

# The Little Red Fort

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**Grade Level** K  
**Duration** 4 class periods

## National Standards

### GEOGRAPHY

#### Element 1: The World in Spatial Terms

2. How to use mental maps to organize information about people, places, and environments in a spatial context.

#### Element 4: Human Systems

12. The processes, patterns, and functions of human settlement.

### Next Generation Science:

#### K-2-ETS1-2

#### Engineering Design

Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

## AZ Standards

### ELA

#### Reading

#### Key Ideas and Details

#### Integration of Knowledge and Ideas

K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

#### Range of Reading and Level of Text Complexity

K.RL.10 With prompting and support, actively engage in group reading activities with purpose and understanding.

#### Speaking and Listening

#### Comprehension and Collaboration

K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

#### Presentation of Knowledge and Ideas

K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### MATHEMATICS

#### Geometry

K.G.B.5 Model shapes in the world by building shapes from components (e.g., use sticks and clay balls) and drawing shapes.

## Arizona Social Science Standards

### GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

K.G1.1 Use, explore and construct maps, graphs and other geographical representations of familiar places.

### CIVICS

Civic virtues and democratic principles are key components of the American political system.

K.C1.1 Apply values of respect, responsibility, equality, and fairness when participating in and out of school settings.

K.C1.3 Compare one's own thoughts and opinions with those of others.

## SIOP Elements

### Preparation

Adapting content

Linking to background

Linking to past learning

Strategies used

### Scaffolding

Modeling

Guided practice

Independent practice

Comprehensible input

### Grouping Option

Whole class

Small groups

Partners

Independent

## The Little Red Fort

<b>Integrating Processes</b> Reading <b>Writing</b> <b>Speaking</b> Listening	<b>Application</b> <b>Hands on</b> Meaningful <b>Linked to objectives</b> <b>Promotes engagement</b>	<b>Assessment</b> <b>Individual</b> <b>Group</b> <b>Written</b> <b>Oral</b>
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### Arizona English Language Proficiency Standards

#### Basic

#### Speaking and Listening

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-2: add appropriate drawings or other visual displays to provide additional detail to a variety of topics, experiences, or events.

B-4: produce writing with appropriate organization using graphic organizers and sentence frames about a variety of topics, experiences, or events.

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

B-4: ask questions to gain information or clarify understanding.

B-5: contribute information and evidence to collaborative oral and written discussions.

## Overview

Listening to fictional stories can provide a basis for understanding one's own environment. Ways to portray an environment can include photos or words or in this case, with a map.

## Purpose

After listening to the story, *The Little Red Fort* by **Brenda Maier**, the students will design and construct their own play fort that will stand on its own. They then will create and label a map showing the area where their fort will be located. This lesson has adaptations for diverse learners (ELLs).

## Key Vocabulary

**construct:** to build or form by putting together parts

**design:** to make drawings or plans

**materials:** things you need to complete an activity

**revise:** to make better

## Materials

- *The Little Red Fort* by Brenda Maier book or YouTube video (5:05 min)  
<https://www.youtube.com/watch?v=M5LFCZggG7I>
- Sample Elementary Level Maps

- Copies of students' maps from completing lesson In Case of Fire.  
<https://geoalliance.asu.edu/incasefire>
- Self-Assessment for a Map
- Scissors
- Pre-cut pieces of cardboard (approximately (10) 3x4 pieces and (1) 6x10 piece
- Roll of masking tape
- Paper
- Vocabulary Cards
- Vocabulary Quiz and Answer Key
- Self-Assessment

## Objectives

The student will be able to:

- Design and construct a play fort using shapes.
- Construct a map with appropriate elements.
- Complete sentence frames connecting literature to themselves.

## Procedures

### SESSION ONE:

#### Engage

1. Begin the lesson by telling the students that today they will listen to a story called *The Little Red Fort*. Then they will work with a partner to design and create their own play fort.

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- Project and explain the vocabulary cards. Add the cards to the word wall. (**Scaffolding: Comprehensible input**)
- Project and read aloud (or play the video), *The Little Red Fort*. (**Integrating Processes: Listening**)
- As the story is being read, engage the students in discussion of the book using these possible questions.
  - Have you ever wanted to make something and thought you would need help to do it?
  - Why did you think the brothers did not want to help Ruby?
  - Who did help Ruby along the way?
  - How many of you guessed her grandma would help her?
  - What changed the brothers' minds about helping Ruby with her fort?
  - What did we learn from the story?
  - What did the book teach us about building a fort? (**Integrating Processes: Listening and Speaking**) (**Preparation: Linking to Background & Past Learning**)
- Discuss the author's purpose in writing the story. Sample answers might be:
  - If we set our mind to something, we can do it.
  - Sometimes help comes in unexpected ways.
  - The importance of working together.
  - Working together is better.

