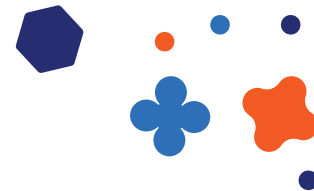
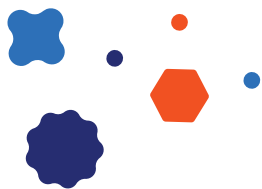


**TEACHER READING GUIDE**

***Rita and Ralph's Rotten Day***

written by Carmen Agra Deedy  
illustrated by Pete Oswald



**Essential Question:** How do the actions, feelings, and thoughts of the characters help to determine the moral, or lesson, in the text?

**BOOK SNAPSHOT**

Selected from the New Worlds Reading Initiative booklist



**Text Type:** Literary

**Genre:** Realistic Fiction

**Themes/Topics:** Friendship, Humility, Forgiveness

**Lexile:** AD500L

**SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS**

<b>Word Work</b>	<b>ELA.1.F.1.3</b> Decode words with an inflectional ending (-ed).
<b>Vocabulary</b>	<b>ELA.1.V.1.1</b> Use grade-level academic vocabulary with the inflectional ending -ed. (Tier 2)
<b>Comprehension</b>	<b>ELA.1.R.1.2</b> Identify and explain character development to determine the moral of the story.

**BUILDING BACKGROUND**

- Explore words used to describe how we feel.
- Write each word on chart paper, and then determine whether each feeling is positive (makes them feel good) or negative (may feel painful or challenging). For example, excited = positive, and angry = negative
- Total Physical Response (TPR) can also be incorporated by having students give a thumbs up for a positive feeling and a thumbs down for a negative feeling.

**STUDENT LEARNING TARGETS**



**Today I am:**  
describing and telling how Rita and Ralph change throughout the story.

**So that I can:**  
determine what lesson they learn.

## WORD WORK – PHONICS PRACTICE WITH THE INFLECTIONAL ENDING *-ed*

- **ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.**
  - d. Decode words with inflectional endings.
    - Clarification 1: Phonics refers to the relationship between graphemes (letters of letter combinations) and phonemes (speech sounds).

**Inflectional endings** are a group of letters added to the end of a word that may change its meaning.

- Say, "Today we are going to learn about the **inflectional ending** *-ed*. When we add *-ed* to the end of a word, it describes something that has already happened."
- Write this on the board:

Base Word	+	Inflectional ending ( <i>-ed</i> )	Word
play	+	<i>-ed</i>	played
close	+	<i>-d</i>	closed

### Example 1:

- Say, "Look at the word *play*. (p. 6)" Write the word *play* in the base word box.
- Say, "The **inflectional ending** is *-ed*." Write *-ed* in the **inflectional ending** box.
- Say, "Combine them to make a new word." Write the word *played* in the word box. Run your finger across as you say, "*Played*. Repeat after me ... *played*."

### Example 2:

- Say, "Try another word. Our base word is *close*." Write the word *close* in the base word box.
- Ask students, "What is our **inflectional ending**?" Write *-ed* in the **inflectional ending** box.
- Say, "Combine the base word with the *-ed* ending to make a new word." Write *closeed* in the word box.
- Ask, "Now that there are two *es* together, what sound does that make?" If needed, scaffold this question by displaying the word *see* and asking what sound the double *e* vowel team makes in that word.
- Say, "If the double *e* makes the /ē/ sound, let's read this word using that sound." Run your finger across as you say, "*closeed*" (pronounced /klō - zēd/).
- Ask, "Does *closeed* sound like a word?"
- Say, "Right, *closeed* is not a word. So if we already have an *e* at the end of a word, we don't need to add *-ed*; we just add a *-d*."
- Say, "See what *close* would look like if we just add a *-d*." Write *closed* in the word box. Run your finger across as you say *closed*. Ask the students to blend the word with you.

Continue to practice decoding words with **inflectional endings** using the following words from the book:

lived (p. 1)	raced (p. 11)	opened (p. 12)	barked (p. 15)	stomped (p. 16)
--------------	---------------	----------------	----------------	-----------------

### B.E.S.T. Standards Connection

On page 199 of the B.E.S.T. Standards, there is a list of **frequently occurring base words** for first grade. Students will benefit most from learning to add **inflectional endings** to these base words first.

## TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



**yowled** (p. 8): If something or someone **yowls**, they make a loud cry. Rita **yowls** because it hurts when Ralph throws a stone at her.



**barked** (p. 15): If you **bark** at something or someone, you shout at them in a loud voice. Ralph is grumpy from the long walk, so he **barks** at Rita that he is sorry.



