



**Proyecto de Investigación-Acción para la Formación
teórico-práctica sobre Animación Escolar a la
lectura**

CES Don Bosco / Colegio Santísimo Sacramento



Little Red Riding Hood



**PROGRAMACIÓN DE LA SESIÓN DE
ANIMACIÓN LECTORA
Para 4º de Primaria
(Representación en 6º)**

Prof. Miriam Fernández de Caleyá

Marta García Cancela
Laura Sáez Mesonero

3º A Lengua Extranjera



ÍNDICE

Contenidos	Páginas
I – Datos de Identificación de la SESIÓN _____	3
II – Contextualización _____	3
III – Programación Didáctica _____	
A – Objetivos _____	3
B – Contenidos _____	4
C – Actividades _____	6
D - Criterios de Evaluación _____	7
IV – Materiales y Recursos _____	8
Anexo I: Activities	
Anexo II: Teacher's notes	





I - DATOS DE IDENTIFICACIÓN DE LA SESIÓN

- Título: "Little Red Riding Hood"
- Destinatarios: 2º Ciclo de Educación Primaria, 4º Curso.
- Temporalización: 50'
- Autores: Marta García y Laura Sáez.

II - CONTEXTUALIZACIÓN

"Little Red Riding Hood" o "Caperucita Roja" es un cuento popular. Por ello ha sido elegido para llevar a cabo esta Programación de la Sesión de Animación Lectora.

Es un cuento previamente conocido por los niños y está relacionado con la familia, que es la principal temática del Proyecto de Investigación de Animación Lectora. Utiliza un vocabulario sencillo, y por ello no tiene porque causar muchas dificultades de comprensión.

Al mismo tiempo se pueden utilizar nuevos recursos para promover la Animación Lectora y no ocupar toda la sesión con actividades para comprobar si los niños han entendido el significado del cuento. Actividades que remarquen la moraleja del cuento o actividades que les permitan utilizar su imaginación creando nuevas versiones de él.

III - PROGRAMACIÓN DIDÁCTICA

A - Objetivos

- 1.- Animar a los niños a la lectura, en este caso de lengua extranjera.
- 2.- Desarrollar la comprensión lectora.
- 3.- Participación de los niños durante la sesión.
- 4.- Desarrollar la capacidad de atención.
- 5.- Comprensión de la historia tras la dramatización.
- 5.- Seguir instrucciones orales y escritas.
- 6.- Enriquecimiento del vocabulario:
 - Miembros de una familia.
 - Relación entre ellos.
 - Partes del cuerpo.
 - Frases hechas que aparecen en un cuento popular
 - Vocabulario de elementos secundarios que aparecen en el cuento (bosque, camino, cesta, cama, ropa de cama...).
- 7.- Despertar el interés por las relaciones familiares y por conocer los sustantivos relacionados con el parentesco.



B - Contenidos

1.- CONCEPTUALES:

1.- Escuchar, hablar y conversar.

- Escucha y reproducción de mensajes orales.
- Representación de un pequeño diálogo.
- Escucha comprensiva de una historia.

2.- Leer y escribir.

- Lectura comprensiva de pequeño textos con objetivos diferentes.
- Reconocimiento y reproducción escrita del vocabulario.
- Escritura de palabras siguiendo un orden y para completar frases.

3.- Conocimiento de la lengua a través del uso.

3.1 Conocimientos lingüísticos

- **Posesivos:** She lived in a wood with **her** mother; I'm going to see **my** grandmother.
- **Pasado simple:** On her way, she **met** a wolf; he **got** into Granny's bed; a woodcutter **was** in the wood.
- **Posición de adjetivos:** a **nice** cake; what **big** eyes you have! a **loud** scream
- **Sucesión de acciones pasadas:** A woodcutter **was** in the Wood, he **heard** a loud scream, and **run** to the house; The wolf **run** to Granny's house, **ate** Granny up, and **got** into Granny's bed.
- **Frases hechas propias y características del cuento:** "Granny, **what a big nose you have!**", "**All the better to smell you with**"

3.2 Reflexión sobre el aprendizaje

- Memorización y uso del vocabulario
- Asociación de palabras con su representación visual.
- Seguimientos de modelos orales y escritos.

3.3 Temas y vocabulario

- **Preposiciones:** In, behind, over, out.
- **Árbol genealógico:** mother, Granny (grandma, grandmother).
- **Bosque:** path, tree, wood,
- **Acciones:** carry, run, smell, see, hear, eat
- **Partes del cuerpo:** teeth, ears, eyes

3.4 Fonética

- **Ritmo y entonación:** Preguntas y exclamaciones. ("Granny, what big ears you have!")
- **Pasado simple:** lived, worked, carried, run, ate.

4.- Aspectos socioculturales

- Demostración de confianza en las dramatizaciones.
- Interés por conocer cuentos.
- Interés por participar en las actividades de clase.



2.- PROCEDIMENTALES:

Queremos desarrollar las siguientes destrezas del lenguaje:

1.- Listening: los niños escucharán la historia por placer, comprendiendo lo que se dice con ayuda de un diccionario de dibujos con el vocabulario a usar dado previamente a la dramatización de la historia.

2.- Speaking: los niños ordenarán y comentarán con la clase las partes de la historia utilizando los flashcards con imágenes representativas de las acciones principales del cuento.

3.- Pre-reading: entender la historia observando los dibujos en el cuento.

4.- Reading: queremos que los niños lean comprensivamente las partes del cuento que aparecerán escritas junto con las imágenes.

5.- Memorizing: a base de repetición y de ejercicios a modo de juegos los niños aprenderán a decir el vocabulario.

Esto se llevará a cabo mediante:

- Uso de flashcards para el reconocimiento del vocabulario y seguimiento de la historia.
- Preguntas y respuestas orales. Participación activa.
- Muestra de la comprensión a través de señalar, unir, completar, ordenar, en definitiva, mediante el seguimiento de las actividades.
- Memorización de frases para participar en la narración de un cuento.
- Escritura de palabras del vocabulario siguiendo un orden y para completar frases y dibujos.
- Escucha y lectura comprensiva de un cuento.
- Lectura de un cuento popular breve por placer.
- Trabajo en equipo.

3.- ACTITUDINALES:

- Interés por participar activamente en las actividades propuestas en la clase.
- Curiosidad por expresarse ellos mismos en inglés.
- Colaboración con los compañeros.
- Respeto hacia la participación de los demás en las actividades de clase
- Fomentar la lectura como un medio de diversión y de aprendizaje.
- Interiorizar el valor del cuento.
- Participar activamente en las actividades que se realicen durante toda la sesión.
- Interiorización de los objetivos de la sesión: Animar a los niños a que lean por diversión y no por obligación.



