



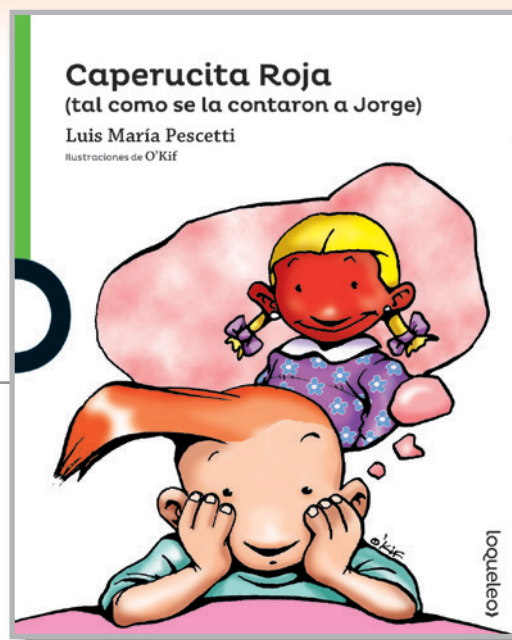
Lesson Plan and Activities

Written in accordance with the
Language Arts, Social Studies,
and Science Standards

Caperucita Roja (tal como se la contaron a Jorge)

Author: LUIS MARÍA PES CETTI

Illustrator: O'KIF



COMPLEXITY

F&P Guided Reading Level H / Lexile Level 580L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Fairy Tale

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- ➔ Ask and answer questions about key details in a text.
- ➔ Explain major differences between books that tell stories and books that give information.
- ➔ Use illustrations and details in a story to describe its characters, settings, or events.
- ➔ Compare and contrast the adventures and experiences of characters in a story.
- ➔ Write a narrative to develop real or imagined experiences or events.
- ➔ Recognize the distinguishing features of a sentence.
- ➔ Know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in text.
- ➔ Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- ➔ Decode words in context and in isolation.
- ➔ Explain the function of recurring phrases in fairy tales.
- ➔ Determine whether a story is true or a fantasy and explain why.
- ➔ Identify the beginning, middle, and end of a story.
- ➔ Understand and use time-order transition words.



Together we foster lifelong readers

MATERIALS

- props and materials for play or puppet show
- construction paper
- paper, pencils and crayons, paper clips
- *Diagrama de Venn, Secuencia de sucesos* (Graphic Organizers #6 and #28)*
- notecards
- various fairy tales

SUMMARY

As Jorge listens to his father tell the tale of Little Red Riding Hood, he imagines what happens in the story. But Jorge's version of the story is quite different than what his father intended.

STANDARDS

SLAR CCSS RL 1.1, RL 1.5, RL 1.7, RL 1.9, RF 1.1.a, RF 1.3.f–g, RF 1.4, W 1.3, SL 1.4

SLAR TEKS 1.3.E, 1.5.A, 1.6.C, 1.7.A, 1.7.B, 1.9.A, 1.9.B, 1.10.A, 1.16.A, 1.18.A, 1.20.A.vii, 1.28.A

NGSS K-ESS3-1, 1-LS3-1

NCSS II. Time, Continuity, and Change; III. People, Places, and Environments

Science TEKS 1.10.C

Social Studies TEKS 1.15.A, 1.16.A, 1.16.B, 1.17.B, 1.17.C, 1.18.B, 1.19.A

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

bonito(a) – *hermoso; bello* / pretty; beautiful

bosque – *lugar lleno de animales y vegetación*
/ woods; forest

cazador(a) – *persona que caza animales*
/ hunter

cerca de – *próximo a* / near; close to

disfrazado(a) – *vestido como otra persona, animal o cosa* / disguised; dressed up

feroz – *muy salvaje, que ataca fácilmente*
/ ferocious; fierce

hermoso(a) – *bello* / beautiful; lovely

lejos – *a mucha distancia* / far

panza – *barriga grande* / pot-belly

rapidísimo – *a gran velocidad* / very fast or quickly

Advanced Vocabulary

acostado(a) – *tumbado; echado al suelo*
/ lying down

advirtió (advertir) – *avisar* / to warn

apareció (aparecer) – *presentarse de repente* / to appear

cruzar – *atravesar; moverse de un lado al otro*
/ to cross

engañar – *hacer creer algo falso* / to trick; to fool or deceive

oír – *percibir sonidos* / to hear

oler – *percibir un aroma* / to smell

reconoció (reconocer) – *distinguir*
/ to recognize

* To download the Spanish Graphic Organizers in this lesson go to: santillanausa.com/spanishliteracy



