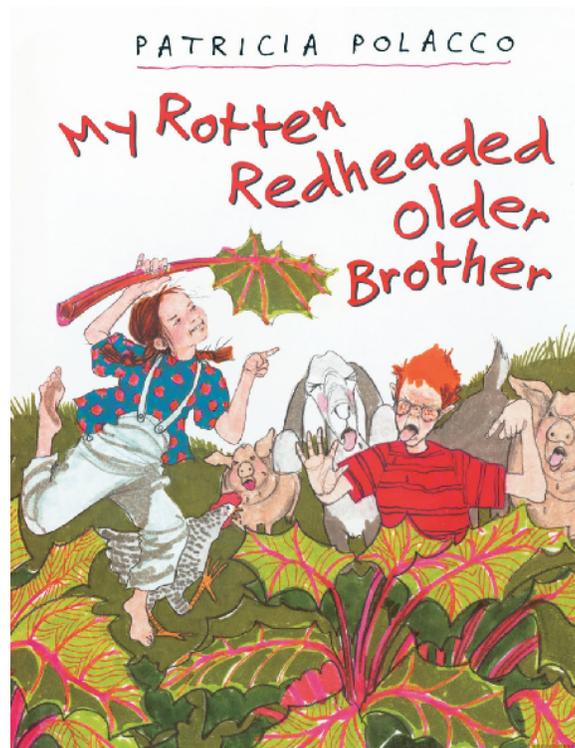




A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 2ND - 3RD



MY ROTTEN REDHEADED OLDER BROTHER

WRITTEN AND ILLUSTRATED BY PATRICIA POLACCO

Watch the video of actor
Melissa Gilbert
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Tricia can't stand her rotten redheaded older brother Richie, who can do everything better than she can. So when her grandmother tells her a wish made on a shooting star will come true, she knows exactly what to wish for - to be able to do something, anything, better than Richie.

THEMES IN THE STORY

Sibling rivalry, Family, Conflict

READING AND WRITING

SUGGESTED GRADE LEVEL: 2ND - 3RD

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 focus on textual evidence. *Standards listed below are for 2nd and 3rd grades, but can be adapted to kindergarten standards.*

BEFORE VIEWING

Standards: CCSS.SL.2.1, CCSS.SL.3.1

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

Procedure:

Step 1: Build background for students by discussing siblings:

- How do you get along with your brother or sister?
- Are they sometimes annoying?
- What do they do that really bugs you?

Step 2: Introduce the story, **My Rotten Redheaded Older Brother**. Ask students to predict what might happen in the story.

DURING VIEWING

Focus: Make a Text-to-Self Connection

Standards: CCSS.SL.2.2, CCSS.SL.2.2

Objective: Students will listen to story and answer teacher posed questions appropriately.

Procedure: After the beginning pages, stop the video and ask who is telling the story? How do you know? Continue to stop video at appropriate parts to ask questions that focus on the relationship of the main character and her brother.

AFTER VIEWING

Standards: CCSS.RL.3.9

Objective: Students will compare and contrast Richard (the redheaded brother) with an older sibling or friend.

Materials: Compare and Contrast Venn Diagram ( Google It!)

Procedure:

- Step 1: Have students discuss Richard – does he remind you of anyone you know?
- Step 2: Tell students they are going to use a Venn diagram to tell how Richard is alike and different from the person they are thinking of.
- Step 3: Explain how to complete the Venn diagram.
- Step 4: Have students complete it independently.
- Step 5: Allow time to share.

Extension Activity: Compare and contrast story elements in *My Rotten Redheaded Older Brother* with *Thank you, Mr. Falker* by Patricia Polacco, found on [Storyline Online](#).

READING RESPONSE

Standards: CCSS.RL.2.1, CCSS.RL.3.1

Objective: Students will answer the prompt using at least two details from text to support the response.

Reading Prompt: How does Bubba feel about Patricia and Richard? Use details from the text to support your response.

WRITING - DIRECTIONS

Standards: CCSS.W.2.1, CCSS.W.3.1

Objective: Students will write an opinion piece supporting their point of view with reasons. Students will use grade appropriate sentence structure, grammar, and spelling.

Writing Prompt: Do you think Richard is a bully? Use evidence to support your opinion.

Materials: Writing Tools

Teacher Prep: Make a 2 column chart:

Title: **Is Richard the Redheaded Older Brother a bully?**

Label columns: **YES NO**

Procedure:

- Step 1: Present the writing prompt to students: Do you think Richard is a bully? Why or why not?
- Step 2: Have students discuss the prompt using the *Think – Group – Share* Strategy:
 - *Think* on your own - *Discuss* with a group - *Share* with the class.
- Step 3: Record student responses on the chart during the whole class share.
- Step 4: Use the Writing Process to have students complete the assignment.

ACROSS THE CURRICULUM ACTIVITIES

SCIENCE / TECHNOLOGY

Students use the internet to research shooting stars.

MATERIALS —

Computers with internet access

Teacher Prep: Prepare a question sheet for students to use during their research. Sample questions are below:

- What is a shooting star?
- What causes a shooting star?
- What are shooting stars made of?
- What happens if a shooting star hits Earth?
- Other interesting science facts about shooting stars:

PROCEDURE —

- Step 1:** Model how to find information using the internet.
- Step 2:** Tap knowledge and build background about shooting stars.
- Step 3:** Distribute question sheets to students and explain that they will use the internet to research shooting stars.
- Step 4:** After students have completed their research, have them create a poster to show their results.

ART — STARRY NIGHT SKY

MATERIALS —

Black construction paper

Glue

Glitter – silver and gold

PROCEDURE —

- Step 1:** Place drops or lines of glue on the construction paper. Students can also use a craft stick to draw shapes or stars. Another option is to use a straw to blow the glue globs randomly across the paper.
- Step 2:** Sprinkle the glitter on the glue.
- Step 3:** Let dry and shake off the excess glitter.

MATH – WHAT’S MY AGE?

MATERIALS —

Chart paper or SmartBoard

Math journal or paper

PROCEDURE —

- Step 1:** Remind students that Richard would always remind Trisha that he is “4 years older than her – always will be.” Tell students that they are going to help you write a story problem to figure out how old Richard is.
- Step 2:** Before we can figure out Richard’s age, we need to know Trisha’s age. Ask students how old do they think Trish is? (answer should be about 8)
- Step 3:** Model how to construct a story problem to figure out how old Richard is.
For example:
Trisha is 8 years old. Richard always reminds Trisha that he is 4 years older than her – always will be. How old is Richard?
- Step 4:** Have students solve the problem using addition.
- Step 5:** Ask: Suppose Richard was 11 years old. How would we figure out Trisha’s age?
- Step 6:** Guide students in creating a story problem for this scenario using the same modeled template.
For example:
Richard is 11 years old. He always reminds Trisha that he is 4 years older than her – always will be. How old is Trisha?
Have students explain how to solve the problem using subtraction.
- Step 7:** Explain to students that they will write two story problems based on their age and the ages of family members: One that requires addition to solve; and the other that requires subtraction to solve. They can use the same story template as modeled above.
- Step 8:** Have students exchange problems with a partner and solve.

ABOUT US

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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