C - Actividades

<p>Actividad introductoria I <i>Who are they?</i></p>	<p>Presentación de los personajes del cuento mediante el uso de <i>flashcards</i> en una proyección de PowerPoint. Todos los niños conocen los personajes, pero hay que presentárselos en la lengua inglesa.</p>
<p>Actividad introductoria II <i>Learning vocabulary</i></p>	<p>Presentación del vocabulario. Se le reparte a cada niño el vocabulario específico del cuento en una hoja de papel. Este vocabulario está explicado en forma de diccionario visual. Además como apoyo, este vocabulario es introducido en una presentación de PowerPoint.</p>
<p>Actividad I: <i>Little Red Riding Hood</i></p>	<p>Narración del cuento de forma interactiva y visual. Contaremos el cuento con ayuda de una presentación de PowerPoint donde los niños podrán escuchar el cuento al mismo tiempo que ven las escenas de éste con dibujos divertidos.</p>
<p>Actividad II: <i>Action charades!</i></p>	<p>Colocar la historia. En esta actividad tenemos unas frases del cuento pero están desordenadas. Hay que colocarlas y así formar de nuevo la historia.</p>
<p>Actividad III: <i>Guess who?!</i></p>	<p>Identificación de los personajes. Se dan unas características de cada personaje del cuento y los niños tienen que adivinar de quién se está hablando.</p>
<p>Actividad IV: <i>My Little Red Riding Hood Story</i></p>	<p>Mi propia historia. Tenemos un tablero con diferentes aspectos del cuento. Con un dado iremos creando nuestra propia historia. Es una actividad pensada para hacer en pequeños grupos y después hacer una puesta en común con toda la clase.</p>
<p>Actividad V: <i>Bingo!</i></p>	<p>Bingo. Esta actividad consiste en jugar al Bingo pero sustituyendo los números por personajes, comida, lugares y objetos del cuento. Se le reparte a cada niño un cartón y le tienen que ir tachando según se diga el vocabulario.</p>



Actividad VI: Label the picture	Completa. Se reparte a cada niño una silueta de <i>Little Red Riding Hood</i> y tienen que ir rellenando los huecos con el vocabulario que se especifica.
Actividad VII: Story Review	Recordemos la historia. En esta actividad los niños tienen que recordar y dibujar a su personaje favorito, su escena favorita y decir el por qué de esas elecciones.
Actividad VIII: What have I got in my basket?	¿Qué tengo en la cesta? Esta actividad es para realizarla en grupos. Cada miembro debe meter su alimento favorito en la cesta y explicar su elección.
Actividad IX: Little Red Riding Hood Crossword and word-search	Pasatiempos. Son dos actividades que constan de un crucigrama y de una sopa de letras. Ambas actividades son relacionadas al vocabulario del cuento.

* Todas las actividades se muestran en el *Anexo I: Activities*, y en el *Anexo II: Teacher's Notes* se encuentra la explicación de las mismas.

D - Criterios de evaluación

La evaluación del Proyecto de Animación a la Lectura se hará de forma continua durante toda la sesión. El objetivo de esta forma de evaluación es que podamos comprobar el ánimo e interés de los niños y si hubiera algún tipo de problema, poder modificar alguno de los aspectos de esta sesión modificando actividades, sustituyéndolas, ampliándolas...

Nuestro propósito es que la sesión sea divertida y amena, por lo tanto la evaluación no puede ser seria ni competitiva.

Las actividades que hemos planteado son lúdicas pero todas de revisión y de repaso, por lo tanto evaluables. Además, en su mayoría son actividades grupales, así podremos comprobar el resultado de la sesión de forma general, y si existe algún problema individual.

Son varios los aspectos que tendremos en cuenta:

- Comprobar si los alumnos son capaces de escuchar, hablar y conversar.
 - Si son capaces de escuchar de forma comprensiva la historia.
 - Si son capaces de reproducir mensajes orales.
 - Si son capaces de representar un pequeño diálogo.



- Observar si reconocen y reproducen de forma escrita el vocabulario.
- Comprobar si son capaces de escribir palabras siguiendo un orden para completar frases.
- Observar si los alumnos conocen la lengua a través de su uso:
 - o Conocimientos lingüísticos.
 - o Memorización y uso del vocabulario
 - o Asociación de palabras con su representación visual.
 - o Seguimientos de modelos orales y escritos.
 - o Comprensión del vocabulario.
 - o Entonación y ritmo correctos.
- Comprobar si los alumnos muestran interés y atención sobre lo que se está haciendo.
 - o Demostración de confianza en las dramatizaciones.
 - o Interés por conocer cuentos.
 - o Interés por participar en las actividades de clase.
 - o Curiosidad por expresarse ellos mismos en inglés.
 - o Colaboración con los compañeros.
 - o Respeto hacia la participación de los demás en las actividades de clase
 - o Interiorizar el valor del cuento.
 - o Participar activamente en las actividades que se realicen durante toda la sesión.

IV - MATERIALES Y RECURSOS

En los siguientes dos puntos de esta Programación de la Sesión de Animación de la Lectura (*Anexo I: Activities*, y *Anexo II: Teacher's Notes*) se adjuntan los modelos de trabajo que utilizaremos (fichas, actividades...)

También precisaremos de material interactivo para poder proyectar las presentaciones de PowerPoint.

Otro tipo de material que utilizaremos en la sesión:

- Pegamento.
- Tijeras.
- Adhesivo tipo *Blu-Tack*.
- Rotuladores.
- Pinturas.



Anexo I

Activities

Who are they?

Hello! My name's Little Red Riding Hood. What's your name?



Good morning! I'm Mum!



Hello! I'm Grandma!



Hello! I'm the Big Bad Wolf!



Hello! I'm the woodcutter. Can I help you?



Learning vocabulary



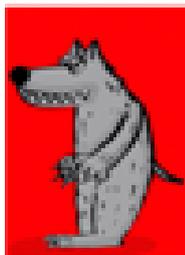
**Little Red
Riding Hood**



Mum



Grandma



the wolf



**the
woodcutter**



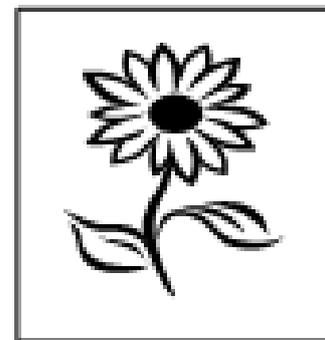
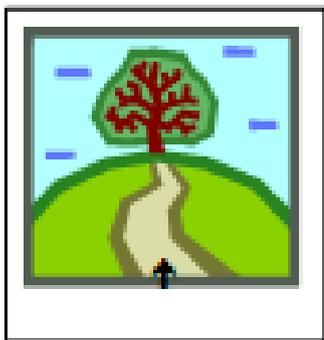
**Grandma's
cottage**



