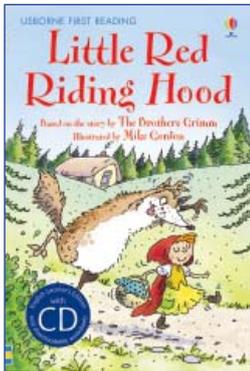


Little Red Riding Hood • Teacher's notes



Author: based on a story by the Brothers Grimm

Reader level: Intermediate

Word count: 1017

Lexile level: 440L

Text type: Fairy tale

About the story

This is a lively retelling of the ever-popular story of Little Red Riding Hood, who goes through the woods to visit her ailing grandmother and falls into conversation with a wolf. The wolf races ahead, gobbles up the grandmother and, when Red Riding Hood arrives, pretends to be Grandmother until he can eat her as well. Luckily a passing woodcutter realizes what has happened and cuts the wolf open, releasing Red Riding Hood and her grandmother who then fill the wolf's stomach with stones and stitch him up harmlessly.

The story has its origins in medieval Europe; similar stories are told as far afield as Korea. The best-known European versions are those told by the French author Charles Perrault, and by the Brothers Grimm.

About the author

Many of our best-known fairy tales were collected by Jakob and Wilhelm Grimm (1785-1863 and 1786-1859), from Hanau in north-west Germany. After studying law, the brothers became interested in philology and linguistics. They began collecting folk tales as part of their study of the German language, publishing these "Children's and Household Tales" in 1812-14. The brothers' collections were hugely popular in their own lifetime, and have since been translated into over 160 languages, inspiring countless movies, plays, ballet and other artworks, and being retold and reinvented over and over again for both children and adults.

Key words

Your students might not be familiar with some of these words, which are important in the story.

hood	p25 squeaked
p3 cloak	p26 leaped
p5 granny	p27 bony
cottage	p29 cap
p6 path	blankets
p7 promised	p30 snarled
p8 hummed	p31 stool
shoelace	p34 hairy
p7 skipped	p35 hug
p10 woodcutter	p36 sharp
p11 waving	snapped
p15 paw	p38 snored
p16 huffily	p41 snipped
p18 revolting	p42 popped
p21 tummy	cutting
p22 suggested	p44 sewed
p24 knocked	p45 sneak
wicked	rattled

Key phrases

p6	Keep to...
p10	Rats! [exclamation]
p19	to gobble up
p26	to let yourself in
p32	All the better to...
p37	at last
p39	to make sure
p43	Quick as a flash
p45	to hear someone coming
p47	never, ever



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Before reading

Bring a red cape or a large piece of red fabric into the classroom. Ask for a volunteer and put the fabric around him or her, as if it's a cloak with a hood. You could give the student a basket too. Ask the other students to guess which storybook character he or she is.

Students will almost certainly be familiar with the story, so you may want to suggest they look out for similarities and differences between the version they know already and the version they are going to read. Start by finding out what the class knows about Little Red Riding Hood. Brainstorm for key words in the story, and write them on the board.

Show the book cover. Why does Little Red Riding Hood look so happy? What do the students think is going to happen next?

Reading or listening

You can listen to the story on CD or read it aloud to the students, take turns to read or read together silently. Each double page spread in the book is one track on the CD, so that you can pause between tracks or repeat tracks if your students need it. The first reading is in a British English accent, and it is followed by an American English reading. The words are exactly the same. After the story, there is a short selection of key phrases that can be used for pronunciation practice.

During reading: you might like to ask some of these questions.

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| p3 | Do you have any clothes that you'd like to wear all the time? | p16 | Did Little Red Riding Hood mean to step on the wolf? |
| p4-5 | What do you think of Little Red Riding Hood's map? Do you think she knows what is in the woods? | p22 | Is the wolf really kind? |
| p6 | Why do you think there are "Rules of the Woods"? Can you think of any rules we have? (For example, for crossing the road.) | p25 | What does the grandmother think of wolves? [Look at the sign on the door.] |
| p7 | Why does the poster say "Wanted"? What does that mean? Who can you see behind the tree? | p33 | Does Little Red Riding Hood really think it's her Granny? |
| p11 | What do you think the wolf wants to do? | p39 | How would you describe the woodcutter? |
| | | p43 | Does grandmother realise what's happened? What are the stones for? |
| | | p46 | What's grandmother doing now? [Putting her false teeth in!] |

After reading

Show the students the picture on page 48. What are the little wolves eating and reading? You could say that the book is like a history book for them, telling them what happened before they were born and why they all eat soup now.

Can the class think of other stories with wolves in? Why are wolves often the baddies? You might like to find out more about real wolves – look for books or search online for more information about where and how they live.

Imagine Little Red Riding Hood grows up and has a daughter of her own. One day, she hears that her mother is sick... What do students think she should do? If Red Riding Hood sends her daughter into the woods on her own, what advice might she give, or what could the little girl take with her to keep her safe? (Encourage students to think beyond the obvious gun – although James Thurber and Roald Dahl both wrote comic variations on the story including guns, there are plenty of other possibilities.)

