

## Hear-and-Say Reading Planning Worksheet

Remember! Great hear-and-say reading sessions always include:

- ✓ Introducing the title and author of the book. Point them out with your finger.
- ✓ Asking the children what they think the story will be about based on the title and cover.
- ✓ Using each type of prompting question when planning your story times.
- ✓ Following up your questions by acknowledging the children's responses, expanding on their ideas, and repeating key information.



**Book Title:** The Little Red Fort by Brenda Maier

**The first page of this book begins with:** Ruby's mind was always full of ideas.

**Helpful tip:** For easy reference, use the prompt questions on the labels or photocopy them and attach them on the appropriate pages in the book.

| Reading 1   | Reading 2   | Reading 3   |
|---|---|---|
| <p>Cover: This book is called "The Little Red Fort." What color are the words in the title? Why do you think the illustrator chose red for the words? What else do you see that is red?</p> <p><i>Prompt Type: Wh</i></p> | <p>Cover: Who are the people on the cover? What is Ruby doing?</p> <p><i>Prompt Type: R</i></p>                   | <p>Cover: What can you tell me about this book?</p> <p><i>Prompt Type: R</i></p>                                    |
| <p>P3: What do you think Ruby wants to build? Why do you think that?</p> <p><i>Prompt Type: O</i></p>   | <p>P1: What do you see in this picture?</p> <p><i>Prompt Type: Wh, O</i></p>                                      | <p>P7: And _____ (let children complete the phrase).</p> <p><i>Prompt Type: C</i></p>                               |
| <p>P7: How is Ruby feeling? How can you tell?</p> <p><i>Prompt Type: O</i></p>  | <p>P5: Show me your look that could melt popsicles!</p> <p><i>Prompt Type: D</i></p>                              | <p>P10-11: See the red swirly lines? Why do you think they are there?</p> <p><i>Prompt Type: Wh</i></p>             |
| <p>P12: What do you think Ruby's brothers will say? Why do you think that?</p> <p><i>Prompt Type: O</i></p>   | <p>P9: Why do you think Ruby's brothers don't want to help? Would you help Ruby?</p> <p><i>Prompt Type: O</i></p> | <p>P17: What are supplies? What kind of supplies does Ruby need to build her fort?</p> <p><i>Prompt Type: O</i></p> |
| <p>P15: And _____ (let children complete the phrase).</p> <p><i>Prompt Type: C</i></p>  | <p>P11: And _____ (let children complete the phrase).</p> <p><i>Prompt Type: C</i></p>                            | <p>P20-21: What season is it? Why do you think that?</p> <p><i>Prompt Type: O</i></p>                               |

| Reading 1  | Reading 2   | Reading 3  |
|--|---|--|
| P24: What do you think Ruby's brothers will say?<br><br><i>Prompt Type: O</i>              | P17: How is Ruby feeling? How can you tell?<br><br><i>Prompt Type: O</i>  | P26: What would you do if you were Ruby?<br><br><i>Prompt Type: O</i>  |
| P30-31: Why do you think Ruby's brothers are doing this?<br><br><i>Prompt Type: O</i>      | P30-31: What does the word "delighted" mean? What is something that delights you?<br><br><i>Prompt Type: W, D</i> | P35: What are Ruby and her brothers eating? What is your favorite kind of cookie?<br><br><i>Prompt Type: D</i>       |
| P35: How are Ruby and her brothers feeling? How can you tell?<br><br><i>Prompt Type: O</i> | P33: Ruby painted her fort red. If you built a fort, what color would you paint it?<br><br><i>Prompt Type: D</i>  | P36: Look at the different kinds of forts! Have you ever made a fort? What kind was it?<br><br><i>Prompt Type: D</i> |

### Extension Activities:

- Provide students with blank paper, glue, and cut-out shapes in a variety of colors and textures (e.g., green felt triangles, red foil rectangles, etc.). Using the shapes, invite them to create their own forts. Encourage students to name their fort and the teacher can write that name on the picture.
- Discuss the fact that Ruby's fort is red. Brainstorm some other red things that could fit in her fort. Follow up with easel painting using many different shades of red.
- Explain that "fort" begins with the letter F and practice the sound that F symbolizes. With masking tape, tape off a square on the floor to be Ruby's "fort". Display a collection of stuffed animals, toys, or other objects, several of which begin with the letter F. Ask for volunteers to choose an object that begins with the letter F and place the chosen object in the fort.
- Make a fort in the classroom using large boxes and sheets. You can add twinkle lights to the ceiling! You can also have the students find all the red things in your classroom that can be used to decorate the fort. <https://redtri.com/fantastic-indoor-forts-for-kids/slide/1>