

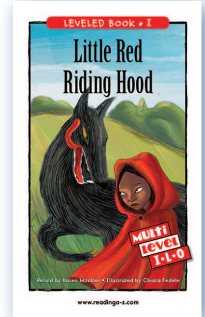
Focus Question:

How do Red's choices affect the story?

Book Summary

Text Type: Fiction/Fairy Tale

Little Red Riding Hood is the retelling of the classic fairy tale in which Red, a clever and brave girl, is tricked by a sly wolf. With her quick wit, Red manages to save herself and her grandmother from becoming Wolf's dinner. The book can also be used to teach students how to make, revise, and confirm predictions and to identify cause-and-effect relationships. The book and lesson are also available for levels L and O.



Lesson Essentials

Instructional Focus

- ☐ Make, revise, and confirm predictions
- ☐ Determine cause and effect
- ☐ Describe information provided by illustrations
- ☐ Manipulate medial sounds
- ☐ Identify and use vowel digraph ow
- ☐ Recognize and use exclamation marks
- ☐ Place words in alphabetical order

Materials

- ☐ Book: *Little Red Riding Hood* (copy for each student)
- ☐ Cause and effect, exclamation marks, alphabetical order worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *Red, what, where*
- **Words to Know**
Story critical: *awoke* (v.), *clump* (n.), *roared* (v.), *strangers* (n.), *swallowed* (v.), *tickled* (v.)
- **Academic vocabulary:** *farther* (adv.), *though* (conj.), *through* (prep.)

Guiding the Reading

Before Reading

Build Background

- Ask students to name different fairy tales and list the titles on the board. Point out to students that fairy tales are a genre of literature. Have students discuss some of the similarities among all fairy tales. Explain that many fairy tales are written to teach the reader a lesson.
- Write the word *stranger* on the board and read it aloud to students. Have students work in small groups to discuss the meaning of the word *stranger*. Explain to students that a stranger is an unknown or unfamiliar person. Point out to students that they will be reading the story *Little Red Riding Hood*, which includes a lesson about talking to strangers. Engage students in a discussion about stranger safety.

Introduce the Book

- Give students their copy of *Little Red Riding Hood*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy:

Make, revise, and confirm predictions

Explain to students that effective readers make predictions, or informed guesses, about what will occur next in a story. Emphasize that making a good prediction requires using clues from the story and prior knowledge. Explain that making, revising, and confirming predictions while reading helps a reader understand and enjoy the text. Have students work in small groups to preview the illustrations and make predictions about the story. Remind students that it is not important that their prediction is correct but rather that it is based on clues and details from the story.



Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Cause and effect

- Explain to students that one way of organizing information in a story is to consider what happened and why it happened. Write the words *Cause* and *Effect* on the board. Explain that a *cause* is *an event that makes something happen* and the *effect* is *the result of the event*.
- Draw a T-chart on the board, and label the left column *Cause* and the right column *Effect*. Write the following sentence in the *Cause* column of the chart: *I forgot to do my homework*. Have volunteers offer effects and record this information on the board.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about Little Red Riding Hood. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What instructions does Red’s mother give her before she leaves?* (level 1) page 4
- *What is Wolf’s plan for Red and Grandma?* (level 1) page 7
- *Why does Wolf suggest that Red pick flowers for Grandma?* (level 1) page 8
- *How does Red solve the problem of being eaten by Wolf?* (level 1) page 14
- *What is the effect of Red telling Wolf where Grandma lives?* (level 2) multiple pages
- *What would Red’s mom think about her choices in the story?* (level 3) multiple pages

Text Features: Illustrations

Explain to students that the pictures, or illustrations, in the story provide a great deal of information. Point out that illustrations often tell you many things that are not written by the author. Reread page 13 aloud with students as they follow along. Have them look at the illustration and discuss in small groups what information is provided that was not included in the text. Ask them the following questions: *What did you learn about Wolf that was not written in the story? Why did the author choose to include this illustration?* Invite groups to share their discussions with the class.

