

**Little Red Riding Hood Lesson Plan**  
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**LI876 Elementary School Practicum**  
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## Library Context

-----[Science and Fine Arts](#) is a Magnet School in -----, Kansas that serves a preschool-fifth grade population. The student body is fairly diverse and comes from two small areas in the city, however, students who wish to travel across ----- to study at the magnet school are welcome. One notable feature is that this school is the closest one to the Brown versus Board of Education site in downtown ----- . In that spirit the school is very diverse and has many different races in attendance. The staff is less diverse, but does also encompass more than one race.

-----Science and Fine Arts struggles with many of the problems plaguing city schools, including difficulties in maintaining successful levels of achievement. The school ranks lower than both the average state and district students [in their achievement on standardized test scores](#). Knowing this information, the librarian for -----makes sure to purchase books that either fall into a High Interest, Low Level category or books which are otherwise offer helpful text features. In this way, the library remains a benefit to the students and does not become full of materials that they can't read. However, she also must strike a balance with not only purchasing materials that are low level as students must still have some access to appropriate grade level texts if they are break the cycle of low achievement.

This lesson attempts to bridge this gap. The lesson is designed for a first grade class and it includes a text, [Little Red Riding Hood](#) by Jerry Pinkney that is a 840 Lexile and a challenging one to understand for low level first graders. However, the text is also paired with a lower level Make and Take Riding Hood book that is at first grade student's level.

## Curricular Connection

This lesson takes place after three other lessons involving the Little Red Riding Hood story. Therefore, the lesson assumes some knowledge

of the story, its setting and its characters. The introduction and anticipatory set takes this knowledge into consideration. The prior lessons also focused on the setting and the characters of the story so those vocabulary words are familiar. This lesson plan differentiates between the prior LRRH stories because it focuses on reading the names of the characters and setting and because it focuses on a young girl of color to be the Little Red Riding Hood.

# Lesson Plan

## Little Red Riding Hood

### 1st Grade

#### **Learning Outcome:**

##### **AASL Standards for the 21st century learner**

1.1.2 Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

#### **Common Core Standards**

CC.1.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

CC.1.R.F.4.a Read grade-level text with purpose and understanding.

#### **Practical Applications**

Students practice with a Make and Take book that is on a first grade reading level.

Students will have something to take home and share with their family.

**Little Red Riding Hood  
by Jerry Pinkney**

**Learning Outcome:** Students discuss the pros and cons of having a Little Free Library in front of our school.

**Personnel Role in assessment:** Talk with students as they are coloring their book and have them read the story to you. Tell students to take the book home and read it with a family member.

**Date: January**

**Subject/Grade: 4th/5th**

Book/Resources	Props	Activity
<p>Little Red Riding Hood by Jerry Pinkney</p> <p>copies of Make and Take book</p> <p>One bigger copy of the Make and Take book to show students.</p> <p><a href="http://www.dltk-teach.com/minibooks/littlered/">http://www.dltk-teach.com/minibooks/littlered/</a></p>	<p>paper lunchbags with minibooks inside of them</p>	<p>Students use a make and take book to remember the Little Red Riding Hood Story and practice grade level appropriate reading.</p>

**Opening -Prepare the Learner**

**Attention: How will I get the students' attention?**

Show students the paper lunchbag and ask them to guess what is inside. Once a few students have guessed tell them that you have some sandwiches that you are taking to your Grandmother's house. Tell them that she has been sick and your momma has sent you. Keep giving them clues in this manner until someone guesses you are Little Red Riding Hood.

**Experience: How will I build background knowledge and common schema?**

Continue to talk about the characters in Little Red Riding Hood while viewing the cover of the book. How does this book differ from other LRRH books that they have read in the library? How is it the same?

**Body-Teach the Content with Rigor**

**Instruct: How will I teach the content and build competency?**

Read Jerry Pinkney's Little Red Riding Hood. Make sure to show the pictures to all the students, preferably with a ELMO projector. This particular story has good detail that is difficult to see if you aren't up close for the reading.

**Demonstrate & check How will I structure "I DO IT - WE DO IT - YOU DO IT" and verify students' understanding?**

**-I Do It (Modeling)**

Stop to put a list of characters on the board

Little Red Riding Hood

Grandma

Wolf

Woodsman

Put also the Setting and the word Forest. This will be important to help students later when they are reading their minibooks.

Continue reading story pausing to introduce other characters.

**-We Do It (Guided Practice)**

Read together the words on the board. Open up the lunchbag and show them the minibook and have them read it together. Using the larger minibook read the Little Red Riding Hood story together.

**-You Do It (Independent Practice)**

Have students read the minibook to a friend at their table and then color the book. While students are coloring walk through the room asking students to read the book to you.

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**Closing - Solidify the learning**

**--Review and Practice**

**--Celebrate : How will I affirm students' efforts and learning ?**

Have students come together and remind them to talk the book home and read it to their family. Have students pack their LRRH lunchbags with their minibook and line up.