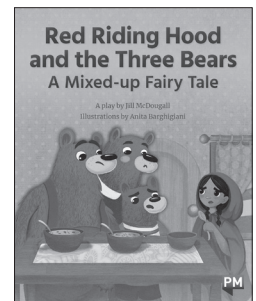


# Red Riding Hood and the Three Bears

PM Level 18

Turquoise

**Text Type** Narrative (Play)



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with the fairy tales *Little Red Riding Hood* and *Goldilocks and the Three Bears*.
- Students should also understand what a play is and how it is presented to show who is speaking.

### Orientation to the Text

- When Red Riding Hood meets the big bad wolf on the way to Granny's house, she runs to a house for safety, which turns out to belong to the three bears! The bears return home after Red Riding Hood has sampled their porridge, but she discovers that her cakes for Granny are far more appealing to them than their usual breakfast.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*bowl, close, closer, eaten, grabs, he's, mustn't, nothing, rushes, scary, she's, sorts, Suddenly, There's, towards, unpacks*

#### Content Words

*audience, granny, Hood, hungry, porridge, sorry, wolf*

### Decoding

- Talk about the base of adverbs such as *quietly* and *Suddenly*, to help students read and understand them.
- Stop at any unfamiliar words, such as *porridge*, and encourage students to use the illustrations and text together to try to work out what the word is.
- Look at the word *audience* on page 2 together. Ask, *Where might you break up this word to help you read it? Which parts of the word are tricky?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What other stories does this remind you of? What do you think might happen in the book?*
- Look at the character list on the title page and talk about the characters in the play. Discuss with students what each of the characters might be like and how they might speak.
- Allocate characters to students and read pages 2–3 together. Ask, *How can the punctuation on these pages help you to read with expression?*

- Find the contractions on pages 4 and 6 together. For each contraction, ask, *What letters are missing from this contraction? What is it short for?* Discuss the use of an apostrophe in *bears'* on page 6 as indicating plural possession, not a contraction.
- Look at the dialogue on page 7 together. Ask, *Why are some of the words in italics? How does this change the way we read them?* Practise reading Red Riding Hood's lines together.
- Ask students to point out the contractions on pages 8–9. Talk about what each one is short for.
- Continue to page 14. Say, *Find the word in bold*. Ask, *Why did the author use bold text for this word? What else on this page helps you know what expression to use as you read?*
- Re-read the text with students, focusing on using cues to read fluently and with appropriate expression.

### Comprehension

- What did Red Riding Hood have in her basket? (*Literal*)
- Why do you think Mother Bear opened the door for the wolf? (*Inferential*)
- What is good to eat for a healthy breakfast? (*Applied Knowledge*)

### Follow-up Activities

- Put students into groups of six to practise performing the play. Remind them of how to use appropriate expression and talk about using actions and props to make it interesting for the audience to watch. Have each group perform and give feedback on what was difficult and what was easy for them as they prepared the play.
- Model writing another mixed-up fairy tale based on two stories that are familiar to students. Provide a range of books with fairy tales for students to refer to as they write their own mixed-up fairy tale. Allow students to illustrate and share their stories.
- With students, make an anchor chart describing what a contraction is and how they are formed. Include examples from the text and from students' own knowledge. For each contraction, record the two words that make the contraction and the letter or letters that have been left out.

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## Learning Intentions

- We are learning to read with expression.
- We are learning to read and understand contractions.

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## Success Criteria

- I can use punctuation and what is happening in the story to make my reading sound interesting.
- I can explain why there is an apostrophe in a contraction.
- I can identify what a contraction is short for.

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## Guided Reading Notes

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