

TEACHER READING GUIDE

**Federico and the Wolf**

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illustrated by Elisa Chavarri



**Essential Question:** How does identifying and describing main story elements help readers retell a story?

**BOOK SNAPSHOT**

Selected from the New Worlds Reading Initiative Booklist

**Text Type:** Literary

**Genre:** Narrative Fiction, Fairy Tale

**Themes/Topics:** Resourcefulness, Family, Problem Solving

**Lexile:** AD600L

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

**Word Work**

**ELA.1.F.1.3 (f)**

Decode words that use final -e to make a long vowel sound.

**Vocabulary**

**ELA.1.V.1.1**

Use grade-level academic vocabulary. (Tier 2)

**Comprehension**

**ELA.1.R.1.1**

**ELA.1.R.3.2 (a)**

Identify and describe main story elements to retell the beginning, middle, and end of the story.

**BUILDING BACKGROUND**

Discuss the pico de gallo recipe on p. 29 of the book.

- Explain that pico de gallo is a type of fresh salsa.
- Explore what a recipe is and the key ingredients for making pico de gallo.
- Ask:
  - Have you ever heard of or tried pico de gallo?
  - What does it taste like, or what do you imagine it tastes like?
- Discuss how Federico enjoys making pico de gallo with his Abuelo (grandfather), and ask students what foods they like to make with their family members.

**STUDENT LEARNING TARGETS**

**Today I am:**

identifying and describing the main story elements.

**So that I can:**

retell the beginning, middle, and end of the story.

## WORD WORK – DECODE WORDS THAT USE FINAL -e TO MAKE A LONG VOWEL SOUND

Students will decode CVCe words that use final -e to make the long *i* vowel sound. Review the long *i* vowel sound and the concept of silent e.

Write the word *time* on the board. Say:

- “Today we will read words ending in silent e. When a word ends in silent e, the vowel before it is long and says its name.”
- Point to *time*. “This is the word *time*. *Time* ends in silent e, so the e does not make a sound when we read the word.” Underline e.
- “The vowel before the silent e is *i*.” Circle *i*.
- “*Time* ends in silent e, so the vowel *i* is long and says its name, /ī/.”
- “Listen to the sounds as I read the word *time*, /t/ - /ī/ - /m/.” Point to the graphemes as you read each phoneme, and remind students that the e is silent.
- “Now I will blend the sounds together to read the whole word, *time*.” Run your finger under the word as you blend the phonemes to read the whole word.

**ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.**

**f. Decode words that use final -e and vowel teams to make a long-vowel sound.**

Provide guided and independent practice for students to decode additional words from the book.

Extension: Challenge students to decode multisyllabic words and words with consonant blends such as **inside**, **pride**, and **spice**.

bike

lime

ride

wipe

bite

## 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:

**ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**



**scurried** (p. 4): If something or someone **scurries**, they run with quick, short steps. Federico scurried past the building, cars, and cabs to quickly get to the marketplace.



**deserted** (p. 11): **Deserted** describes a building or place people have left and not come back to. Abuelo’s shop was **deserted** and had a closed sign on the door when Federico got there.



**peeked** (p. 11): If something or someone **peeks** at something, they look at it quickly and secretly. Federico **peeked** in the window of Abuelo’s shop to see if anyone was inside.



**prevailed** (p. 25): When something or someone **prevails**, they win or finish something hard. Federico **prevailed** when he stood up to the wolf and made him run away.

**B.E.S.T. Standards Connection**  
**ELA1.F.1.1 – Print Concepts**  
**ELA1.R.2.1 – Text Features**

Locate and discuss the glossary of Spanish words on p. 30. Glossaries are an important reference tool that support students’ vocabulary development and comprehension.

### Vocabulary Extension Activity

Discuss words similar to **scurried**, such as **bounded** (p. 19), **dashed** (p. 21), **hurtled** (p. 24), and **scrambled** (p. 25).

- Provide a student-friendly definition or visual aid for each word.
- Discuss what the words have in common. (They all involve moving quickly.)
- Create a word map, and ask students to draw a picture representing the connection between the words.