VOCABULARY DEVELOPMENT

- Introduce vocabulary by providing a description, explanation, or example of all the words presented in the vocabulary and any additional vocabulary you may wish to discuss prior to the reading activities. You may use pictures and gestures to explain the meaning of each word.
- Be sure that students understand all the vocabulary necessary to complete the activities and review directions and commands, such as *describe*, *dibuja*, *compara y contrasta*, etc. as necessary.
- Have students take turns explaining new vocabulary in their own words. Encourage them to use words, models, and pictures as they come up with their own definitions. You may also wish to have students give an example of what the words do not mean as a way of reinforcing comprehension.
- Create BINGO cards with the vocabulary words. Distribute them to students. Then randomly choose a definition to read and have students locate the word on their BINGO card. The first student to get five words in a row wins.
- Draw a three-column chart on the board. Label the columns *Verbos* (Verbs), *Sustantivos* (Nouns), and *Adjetivos* (Adjectives). Review the different parts of speech and what types of words belong in each category: *Un sustantivo es una palabra que nombra a una persona, animal o cosa. Un verbo es una palabra que expresa una acción. Un adjetivo es una palabra que describe a una persona, animal o cosa.* (A noun is a word that names a person, animal or thing. A verb is a word that expresses an action. An adjective is a word that describes a person, animal or thing.) Have students classify the words. Discuss with students the reasons for their classifications: *¿Por qué es un sustantivo?*, *¿Por qué es un adjetivo?*, or *¿Por qué es un verbo?* Encourage students to use complete sentences: *Porque es una palabra que...* (Because it is a word that...)
- Write the different vocabulary words on notecards and have students place the words in alphabetical order. Be sure students explain how they determined the alphabetical order of the words.

READING

READING FOUNDATIONAL SKILLS

- ▶ Choose three sentences from the story—a declarative, an exclamatory, and an interrogative sentence. Write them on the board. Have students compare and contrast the punctuation used at the beginning and end of each one and hold a discussion about when each type of punctuation is used. Have students browse through the text to find other examples of the three sentences.
- ▶ Write the words *bosque* and *cazador* on the board. Have students read them after you. Add *-s* to the ending of *bosque* and *-es* to the ending of *cazador* to form the plural, and have students read the words after you. Explain the rules for forming plurals and have students practice forming them using different vocabulary words or words from the text.
- ▶ Give students a spelling pre-test with the vocabulary list. Review the words with students and compile a list on the board of the most commonly misspelled words. Discuss with students different techniques to use to help spell those words correctly, such as breaking up a word into syllables and sounding out each letter in a syllable to write it correctly. Have students practice spelling the words with a partner, then re-administer the spelling test to compare scores and progress.

PRE-READING

- ▶ Show students the cover of the book. Ask them for the title and the author's name. Have students view the illustrations and help them “read” them. Ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Qué clase de persona creen que es Caperucita Roja?* (What kind of person do you think Little Red Riding Hood is?) *¿Por qué crees que parte del título dice “tal como se la contaron a Jorge”?* (Why do you think part of the title says “as told to Jorge”?)
- ▶ Tell students they will read a fairy tale about a little girl named *Caperucita Roja* (Little Red Riding Hood). Ask students if they have ever heard of this tale before.
- ▶ Ask: *¿Qué es un cuento de hadas?* (What is a fairy tale?) Elicit that a fairy tale is a children's story about magical and imaginary beings and lands. Ask students how *Caperucita Roja* might fit into this category. Then ask students to name other fairy tales they might know about, such as *Cinderella*, or *Jack and the Beanstalk*.

