

Little Red Ridding Hood Literacy Unit



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Little Red Riding Hood Unit Plans

Subject: Integrated Literature-Based Unit	Grade: 1
Rationale: This unit provides an opportunity for children to explore retellings of one story, from the perspectives of many different cultures. The unit introduces fairy tales as stories that convey a message or a moral. Students can identify the enduring message or main idea from different versions of Little Red Riding Hood, while comparing and contrast different elements of the stories.	
Enduring Understanding(s): <ul style="list-style-type: none"> ➤ Fairytales are fictional stories that may feature folkloric or fanciful characters. ➤ Fairytales often have take away messages or morals, which serve as the <i>purpose or point</i> of reading the story. ➤ Stories reflect the landscape, traditions and history of the culture in which it was written or told. 	
Essential Questions: <ul style="list-style-type: none"> ➤ What makes a story a fairy tale? ➤ What elements of <i>Little Red Riding Hood</i> remain the same in different retellings of the story? 	
Maryland Learning Outcomes: <ul style="list-style-type: none"> ➤ (See attached list for sample Reading and social studies standards for grade 1) 	
Unit Resources: <p><u>Books</u></p> <ul style="list-style-type: none"> ➤ <i>Once Upon a Golden Apple</i> by Jean Little and Maggie De Vries ➤ <i>Once Upon a Golden Apple Storyboard Set A</i> ➤ <i>Little Red Riding Hood: The Classic Grimm's Fairy Tale</i>; Patricia DeLisa, Illustrator; Christopher Bamford, Narrator; Andrew Flaxman, Afterword. ➤ <i>Wolves</i>, by Gail Gibbons. ➤ <i>Little Red Riding Hood: A Newfangled Prairie Tale</i> (Stories to Go!) by, Lisa Campbell Ernst (Author, Illustrator) ➤ <i>Lon Po Po: A Red Riding Hood Story from China</i>, by Ed Young ➤ <i>Pretty Salma: A Little Red Riding Hood Story from Africa</i>, by Niki Daly ➤ (<u>Support: Struggling Reader</u>): <i>Little Red Riding Hood (Easy-to-Read, Puffin)</i> by, Harriet Ziefert, Author; Emily Bolam, Illustrator. ➤ (<u>Support: ELL</u>): <i>Little Red Riding Hood/Caperucita Roja (Bilingual Fairy Tales)</i> by Jacob Grimm, Author; Wilhelm Grimm, Author; Pau Estrada, Author; James Surges, Author. 	

Resources

- Print Outs of fairy tale characters listed in *Once Upon a Golden Apple*
- KWL Chart
- Picture of prairie grasslands
- Map of the United States of America
- Plot Diagram and pictures from story
(<http://www.readwritethink.org/materials/plot-diagram/>)
- Story sequencing template
- Cultural Comparisons Checklist
- Comparison Chart: Lon Po Po and Little Red Riding Hood
- Venn Diagram
- Informational video about Ghana
- Informational video about China
- *Inspiration* Software

Lesson One

Indicators/Benchmarks:

Students will be able to:

- Identify elements of a fictional text
- Identify elements of a fairy tale
- Identify story sequencing elements such as beginning, middle and end
- Identify events as past or present
- Discuss a variety of different types of fairy tales.

Materials:

- *Once Upon a Golden Apple* by Jean Little and Maggie De Vries
- *Once Upon a Golden Apple* Storyboard Set A
- Print Outs of fairy tale characters listed in *Once Upon a Golden Apple*

Prior Knowledge: Students are expected to be familiar with some common fairytales.

Lesson Components:

Introduction: With the whole class, look at book cover and title. Do a picture walk.

Prereading: Do students recognize any of the characters? Where have you heard of the characters? What do you know about them?

Reading: Read *Once Upon a Golden Apple* aloud.

After Reading: Ask students to identify which characters they recognize.

- What kind of stories are all of these characters from?
 - Real or fictional?
 - Did these stories take place now, or a long time ago?
 - Could the events in these stories actually happen?

