About the Book

Text Type: Fiction/Fairy Tale   **Page Count:** 16   **Word Count:** 916

Book Summary

Little Red's Secret Sauce gives a new twist on the classic fairy tale *Little Red Riding Hood.* The Mean, Medium Coyote replaces the Big, Bad Wolf in this story, as a young girl ventures into the desert to visit her sick Granny. The girl is known for her spicy chili, which is just what the coyote is after. He is up to his familiar tricks, but Granny becomes empowered to help herself, and she and her granddaughter defeat the coyote by giving him the chili with an extra dose of her secret spicy sauce. Illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Use the reading strategy of retelling to understand and remember story events
- Analyze the problems and solutions in a story
- Understand and recognize *r*-blends
- Identify adjectives and the nouns they describe
- Recognize question words in the text

Materials

Green text indicates resources available on the website

- Book—*Little Red's Secret Sauce* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Sticky notes
- Problem and solution, *r*-blends, adjectives, question words worksheets
- Discussion cards

  ✏ Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- **Content words:**
  Story critical: *delicious (adj.), furious (adj.), hosts (n.), neighbors (n.), spiciest (adj.), translated (v.)*
  Enrichment: *appetite (n.), chili (n.), wolfed down (v.)*

Before Reading

Build Background

- Ask students to think of ways they have used their imagination to create an adventure. Invite them to share the details of their adventure.
- Discuss traditional fairy tales that students have read or heard of, such as *The Three Little Pigs* or *Goldilocks and the Three Bears.* Ask students to name several common elements of fairy tales (good and evil characters; magic can happen; characteristics of the plot, setting, and/or characters that occur in threes; wise people or other animals help to solve a problem, and so on).

- Specifically discuss the fairy tale *Little Red Riding Hood.* Ask children to name the main characters of the story (Little Red, Grandmother, and the Big, Bad Wolf). Explain to students that *Little Red's Secret Sauce* is a Southwestern version of *Little Red Riding Hood.* Instead of having a "Big, Bad Wolf," this story has a new character—"the Mean, Medium Coyote." Coyotes are native to the Southwest, are smaller in size than wolves, and while they can often be seen running through neighborhoods of the Southwest, are not animals to be played or messed with. The region of the Southwest is also well known for foods that are spicy, which is why Little Red is cooking up something hot and spicy in this version of the fairy tale.

Preview the Book
Introduce the Book
- Give students their copy of the book. 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, fiction or nonfiction, 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).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, based on what they see in the table of contents. (Accept all answers that students can justify.).

Introduce the Reading Strategy: Retell
- Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the story.
- Explain to students that when someone retells something, he or she explains the details of what happened in order. Point out that people retell stories as part of their daily lives, such as explaining what happened in school to a student who was absent. Ask students to share other examples of when people might give a retelling.
- Model retelling a familiar story in detail, such as *The Three Little Pigs.*
  Think-aloud: *In* The Three Little Pigs, *three pigs each decide to build a house. The first pig decides to make his house out of straw. He gathers all of the materials and builds his house. The second pig decides to build his house out of sticks. He gathers all of the materials and builds his house. The third pig gathers the materials to build his house out of bricks. One day a big bad wolf comes to the house of the first little pig. He wants the little pig to let him inside and says* I'll huff and I'll puff, and I'll blow your house down.
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of this story.
- Have students place sticky notes on pages 6, 9, 12, and 15. Explain that as they read, they should stop after reading these pages to think about what has happened so far in the story. Encourage students to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: Problem and solution
- Explain to students that, in most stories, a character is faced with a problem that needs to be solved. The story ends when a solution to that problem has been reached.
- Write the following words on the board: *problem* and *solution*. Explain that a *problem* is something that is difficult, or hard, to understand and must be worked out or solved (such as being cold and wet). A *solution* is an act or a process of solving a problem (such as getting out of the cold and putting on dry clothes).