READING

- ▶ Read the text aloud. Then have the class read together in a choral reading fashion. Ask: *¿Qué tipo de libro es este?* (What kind of book is this?) *¿Presenta un cuento o presenta información?* (Does it tell a story or give information?) *¿Ves los mismos personajes en todo el libro?* (Do you see the same characters throughout the book?) *¿Tiene muchas imágenes o tiene pocas?* (Does it have a lot of images or few?) Have students read along with you, tracking print. Explain that it is a literary/narrative text because it has characters that experience some problem throughout the story before finding a solution.
- ▶ Write the following phrases on the board: *Había una vez* (Once upon a time), *cierta vez* (one day), *a salvo* (safe from), *colorín colorado* (and that's the end of the story). As the story is being read, stop when these phrases appear in the text. Have students try to determine the meaning of these phrases based on context clues. Explain that when a story begins with “*Había una vez...*” and ends with “*Colorín Colorado, este cuento se ha acabado,*” those phrases are an indication that the story is a fairy tale.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ As you read the story, have students look at the different illustrations. Ask them to describe how Jorge and his father are visualizing the story of *Caperucita Roja*. Have students describe the similarities and differences of both visualizations. Use the Venn diagram (Graphic Organizer #6) to document their responses visually as needed.
- ▶ Read page 19. Have students look at the illustrations. Then ask *¿Por qué Caperucita Roja no reconoció al lobo?* (Why Little Red Riding Hood did not recognize the wolf?)
- ▶ Read pages 20–23 again. Have students describe what the wolf looks like. Ask: *¿Por qué Jorge imaginó al lobo con una nariz tan grande, orejas grandísimas y una boca muy grande?* (Why did Jorge imagine the wolf with a large nose, huge ears, and a really large mouth?)
- ▶ Ask students which part of the story could be real and which parts are not real. Have them explain their answers by pointing to illustrations that support or refute their statements.

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Point to visual clues and present gestures to help students understand meaning of unknown words.
- Have above-level students read with below-level students to act as mentors/tutors.
- For comprehension, ask: *Caperucita Roja, ¿es una niña o un niño?* (Is Little Red Riding Hood a girl or a boy?) *¿Sobre quién advirtió la mamá a Caperucita Roja?* (About whom did Little Red Riding Hood's mother warn her?) *¿Cómo se sentían la abuelita y Caperucita al final del cuento?* (How did the grandmother and Little Red Riding Hood feel at the end of the story?)

AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Elicit fact lists or phrases during vocabulary and reading comprehension activities.
- For comprehension, ask: *¿Por qué va Caperucita Roja a casa de su abuela?* (Why is Little Red Riding Hood going to her grandmother's house?) *¿Por qué tiene panza el lobo?* (Why does the wolf have a pot-belly?) *¿Por qué el lobo se puso la ropa de la abuela?* (Why did the wolf put on the grandmother's clothing?)

ABOVE-LEVEL STUDENTS

- Elicit phrases, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- For comprehension, ask: *¿Por qué crees que el lobo se quería comer a la abuela y a la niña?* (Why do you think the wolf wanted to eat the grandmother and the girl?) *¿Crees que el cazador es un héroe? Explica.* (Do you think the hunter is a hero? Explain.) *¿Que lección crees que aprendió Caperucita Roja al final?* (What lesson do you think Little Red Riding Hood learned in the end?)

POST-READING

- ▶ Have students revisit the different illustrations on each page. Ask them: *¿Qué versión —la del papá de Jorge o la de Jorge— tenía más sentido?* *¿Cuál era la más cómica?* *¿Cuál era la más interesante?* (Which version—Jorge's father or Jorge's—made the most sense? Which one was the most silly? Which one was the most interesting?) Have students state and explain their opinion as to which version they liked the best.



- ▶ Ask students how visualizing a story can be helpful, even though it can also lead to different interpretations of the same story. Ask students why people may interpret or visualize stories differently. Elicit that people have different imaginations or ways of looking at things based on their personal tastes, beliefs, and experiences.
- ▶ Have students work in pairs. Assign each pair part of the story to illustrate and summarize with fact lists or complete sentences, depending on their proficiency level. Then post the illustrations on the board in random order. As a class, evaluate and read each one, then put the events in order. Distribute a sequence of events chart (Graphic Organizer #28) to students. Then ask them to retell the story in sequential order using time-order words, such as *primero*, *después*, *luego*, *al final* (first, after that, then, at the end). ✓
- ▶ Have students work in groups to act out their favorite scene in the story or create a puppet show of their favorite scene. Have some groups act out the father's version and others, Jorge's version.

