

**K-2 Literacy Support for Students and Families**  
**Week 3**

**Language and Literacy**

Louisiana Believes that English language arts (ELA) instruction should provide every student the opportunity to read, understand, and express their understanding of complex, grade-level texts.

**Topic: Fairy Tales**

Kindergarten	
<b>Week 3 Text</b>	<p><a href="#">Goldilocks and the Three Bears</a></p> <p>Make sure to sign up for a free Reading IQ account. Directions are available <a href="#">here</a>.</p>
<b>Read</b>	<p><b>Reading Options:</b></p> <ul style="list-style-type: none"> <li>● <b>Read Aloud:</b> Read the story out loud to your child.</li> <li>● <b>Echo Read with your Child:</b> Click “read to self” while you echo read with your child. <i>Echo reading is a reading strategy designed to help students develop expressive, fluent reading as well as used for print knowledge. In echo reading, you read the first page or a short segment, and the student echos it back.</i></li> </ul>
<b>Understand</b>	<p><b>Ask Questions:</b></p> <p><b>Revisit the story and ask the following questions at the end of the indicated page:</b></p> <ul style="list-style-type: none"> <li>● What did Goldilocks eat at the bears’ house? (page 8)</li> <li>● Why do you think Goldilocks ate the porridge? (page 8)</li> <li>● What did Goldilocks sleep in at the bears’ house? (page 13)</li> <li>● Why do you think Goldilocks went to rest her head? (page 13)</li> <li>● Why do you think Goldilocks ran away when she saw the three bears? (page 18)</li> </ul>
<b>Express Understanding</b>	<p><b>Draw a Picture:</b></p> <ul style="list-style-type: none"> <li>● Have your child draw a picture of one part from the story.</li> </ul> <p><b>Label:</b></p> <ul style="list-style-type: none"> <li>● Have your child label the picture with the words from the book (porridge, chair, bed, house, bears).</li> </ul> <p><b>Write:</b></p> <ul style="list-style-type: none"> <li>● Have your child write one or two sentences about the drawing.</li> <li>● It is okay if not all words are spelled correctly! Inventive spelling is acceptable. <i>Inventive spelling refers to the practice of children using incorrect and unusual spellings for words. Typically, inventive spelling is used by students who are just learning to put sounds together to make words.</i></li> </ul>
<b>Extension Activity</b>	<p><b>Comparison activity:</b></p> <ul style="list-style-type: none"> <li>● Think about the items Goldilocks tested out: the porridge, the chairs, and the beds.</li> <li>● Use words to describe why Goldilocks did or did not like the porridge. One was too hot and one was too cold. One was just right. One chair was too big and hard. The next chair was soft. One bed was too hard, the next bed was too soft. The last bed was just right.</li> </ul>

	<ul style="list-style-type: none"> <li>● Use this to review opposites: hot/cold, hard/soft.</li> <li>● Have your child compare the sizes of the Papa Bear, the Mama Bear, and the Baby Bear’s items. He or she can draw items by showing Papa Bear’s bowl, chair, and bed large. Mama Bear’s items can be shown as medium and Baby Bear’s items can be shown as small.</li> </ul>
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<b>1st Grade</b>	
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<b>Week 3 Text</b>	<p><a href="#">Little Red Riding Hood</a></p> <p>Make sure to sign up for a free Reading IQ account. Directions are available <a href="#">here</a>.</p>
<b>Read</b>	<p><b>Reading Options:</b></p> <ul style="list-style-type: none"> <li>● <b>Read Aloud:</b> Read the story out loud to your child.</li> <li>● <b>Echo Read with your Child:</b> Click on the book page while you echo read with your child.  <i>Echo reading is a reading strategy designed to help students develop expressive, fluent reading as well as used for print knowledge. In echo reading, you read the first page or a short segment, and the student echos it back.</i></li> </ul>
<b>Understand</b>	<p><b>Ask Questions:</b></p> <p><b>Revisit the story and ask the following questions at the end of the indicated page:</b></p> <ul style="list-style-type: none"> <li>● Why did Little Red Riding Hood need to go across the woods? (page 5)</li> <li>● Why do you think the wolf lied to Little Red Riding Hood? (page 10)</li> <li>● Why do you think the wolf lied to Grandmother? (page 16)</li> <li>● What lesson did Little Red Riding Hood learn? (page 40)</li> </ul>
<b>Express Understanding</b>	<p><b>Draw a Picture:</b></p> <ul style="list-style-type: none"> <li>● Have your child draw a picture of one part from the story.</li> </ul> <p><b>Label:</b></p> <ul style="list-style-type: none"> <li>● Have your child label the picture with the words from the book (woods, wolf, cookies, Little Red Riding Hood, grandmother).</li> </ul> <p><b>Write:</b></p> <ul style="list-style-type: none"> <li>● Have your child write one or two sentences about the drawing.</li> <li>● It is okay if not all words are spelled correctly! Inventive spelling is acceptable.  <i>Inventive spelling refers to the practice of children using incorrect and unusual spellings for words. Typically, inventive spelling is used by students who are just learning to put sounds together to make words.</i></li> </ul>
<b>Extension Activity</b>	<p><b>Critical Thinking:</b></p> <ul style="list-style-type: none"> <li>● Think about ways Little Red Riding Hood could have safely made it to grandma’s house.             <ul style="list-style-type: none"> <li>○ Create a map of a different way to get to grandma’s.</li> <li>○ Create a new cape that could disguise or help Little Red Riding Hood in other ways.</li> </ul> </li> </ul>

2nd Grade

[Hansel and Gretel](#)

Week 3 Text

Make sure to sign up for a free Reading IQ account. Directions are available [here](#).

Read

**Reading Options:**

- **Read Aloud:** Have your child read the book to you.
- **Echo Read with your Child:** Click on the book page while you echo read with your child.  
*Echo reading is a reading strategy designed to help students develop expressive, fluent reading as well as used for print knowledge. In echo reading, you read the first page or a short segment, and the student echos it back.*

Understand

**Ask Questions:**

**Revisit the story and ask the following questions at the end of the indicated page:**

- Why did Hansel scatter breadcrumbs? (page 7)
- What does the first sentence on page 10 mean? “The next day dawned with birdsong bright.” (page 10)
- Why didn’t the witch think Hansel was ready to eat? (page 17)

Express  
Understanding

**Draw a Picture:**

- Have your child draw a picture of one part from the story.

**Label:**

- Have your child label the picture with the words from the book.

**Write:**

- Have your child write two or three sentences about his or her drawing.
- Have your child use the book as a reference to spell words correctly.

Extension  
Activity

**Critical Thinking:**

- Think about ways Hansel and Gretel could have made safer choices.
  - How would you mark the path to find your way home?
  - How would you trick the witch into letting you be free?
- What kind of house would you expect the witch to live in?
  - Draw or create your house.