

Rita & Ralph's Rotten Day

by Carmen Agra Deedy and illustrated by Pete Oswald

Rita and Ralph are the best of friends! But when something unexpected happens, their friendship is tested. *Rita & Ralph's Rotten Day* shows children how to navigate their friendships during conflict and what it takes to maintain healthy relationships through rhythm, repetition, and text features.

BEFORE THE READ-ALoud

Have children consider the following question **as a class**:

What do you like to do with others?

Invite children to share their answers.

Then have children **turn and talk** with a partner:

Think of a time when you played together with a friend. What do you like to do with your friend? How do you feel about your friend?

Show the title and cover of the read-aloud book, *Rita & Ralph's Rotten Day*.

In the book we are about to read, we'll meet two friends who see each other and play together every day. But when something happens, Rita and Ralph each must work through their feelings and think about how to make things right with their best friend.

Academic Vocabulary

yowled (p. 9) cried loudly

smidge (p. 16) small amount

barked (p. 16) shouted or spoke sharply

tromped (p. 25) stomped

rotten (p. 31) very unpleasant

DURING THE READ-ALoud

As you read aloud the whole book, you may wish to pause and discuss the following questions, either as a whole class or through turning and talking between partners. These questions will allow the class to explore the library's themes as well as comprehension strategies.

pp. 2–5 *Rita and Ralph both go up and down hills to meet in the middle. What do you notice about the words on pages 4 and 5? How does this help you understand how Rita and Ralph must travel to meet in the middle?* **(Visualize)**

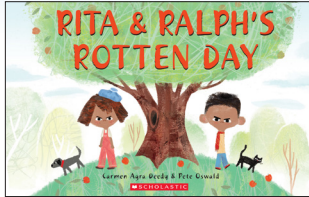
pp. 6–8 *Rita and Ralph like to do things together. What are some of the things they like to do? Look at the new game they play on page 8. What's the game called? What do you think will happen next?* **(Make Predictions)**

pp. 9–19 *Why do you think Rita and Ralph run away to their houses? Ralph decides to go see Rita after feeling sorry about what happened. How do you think Ralph felt after his walk to Rita's house?* **(Use Context Clues)**

pp. 20–28 *Rita feels sorry about what happened. She decides to go see Ralph. How do you think Rita's feelings change on her walk to Ralph's house? How do you think both friends might feel about each other at this point?* **(Make Inferences)**

pp. 29–32 *Why do you think Rita and Ralph both think their day was a rotten one? How do you think each friend is feeling the next day? What do you think they'll do next?* **(Make Predictions)**

pp. 33–41 *What do Rita and Ralph do when they see each other? How does the story end? How do Rita and Ralph feel about their friendship? How do you know?* **(Make Connections)**



Rita & Ralph's Rotten Day

AFTER THE READ-ALoud

After completing the read-aloud, allow time for class discussion. Sit in a circle or in another configuration that is comfortable and allows for class interaction.

Acting as a facilitator, invite children to have *accountable discussions*: remind them to use evidence from the text, their own inferences, personal connections, and other text connections in order to learn from one another.

- *Rita and Ralph are best friends who learn how to work through a problem together. Do you remember a time when you had to work through something with a friend?* **(Building Relationships)**
- *The morning after their rotten day, Rita and Ralph both had a choice to make. They decided to make things right and apologize to each other. Do you think they made a good choice? What would you have done?* **(Making Decisions)**
- *When Rita and Ralph were mad, they waited until they were ready to talk to each other. When Rita and Ralph were sad, they thought about their friend and what they could do make things better. What helps you when you're mad or sad?* **(Managing Myself)**
- *Ralph felt sorry when Rita got hurt. Rita felt sorry after Ralph walked away from her house. How do Rita and Ralph think about how the other feels? How would you feel if you were Rita? How would you feel if you were Ralph?* **(Respecting Others)**
- *What are some of the feelings that Rita and Ralph had on that rotten day? Have you ever felt how they felt? Rita and Ralph have a lot of time to think through their feelings as they walk up and down the hills. How can taking your time help you understand your feelings?* **(Understanding Myself)**

Activity Bank

Writing Activity

(with Graphic Organizer) In the first box, draw and write about how Rita feels about Ralph. Show what she might do or say. In the second box, draw and write about how Ralph feels about Rita. Show what he might do or say. **(Building Relationships)**

Meet in the Middle

(Teamwork) Go to page 42.

Teach children the hand gestures that go with the story. Encourage children to work together in pairs to come up with new gestures that go along with new lines from the text. Examples can include dancing silly to "do a cha-cha-cha," linking their pinkies together for a "pinkie-shake," or putting a crown on their heads for "make daisy chains." **(Respecting Others)**

Name: _____

Rita and Ralph's Rotten Day

Rita

Ralph