a basket

cake

a wood



a path

a flower

a wardrobe



a bed



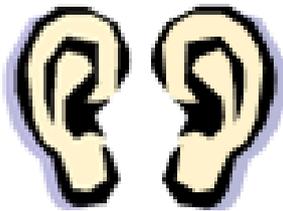
a nightdress



a nightcap



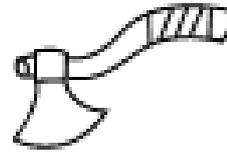
eyes



ears



teeth

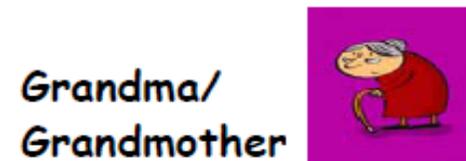
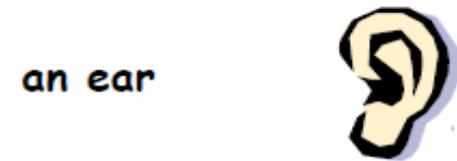
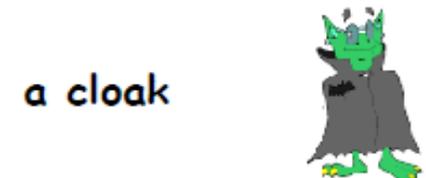
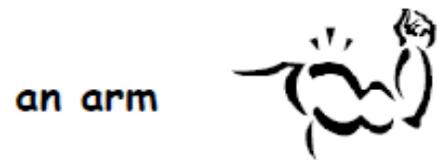


a nose

a tummy

an axe

Little Red Riding Hood Story Book Dictionary



a hood



Mother/Mum



a nightdress



a path



teeth



a wood



Little Red Riding Hood



a nightcap



a nose



shoes



a wardrobe



the Woodcutter



Little Red Riding Hood

Little Red Riding Hood





LITTLE RED RIDING HOOD

Once upon a time, there was a girl called Little Red Riding Hood who lived in a wood with her mother.

One day, Mum sent her to Grandma's with a cake in her basket, as Grandma wasn't feeling well. Mum told Little Red Riding Hood to be careful in the wood because there were dangerous animals, big bad wolves.

On her way, Little Red Riding Hood met the Big Bad Wolf.

- "Hello", said the wolf, "where are you going?"
- "I'm going to see my grandma. She lives in a house behind those trees", said Little Red Riding Hood.

The Big Bad Wolf said to Little Red Riding Hood that there was a quicker way to Grandma's house where she could see a lot of beautiful flowers right next to the path.

Little Red Riding Hood thought it was a good idea to bring some nice flowers to Grandma. Then, Big Bad Wolf run to Grandma's house, knocked on the door:

- "Knock-knock" (door)
- "Who's there?" Said Grandma,
- It's me, Little Red Riding Hood, open the door.

So Grandma opened the door and suddenly the wolf ate Grandma up! He saw Grandma's wardrobe, opened it and he took Grandma's night dress and nightcap. Now he was dressed up exactly like Grandma! Then, he got into Grandma's bed.

A little later, Little Red Riding Hood reached the house. She looked at the wolf.

- "Granny, what big eyes you have!"
- "All the better to see you with!" Said the wolf
- "Granny, what big ears you have!"
- "All the better to hear you with!" Said the wolf
- "Granny, what a big nose you have!"

- "Oh, all the better to smell you with" Said the wolf
- "Granny, what big teeth you have!"
- "All the better to eat you with!" Shouted the wolf!

A woodcutter was in the wood, he was cutting a big piece of wood with his axe, when he heard a loud scream! He ran quickly to the house.

There, the woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted, and Grandma jumped out of his tummy.

The wolf ran away, and Little Red Riding hood never saw the wolf again. To celebrate the victory, they had a party and ate the whole cake.



Action charades!

Action charade sentence strips

Mum's making a cake.

✂-----

Little Red Riding Hood's going to Grandma's.

✂-----

Little Red Riding Hood's talking to the wolf.

✂-----

Little Red Riding Hood's picking flowers.

✂-----

The wolf's running to Grandma's.

✂-----

Grandma's sleeping.

✂-----

The wolf's putting Grandma in the wardrobe.

✂-----

The wolf's putting on Grandma's nightdress,
nightcap and glasses.

✂-----

Little Red Riding Hood's knocking on
Grandma's door.

✂-----

The wolf's jumping out of bed.

✂-----

Little Red Riding Hood's shouting "HELP!"

✂-----

The woodcutter's hitting the wolf.

✂-----

Grandma's jumping out of the wardrobe.

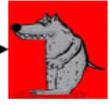
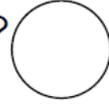
✂-----

Grandma's eating a piece of cake.

✂-----

Guess who?!

Can you identify the characters in **Little Red Riding Hood**?
Read and draw lines from the descriptions to the pictures.



1. She/he/it's good.
She/he/it's got medium-sized eyes.
She/he/it's got medium-sized ears.
She/he/it's got a medium-sized nose.



2. She/he/it's bad.
She/he/it's got big eyes.
She/he/it's got big ears.
She/he/it's got very big teeth.
She/he/it's got a big, black nose.



3. She/he/it's good.
She/he/it's got little eyes.
She/he/it's got little ears.
She/he/it's got a cloak.



4. She/he/it's good.
She/he/it's got little eyes.
She/he/it's got little ears.
She/he/it's got glasses.



5. She/he/it's good.
She/he/it's got big eyes.
She/he/it's got a big nose.
She/he/it's got an axe.



My Little Red Riding Hood Story

Roll a dice. Tick ✓ 1 picture on each line-A, B, C, D and E. For example, if you roll '1', tick picture A1. If you roll '2', tick picture A2. Continue with B, C, D and E.

	1	2	3	4	5	6
A	Grandma 	the wolf 	the woodcutter 	the dentist 	the doctor 	the vet 
B	a flower 	a pizza 	a banana 	some butter 	some chocolate 	some bread 
C	A schoolgirl 	A vampire 	A monster 	An alien 	A dinosaur 	A teacher 
D	nose 	pen 	eye 	pencil 	ear 	eraser 
E	a lion 	a dragon 	a teddy bear 	a superhero 	a schoolboy 	an eagle 

Complete the sentences with the words from the pictures you ticked ✓

A One day, Little Red Riding Hood goes to _____'s.

B She's got _____ in her basket. YUMMY!

