

**TEACHERS' GUIDE**

# ***Rodeo Red***

**SUGGESTED GRADE LEVEL: 2<sup>nd</sup> - 4<sup>th</sup>**



## ABOUT THIS STORY

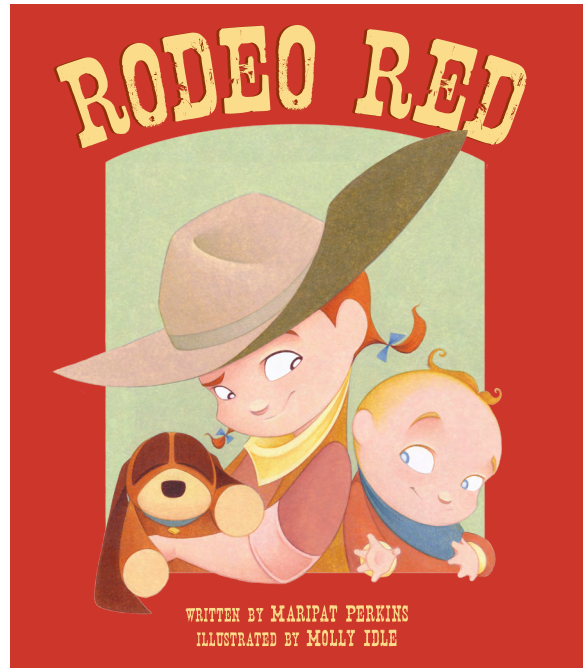
### SYNOPSIS

Rodeo Red and her hound dog Rusty are happier than two buttons on a new shirt—until Sideswiping Slim shows up.

Red is sure that anyone who hollers that much will be hauled to the edge of town and told to skedaddle, but her parents seem smitten with the new addition to the family. So when that scallywag sets his eye on Rusty, Rodeo Red had better figure out a way to save her best friend in the whole world. Can a cowgirl make a bargain with a varmint?

### THEMES IN THE STORY

- Conflict resolution
- Sibling rivalry
- Friendship



Written by: Maripat Perkins

Illustrated by: Molly Idle

Published by: Peachtree Publishing

Read by: Gillian Anderson

Suggested grade level: 2<sup>nd</sup> - 4<sup>th</sup>

## ELA COMMON CORE STANDARD

**Reading Literature:** Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence.

Standards listed below are for 3<sup>rd</sup> grade, but can be adapted to 2<sup>nd</sup> or 4<sup>th</sup> grade standards.

**Note:** At the end of the week, once all activities in this guide are completed, the teacher can host a class rodeo. Students can dress up, ride their “horses,” practice line dancing, and speak like cowboys and cowgirls, using the new phrases and vocabulary they have learned.

## BEFORE VIEWING

**Standards:** *CCSS.SL.3.1*

**Objective:** Tap knowledge and build background to prepare for reading the story.

**Procedure:** Build background by discussing the following points with students:

- What stands out to you on the book’s cover?
- Who do you think the characters might be?
- Look at their expressions. How do you think they are feeling?
- Do you have any siblings? How do they make you feel?
- What is the little girl wearing on her head, and why do you think she is wearing it?
- The title of the story is *Rodeo Red*. What comes to mind when you hear the word “rodeo?”
- What do you imagine the characters in this story are doing?

## DURING VIEWING

**Standards:** *CCSS.SL.3.2*

**Objective:** Watch the story and answer questions.

**Procedure:** Stop the video at appropriate parts to ask questions or pose prompts from the suggested list below:

- Who is Rodeo Red?
- Who is her best friend?
- What do you think “happier than two buttons on a new shirt” means?
- Who is Sideswiping Slim?
- What does the word “hollered” mean?
- What does the word “skedaddle” mean?

## DURING VIEWING – CONTINUED

- Who do you think the Sheriff and Deputy are?
- What does “smitten” mean?
- What did Slim start to do that made Red upset?
- Who went missing?
- Who had Rusty?
- What does it mean when Red says, “I went back to my ranch feeling lower than a prairie dog’s basement?”
- What happened when Red tried to take Rusty back from Slim?
- What does “lickety-split” mean?
- What did Red receive in the mail?
- How did Red trick Slim?
- What does “he handed over Rusty like he was a hot coal at a barbecue” mean?
- How do Slim and Red feel at the end of the story? Why?

