On?

- What insights have you had so far?
- What is your big AHA so far?
- What do you know now that can make a real difference for your students?