- Read to the end of page 4. Write the headings *problem, possible solutions,* and *consequences* on the board. Discuss with students what the coyote's problem was (he loved all kinds of yummy food, but he was too lazy to cook). Write this problem on the board under the *problem* heading. Discuss some possible solutions to the coyote's problem, and list them on the board under *possible solutions.* Have students also consider a positive and a negative consequence for each of their solutions, and record them on the board under the consequences heading. Circle the possible solution that the class thinks is best. Tell students to look for the solution that the coyote is presented with as they read.

- Explain to students that good readers look for problems and solutions as they read. Model finding problems and solutions.
  Think-aloud: *I know that I will learn about more problems that the coyote might face as I read the book. I know that it is necessary to continue reading to find out about the solutions as well. Good readers do this, so I'm going to look for problems and solutions in this book as I read.*

Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *delicious, neighbors, furious,* and *wolfed.*

- Point out that these four words can be found in the story and that they give insight into different feelings or obstacles that the coyote faces. Give groups of students four pieces of blank paper. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.

- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.

- Model how students can use a dictionary to find a word's meaning. Have them locate the word *delicious* in the dictionary. Invite a volunteer to read the definition for *delicious.* Have students compare the dictionary definition with the glossary definition. Have them compare these with their prior knowledge of the word.

- Have students follow along on page 4 as you read the sentence in which the word *delicious* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out more about the characters' problems and the solutions they choose. Remind them to stop reading at the end of each page with a sticky note to quickly retell in their mind the details of the events so far in the story.

During Reading

Student Reading

- 🖉 **Guide the reading:** Have students read from page 5 to the end of page 7. Have them underline the important details as they read. Encourage those who finish early to go back and reread.

- Cut out the pages from an extra copy of the book. Place pages 4 through 7 in a pocket chart or along the ledge of the board.

- Model retelling the events of the story using the illustrations as a guide.
  Think-aloud: *I stopped after a few pages to retell in my mind what I had read so far. First, the coyote smelled delicious chili in the air, and he knew it was Little Red's best dish. He wondered how he could get some, so he stopped her and asked where she was going with that pot of yummy, spicy chili. She told the coyote that her granny was sick in bed with a fever, so he sent her the long way through the desert, running ahead to reach Granny's house first. The mean coyote grabbed Granny and locked her in the toolshed, thinking he would trick Little Red out of her chili. But Granny escaped and told Little Red what happened as soon as she arrived.*

- Remind students that a retelling includes detail and description about the events of a story, and a sequence of events lists the most important events that someone would need to know to tell the story in the order in which it happened.
- Invite students to share problems they have identified so far (page 5—the coyote was hungry and wanted to get some of Little Red's chili; page 6—the coyote sent Little Red on a *longcut;* page 7—the coyote shoved sick Granny into the toolshed and threw away the key). Write them on the board under the *problem* heading. Point out that each problem is for a different character.
- Introduce and explain the problem-and-solution worksheet. Point out that the first problem was worked out aloud and written on the board. Ask students to write a new problem from the board on their worksheet. Evaluate possible solutions aloud, discussing a positive and negative consequence of each possible solution. Record all of their ideas on the board under the columns for *possible solutions* and *consequences*. Have students record the information on their worksheet. Ask them to circle the possible solution they think would be best for the coyote.
- Talk about the coyote's chosen solution at this point in the story. Point out the last column on their worksheet, *evaluation*. Explain the process of evaluation (to carefully think about the options and decide if the one chosen was best). Encourage students to fill in the final column, writing their feelings about whether they think it was a good decision for the coyote to make, and why or why not.
- **Check for understanding:** Have students read to the end of page 9. Post pages 8 and 9 next to the pages from the beginning of the story. Ask students to use the illustrations as a guide to retell the details to a partner about the events after Granny escaped from the toolshed. Listen to students' retellings for correct order and description of the story events. Discuss the retelling of these pages as a class.
- Ask students what new problem was presented for the coyote (page 8—Little Red poured a whole bottle of her secret hot sauce into the chili pot). Have them fill out the first three columns of their worksheet, *problem, possible solutions,* and *consequences*. Remind them to look for what solution the coyote chooses as they read, and to stop and fill in the *evaluation* column.
- Have students read the remainder of the story. Remind them to continue stopping on pages with sticky notes to retell in their mind the details of the story.

