

## Lesson Plan



Little Red Riding Hood went to her grandmother's house. A wolf lived near and he wanted to eat Little Red Riding Hood!

CEFR Level A1

YLE Movers

Text type: traditional tale

Word count: 258

Lexile measure: 430L

## Lesson objectives

### Vocabulary focus

Parts of the body: *ears, eyes, face, feet, hands, teeth*

Family: *father, grandmother, mother*

Verbs in the past simple: *jumped, knocked, lived, ran, said, saw*

General: *ax, forest, wolf*

### Grammar focus

Past simple

### Reading skills

Identifying the sequence of events

Identifying characters

### Cross-curricular connections

Art (making a mask)

Music (song)

Science (parts of the body, forests)

### Resources

Reader

Flashcard download 1–5

Audio download (UK/US) tracks 1, 4

### Timing: 40–60 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading** and 10 minutes for **After reading**. Additional time can be used for further activities.

## Lesson plan

### Before reading

Show the children the cover of the Reader.

Point to the girl and elicit her name, Little Red Riding Hood. Ask questions, for example:

*Where is this little girl? What is she holding?*

*What color are her clothes?*

Reveal the wolf and ask: *What is this animal?*

Point to the wolf to elicit *ears, eyes* and *teeth*.

Ask the children to look at Reader pages 4–5.

Ask questions, for example:

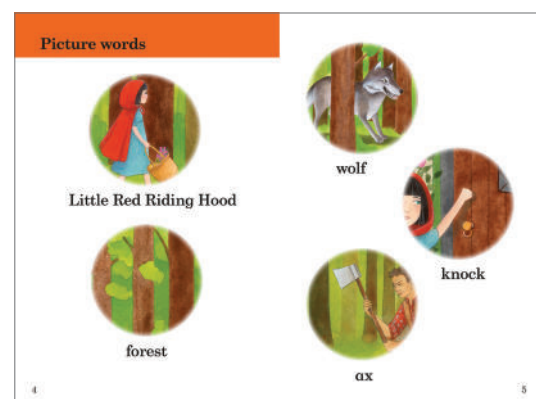
*Is this story about a city? Is it at the beach?*

Establish that it is in a forest. Then ask:

*Do you like forests? What can you see in a forest?*

Describe each picture and encourage the children to guess which one you are referring to. Ask questions, for example:

*Which picture is of an animal? What is the girl doing? What is the man holding?*



**During reading**

Read out or play the recording of the story (Audio track 1) and ask the children to follow in their Reader. After every few pages, stop and check their understanding. Ask questions that focus on events in the story. For example:

*What did Little Red Riding Hood’s mother ask her to do? Who saw her in the forest? Who came with an ax?*

Read out or play the story again and focus on the characters. Ask questions, for example:

*How many people were in Red Riding Hood’s family? Where did they live?*

Show the children Reader pages 10–11 and ask:

*What can you say about the wolf? What did he want to do to Little Red Riding Hood? Do you think the wolf was clever?*



**After reading**

Display Flashcards 1–5 in a random order. Ask the children to tell you the correct order according to what happens in the story. When the Flashcards have been moved into the correct positions, point to the first one and say: *Now let’s tell the story.* Help the children begin:

*This story is about a little girl. Her name was Little Red Riding Hood. One day ...*

The children can do the following activities to focus on actions in the past simple: 2, 4, 6, 11, 14.

They can do the following activities to focus on the characters: 1, 5, 7, 8, 15.

To reinforce the sequence of events in the story, play the song (Audio track 4) on page 47 a couple of times.

Divide the class into two halves and ask one half to be Little Red Riding Hood and the other half to be the wolf. Encourage the children to follow in their Reader and join in.

**Differentiation**

**Extra support**

Before the children do the activities, display these words: *ax, ears, eyes, face, father, feet, forest, Grandmother, hands, Little Red Riding Hood, teeth, wolf.*

Help the children to point to the words on Reader pages 28–29.



**Extension**

Fast finishers can make masks of Little Red Riding Hood and the wolf out of cardboard and string. Divide the children into pairs. One child in each pair is Little Red Riding Hood and the other is the wolf. They put on the masks and act out the dialogue between the two characters after Little Red Riding Hood knocks on the door of Grandmother’s house.