



# Read Aloud: *The Lion and the Little Red Bird*

Standard Connection:  
 ELA.RL.PK4.1-7,9-10  
 ELA.SL.PK4.1-4,6  
 ELA.L.PK4.1,1c,4,6

**Enduring Understanding(s):**

- Color can carry information.

**Essential Question(s):**

- How are colors used to communicate ideas, thoughts, and feelings?
- How do people honor and respect a diverse range of feelings, opinions, and identities?

Materials	Vocabulary	
<ul style="list-style-type: none"> <li>• <i>The Lion and the Little Red Bird</i></li> <li>• Vocabulary word picture cards</li> </ul>	<p><b>ambled:</b> to walk slowly</p> <p><b>astonished:</b> very surprised</p> <p><b>delighted:</b> feeling happy</p> <p><b>disappeared:</b> to no longer be seen</p> <p><b>magic:</b> having or seeming to have the power to make impossible things happen</p>	<p><b>magician:</b> a person who entertains people with magic tricks</p> <p><b>nibbled:</b> to eat in small/little bites</p> <p><b>sheltered:</b> to take in or to protect</p> <p><b>soaked:</b> to place something in liquid to make wet</p>
Books		

First Read	
<b>Preparation: Set up materials</b>	
<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• listen to a story read aloud</li> <li>• demonstrate increasing levels of sustained and focused engagement</li> <li>• show a steady increase in the number of words in listening vocabulary</li> <li>• develop understanding of main events</li> </ul>	
<p>“The title of this book is <i>The Lion and the Little Red Bird</i>. Elisa Kleven is the author and illustrator.”</p>	<p>Underline the title, author, and illustrator as you say them. Point to relevant illustrations as you read them.</p>
<p>“The lion <b>disappeared</b> - the bird couldn’t see him anymore. The bird was <b>astonished</b> - very surprised - that the lion had an orange tail.”</p>	
<p>“He <b>soaked</b> his paws - he got them all wet.”</p>	p. 7
<p>“The bird thought the lion was a <b>magician</b> - that he used <b>magic</b> to turn his tail blue.”</p>	p. 9

“The lion <b>ambled</b> - walked slowly.”	p. 13
“The lion <b>nibbled</b> - took little bites of - the sunflower seeds.”	p. 21
“The lion <b>sheltered</b> – protected - the bird from the storm.”	pp. 23-25
“The bird was <b>delighted</b> - very happy.”	
<p><b>Discussion Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why didn't the lion speak to the little red bird?</li> <li>• How did the bird and the lion help each other?</li> </ul>	

## Second Read

**Children will:**

- recall some main events when asked
- link characters’ basic emotions to their actions
- use their own experiences to understand characters’ feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

Support children in reconstructing the story by selecting significant plot points (the lion’s tail changes colors, the lion rescues the bird from the storm, the bird sees the inside of the lion’s cave).

Encourage children to use vocabulary words in context (the lion soaked his paws in the water, he swished his tail goodbye, etc.).

**Discussion Question(s):**

- Why did the bird keep trying to try to communicate with the lion?
- How is the lion in *The Lion and the Little Red Bird* similar to or different from Dandelion?

## Third Read

### Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

### Discussion Question(s):

- How do we know that the lion and the bird cared for each other?
- How is the lion and bird's friendship similar to or different from Matthew and Tilly's friendship?

## Fourth Read

### Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

### Discussion Question(s):

- At the end of the book the little bird wonders what the lion would paint that night. What do you think the lion painted?
- How is the lion and bird's friendship similar to or different to Matthew and Tilly's friendship?