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# Little Red Riding Hood

### Summary of the story

Little Red Riding Hood's mother tells her to take some food to her Granny who is sick. Little Red Riding Hood meets the wolf and she tells him where she is going. The wolf goes ahead of her and eats her Granny and then waits for Little Red Riding Hood to come. Granny's features are rather big and Little Red Riding Hood asks her why when suddenly the wolf pounces on her. She screams and runs away. A woodcutter kills the wolf and rescues poor Granny.



### Background to the story

This traditional fairy tale is based on the central character, Little Red Riding Hood, so called because of her red coat with a red hood. Many different versions of the story can be found worldwide. The story became famous after appearing in the Grimm Fairy Tales collections that the brothers Grimm collected from around Germany between 1807 and 1814.

### Topics and themes

**Animals.** Brainstorm with the class, putting the names on the board, how many wild animals the pupils think of as bad or frightening animals and have a vote to see which is thought to be the most frightening. Can pupils think of other stories where animals are dressed up? Examples in English are stories by Beatrix Potter.

**Family.** Ask the pupils to complete a family tree sheet.

**Food.** Mealtimes. Remind the pupils of the names of meals in English and then ask what time they all have these meals.

**Jobs.** Ask all the pupils what they want to be when they grow up and keep a list on the board.

**My body.** Collect pictures of strange cartoon bodies e.g. Mickey Mouse has three fingers, Superman can fly, ET etc.

### Making use of the Reader

**Animals.** Brainstorm with the class on the board to see how many Wild Animals, Farm Animals, the pupils can remember. Put them into these sets on the board and then the pupils will remember them more easily.

**Game.** You can play a game called 'The Wolf says'. The pupils first need to practice touching parts of the body like those in the story, eyes, teeth and so on. Then you can play the game. When you say 'The wolf says touch your nose' they have to touch their noses. When you say 'Touch your nose' they mustn't touch their noses. This game is good if it is played quite fast. Once the pupils have understood how the game works, they can take it in turn to be the caller and you can extend it to other parts of the body.

**Mime** various occupations known to the pupils (e.g. dentist, teacher, police etc.) Can they guess what your occupation is? Take turns to do the mime. When someone guesses the occupation correctly they then mime. Give the pupils only a short time to do the mime.

**Food.** Pupils can draw a basket with other food they could give to a sick granny. They can tell each other what they have drawn. Revise meal times, vocabulary for meals and telling the time. Tell them about pupils who live in English-speaking countries and that they may not have the same meal times as them e.g. pupils in England tend to follow the following pattern: Breakfast between 7.30 and 8.30; lunch between 12 and 13.30; tea between 4pm and 5pm and then dinner anything between 5pm and 8pm.



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# Penguin Young Readers Factsheets

## Teacher's Notes

# Little Red Riding Hood

**Masks.** Make masks of the five characters, Red Riding Hood, the mother, wolf, granny and the woodcutter.

*You need:* Paper plates or circles of card, rulers or sticks, sticky tape, colored pens for the faces,

Or make finger puppets of the five characters. As the pupils listen to the story on the cassette they can raise their mask as their character appears. Encourage them to join in.

### Using the accompanying video and audio cassette

**Language practice.** This is a good activity for practicing pronunciation and stress. The pupils are going to practice the following questions and answers:

Why are your ears so big? To **hear** you, little one.  
Why are your eyes so big? To **see** you, little one.  
Why are your teeth so big? To **eat** you, little one.

When they answer they should stress the verb, for example 'hear', and point at their ears. You can also encourage them to make a wolf-like voice. The pupils can then do this activity in pairs, taking turns to be the wolf and Little Red Riding Hood. They might even suggest other questions and answers!

### Notes on using the activities in the factsheet

**Activity 1.** Wordsearch. Explain that all the words are in the book. You may want to brainstorm some of the vocabulary from the story on the board before they start the wordsearch. They can do this on their own or in pairs.

**Activity 2.** Interview. Pupils work in pairs for this activity. Go through the questions first with one pupil asking the other the questions. When they both agree on the answer, they fill in the box with either True or False as appropriate. You may need to demonstrate the interview procedure first with several pupils.

**Activity 3.** Game that the pupils play in small groups of four. They will need a dice or spinner. It will be useful to revise numbers 1-20 first and ensure they can read/understand the captions. They each roll the dice and then see who gets to Granny's house first. As they land on 4, 7, 8, 14 and 17 they should read out what it says and then follow the instruction.

**Activity 4.** Each pupil should label the picture using the words in the box at the bottom of the activity to help them. When they are finished they can work with a friend and see if they have got the words right. Make sure that you go over what the words should be at the end.

### Answers to the activities

#### In the back of the Reader

##### Before you read

Any good story deserves praise, however far from the book version as this is a prediction activity. The intention is that they will use the English they know, and as long as you understand what they are trying to say, there will be no correction of how they are saying it here.

##### After you read

A woodcutter can be seen on page 6.

There is an apple in her basket, page 11.

A goat and a bird are not in the picture on page 14.

#### In the factsheet

##### Activity 1

z	w	o	l	t	c
y	o	i	b	l	e
e	o	h	k	o	e
a	d	c	x	w	k
k	c	u	g	e	s
x	u	p	i	r	a
o	t	c	n	s	b
e	t	a	p	d	i
t	e	k	t	h	t
q	r	e	m	r	a

##### Activity 2

1. False.
2. False.
3. True.
4. True.
5. True.
6. True.



# Little Red Riding Hood

Name.....

## Activity 1

Find the words below:

wolf, ax, cupcake, basket, woodcutter, flower

z	<del>w</del>	<del>o</del>	<del>l</del>	<del>f</del>	c
y	o	i	b	l	t
e	o	h	k	o	e
a	d	c	x	w	k
x	c	u	g	e	s
x	u	p	j	r	a
o	t	c	n	s	b
e	t	a	p	d	i
t	e	k	t	h	t
q	r	e	m	r	a

## Activity 2

True or False? Write the word 'True' or 'False' in the boxes.

1. Little Red Riding Hood had cookies in her basket.
2. Little Red Riding Hood ate an orange.
3. The wolf ate *Granny*.
4. The wolf was in *Granny's* clothes.
5. The woodcutter stopped the wolf.
6. *Granny* jumped out of the wolf's stomach.




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# Little Red Riding Hood

Name.....

### Activity 3

In your group, take turns to throw the dice and play the game.

Start

Home

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Finish

Granny's house.

You stop to eat an apple for 1 turn.

You stop to speak to the wolf for 1 turn.

You forgot the cupcakes. Go home for them.

You stop to get flowers for 1 turn.

You run to 19.

### Activity 4

Label the picture with the words below.



eyes      ears      teeth      mouth      nose      tail      leg