## AFTER VIEWING

**Reading Focus:** Context Clues/Vocabulary/Figurative Language

**Standards:** *CCSS.RL.3.4*

**Objective:** Use context clues to figure out the meaning of unfamiliar words and phrases.

### Materials:

- *Rodeo Red* Storyline Online read-aloud
- Context Clues poster (*page 8*)
- Smartboard
- Chart paper
- Marker

### Procedure:

1. Engage students in a discussion about how to discover the meaning of unfamiliar words or phrases. Refer to the **Context Clues** poster for guidance.
2. Introduce the word “hollered” and explain how to determine its meaning by re-reading the sentence where it appears. Pause the video at the 1:00-1:10 mark to highlight the related illustration for further context.

Example:

“I thought for sure anybody who *hollered* that much would be *hauled* to the edge of town and told to *skedaddle*.”

## AFTER VIEWING – CONTINUED

3. Using the previous example as a guide, review the meanings of “hailed” and “skedaddle” for additional teacher-led practice.
4. As a class, identify more examples from the story and use context clues to determine the meanings of new words and phrases. Rewind the video as needed, to revisit specific illustrations.
5. After a sufficient amount of practice, encourage students to independently find the meaning of a vocabulary word or new phrase to assess their understanding.

*Possible vocabulary words and phrases to practice:*

- Happier than two buttons on a new shirt
- Hollered
- Hauled
- Skedaddle
- Smitten
- Territory
- Toe to toe, eyeball to eyeball
- Squawling like a fire truck
- Feeling lower than a prairie dog’s basement
- Stampede
- Lickety-split
- Commotion
- Lit up my noggin
- Varmint
- Sauntered
- Bold
- Shone like two full moons
- Happier than two freckles on a sunny cheek

## READING RESPONSE

**Focus:** Text Evidence/Supporting Details

**Standards:** *CCSS.RL.3.1*

**Objective:** Answer the reading prompt using details from the text to support the response.

**Reading Prompt:** How did Red feel about having a new baby brother? Use at least two details from the story to support your answer.

## WRITING – NARRATIVE

**Standards:** *CCSS.W.3.3*

**Objective:** Students will write a short narrative using grade-level sentence structure and spelling to create a “Wanted” poster for a character.

**Materials:**

- **WANTED** poster worksheet (*page 9*)
- Pencils
- Crayons

**Procedure:**

1. Prepare a **WANTED** poster in advance or create one together with the students to provide an example.
2. Ask students to choose a character from *Rodeo Red* and create a **WANTED** poster for that character.
3. Distribute the **WANTED** poster worksheet to each student, instructing them to draw a picture of the character they chose and write three sentences explaining why the character is “wanted.”
4. Share the posters and display them for the class rodeo.



## ART – HOBBY HORSE

**Objective:** Students will use various supplies to create their own stick horse to ride at the class rodeo.

**Materials:**

- Horse Head tracer template (*page 10*)
- Cardboard wrapping paper tubes
- Construction paper and tissue paper
- Scissors and glue
- Yarn and ribbons
- Crayons and markers

**Procedure:**

1. To prepare for this activity, start collecting wrapping paper rolls and cardboard a few days in advance.
2. Each student will use the provided **Horse Head** template to create their own horse. Have them trace the horse head twice on their chosen construction paper and cut out the shapes.
3. After cutting out both pieces, students can decorate their horse heads using various materials.
4. Students can add yarn or tissue paper to create the horse's mane.
5. Attach the horse head to the cardboard tube by gluing one piece on each side with the tube in the middle.
6. Remind students to name their horses and practice their galloping once the glue is dry.
7. Enjoy the rodeo!

## MUSIC/MATH

**Objective:** Students will learn how to do a line dance while counting beats.

**Materials:**

- Line dancing video or music (*teacher's choice*)

**Procedure:**

1. Choose a line dance that is suitable for students to learn.
2. Students can either watch a video of the line dance or follow along as you demonstrate the steps.
3. While learning the dance, practice counting the beats to match the moves and rhythm.
4. After the dance has been taught a few times, students can practice on their own or with partners.
5. During the class rodeo, students can showcase their line dancing skills!