Skill Review

- Have students pause several times while reading the story to turn to a partner to make, revise, and confirm predictions. Invite volunteers to share their predictions with the class.
- Discuss with students how understanding cause-and-effect relationships while reading helps a reader understand and enjoy a book. Review the cause-and-effect T-chart on the board. Write the following sentence under the *Cause* column: *Red stops to talk to Wolf*. Have students work in small groups to discuss the effect of Red stopping to talk to Wolf. Have groups share their responses.
- Model identifying cause-and-effect relationships in the story.
Think-aloud: *I know that a cause is why something happens and an effect is what happens as a result of the cause. As I read this story, I look for cause-and-effect relationships in order to help me better remember and understand what I read. For example, if a cause is Red stops to talk to Wolf, the effect is Wolf learns where Grandma lives and goes to her house. I will record this information on the T-chart to show the cause-and-effect relationship.*
- Have students work in small groups to identify another cause-and-effect relationship in the story. Invite volunteers to share their responses and record this information in the T-chart.
- Model how to complete the **cause-and-effect worksheet**, using evidence from the text.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Cause and effect

Review the cause-and-effect worksheet. Have students share their ideas with the group. List their responses on the board.



Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include the following: *Red's choice to not listen to her mother's advice causes her to tell Wolf where Grandma lives. Once Wolf knows where Grandma lives, he goes to her home and eats her and then eats Red when she comes to the house. If Red had not stopped to talk to Wolf, she and Grandma may not have been eaten.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness:

Manipulate medial sounds

- Say the word *big* aloud to students, emphasizing the medial /i/ sound. Have students say the word aloud and then say the short vowel /i/ sound. Then have students tap out the sounds in the word *big* using their hand on their arm. Ask them to identify the sound they hear in the middle of the word *big*.
- Ask students what new word would be created if the short /i/ sound in *big* were changed to the short /a/ sound. Have students whisper the new word as they tap out the sounds on their arm. Explain that the new word would be *bag*.
- **Check for understanding:** Have students repeat this process with the following words: *get/got, rat/rot, him/ham, bat/bit, fit/fat, fun/fin*. As students are whispering the new word and tapping, walk around the room to check for understanding.

Phonics: Vowel digraph *ow*

- Write the following words on the board: *how, cow, now*. Read each word aloud as you run your finger under each letter. Circle the vowel digraph *ow* in each word, and explain to students that sometimes the letters *ow* make the /ou/ sound.
- Read page 8 aloud as students follow along. Then have students work in small groups to identify and circle all of the words containing the vowel digraph *ow* that makes the /ou/ sound. Invite students to share their findings with the class.
- Write the following words on the board: *snow, glow, arrow*. Read each word aloud as you run your finger under each letter. Circle the vowel digraph *ow* in

each word, and explain to students that sometimes the letters *ow* make the long /o/ sound.

- Read page 9 aloud as students follow along. Then have students work in small groups to identify and circle the word containing the vowel digraph *ow* that makes the long /o/ sound. Invite students to share their findings with the class.
- **Check for understanding:** Have students reread the story in small groups to identify and circle all of the words containing the vowel digraph *ow*. Then have them identify whether the vowel digraph in each word makes the /ou/ sound or long /o/ sound.

Grammar and Mechanics: Exclamation marks

- Have students turn to page 10 and read the following sentence aloud as students follow along: "*Grandma, what big ears you have!*" Red said. Have students point to the exclamation mark at the end of the sentence and then trace an exclamation mark in the air. Explain that an *exclamation mark* is a *punctuation mark used to show strong feelings or excitement*.
- **Check for understanding:** Have students orally create their own sentence that ends in an exclamation mark. Have students share their sentences in small groups. Invite each student in the group to give a thumbs-up signal if the exclamation mark was used correctly. Invite volunteers to share their sentences with the class and record them on the board.
- **Independent practice:** Introduce, explain, and have students complete the **exclamation marks worksheet**. If time allows, discuss their answers.

Word Work: Alphabetical order

- Explain to students that sometimes words are organized in alphabetical order. Point out that alphabetical order is determined by looking at the first letter of each word and then deciding which letter comes first in the alphabet.
- Write the last names of several teachers in your school on the board and underline the first letter of each name. Have students work in small groups to discuss which last name would come first in alphabetical order and why.
- **Check for understanding:** Write the following words on sentence strips: *Red, house, wolf, mother, grandmother, flowers*. Read each word aloud with students. Invite six volunteers to the front of the room and give each student a word. Invite a volunteer to arrange the students with sentence strips in correct alphabetical order. Have students give a thumbs-up signal if the order is correct.
- **Independent practice:** Introduce, explain, and have students complete the **alphabetical order worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.