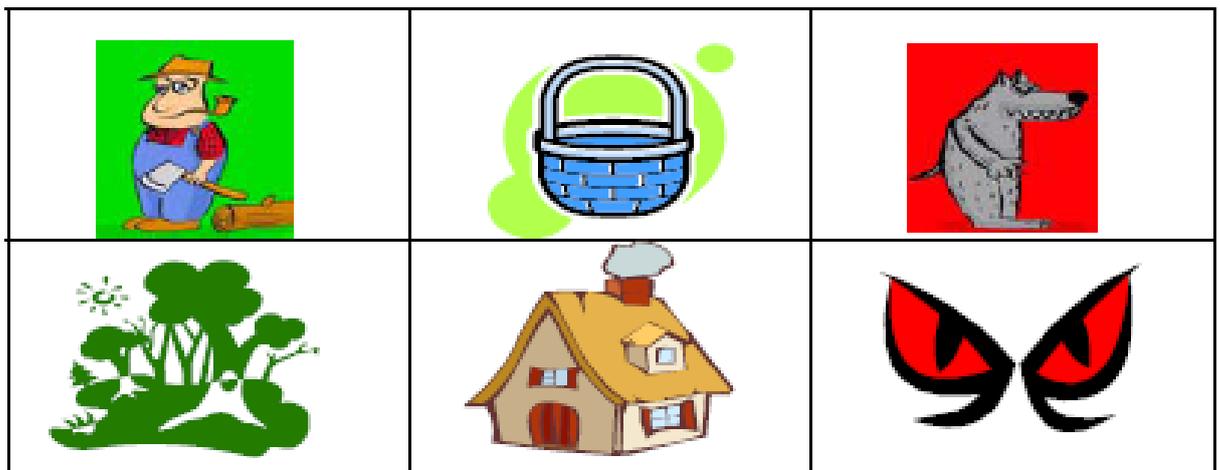
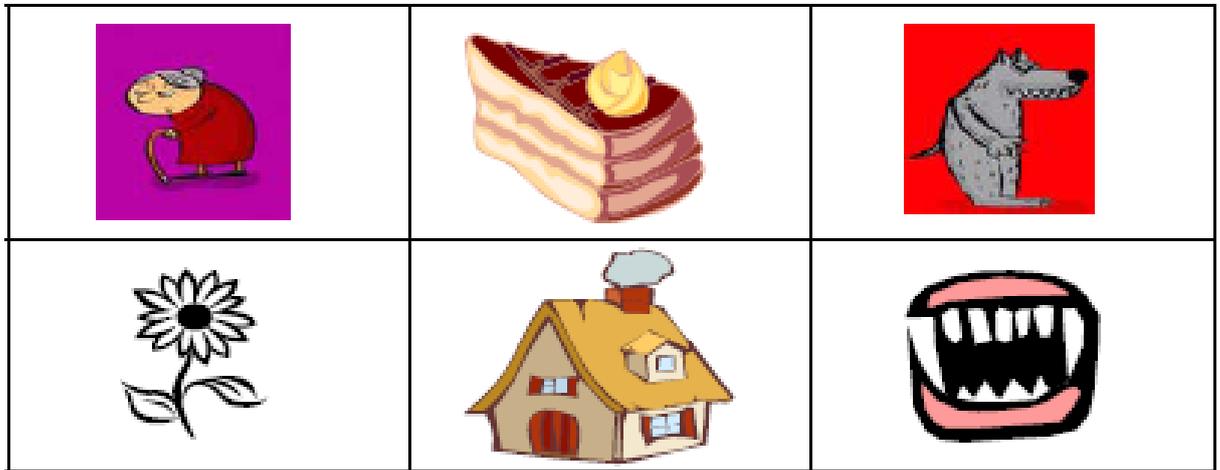
C _____ stops her. ARRGGGHHHH!

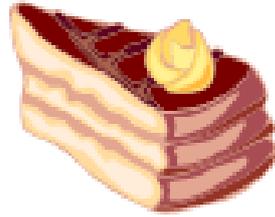
D What a big _____ it's got!

E Little Red Riding Hood shouts "HELP!" and _____
saves her!

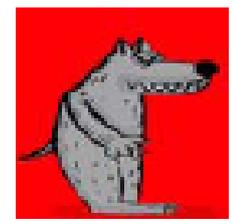
Now tell your friends your story!

Bingo!

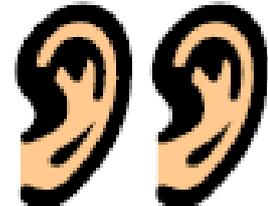
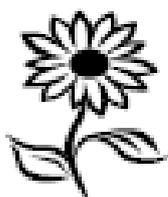