Teach 1 (Fairy Tales): Ask the students to sing a popular jump rope rhyme or counting out rhyme such as "Eeeny meeny miney moe." Ask them how they know it-did someone read it to them from a book? Of course not! They learned it from someone who sang it to them. Where did THAT person learn it? From someone ELSE. Does anyone know who the original author of "Eeny meeny miney moe" is? It's the same with most of the fairy tales we know. Fairytales were passed along and shared by people just telling them to each other for many, many years and sometimes centuries. Finally, some people began to write them down and make them into books.

- Tell students that folk tales and fairy tales are old, old stories, passed down by word of mouth for hundreds of years, and nobody knows who the original author is.

Show the students the word "Retold" on the front cover of a fairy tale. Why does it say retold" instead of just "by"? Was Richard Walker the person who originally made up the story of *Jack and the Beanstalk*? No, he just put it in his own words and wrote it down and made illustrations for it. Some fairy tale books "cheat" by NOT including the word "retold."

Application: Ask students to identify common elements of a fairy tale:

1. Do NOT need to include fairies.
2. Set in the past; usually significantly long ago. May be presented as historical fact from the past.
3. Include fantasy, supernatural or make-believe aspects.
4. Typically incorporate clearly defined good characters and evil characters.
5. Involves magic elements, which may be magical people, animals, or objects. Magic may be positive or negative.
6. Focus the plot on a problem or conflict that needs to be solved.
7. Often have happy endings, based on the resolution of the conflict or problem.
8. Usually teach a lesson or demonstrate values important to the culture.

- Ask students to identify which fairy tale stories they recognized in the story.
 - As students mention different characters, post them on the board to serve as a "picture bank" for the storyboard.

Snow White The Three Little Pigs Goldilocks and the Three Bears Little Red Riding Hood Princess Briar Rose • (Or any other princess & prince story) The reluctant Dragon • (oOr another dragon story) Chicken Little The Frog Prince Cinderella	Gingerbread Boy Jack and the Beanstalk Little Red Hen Sleeping Beauty Wizard of Oz • (Or another wicked witch story) "Three Young Rats in Black Felt Hats" "Rock-a-Bye Baby" "Humpty Dumpty" "Little Miss Muffet" "The House that Jack Built"
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Using the *Once Upon a Golden Apple Storyboard Set A*

1. Focus on the beginning middle and end of the story
2. Lead students in retelling the story by sequencing the events
 - a. Do a picture walk if students need assistance or prompting.
3. Shared writing: record students' responses in the blanks, asking students to choose the correct/respective character from the "picture bank" on the board.

Closure: Ask student to indicate their favorite fairytale

Assessments:

1. Teacher will listen to students' answers during whole group discussion to identify whether students can make a distinction between elements of fiction and nonfiction.
2. Teacher will listen to students' answers during whole group discussion to identify whether students can differentiate between events as past or present.
3. Informal assessment: teacher will note whether students correctly identify a character from well-known fairytales.
4. Informal assessment: teacher will note whether students could correctly sequence events in their retelling of the story.

Differentiation: Differentiate the fill-in-the-blank questions for low, medium and high students. Prompt lower students with clues about the next upcoming character.

(Continued...)

Lesson Two

Indicators/Benchmarks:

Students will be able to:

- Identify elements of a fictional text
- Differentiate reality from fantasy
- Realize that fairy tales are stories that are passed down and that many people are familiar with these stories.

Materials: KWL chart, *Wolves*, by Gail Gibbons, Informational books about Wolves, *Little Red Riding Hood: The Classic Grimm's Fairy Tale*; Patricia DeLisa, Illustrator; Christopher Bamford, Narrator; Andrew Flaxman, Afterword

Prior Knowledge: Have knowledge of fairy tales as a genre. Be able to distinguish reality from fiction.