**stomped** (p. 16): If something or someone **stomps**, they walk with heavy steps. Ralph **stomps** back to his house because he is angry when Rita does not open her door.



**marched** (p. 27): When someone **marches**, they walk quickly with heavy steps. Rita **marches** inside her house because she is mad at Ralph.

### Vocabulary Extension Activity

- Reinforce students' understanding of the vocabulary using "Wh" questions for each word.
  - For example, some "Wh" questions for **yowled** may include:
    - Who can **yowl**?
    - What does a **yowl** sound like?
    - Why might someone **yowl**?

## READ FOR MEANING – CHARACTER DEVELOPMENT WITH A MORAL CONNECTION

**ELA.1.R.1.2: Identify and explain the moral of a story.**

- **Clarification 1:** This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or lesson.

**ELA.1.R.1.1: Identify and describe the main story elements in a story.**

- **Clarification 2:** In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.



### Before:

The purpose of today's read aloud is to identify and describe the main story elements, including the **moral**. We will use the characters' thoughts, feelings, and actions to determine the **moral** of the story.

- Say to students, "A **moral** is the lesson of a story. Not all the books we read have **morals**, and many times, the **moral** is not written right there in the book, so we have to figure it out using clues. Some clues we can use include the characters' actions or feelings, the story events, and more."
- Ask, "Do you know any stories that have a moral or a lesson?"
- Briefly explore the morals of the stories that students share.

# READ FOR MEANING – CHARACTER DEVELOPMENT WITH A MORAL CONNECTION



## During:

As you read *Rita's and Ralph's Rotten Day*, display the character development graphic organizer to help students describe the characters throughout the *beginning, middle, and end* of the story. Then students can identify and explain the moral of the story.

Rita			Ralph				
<b>B</b> Beginning	Character's feeling	→	How they show it	<b>B</b> Beginning	Character's feeling	→	How they show it
<b>M</b> Middle	Character's feeling	→	How they show it	<b>M</b> Middle	Character's feeling	→	How they show it
<b>E</b> End	Character's feeling	→	How they show it	<b>E</b> End	Character's feeling	→	How they show it
<b>Moral</b>							

- Say, “Today, as we read *Rita and Ralph's Rotten Day*, we will complete a character development graphic organizer to help describe how Rita and Ralph change throughout the story. After we analyze their feelings, thoughts, and actions, we can determine the moral of the story.”

Suggested questions to guide the discussion for completing the graphic organizer for all three sections of the story:

- What does the author tell us about Rita and Ralph? (p. 1)
- How do Rita and Ralph feel about each other in the beginning of the story? (p. 1 - 6)
  - What actions show us they are friends?
- How does Rita feel when Ralph hits her with a stone? (p. 8)
- Does Ralph hurt Rita on purpose? How do you know? (p. 8 - 12)
- Why doesn't Rita open the door for Ralph when he comes to apologize? (p. 15 - 16)
  - How does Ralph feel when Rita doesn't open the door for him? (p. 16 - 19)
- What does Ralph do when Rita comes over to ask for her pinecone back? (p. 24)
- How does that make Rita feel? (p. 27)
- Why don't Rita and Ralph sleep a wink that night? (p. 29 - 30)
- Why aren't Rita and Ralph mad at each other anymore at the end of the story? (p. 31 - 39)
  - If Ralph and Rita get mad at each other in the future, do you think it is going to take them this long to be friends again?



## After:

- Review the graphic organizer with students. Discuss the actions that lead to each character's feelings.
- Ask open-ended questions, such as:
  - What lesson do Ralph and Rita learn? If needed, scaffold this question by asking the following: Rita and Ralph go from \_\_\_\_ (middle feeling) to \_\_\_\_ (end feeling). What causes their feelings to change?
  - What do you think Rita and Ralph will do differently if there is another accident?
  - What actions cause Rita and Ralph to play together again?
- Provide students time to think independently. Then ask them to talk with a partner about what the moral of the story is.
- Ask students to share the moral of the story. (Identified morals may vary slightly but may include: It is important to apologize when we hurt someone. Think and wait before you act. It is important to compromise.)
- Say, "In *Rita and Ralph's Rotten Day*, they both learn how to be a good friend. Now, you will write about other ways you can be a good friend."
- If needed, scaffold the activity by using the sentence starter, "To be a good friend, you could \_\_\_\_."

## Did You Know?

A great way to incorporate fluency is to **choral read** the repetitive phrase, "down the hill, and up the hill, and down the hill, and up the hill ...". Choral reading is an effective reading strategy that helps students develop expressive and fluent reading.