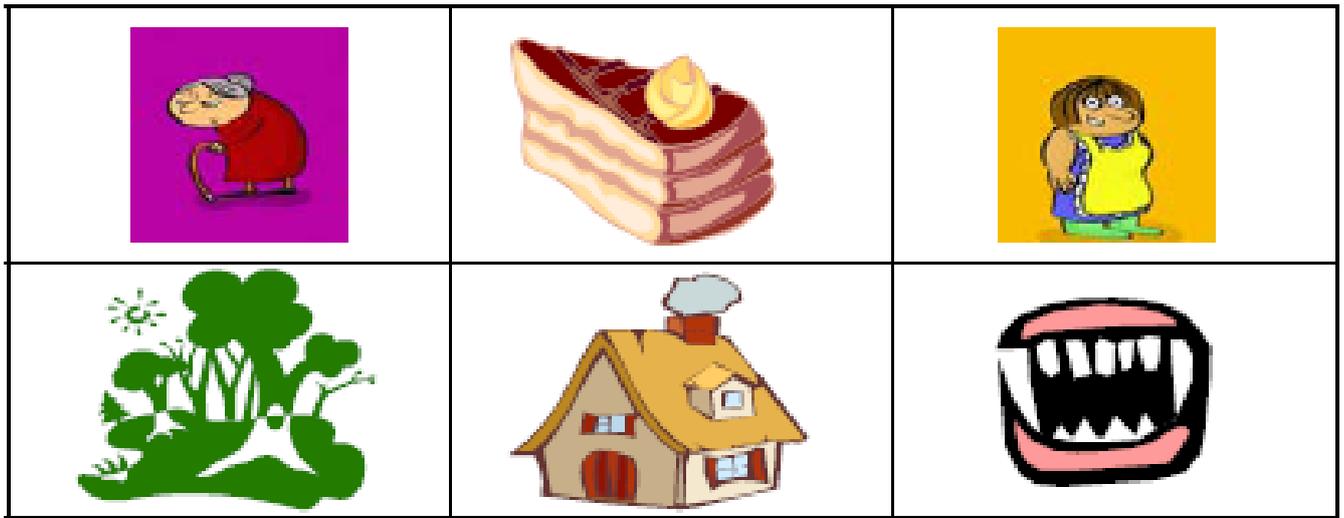


X



X

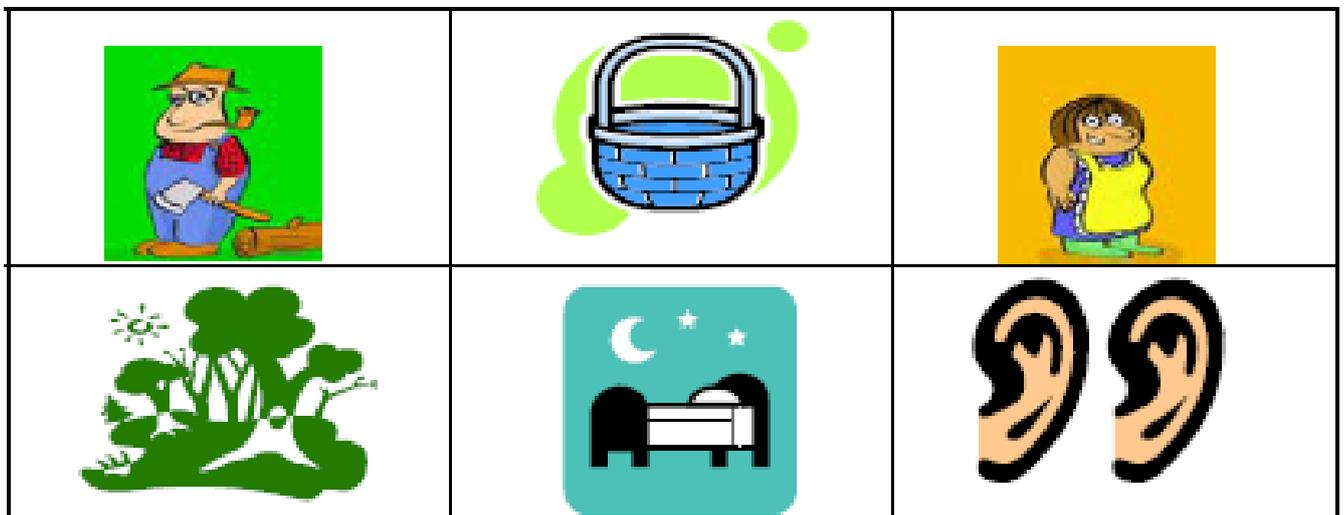


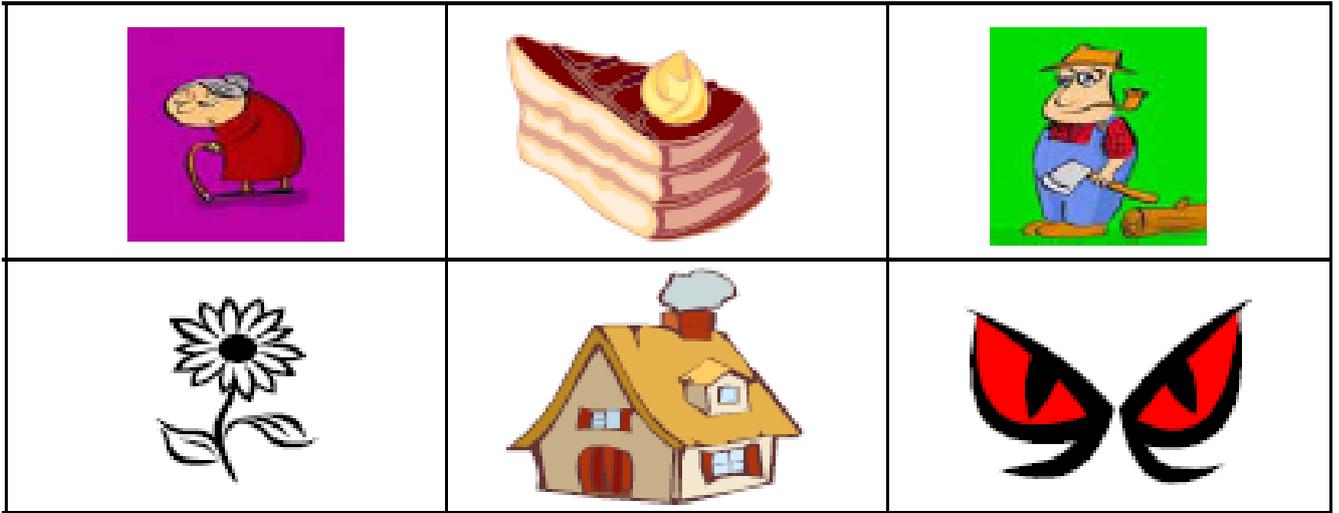


X



X

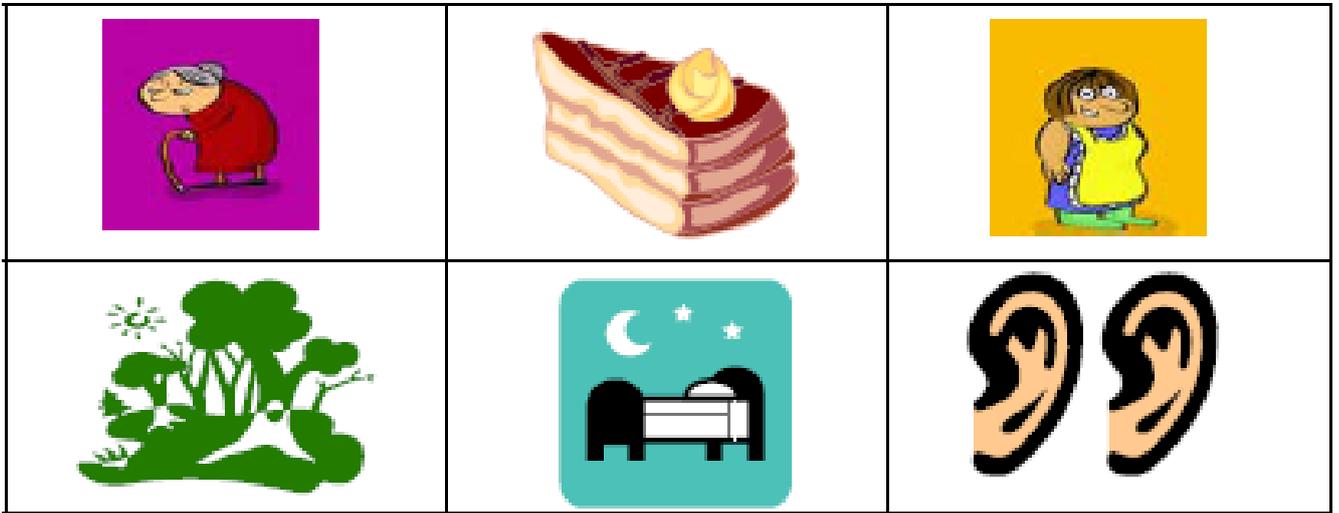




✂-----



✂-----



Label the picture

Little Red Riding Hood

Label the picture.



eye

nose

teeth

hair

hand

hood

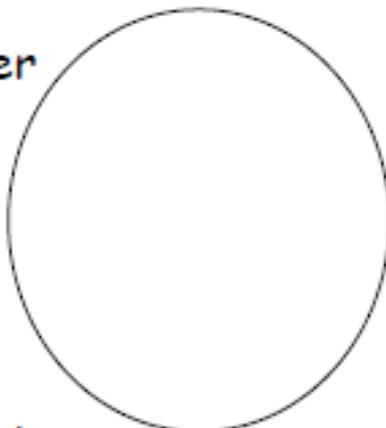
cloak

shoe

Little Red Riding Hood

My favourite character

I like this character because



My favourite part of the story

I like this part because _____

A large empty rectangular box is located below the text section, intended for a child to draw a scene from their favorite part of the story.