Lesson Components:

Before Reading: Does anyone know this story? Tell students that fairy tales are stories that are often passed down; parents tell their children, who tell their children, and so on. Therefore, fairy tales such as *Little Red Riding Hood* is a common story that many people know.

Reading: Read *Little Red Riding Hood: The Classic Grimm's Fairy Tale*; Patricia DeLisa, Illustrator; Christopher Bamford, Narrator; Andrew Flaxman, Afterword

After Reading: Ask students, "How do you know this story is a fairy tale?" Asking them to recall the elements of a fairytale discussed, yesterday.

- Go over some of the common elements of fairy tales as students bring up different components.
- If students get stuck ask, "What parts of this story would impossible in real life?"

Application: The Wolf

Discuss the wolf in LRRH with the students. Is this a story about a real wolf? How do we know this is a fictional character, or representation of a wolf?

- Whole group: Fill in the "K" and "W" sections of a KWL chart
- Independent: Have students explore informational books about wolves, at their tables independently. Ask students to look at pictures of real wolves; do these wolves look like the one in LRRH?
- Whole Group: Read *Wolves* by Gail Gibbons.

Closure: Fill in "L" section of the KWL chart.

Homework: Have students draw pictures of the wolf in LRRH and a real wolf.

Assessments: Teacher will take anecdotal notes as to whether students can differentiate reality from fantasy during the class discussion. Similarly, students' homework will indicate whether they can pick out the features of the wolf that make it clear that the story of LRRH is fictional. The "L" section of the KWL chart will track students' learning.

Differentiation: Provide informational books to match low, medium and high students' independent reading ability for the independent exploration of the Wolves books.

Lesson Three

Indicators/Benchmarks:

Students will be able to:

- Identify characters and character traits
- Use character actions as evidence for ascribing character traits
- Use elements of drama to retell a story

Materials: Chart Paper, *Little Red Riding Hood: The Classic Grimm's Fairy Tale*; Patricia DeLisa, Illustrator; Christopher Bamford, Narrator; Andrew Flaxman, Afterword.

Prior Knowledge: Elements of a fairy tale, how to use drama to convey a story.

Lesson Components:

Warm-up: In journals, How would you describe your best friend?

Before Reading: Have students share their journal responses.

During Reading: Reread the story aloud, focusing on characters' personalities or qualities as you read.

- Model how you would ascribe different character traits; verbalize the process of identifying those characteristics – or evidence you seek to determine the character traits of each individual in the story.

After Reading: (Whole Group) On a piece of chart paper, sectioned off by the characters (LRRH, Mother, Wolf and Grandmother) record students responses:

Identify and explain character traits and actions.

- How would you describe each character?
 - *What words would you use to describe LRRH? The wolf? The Grandmother?*
- What evidence or parts of the story make you think that?

As a class, generate a list of character traits and write them on the board to aid students in the Readers' Theater activity.

Application: (Small Group) Readers' Theater

Break students into groups and assign them a portion of the story to act out. Provide each group a book. Students will reread the story and/or look at the pictures to give them clues as to the traits of each of the characters in their portion of the story.

- Encourage students to "over act" to communicate emotions.
- Big motions, facial expressions and the way you use your voice show emotion.
 - Characters' emotions and actions help the audience know the traits of each character.
 - How do you make angry look different from sad?

Closure: Have students present their skits to the class. The rest of the class will try to guess the traits of each character in the respective skit. Students may use the traits on the board as prompts.

Homework: Students will write about a member of their family or community. Name four character traits that describe this person. (Support one trait with evidence): What does this person do that makes you think they are _____?

Assessments: Informal check on understanding of whole group discussion of character traits. Formally check as to whether students correctly identify the trait of their respective character.

Differentiation: Provide a word bank, or list of character traits on the board, with simple pictures that correspond to the trait. This will be helpful for low students to reference. Ask high students to come up with other traits that we have not named. Ask high students to think of synonyms for some of the traits listed on the board.

