

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



Art © 2013 Melissa Sweet

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

COMPREHENSION & CONNECTIONS THROUGH OPEN-ENDED QUESTIONS

Open-ended questions not only increase comprehension and support connections to literature, they also encourage children to:

- Use language beyond “yes” or “no” answers
- Think about their responses and give details from the text to support their answer
- Express their own thoughts about the story or offer an opinion
- Be creative and imaginative
- Think of new ideas
- Make connections to other stories and students’ responses



A few open-ended questions to ask during and after reading *Little Red Writing*:

- Which character did you like best and why?
- Why do you think Little Red had difficulty in beginning her story?
- What strategies have you used to improve your writing?
- How did Little Red follow Ms. 2’s suggested “Story Path” for writing?
- Why do you think the illustrator, Melissa Sweet, included so many words in her illustrations? What else did she include?
- What was the most interesting or enjoyable part of the story? What illustration(s) caught your eye?

Correlates to Common Core Standard Reading Literature: Key Ideas and Details CCSS ELA Literacy RL 1.3, RL 2.3, RL 3.3, RL 4.3; Speaking and Listening Comprehension and Collaboration CCSS ELA Literacy SL 1.2, SL 2.2, SL 3.2, SL 4.2

STORY PATH

Ms. 2 presents a process for her class to write a story. Have students select one of the pencil characters, or create their own character and generate a story using Ms. 2’s story path writing process. Be sure that they focus on their use of nouns, verbs, adjectives, and adverbs. Remind students to determine:

1. What is the plot, traits for each character, and the story setting?
2. What problem or conflict does the character encounter?
3. How does this problem become a bigger problem?
4. How is the problem solved?

Correlates to Common Core Standard Writing: Text Types and Purposes W 1.3, W 2.3, W 3.3, W 4.3, W 5.3

CHARACTER ANALYSIS CHART

Characters are important to any story that is read or written. Use the following chart to analyze Little Red, her challenges, and her actions. Next, students can use the same categories to develop their character(s) for the story they are writing.

Name of Character	Description of Character	Major Goal of Character	Response(s) to Goal / Challenge	Change(s) in Character

Correlates to Common Core Standard Reading Literature: Key Ideas and Details CCSS ELA Literacy RL 1.3, RL 2.3, RL 3.3, RL 4.3; Writing: Text Types and Purposes W 3.3, W 4.3

ACTIVE VERB CHALLENGE

Little Red wanted her story to be exciting and knew that she needed active verbs. Have students create two columns: “Nouns as Stuff” and “What Stuff Does.” Create a list of nouns then have students think about active verbs to go with them. This strategy will reinforce that good writers use precise verbs to make stories interesting and vivid. It will encourage them to show, don’t tell. For example:

<i>Nouns as Stuff</i>	<i>What Stuff Does</i>
Alexis	stomped loudly to her room danced merrily to her room shuffled quietly to her room
The cat	pounced on the mouse

Correlates to Common Core Standard Writing: Text type and purposes W 1.3, W 2.3, W 3.3, W 4.3

NATIONAL PENCIL DAY & OTHER UNIQUE HOLIDAYS

The Pencil School News in *Little Red Writing* proclaims that March 30th is National Pencil Day. Share a few fast facts about pencils and notable pencil users such as:

- Hymen Lipman received the first patent for attaching an eraser to the end of a pencil in 1858.
- The majority of pencils made in the United States are painted yellow.
- Author Roald Dahl used only yellow pencils. He had 6 sharpened pencils ready at the beginning of each day and when all 6 pencils became unusable, he sharpened them again.

Have students conduct research about other unique holidays such as Tell a Fairy Tale Day (February 26), World Read Aloud Day (March 6) or Poetry Reading Day (April 28). Have students create a chart with the following information: the name of the holiday, the date it is celebrated, the origins for the day, and how people celebrate the event. Also be sure that students write down where they locate the information. Then have students report orally about their findings. Students could also create their own holiday using the same categories and write a persuasive argument for why it should be celebrated.

Correlates to Common Core Standard Writing: Research to Build and Present Knowledge W 1.7, W 2.7, W 3.7, W 4.7; Speaking and Listening Presentation of Knowledge and Ideas SL 1.4, SL 2.4, SL 3.4, SL 4.4

SENTENCE STRETCHER

This strategy assists students in learning how to expand sentences using different parts of speech. Begin by introduce a short sentence then model how to add to it. Next, have students work independently or in pairs to expand a sentence. Encourage students to share their expanded sentences in small groups, providing feedback to their peers.

The girl skipped.

The young girl in the pink dress skipped.

The young girl in the pink dress skipped down the street.

The cute young girl in the pink dress skipped down the street to her friend’s house.