What have I got in my basket?

What have I got in my basket?

1. Cut out 5 of the food pictures and stick them in your basket.



apple pie



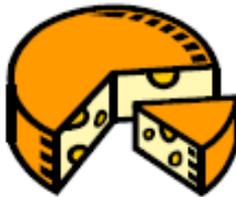
bread



butter



cheese



cake



chocolate



honey



ice cream

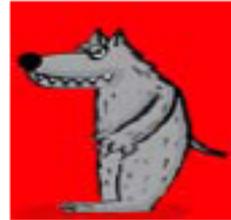


soup



Little Red Riding Hood Wordsearch

Do you like wordsearches? Find 12 words from the story!
Use the pictures to help you!
The words go across → and down ↓



W	A	R	D	R	O	B	E	D	G	K
W	O	O	D	C	U	T	T	E	R	C
R	T	M	K	K	W	T	L	M	A	O
K	B	A	S	K	E	T	X	T	N	T
D	K	F	W	T	W	O	O	D	D	T
C	W	L	M	O	T	H	E	R	M	A
L	O	O	H	P	L	V	T	J	O	G
O	L	W	X	J	H	O	O	D	T	E
A	F	E	V	H	M	F	K	K	H	R
K	L	R	N	P	G	M	X	D	E	F
K	C	S	B	E	D	N	T	L	R	W



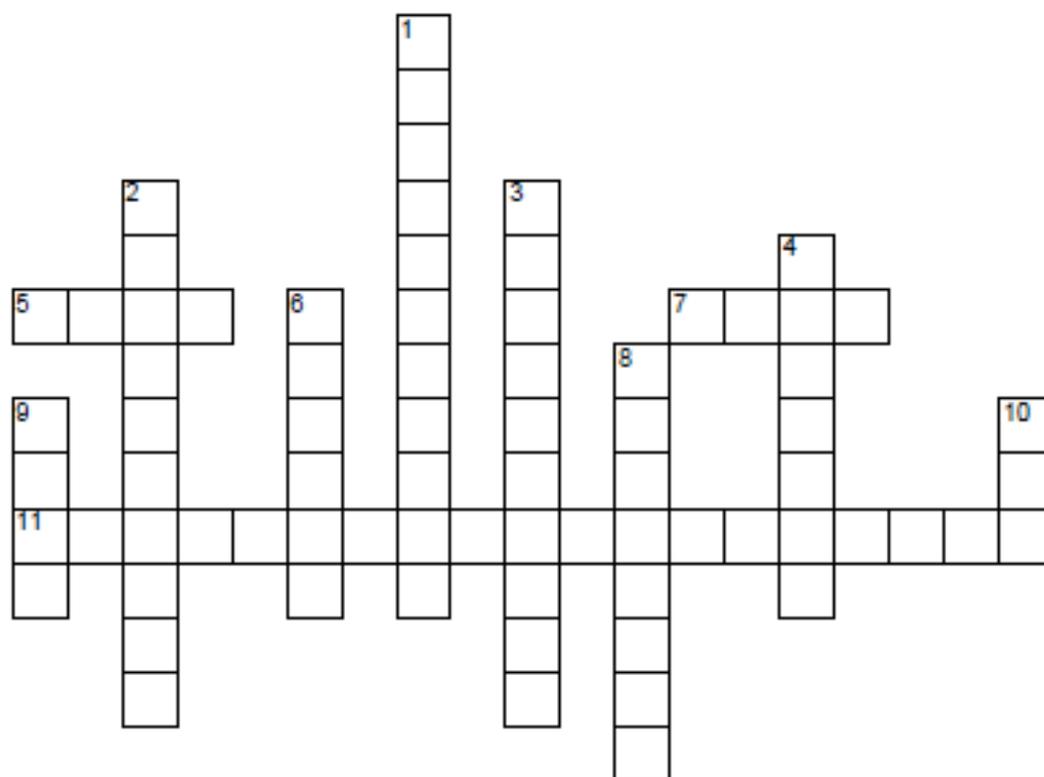
Little Red Riding Hood Crossword

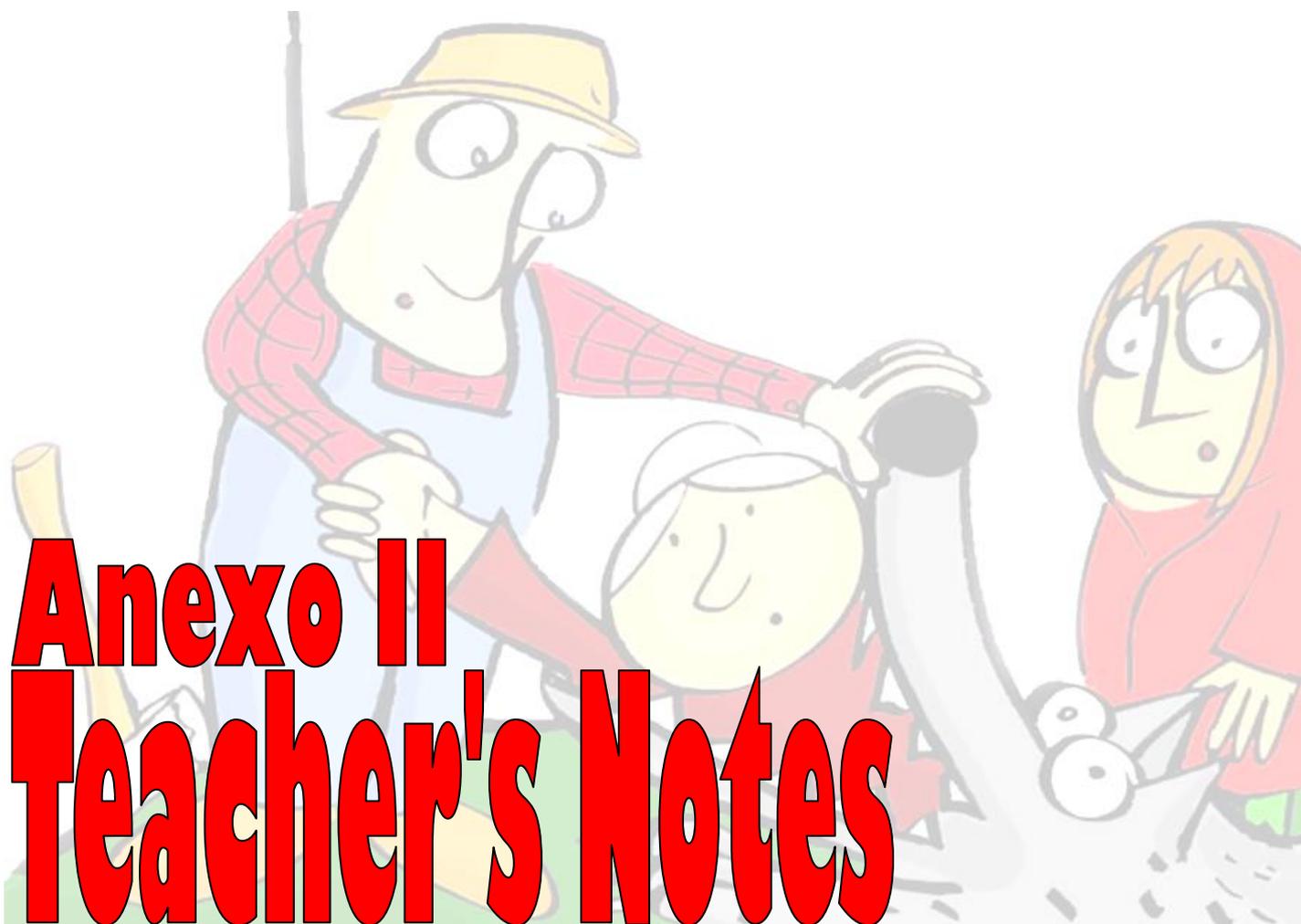
Do you like crosswords? Look at the pictures to complete this crossword!