Lesson Four

Indicators/Benchmarks:

Students will be able to:

- Differentiate between past and present
- Recognize that retellings of a story borrow from groups and cultures
- Recognize how retellings are both similar and different from the original story.
- Identify story elements: setting
- Contribute to a shared writing experience

Materials: *Little Red Riding Hood: A Newfangled Prairie Tale* (Stories to Go!) by, Lisa Campbell Ernst (Author, Illustrator), Picture of prairie grasslands, Map of the United States of America

Prior Knowledge: Recall of events in *Little Red Riding Hood*.

Lesson Components:

Warm-up: The setting describes the time and place in which the story takes place.

- What is the setting in LRRH?
 - Forest
 - Estimate when the story took place - students will simply understand that the story took place a long time ago.
 - Winter – Little Red Riding Hood is wearing a coat.

Before Reading: This is another story about Little Red Riding Hood; it is a retelling of the story. This story takes place in a different time and place than the original story. The story is called a “prairie tale” because it takes place on the prairies in the Midwest.

- Show students a picture of prairie grasslands
- Show students where the Midwest is located on a map of the United States.
- Describe the landscape: flat, grasslands that have grasses, herbs, and shrubs, rather than trees.

During Reading: Read *Little Red Riding Hood: A Newfangled Prairie Tale* (Stories to Go!)

After Reading: Ask students to identify some differences between the original story and this retelling.

- Inform students that the landscape, or the *setting* – where the story takes place changes the story a little bit. The same events occur, but the time and place is different. There aren’t many forests here – instead, this part of the country is known for its grasslands...

Application: Shared writing: Have students brainstorm a different setting in which LRRH could take place.

- Remind students that Fairy tales are well known stories that are often retold. Authors change elements, such as the setting, in their retellings of the well-known story.
 - Inform students that we will be reading retellings of LRRH that take place in different cultures/countries.

Use a storyboard form to reinforce sequencing, beginning middle and end.

- Once upon a time, then, next, after, ...finally.
- Ask students to brainstorm: Think about our retelling of the story; what would happen in this location? What activities do people usually do in this setting?

Have students narrate what would happen in LRRH if the story took place _____.

Closure: Read the class' retelling of *Little Red Riding Hood*

- Ask students: How does the setting that you chose change how other parts of the story are told?

Homework: Ask students to draw or bring in a picture from a trip they took. Ask them to indicate the setting, including the time period, the place (country, state, or other specific location). Ask students to respond to the question: What did you when you were in this setting?

Assessments: Note students' use of sequencing words in the shared writing experience. Student input delineates as to whether or not students understand that the setting is the place in which the story takes place; especially that certain events take place in particular settings. Moreover, the homework indicates whether students understand the numerous elements that can fall under the topic of "setting."

Differentiation: Students may have trouble with the hypothetical situation. If students have trouble with the writing assignment, provide students with a concrete aide, such as a picture of a setting (beach, etc). Ask students to pick a setting from the stack of 3-4 pictures that you have to prompt their ideas. Let lower students go first so that they have a chance to express simple or predictable answers. However, if the student is unsure of the task, choose middle and/or high students to demonstrate expectations.

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Lesson Five

Indicators/Benchmarks:

Students will be able to:

- Identify elements of a story: plot
- Identify elements of a story: problem and solution
- Sequence important events
- Listen to a extract important information

Materials: Plot Diagram and pictures from respective story, Internet Access, *Little Red Riding Hood: The Classic Grimm's Fairy Tale*; Patricia DeLisa, Illustrator; Christopher Bamford, Narrator; Andrew Flaxman, Afterword.

Prior Knowledge: Basic understanding of sequencing, familiar with the story of *Cinderella*

Lesson Components:

Warm-up: Introduce the Plot Diagram

(<http://www.readwritethink.org/materials/plot-diagram/>) Inform students that a plot diagram is a tool that helps us organize the most important events in a story.