## READ FOR MEANING – RETELL THE MAIN STORY ELEMENTS

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

ELA.1.R.3.2: Retell a text in oral or written form to enhance comprehension.

a. Use main story elements at the beginning, middle, and end for a literary text.



### Before:

The purpose of the read aloud is to identify and describe main story elements. Students will use main story elements to retell the beginning, middle, and end of the story.

- Review story elements: characters, setting, and events.
- Refer to the building background discussion about ingredients in the recipe for pico de gallo. Explain that if you change or remove an ingredient, the finished pico will taste different.
- Story elements (setting, characters, and events) are like ingredients in a story. If the characters, setting, and events change or are removed, the story will be different.
- Explain that when retelling a story, all of the ingredients (story elements) are needed.



### During:

Recreate the chart below, and record information about the main story elements as you read. Use the prompts in each section to guide your discussion. Model using the sequencing words *first*, *then*, *next*, and *last* for story events.

<b>Beginning:</b>	<b>Model (I do): p. 1 – 6</b> Think aloud to identify and describe the main story elements in the beginning of the story. For example:  <b>Characters:</b> Federico – He is a young boy, he wears a red jacket, and he is helpful because he buys groceries for his grandfather. <b>Setting:</b> The marketplace – It is full of people, very colorful, and has many different fruits and vegetables. <b>Events:</b> First, Federico rides his bicycle to the marketplace to buy items on his Abuelo’s grocery list.
<b>Middle:</b> (includes two events)	<b>Guided Practice (We do): p. 7 – 10</b> Use the prompts to guide students in gathering information about the characters, setting, and events. <ul style="list-style-type: none"><li>• Who are the characters in this part of the story?<ul style="list-style-type: none"><li>• How would you describe the wolf (un lobo)?</li></ul></li><li>• What is the setting of this part of the story?<ul style="list-style-type: none"><li>• How would you describe the setting?</li></ul></li><li>• What is Federico doing when he meets the wolf?</li><li>• How does Federico respond when the wolf asks him for food? How would you respond if you were Federico?</li></ul> <b>Guided Practice (We do): p. 11 – 24</b> <ul style="list-style-type: none"><li>• Who are the characters in this part of the story?</li><li>• Where does this part of the story take place?</li><li>• How does the wolf trick Federico into thinking he is his Abuelo?</li><li>• How does Federico use quick thinking to outsmart the wolf?</li></ul>

## READ FOR MEANING – RETELL THE MAIN STORY ELEMENTS

**End:**

**Independent Practice (You do): p. 25 – 28**

Prompt students to discuss the characters, setting, and story events with a partner. Ask them to share their thoughts and record the information on the chart.

- Who are the characters? What is the setting?
- What events happen at the end of the story?



**After:**

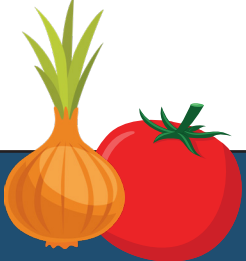
Students will use main story elements (characters, setting, and events) gathered in the chart to retell the story on the recipe card graphic organizer provided on the last page of this guide. Students may write sentences, words, and/or draw pictures to retell each part of the story. Students will use their recipe card to orally retell the story using the sequence words *first*, *then*, *next*, and *last*.

**B.E.S.T. Standards Connection**  
**ELA.1.R.3.3: Comparative Reading**

Discuss the concept of **modern** and how *Federico and the Wolf* is a modern retelling of the fairy tale “Little Red Riding Hood.”

- Modern describes something new or up-to-date. “Little Red Riding Hood” was written a long time ago, and this story is a new and exciting version.
- Guide students to compare and contrast the two texts.

# Recipe for the Perfect Retell of *Federico and the Wolf*



## List of Ingredients (Story Elements):

Characters

Setting

Events

<b>First,</b>	
<b>Then,</b>	
<b>Next,</b>	
<b>Last,</b>	

### Recipe Taste Test!

Are all the ingredients included in your perfect retell of *Federico and the Wolf*? Read your recipe, and then draw a checkmark (✓) in the box next to each ingredient you included in your retell.