Across →



Down ↓





Little Red Riding Hood



A well-known and well-loved fairytale that provides children and teachers with a familiar starting point from which to enjoy and explore stories in a second language...

Introduction

All around the world children love listening to and reading fairytales in their mother-tongue. Perhaps it's the "Once upon a time" beginnings and the happy endings, the compelling characters or the concrete imagery, the strong storylines or the fantastic events. Perhaps it's the chance to take off on a magic storytelling carpet, to fly to an imaginary land, to travel in time from one tale to the next. Whatever the reason, fairytales provide both children and teachers with a familiar starting point from which to explore stories in a second language, all the better to experience English.

Little Red Riding Hood is a well-known and well-loved fairytale dating back to over three centuries ago when it was first published by Charles Perrault in his *Histoires ou Contes du temps passe* in 1697. Since then, Little Red Riding Hood has been retold in a variety of forms and styles, as Big Books and Lift-the-flap books, as poems and plays, and whilst some details may have changed, many of the essential elements have stayed the same. It is those essential elements that the **Little Red Riding Hood** BritLit Primary Kit aims to exploit through a range of interactive activities for primary school children, activities which not only stimulate their linguistic, cognitive and social skills, but also appeal to their diverse learning styles.

The BritLit Primary Kit has been designed for use with any version of the tale and includes storytelling tips and a range of materials from collaborative language activities to games, puzzles, plays, chants and an online animated tale. There's also a book list of Little Red Riding Hood stories, just take your pick! For larger groups of children, Big Books are the ideal choice, for smaller groups, Lift-the-flap books are highly motivating. Storysacks, meanwhile, include realia and puppets in addition to the book. For self-study or supported reading at home with parents or peers, consider the ELT editions.

Storytelling

Let's begin our storytelling adventure with a brief overview of the many and varied reasons for using storytelling and storybooks in the primary classroom, reasons which underpin the design of the BritLit Primary Kit:



- a) Stories present a rich and limitless language experience for children.
- b) Stories promote lifelong reading habits and, potentially, a positive attitude towards learning English.
- c) Stories provide a genuine purpose for reading and listening-children enjoy stories and storytelling.
- d) Stories encourage communication through the process of storytelling and children's verbal and/or non-verbal participation.
- e) Stories promote the acquisition of reading strategies including drawing on their prior knowledge and experience of the world, deriving meaning from visual cues or context, and predicting actions, events or dialogue.
- f) Stories help children become aware of language forms without requiring their explicit use, the narrative past tenses in 'Little Red Riding Hood', for instance.
- g) Stories offer a meaningful, supported context for both the introduction and consolidation of language.
- h) Stories generate a whole range of language activities to appeal to all learning styles.
- i) Stories provide children with the opportunity to use language creatively, to stretch their imaginations beyond the 'here and now' and make it their own.
- j) Stories provide a cross-curricular link with other subjects, thereby drawing on and building on children's knowledge in all areas.

(References: Ellis, G. & J. Brewster, *Tell It Again! The New Storytelling Handbook for Primary Teachers*, Penguin, 2002; *English for Primary Teachers*, M. Slattery & J. Willis, OUP, 2001; Wright, A. *Storytelling with Children*, OUP: 1996)

In short, storytelling '...develops pupils' imaginative, cognitive and linguistic competence...and pupils are involved personally, creatively and actively in an all-round, whole-curriculum approach' (Ellis, 90:1995).

We hope that you and your children will derive such benefits from the BritLit Primary kit for Little Red Riding Hood and that your experience of storytelling will be all the better for reading, listening, feeling, touching and tasting!



Little Red Riding Hood books

Title

Nicola Baxter

Stan Cullimore

Sam McBratney, Emma Chichester
Clark

Brenda Parkes play

Nick Sharratt, Stephen Tucker

Jess Stockham

Colin Hawkins

Annie Kubler

Storysack Ltd

Author

Little Red Riding Hood
A sparkling fairytale

Red Riding Hood

Little Red Riding Hood

Red Riding Hood-A

Little Red Riding Hood

Little Red Riding Hood

What's the Time, Mr. Wolf?

What's the Time, Mr. Wolf?

Little Red Riding Hood

Publisher

Armadillo Books
ISBN: 1-84322-288-4

Pelican Big Books
ISBN: 0-582-33345-8

Hodder Children's Books
ISBN: 0-340-87786-3

Mimosa Publications
ISBN: 0-7327-2562-3

Macmillan Children's Books
ISBN: 0-333-96217-6

Child's Play
ISBN: 0-85953-675-0

Egmont
ISBN: 1-4052-0684-5

Child's Play
ISBN: 0-85953-944-X

www.storysack.com
ISBN: 0-9537099-9X

LITTLE RED RIDING HOOD STORY BOOK DICTIONARY

Language: arm, axe, basket, bed, Big Bad Wolf, cake, cloak, cottage, ear, eyes, flowers, Little Red Riding Hood, Grandma, hood, Mum, nightcap, nightdress, nose, path, shoes, teeth, wardrobe, woodcutter, wood

Resources: Little Red Riding Hood story book dictionary activity sheet, crayons or felt-tip pens

After encountering the target words, the children draw pictures to illustrate them in their **Little Red Riding Hood Story Book Dictionary**. The dictionary can be completed in stages either in class or at home.

PICTURE DICTIONARY FOR REFERENCE

The Picture Dictionary for Reference, meanwhile, may be a useful tool both for self-study and to check the spelling of words for the following activity sheets: **Categorise the words**, **Picture Crossword**, **Picture Wordsearch**.

ACTION CHARADES!