- Vocabulary: rising conflict, conflict/problem, falling conflict and solution
- Model how to use the Plot Diagram, using a problem from another fairy tale.
 - Example: Cinderella's stepmother will not let her go to the ball.
 - Conflict: Cinderella's stepmother does not allow her to go to the ball
 - Solution: Cinderella can go to the ball

Before Reading: Have students sit in their seats; explain that they will have a chance to plot the story of *Little Red Riding Hood* on their own. Today we will be listening to the story.

Reading: Have the class listen to *Little Red Riding Hood: Read-Along Paperbacks (Read-Along Stories)* by, DK Publishing.

During Reading: Have students arrange the images, corresponding to the parts of the story, as they listen to the story *Little Red Riding Hood*.

Application: Students will map the elements of the story on their own by placing the images on a worksheet that includes the diagram, corresponding to the conflict/problem and solution. Next, have students mark the beginning, middle, and end on the plot diagram so that students can see story structure, or how stories usually progress.

- Problems usually occur in the *middle* of the story, while solutions usually occur at the *end* of the story.

Closure: Students will share their plot diagram with a partner.

Assessments: Teacher will informally assess by checking the accuracy of students plot diagrams.

Differentiation: Diagram will be numbered in sequence and labeled with the vocabulary corresponding to each element of the story.

Lesson Six

Indicators/Benchmarks:

Students will be able to:

- Recognize the main idea or message of the story
- Recognize similarities and differences
- Discuss elements of different cultures
- Identify traditions and customs of different cultures

Materials: Cultural Comparisons Checklist, Story Checklist, Informational video about China, *Lon Po Po: A Red Riding Hood Story from China* by, Ed Young

Prior Knowledge: Recall information about *Little Red Riding Hood*, understanding that regions have different cultures and traditions.

Lesson Components:

Warm-up: Short informational video about Chinese culture.

Before Reading: Gather the students on the carpet or in a group area. Review what they learned about Chinese culture. Tell students that we heard factual information about China, but there are also a lot of fictional stories from China. Today they will be reading a Chinese story similar to one that they already know.

- Talk about Chinese culture; how is it different from the way we live?

Reading: Read *Lon Po Po*, by Ed Young

During Reading: Ask students to listen for similarities and differences between this story and the story of *Little Red Riding Hood*.

Application: (Whole Group) Have students retell the story. Each student should participate in retelling.

- Prompt students with words such as...
 - Beginning, middle and end
 - Next, then, after, before, during
 - Once upon a time...
- Write 1-2 sentences on the bottom of each page of paper.
 - Each student will receive one page to illustrate.
 - Bind all student work to create a book
 - Use the Story Checklist to assess student work.
- Read the story as a class. Ask students to identify the beginning, middle and end of the story

Closure: Fill in Comparison Chart

Assessments: Circulate around the room as students complete their illustrations. Ask students about the story *Lon Po Po*, and complete the Cultural Comparisons Checklist.

Differentiation: Ask low students to tell you about what they are going to draw before they get to work. Scaffold students' understanding if need be. Ask high students to explain what happened before and after the event that they are drawing.

Lesson Seven

Indicators/Benchmarks:

Students will be able to:

- Identify similarities and differences; make comparisons
- Develop and apply vocabulary, through exposure to portions of text
- Realize that different versions of a story reflect elements of the culture about which they are written

Materials: Comparison Chart, *Lon Po Po: A Red Riding Hood Story from China* by, Ed Young

Prior Knowledge: Recall information about *Little Red Riding Hood*, *Lon Po Po* and understanding that regions have different cultures and traditions.

Lesson Components:

Warm-up: There are many versions of Little Red Riding Hood around the world. Different countries have different settings, histories and traditions. The retellings of the stories include the traditions of the people and the country that the story is about. That is why this version of *Little Red Riding Hood* is different than the first version, with which most of us were already familiar.

Before Reading: Display *Lon Po Po* by Ed Young. Tell the students that this is the Chinese version of Little Red Riding Hood. Instruct them to pay careful attention to the story and note the similarities and differences. Today we will compare the original *Little Red Riding Hood* to this Chinese version of the story.