### SESSION TWO:

*Prerequisite Skills: Students have already mapped their classroom. One lesson that should be done prior to this one is: In Case of Fire: Mapping Your Classroom. <https://geoalliance.asu.edu/incasefire> They also need to know that a map has a title, an author, and a legend (or labels).*

#### Explore:

- Divide students into partners. Review how they mapped their classroom (See Prerequisite) and project some of the maps they created. Project the two samples included in the lesson. Review that maps have titles, an author, and a legend. Point these out on the sample maps. (**Grouping: Partners**)
- Tell the students they will be creating a map. On this map, they will include a fort (like Ruby's) but they get to pick where the fort will be located. They will also include any trees and buildings and other objects that will be around their fort on the map.
- Distribute white paper to each partner group as well as art supplies. Tell the students to create their maps.
- After drawing their maps, bring the class together and share out possible labels they can

use on their maps to identify the objects they have included on the map. Project various partner maps and model how the students will label their maps using words and symbols and make a legend. Help with spelling these labels. Suggested words and symbols are house, tree, street, fence, grass, fort, etc. (**Scaffolding: Modeling and Guided Practice**)

- Have partners complete the Self-Assessment for a Map.

### SESSION THREE

- Review how builders design something on paper and then create it. Sometimes they have to revise their plans and re-do some of their work. So before building a play fort today, you and your partner need to design a play fort on scrap paper. (**Application: Hands on & Promotes Engagement**)
- Show the materials that they will be using (cardboard, scissors, and masking tape). Distribute the scrap paper only. Give students time to create their fort design.
- As students are finishing their designs, stop and quick chat about whether their design has a roof, windows, door, and looks capable of standing up on its own. Is there anything they need to revise? (**Application: Linked to objectives**)
- Move around the room and ask partners if they are working as a team and if each person is getting a chance to share their ideas. Are they respectfully working together? (**Integrating Processes: Listening and Speaking**)
- When partners have revised and are happy with their design, distribute 10 pieces of 3 x 4 inch cardboard and 1 piece of 6 x 10 inch cardboard to each pair of students as well as some masking tape and a pair of scissors. Allow time to build their fort. (**Application: Hands on & Promotes Engagement**)
- Have partners complete the Self-Assessment for building the fort.

### SESSION FOUR

#### Explain:

- In a whole class discussion, have the partners share their forts and talk about the following:
  - What worked for them in building the fort?
  - What didn't work?
  - If they could do anything differently next time, what would they do? (**Grouping Option: Whole class**)
- Use sentence frames and have students complete the following by writing:
  - We designed our fort to be a place to \_\_\_\_.
  - We constructed our fort to include \_\_\_\_\_.

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- The materials we used were \_\_\_\_\_.
- If we were to revise our map and fort design, we would \_\_\_\_\_. **(Integrated Processes: Listening, Speaking, Writing)**

### Elaborate:

1. Have the students make connections to the story and to the real world by asking these questions:
  - If you could build a fort anywhere, where would that be and why?
  - Is that a safe place for a fort? Explain.
  - What materials would you use and why (cost, durability and accessibility)?
2. Have the students consider Ruby's fort from the story and all of the fun and favorite things she had in her fort. Ask students what fun and favorite things they would have in their fort. **(Grouping: Whole class)**

## Assessment

### Geography and ELA

The map can be assessed using the Self-Assessment for a Map. Yes in 3 of the 4 columns will be considered mastery. **(Assessment: Written, Group)**

### ELA and Mathematics

The fort construction can be assessed using the Self-Assessment. Yes in 4 of the 5 columns will be considered mastery. **(Assessment: Written, Group)**

### Mathematics

Shape Assessment can be given to measure shape acquisition from shapes used in designing maps. A score of 80% or higher will be considered mastery. **(Assessment: Written, Individual)**

### ELA

Sentence frames can be graded for plausible answers. Good answers in 3 of the 4 sentences will be considered mastery. **(Assessment: Written, Individual)**

The Vocabulary Quiz can be given to measure vocabulary acquisition. A score of 80% or higher will be considered mastery. **(Assessment: Written, Individual)**

The cooperative working situation can be assessed through communications with the teacher and partner groups. Mastery will be a satisfactory rating by the teacher. **(Assessment: Oral)**

## Extensions

To implement an Economics aspect to the lesson, the students could also plan out and "buy" the cardboard pieces to build their forts. This also allows them to expand on the basic number of pieces that are given to everyone, affording them to be able to create a more elaborate design.

Students can be asked to identify the shapes they used to build their fort and create their maps to practice mathematics skills.

## Sources

Book:

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