Language: Mum, LRRH, Grandma, wolf, woodcutter, go, talk, pick, run, sleep, put, put on, knock, jump, shout, hit, eat

Resources: Action charade sentence strips

- a) Cut out the *strips.
- b) Demonstrate the first sentence, or ask one of your children to mime for you. Elicit who s/he is from the rest of the class: 'Is s/he Little Red Riding Hood, the wolf, Mum, Grandma, the woodcutter?' and 'What's s/he doing?'
- c) Write the sentence on the board as a point of reference for the next sentences e.g. 'Mum's **making** a cake'.
- d) Ask for a volunteer to mime the next sentence. The class guess who s/he is and what s/he's doing.
- e) To add a competitive edge to the activity, divide the class into teams. Nominate a member of one of the teams to mime the next sentence. The team that guesses the mime wins a point and nominates another team member to do the next mime.

*The sentence strips follow the story of Little Red Riding Hood, allowing children to draw on their understanding of the story, as well as their classmates' mimes, to produce sentences. The order of the sentences may be changed to make the activity more challenging.

MY LITTLE RED RIDING HOOD STORY

Language: Grandma, wolf, woodcutter, dentist, doctor, vet; flower, pizza, banana, butter, chocolate, bread; schoolgirl, vampire, monster, alien, dinosaur, teacher; nose, eye, ear, pen, pencil, eraser; lion, dragon, teddy bear, superhero, schoolboy, eagle

Resources: My Little Red Riding Hood story activity sheet, 1 dice per group of children

- a) Demonstrate the game with a small group of children (2 or 3). Give each child in the group an activity sheet.
- b) Roll the dice. If you roll a '1', tick picture A1 on your activity sheet.
- c) Each child, in turn, rolls the dice. If they roll a '3', they tick picture 'A3' on their activity sheet; if they roll '5', they tick picture A5 and so on.
- d) Now roll the dice again and continue as above, only this time tick a picture on row B, then row C, row D and row E. You must only tick one picture on each row.
- e) Now complete the spaces in the story with the words that correspond to the pictures you ticked. For example,

A One day, Little Red Riding Hood goes to the **dentist's**. (*dice=4*)

B She's got a **pizza** (*2*) in her basket. **YUMMY!**

C A **monster** (*3*) stops her. **ARRGGGHHHH!**

D What a **big eraser** (*6*) it's got!

E Little Red Riding Hood shouts "**HELP!**" and a **lion** (*1*) saves her!

- f) When the children have completed the writing, they can act out or tell each other their stories. Alternatively, they can read each other's stories and vote for the funniest!

Teacher's notes

BINGO!

Language: Mum, LRRH, Grandma, wolf, woodcutter, basket, cake, wood, flower, cottage, bed, teeth, ears, eyes

Resources: Bingo cards for children, teacher's bingo card, (story flashcards for the words above, bag)

- Tell your children you're going to play 'Bingo!' Elicit the rules and aims of the game.
- Call out a word from the Teacher's bingo card. If the children have the object on their bingo card, they cross it off. The first child to cross off all 6 items shouts, "Bingo!" Alternatively, hide the relevant story flashcards in a bag. Draw them out one by one.
- As a follow-up activity, ask your children to write down 6 words from the story on a blank bingo grid. This time, show them the pictures one by one. The children read and cross off the words on their cards.

Teacher's bingo card		
		
		
		
		

Teacher's notes

LABEL LITTLE RED RIDING HOOD

Language: eye, nose, hand, hair, teeth, hood, cloak, shoe

Resources: Little Red Riding Hood Label the picture activity sheet

- a) Hand out the activity sheet.
- b) Ask the children to point to Little Red Riding Hood's eye, nose, face, hand, hair, teeth, hood, cloak, shoe in the picture.
- c) Now draw their attention to the words below the picture and ask them to write the words in the correct boxes. Alternatively, they may cut out the words and glue them into the boxes.
- d) As an extension activity, the children may like to label the other characters or draw a picture of themselves and label their body and clothes.

STORY REVIEW

Language: Little Red Riding Hood, Grandma, wolf, woodcutter

Resources: Story review activity sheet, crayons or felt-tip pens

- a) After reading the story of Little Red Riding Hood, your children might like to review it using either of the formats below.
- b) In the first review, the children draw a picture of their favourite character and their favourite part of the story. They then rate the story by colouring the stars, for example,



- c) In the second review the children also say why they like the character and a particular part of the story. For this review, you may like to elicit examples from the children and/or show them a model.

e.g. Mum/Little Red Riding Hood/Grandma

I like this character because she's good/kind/nice/beautiful/little/old.

The wolf

I like this character because it's bad/terrible/scary.

The woodcutter

I like this character because he's good/big/a hero.

e.g. The wolf eats Grandma

I like this part because it's scary/exciting!

The ending

I like this part because it's happy/funny/a party/I like cake!

WHAT HAVE I GOT IN MY BASKET?

Language: Have you got some apple pie, bread, butter, cake, cheese, chocolate, honey, ice-cream, soup? Yum! Yuk!

Resources: Plastic food or food flashcards, 'Yum' and 'Yuk' word cue cards, bag or basket, **What have I got in my basket?** activity sheet

- a) Bring a basket or bag to class with a variety of plastic foods or flashcards inside. Ask your children to guess what you've got inside. (At this stage your children may just produce minimal language such as 'bread!' or 'bananas!'). If they guess correctly, show them the food and say "Yum!" If they guess incorrectly, say "Yuk!"
- b) Give the basket/bag to your children. Ask them to take out/put in different food items. Now ask them, "Have you got some bread in your basket/bag?" Encourage your children to respond with 'Yum' and 'Yuk' until you have guessed all the contents.
- c) c) Play the game again, with different food items. Repeat and drill the target structure "Have you got some (_____) in your basket/bag?"
- d) Give your children a copy of the food pictures and ask them to choose 5 things they would take to Grandma's. When they have chosen 5, ask them to cut and stick them by their baskets. Show them a completed basket of your own as an example.
- e) e) When your children have finished sticking, model the questions by asking them "Have you got some (_____) in your basket?" Encourage your children to ask you questions to find out what's in your basket.
- f) f) Divide the class into pairs and ask the children to ask and answer each other's questions.

Teachers' Notes:
Wordsearch Key

W	A	R	D	R	O	B	E	D	G	K
W	O	O	D	C	U	T	T	E	R	C
R	T	M	K	K	W	T	L	M	A	O
K	B	A	S	K	E	T	X	T	N	T
D	K	F	W	T	W	O	O	D	D	T
C	W	L	M	O	T	H	E	R	M	A
L	O	O	H	P	L	V	T	J	O	G
O	L	W	X	J	H	O	O	D	T	E
A	F	E	V	H	M	F	K	K	H	R
K	L	R	N	P	G	M	X	D	E	F
K	C	S	B	E	D	N	T	L	R	W

Crossword
Key