Reading: Reread *Lon Po Po*, by Ed Young

During Reading: As you read the story, stop to ask if they are noticing any differences. Model your thinking, by thinking out loud some of the connections you make to the Western version.

Application: (Whole Group) Discuss with students some of the ways in which the stories are similar and some of the ways in which they are different.

- (Guided Practice): Model how to use the Comparison Chart
 - Example: first two rows
- (Independent): Students should use the Comparison Chart to help them remember details as they complete a Venn Diagram to compare and contrast the two stories.

Closure: Ask students to share their Comparison Chart. Which story did they prefer? Why?

Assessments: Use Venn Diagram to check for students understanding of the two stories, as well as for their ability to compare and contrast.

Differentiation: Number lower students' Venn Diagram and create lines to help them organize their writing. Scaffold lower students' comparisons with questions as to where to place each detail. Is the fact a similarity or difference? If students name a difference, ask what should go on the corresponding, opposite side of the diagram.

Lesson Eight

Indicators/Benchmarks:

Students will be able to:

- Discuss elements of different cultures
- Identify the main idea, message
- Identify similarities between the messages of two similar stories
- Recognize that individuals and groups share and borrow from other cultures

Materials: *Pretty Salma: A Little Red Riding Hood Story from Africa*, Informational video about Ghana

Prior Knowledge: Recall information about *Little Red Riding Hood*

Lesson Components

Warm-up: Short informational video about Ghanaian culture.

Gather the students on the carpet or in a group area. Review what they learned about Ghanaian culture. Tell students that we heard factual information about Ghana, but there are also a lot of fictional stories from Africa. Today they will be reading an African version of *Little Red Riding Hood*.

- Talk about African culture; how is it different from the way we live?
- Remind students that most fairy tales have a message or moral.
 - The events in the story are meant to tell us what to do in our *own* lives.
 - The moral is not *written* in the story; we have to use the events in the story as clues to figure out what the story is trying to tell us.

Before Reading: Ask students to listen and try to figure out the moral of the story.

Reading: *Pretty Salma: A Little Red Riding Hood Story from Africa*

During Reading: Draw students' attention to elements of the story that convey the message of the story. Focus on advice or instructions from adults and event in which the protagonist disobeys these orders.

After Reading: (Student Pair Share) Ask students to brainstorm about what they think the message of the story might be. Is this message the *same* or *different* than the message of *Little Red Riding Hood*? Have students share with a seat partner.

Application: (Independent writing) Ask students to infer; what does the story tell us? What *advice* does the story give?

- Instruct students to write a letter to the main character, Salma, advising her to follow the moral of the story. Use events from the story to inform her why it is important not to talk to strangers.

Closure: Fill in Comparison Chart

Assessments: Informal assessment would include an evaluation of students' comprehension as to whether they could infer the message or the moral of the story. A more formal assessment would be centered on the students' writing sample, considering whether they named a moral, supporting evidence and adhered to conventions.

Differentiation: Lower students may have difficulty with comprehension skills. Therefore, provide students with the moral of the story and have them recall the story and look for reasons to follow the advice that the moral provides.

Lesson Nine

Indicators/Benchmarks:

Students will be able to:

- Identify and select basic story elements through the use of story maps and story webs.
- Compare and contrast the basic story elements of two similar stories

Materials: Graphic Organizer, Software for *Inspiration*, instructional steps for using *Inspiration*, *Little Red Riding Hood*, *Pretty Salma: A Little Red Riding Hood Story from Africa* and *Lon Po Po: A Red Riding Hood Story from China*.

Prior Knowledge: Recall information about *Little Red Riding Hood*, understanding that regions have different cultures and traditions.

Lesson Components

Warm Up: We have heard many versions of *Little Red Riding Hood*. Today you will get to work with a partner to compare two of these stories.

Activity: Use of story maps and story webs to identify and select basic story elements.