  ✏️ Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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.

Reflect on the Reading Strategy

- Retell in detail with students the events of the story from page 10 through page 12, using the illustrations from the book.
  Think-aloud: *Little Red plays along, pretending that she thinks the coyote is her granny. She notes that she thinks her granny's feet, nose, and mouth have gotten bigger. She begins to feed the coyote her super-hot chili, and the coyote grabs the spoon from her and wolfs it down. The hot sauce kicks in, and the coyote yells, "YOWEEE!" as his eyeballs jump out of his head.*
- Have volunteers retell the story events to the end of the book, using the illustrations from pages 13 through 15. Then have students retell the story to a partner, starting at the beginning. Listen for whether students include the following: main characters, setting, correct events in order, and events in detail.
- Ask students how retelling the events of the story in their mind as they read helped them understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Talk about the other problems that the coyote encountered as the story continued. Invite students to identify and discuss them (page 12—the coyote wolfed down his food, and then the hot sauce kicked in; page 13—the coyote needed water but Little Red didn't understand him; page 14—the coyote got soaked with a bucket of water; page 15—the coyote fell into a big mud puddle). Write them on the board under the *problem* heading.

- Ask students to write a problem from the board on their worksheet. Evaluate possible solutions aloud, discussing a positive and negative consequence of each one, and recording all of their ideas on the board under the columns for *problem, possible solutions,* and *consequences*. Have students record the information on their worksheet.

- Talk about Granny and Little Red's solution for defeating the coyote, inviting them to cite examples from the text to support their thoughts. Have students fill in the final column, *evaluation*, writing their feelings about whether they think it was a good decision for the two to make, and why or why not.

- **Independent practice:** Have students complete their problem-and-solution worksheet, working with a final problem chosen from the board. Discuss their responses aloud once students have finished.

- **Enduring understanding:** In this book, you read about a hungry, mean coyote who tried to trick others out of food that did not belong to him. In this instance, Little Red and Granny outsmarted him and made him pay for his greedy behavior. Now that you know this information, why is it important to be honest and to take only what belongs to you, unless someone offers to share?

Build Skills

Phonics: *R-blends*

- Write the word *trick* on the board. Say the word aloud, stressing the /tr/ sound. Have students say the word aloud. Explain that when two consonants are next to each other, they often blend together to make one sound. Circle the *tr* in *trick*. Point to the word *trick* on the board, and have the group pronounce it aloud.

- Write the word *Granny* on the board. Ask students where the blend is in the word and what sound the blend makes. Circle the *gr* in *Granny*. Point out that blends can be located at the beginning, middle, or end of a word.

- **Check for understanding:** Write the word *ground* on the board and ask students to read it aloud. Ask which letters make the /gr/ blend sound. Circle the *gr* in *ground*. Repeat the exercise with the words *entrance* and *proud*.

- **Independent practice:** Introduce, explain, and have students complete the *r-blends worksheet*. If time allows, discuss their answers.

Grammar and Mechanics: Adjectives

- Review or explain that *adjectives* are words that describe nouns or pronouns. An adjective tells which one, how many, or what kind.

- Write the following sentences on the board. Ask students to count the number of adjectives in each sentence.

  > *Her spicy chili was her best dish.*
  > *The Mean, Medium Coyote loved yummy food.*
  > *He wasn't very big.*

- Have individual students come to the board and circle the adjectives in each sentence *(spicy, best, Mean, Medium, yummy,* and *big). Then have different volunteers underline the noun that each adjective describes (chili, dish, Coyote, food,* and *he). Discuss how writers sometimes use two or three adjectives to describe one noun (for instance, *Mean* and *Medium* both describe *Coyote*).