▶ CONNECTION WITH CONTENT AREAS: SCIENCE, SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Direct students to page 9 of the text. Have them compare and contrast the two images of *bosque* (forest; woods). Write the word *bosque* in a concept web on the board. Have students brainstorm animals and types of plants that they might find in the forest or woods. Then conduct some research as a class to find out how the young forest animals and plants are similar to their parents. Assign groups of students one of the forest plants or animals that was researched and ask them to create a poster comparing and contrasting the young plant or animal to its parent, with regard to appearance and behavior. Have groups present their posters to the class.
- ▶ Ask students to write a letter to their grandmother (or other distant relative). Have them describe the types of foods they would bring to their relatives and explain why they chose that food.

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

- ▶ Re-write the story of *Caperucita Roja* in a modern way as a class. Brainstorm with students what they want Little Red Riding Hood and the wolf to look like, and the setting. Options may be to include more technology, such as cell phones, computers, and GPS for Little Red Riding Hood to communicate with her grandmother and find her way to the grandmother's house better. Elicit the wording for the story from students. Have students complete this activity by having them give words, phrases, or complete sentences on their own, according to their proficiency level. You may wish to provide students with sentence starters and vocabulary flashcards. Read the story aloud as a whole. Then assign groups of students parts of the story to illustrate. Put the book together and place it in the classroom library for students to access at their leisure. ✓



Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre _____

Vocabulario

A Completa con la palabra correcta.

1. Caperucita Roja es una niña hermosa.
cerca hermosa acostada
2. El lobo feroz vive en el bosque.
el bosque la casa la panza
3. El cazador caza animales.
cuento panza cazador

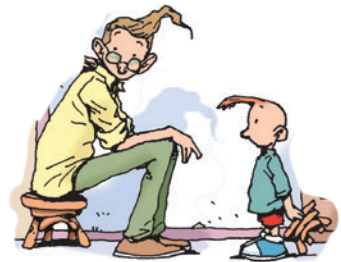
B Une.

1. disfrazado

2. lejos

3. cerca

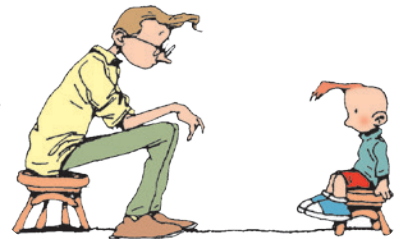
a.



b.



c.





Nombre _____

Comprensión lectora

A Ordena. Escribe *primero, luego, después, al final*.



_____ al final



_____ después



_____ primero



_____ luego

B Contesta.

1. ¿Por qué fue Caperucita Roja a casa de la abuela?

Possible answers: Fue a llevarle comida a su abuela. Fue a llevarle comida.

2. ¿Por qué se disfrazó el lobo?

Possible answer: Para engañar a Caperucita Roja.



Nombre _____

Vocabulario

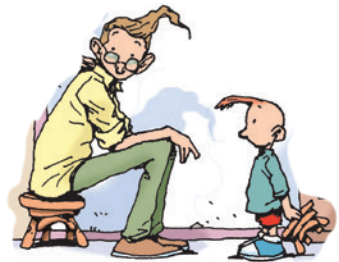
A Completa con la palabra correcta.

1. Caperucita Roja es una niña _____.
cerca hermosa acostada
2. El lobo feroz vive en _____.
el bosque la casa la panza
3. El _____ caza animales.
cuento panza cazador

B Une.

1. disfrazado

a.



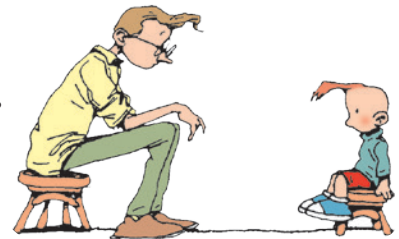
2. lejos

b.



3. cerca

c.





Nombre _____

Comprensión lectora

A Ordena. Escribe *primero, luego, después, al final*.









B Contesta.

1. ¿Por qué fue Caperucita Roja a casa de la abuela?

2. ¿Por qué se disfrazó el lobo?