Procedure: Students will be divided into pairs, with each pair selecting one of the three version of Little Red Riding Hood.

- After reading the story within their groups, they will identify the main story elements of their version to include setting, characters, problem, beginning, middle, ending, and solution.
- Each group will complete their own graphic organizer using the suggested samples from the graphic organizer software program *Inspiration* on the computer.
- Students will key in the story elements in the correct location on the selected graphic organizer.

Closure: Students will print out and share copies of their finished graphic organizers. Completed copies will be mounted on a poster to be displayed in the classroom.

Assessments: Graphic organizers; Teacher will assess final performance through an informal question/answer session about the completed graphic organizer

Differentiation: Use different resources for...

- (Support: Struggling Reader): *Little Red Riding Hood (Easy-to-Read, Puffin)* by, Harriet Ziefert, Author; Emily Bolam, Illustrator.
- (Support: ELL): *Little Red Riding Hood/Caperucita Roja (Bilingual Fairy Tales)* by Jacob Grimm, Author; Wilhelm Grimm, Author; Pau Estrada, Author; James Surges, Author.

Lesson Ten

Indicators/Benchmarks:

Students will be able to:

- Compare two versions of a story
- Make successful comparisons, using a organizational device
- Generate ideas in graphic organizer and make a plan for writing
- Write to a simple paragraph

Materials: Graphic organizers worksheets, Comparison Checklists, Multiple copies of *Pretty Salma: A Little Red Riding Hood Story from Africa*, *Little Red Riding Hood*, Multiple copies of *Lon Po Po: A Red Riding Hood Story from China*

Prior Knowledge: Recall information about *Little Red Riding Hood*, understanding that regions have different cultures and traditions.

Lesson Components

Warm-up: Short informational video about Chinese culture.

Guided Practice Compare *Pretty Salma* to *Little Red Riding Hood* in whole group.

- Model the skill of comparison by completing the Comparison Chart.
- Fill the chart in as a class to provide an opportunity for guided practice.

Independent Practice: Students will have a chance to compare two stories independently.

- Refer to fully completed chart (LRRH, Lon Po Po and Pretty Salma)
- Go over chart with students

Independent writing: Pretend that Little Red Riding Hood is pen pals with a character from another retelling of the story (either the children from Lon Po Po or Pretty Salma).

- Pick a retelling to compare to the original LRRH
- What might the main character of the retelling say to LRRH another about where they are from, their culture, themselves and their story? How would they be similar? How would they be different?
- Draw students' attention to the Comparison Checklist to give them ideas. Tell students they must compare four of the items listed.
 - Prewriting: Provide students with copies the retelling, and a graphic organizer to sort out their ideas. Post the Comparison Checklist.
 - Let students move so they can access the Comparison Chart
 - Writing: Students will write a brief response comparing the two versions of LRRH.
- Have students use the Comparison Checklist
 - _____ I compared the two cultures. Pick a tradition, food, clothes, or house
 - _____ I compared the setting.
 - _____ I compared characters.
 - _____ I compared animals.
 - _____ I compared the conflict.
 - _____ I compared the resolution or the end of the story.

- Students show mastery if they correctly showed a comparison between 4 of the 6 items shown above.

Closure: (Extension/Read Aloud) Petite Rouge: A Cajun Red Riding Hood

- Yet another version of *Little Red Riding Hood*; this is an example of a Creole fairy tale.

Assessments:

1. Use the Comparison Checklist to assess students' Venn diagrams and responses.
2. Review students' Venn Diagrams to assess their ability to compare and contrast.
 - a. Students should have content for all three sections of the Venn Diagram
3. Students will write a brief response comparing the two versions of LRRH.
4. Use students' Venn Diagram to look for evidence that the student accessed the graphic organizer to generate ideas for their brief response.

Differentiation: Place a heavier emphasis on the Venn Diagram, or the simple expression of ideas for low students, who might have trouble with the writing process or moving their ideas from the organizational stage into the written product.