

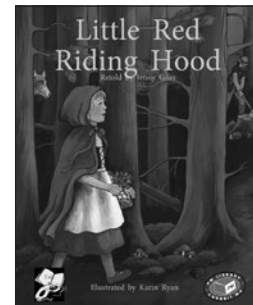
Little Red Riding Hood

PM Level 17

Turquoise

Text Type Narrative

Running Words 925



Preparing for Guided Reading

Orientation to the text

- Read other stories where a wolf is a central character, e.g. *The Three Little Pigs* (PM Traditional Tales and Plays Orange Level). Talk about the wolves' antics and the actions that were required by others to outsmart them.

Prior knowledge

- Discuss the relationship that exists between many grandmothers and their grandchildren. Explain that this is often a very caring relationship, where each person takes care of the other in different ways so both are happy and comfortable.

Building the Balanced Reader

Vocabulary

Key vocabulary

grandmother, hear, know, teeth, through

Content Words

axe, blow, cape, cottage, growled, happily, hood, nightcap, packed, sick, tiptoed, wore

Decoding

- Apply knowledge of prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; attending to print details.

Focusing on the story – guided reading

- Identify the members of Little Red Riding Hood's immediate family and confirm with students that the woodcutter is Little Red Riding Hood's father. Notice the forest completely surrounds Little Red Riding Hood's home. Draw students' attention to Little Red Riding Hood picking wild flowers and ask who these might be for.
- Discuss other dangers that Little Red Riding Hood might face when walking in the forest on her own.
- Direct students' attention to the wolf watching Little Red Riding Hood, but point out that her father's close presence helps keep her safe.

- Talk about the fear that Grandmother would have been feeling and her need to hide from the wolf.
- Use pp. 10–11 to discuss the reality of this situation, i.e. the possibility of a wolf dressing up to look like Grandmother. Talk about the fact that traditional tales are made up and are not true.
- Remind students to read the words in **bold** type and those sentences followed by an exclamation mark in a strong, loud voice.
- Point out the wolf and the axe. Ensure students understand Little Red Riding Hood's worry and her need to find her grandmother.
- Note that everyone is very relieved as they realise they are safe.
- Discuss words and phrases that sequence the events that take place in the text, e.g. *One day; On the way through the forest; As Grandmother lay in her bed; When Little Red Riding Hood came to the house; Then Little Red Riding Hood; from that day on.*
- Talk about different meanings of the word *blow* and which meaning is used in this story.

Comprehension

- Why did Little Red Riding Hood go to visit her grandmother? (*Literal*)
- Why did the wolf want to get to the cottage before little Red Riding Hood? (*Inferential*)
- Why did the Big Bad Wolf smile when he put on grandmother's nightcap? (*Inferential*)

Follow-up activities

- Make a list of the food that Little Red Riding Hood might have been taking to her grandmother. Students could write their own lists of items they would prepare for their grandparent or an elderly relative.
- Talk about the rule that little Red Riding Hood's mother taught her. Have students write about rules they have at home or school to keep them safe. Discuss why it is necessary to have these rules.
- As a guided writing activity, rewrite the story as a group replacing the wolf with a different villain, e.g. animal or mythical creature.
- Read another version of *Little Red Riding Hood* to students. Compare this story with the PM Traditional Tales and Plays version. Have the children retell the story of *Little Red Riding Hood* in their own words. Once these stories have been written, read and discuss. Notice similarities and differences in plot.

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Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

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Success Criteria

- I can use the illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, rereading and reading on to gain a deeper understanding of the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up