Correlates to Common Core Standard Writing: Text Types and Purposes W 2.2, W 3.2, W 4.2

THERE'S AN APP FOR THAT... WRITING

There are a number of web-based tools that can support and enhance student writing for all grade levels such as:

Popplet is a productivity app that also works as a mind mapping tool. The app can also be used to create graphic organizers, classroom visuals, organize material according to text structures (list, sequence, compare-contrast, cause-effect), and to practice sentence combining and complex sentence creation by connecting individual “Popples.”

www.popplet.com

Story Builder is a multi-purpose app designed to teach story structure. In the process, students learn sentence structure, sequencing, and inferencing. The app develops comprehension by asking children to respond to questions about a picture, helping them to structure the story. The child’s answers are recorded within the app and then put together to form a story. There are multiple levels included in the app; level two requires inference skills.

www.itunes.apple.com/us/app/storybuilder-for-ipad/id377631532?mt=8

The Story Map interactive includes a set of graphic organizers designed to assist teachers and students in prewriting and post reading activities. The graphic organizers focus on the key elements of character, setting, conflict, and resolution development.

www.readwritethink.org/classroom-resources/student-interactives/story-30008.html

Correlates to Common Core Standard Writing: Production and Distribution of Writing W 1.6, W 2.6, W 3.6, W 4.6, W 5.6

AUTHOR'S CHAIR

An Author’s Chair provides an exciting way for students to share their writing. Author’s Chair is the final step in the writing process. A special time and place is allotted to writers who wish to share their final products with an audience. The student’s writing has already gone through revision, so the Author’s Chair presents an opportunity for the writer to receive positive feedback from their classmates. It also encourages other students to be active listeners. The “Author” reads aloud a piece of their writing. Other students then respond to what is read aloud by first starting with positive feedback and then possibly offering some suggested revisions. Possible comments and suggestions might include:

Comments/Compliments:

The part I liked in your writing was _____ because _____.

You used some interesting words like _____. Why did you select that word to use in your story?

Your writing reminds me of _____.

I like the way that you support your ideas with details like _____.

I could really picture _____ because _____.

Questions/Suggestions:

Why did you decide to write about _____?

Could you tell more about _____ in your story?

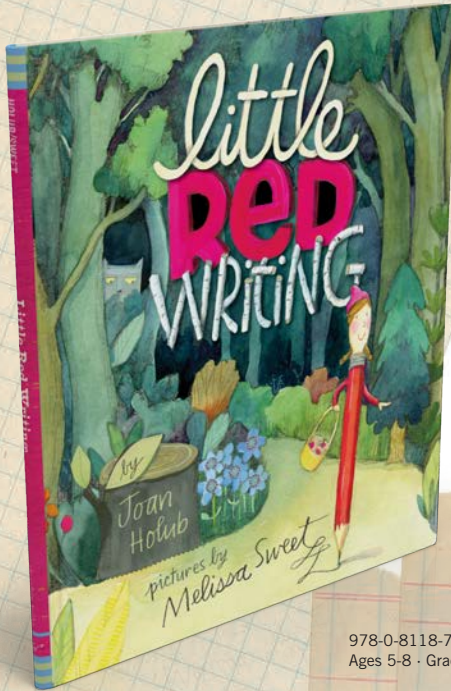
Is there another verb you could use for _____ that would be an active verb?

I was confused when you said _____. What did you mean?



Correlates to Common Core Standard Speaking and Listening: Comprehension and Collaboration SL 1.2, SL 2.2; Presentation of Knowledge and Ideas SL 1.6, SL 2.6, SL 3.6

About The Book



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Ages 5-8 · Grades 1-3

ONCE UPON A TIME IN PENCIL SCHOOL,

a teacher named Ms. 2 told
her class, "Today we're going
to write a story."

"Yippee!"

said the birthday pencil.

"Slammin'!"

said the basketball pencil.

"Sharp!" said Little Red.

Acclaimed writer Joan Holub and Caldecott Honoree Melissa Sweet team up in this hilarious and exuberant retelling of "Little Red Riding Hood," in which a brave little red pencil finds her way through the many perils of story-telling, faces a ravenous pencil sharpener (the Wolf 3000) . . . and saves the day.

Author Joan Holub's and illustrator Melissa Sweet's twist on the classic tale will entertain readers and have them contemplating taking their own Story Path to writing.



About The Author

JOAN HOLUB has hundreds of pencils. Some are red. Others are glittery, sporty, or full of holiday cheer. They are all super sharp and good at writing books. They've helped Joan write more than 130 books, including *Zero the Hero* and *Knuckleheads*. She lives in Raleigh, North Carolina.



About The Illustrator

MELISSA SWEET has illustrated nearly 100 children's books, including the Caldecott Honoring-winning *River of Words* and the Sibert Medal-winning *Balloons Over Broadway*. When not in her studio, Melissa loves to ride her bicycle and hike with her two dogs, Rufus and Nellie. She lives in Rockport, Maine.

This guide was created by Cyndi Giorgis, professor of children's and young adult literature at the University of Nevada Las Vegas.