- Explain that the adjective doesn't always precede the noun or pronoun, as seen in the last sentence *(big). Point out that the word *very* isn't an adjective—it cannot describe the word *He* alone.

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- Point to the first circled adjective in the first sentence *(spicy).* Ask students to determine whether the adjective tells which one, how many, or what kind (it describes *what kind* of chili). Repeat the exercise with the other adjectives in all three sentences.

  ✎ Have students use the inside back cover of their book to write *adjective* along with the definition of the term (a word describing a noun or pronoun that tells which one, how many, or what kind) to help them remember the terminology.

  ✎ **Check for understanding:** Give students highlighters and have them work in pairs to reread page 8. Have them highlight all of the adjectives they find. Discuss their findings as a group, identifying the noun that each adjective describes and whether the adjective is telling which one, how many, or what kind.

- **Independent practice:** Introduce, explain, and have students complete the adjectives worksheet. Discuss their answers as a group once everyone has finished.

Word Work: Question words

- Write the following words on the board: *Who, What, When, Where, Why, How, Do, Are.* Explain that these words are called *question words* when written at the beginning of an asking sentence, and that they are each a signal to readers that a question will follow.

- Have students turn to page 5. Ask them to find the first question mark on the page and then identify the question word at the beginning of the sentence *(Where).* Ask students what the word *Where* signaled as they were reading page 5. Explain that the coyote is asking Little Red a question, so it is part of the regular text.

- Ask students to find the second question mark on page 5, then to identify the question word at the beginning of the sentence *(How).* Explain that, in this sentence, the coyote is thinking to himself, so the text is italicized. Point out that quotation marks aren't used when dialogue isn't added to the story.

  ✎ **Check for understanding:** Have students turn to page 10 and circle the question mark. Ask them to identify the question word *(what).* Ask volunteers to discuss why the word *what* signaled to readers that a question followed.

- **Independent practice:** Introduce, explain, and have students complete the question words worksheet. Discuss their answers as a group once everyone has finished.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice retelling the story with someone at home.

Extend the Reading

Fairy Tale Writing and Art Connection

Encourage students to write a fairy tale about a boy who is on his way to visit his sick grandfather. Have writers decide what sort of animal will try to outsmart the boy and what problems and solutions the story will have. Instruct them to write in the same style as *Little Red's Secret Sauce,* personalizing the characters with dialogue and feelings. If time allows, encourage students to illustrate their work. Have students read their finished story aloud to their classmates. Bind their final copies together, titled *Our Book of Fairy Tales,* and add a copy of the book to the class library.

Visit Writing A–Z for a lesson and leveled materials on narrative writing.

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Social Studies Connection

Facilitate a class discussion about respecting one another. Ask students if the coyote respected Little Red or Granny, and to give examples from the story that show why or why not. Ask students why it is a good idea to treat others the way in which we would like to be treated. Ask them if another person has ever been disrespectful to them and how they felt about it (give examples, if necessary, of disrespectful behavior among peers). Have students write about their experience, being sure to include the emotions they felt as a part of the experience. Have students share their writing with a partner if they are willing, and have them to share with one another positive ideas to handle the situation should something similar happen in the future.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

• Use as discussion starters for literature circles.

• Have students choose one or more cards and write a response, either as an essay or as a journal entry.

• Distribute before reading the book and have students use one of the questions as a purpose for reading.

• Cut apart and use the cards as game cards with a board game.

• Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

• accurately and consistently demonstrate retelling the story during discussion

• identify and effectively analyze the problems and solutions in the story in a discussion and on a worksheet

• identify and recognize *r*-blends in discussion and on a worksheet

• correctly identify the use of adjectives in the text during discussion and on a worksheet

• identify question words used in text as a signal during discussion and on a worksheet

Comprehension Checks

• Book Quiz

• Retelling Rubric