# CONTEXT CLUES

Clues or hints that readers use to find the meaning of unknown words



**LOOK  
FOR:**

**Pictures**

**Helping Words**

*(or, like, are, called)*

**Words You Know**

**Examples and  
Definitions**

**Synonyms**

*Words that mean the same*

**Antonyms**

*Words that mean the opposite*



# WANTED



**NAME:** \_\_\_\_\_

**DESCRIPTION:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

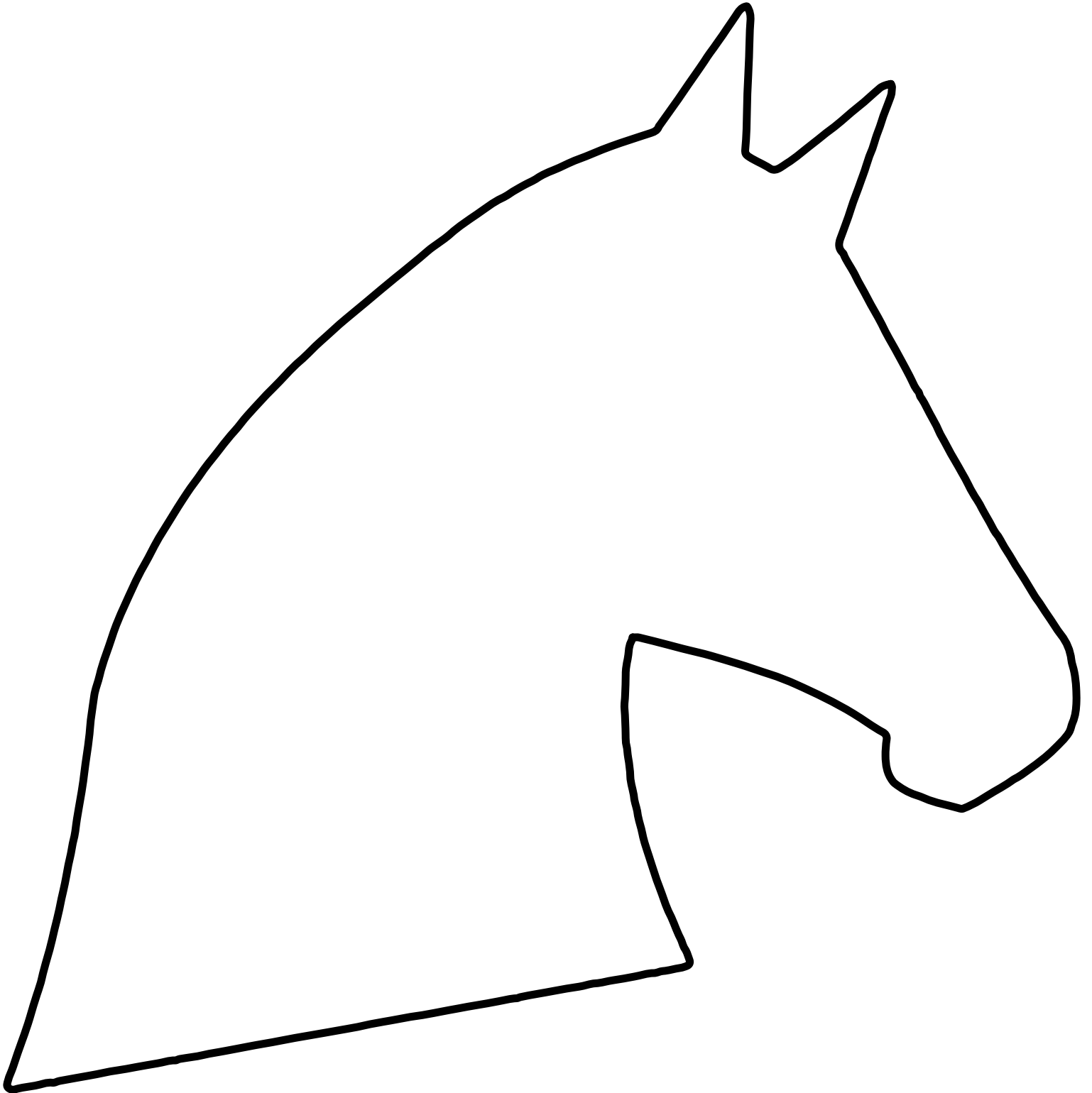
**WANTED FOR:** \_\_\_\_\_

\_\_\_\_\_

**REWARD:** \_\_\_\_\_

**IF FOUND, PLEASE CALL:** \_\_\_\_\_

# HORSE HEAD TRACER TEMPLATE



## **ABOUT THIS GUIDE**

This guide enhances the ELA curriculum by providing supplemental learning opportunities alongside quality children’s literature, engaging students as they listen to expressive read alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.