



Lesson Plan and Activities

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



Caperucita Roja

Author: **LADA J. KRATKY**

Illustrator: **HÉCTOR BORLASCA**

COMPLEXITY

F&P Guided Reading Level C / Lexile Level BR

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Narrative / Folk Tale

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Name the author and illustrator of a text and define the role of each.
- Identify characters, settings, and major events in a story.
- Ask and answer questions about a text, and request clarification if something is not understood.
- Interpret characters' emotions.
- Recognize common types of texts.
- Read emergent-reader texts with purpose and understanding.
- Know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in text.
- Use a combination of drawing, dictating, and writing to narrate a single event and provide a reaction to what happened.
- Compare two versions of the same folk tale.



Together we foster lifelong readers

MATERIALS

- writing paper, pencils, crayons
- index cards or sentence strips
- counters
- unbreakable mirrors (optional)
- paper plates or drawing paper cut in circles, markers
- *Diagrama de Venn* (Graphic Organizer #6)
- *Mapa del cuento* (Graphic Organizer #16)

SUMMARY

A retelling of the famous folk tale in which *Caperucita Roja* goes to visit her grandmother, who has been locked in the closet by the Wolf. The woodcutter saves the day, the Wolf is ashamed of his behavior, and everyone lives happily ever after.

STANDARDS

SLAR CCSS RL K.1, RL K.2, RL K.3, RL K.4, RL K.5, RL K.6, RL K.10, RF K.1.a–c, RF K.2.b, RF K.3.a,c, RF K.4, W K.3, W K.5, W K.7, SL K.1.a,b, SL K.2, SL K.3, SL K.4, SL K.5, SL K.6, L K.1.a,b,d,e,f, L K.2.a–d, L K.4.a, L K.5.a–d, L K.66

SLAR TEKS K.1.A, K.1.C, K.1.E, K.1.G, K.2.A, K.2.B, K.2.F, K.2.G, K.2.H, K.3.A–C, K.3.H, K.4.A–B, K.5.B, K.5.D, K.6.A–B, K.6.D, K.8.B, K.13.A–C, K.13.E, K.14.A, K.16.A.iii, K.16.B–C, K.17.A–C, K.18.A–D, K.19.A–B, K.20.A–B

NGSS K-LS1-1, K-ESS3-3

NCSS IV. Individual Development and Identity

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

abuelita (abuela) – madre de los padres de alguien / grandma

bosque – terreno con muchos árboles o arbustos / forest

caperucita (caperuza) – gorro que termina en punta / hood

leñador – persona que se dedica a cortar leña en el bosque / woodcutter

lobo – animal salvaje muy parecido a un perro / wolf

perdices (perdiz) – aves con cuerpo gordito, cuello corto, cabeza pequeña, pico y pies rojos / partridges

Advanced Vocabulary

arrepentido(a) – sentir pena por haber hecho una cosa / ashamed

asustada(o) – que tiene miedo / scared

contenta(o) – alegre, feliz / happy

furioso(a) – lleno de furia, muy enfadado / angry; furious

hambriento(a) – que tiene mucha hambre / hungry; starving

impaciente – que no es capaz de esperar o desea que algo ocurra enseguida / impatient

preocupada(o) – que tiene inquietud o temor y piensa mucho en ello / worried

* 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 section and any additional vocabulary you may wish to discuss prior to the reading activities. Consider using pictures (from magazines, books, or the Internet), sketches, and/or pantomime to explain the meaning of each word. You may also tell a story to integrate some of the terms.
- Be sure that students understand the words *resumen*, *ambiente*, *personajes*, *problema*, and *solución*, and instruction words, such as *clasificar*, *completar*, *comparar*, *ordena*, *une*.
- Write the vocabulary words on sentence strips or index cards. Begin the activity by introducing the words *sustantivo* (noun), *adjetivo* (adjective), and *emociones* (emotions/feelings). Have students sort words into those categories and display them on a pocket chart.
- Have students create sentences using the frame ____ *está* _____. Be sure that students speak clearly and in complete sentences, using vocabulary words to complete each sentence. Students should provide an appropriate context for each emotion to demonstrate understanding of the vocabulary.
- Distribute paper plates and crayons or markers to the students. Read each of the adjectives on the vocabulary list and have students draw faces associated with each word. Pass out one word to each group and have students draw the related expression on each plate.
- Feelings Riddles – Create riddles such as, “*Me siento así cuando no he comido en todo el día. ¿Qué palabra soy?*” (*hambriento*) (I feel this way when I haven’t eaten all day. What word am I? (starving)) or “*Me siento así cuando veo una araña en mi cuarto. ¿Qué palabra soy?*” (*asustado*) (I feel this way when I see a spider in my bedroom. What word am I? (scared)).

READING

READING FOUNDATIONAL SKILLS

- ▶ Display a page of text and read it to students, tracking the words. Have students read the page with you while you track each word. Repeat, having students lead the exercise. Remind students that letters are grouped together to form words and that we put spaces between words to help readers understand the message.
- ▶ Distribute four or five counters to each student. Have them place the counters in a row in front of them. Using either words from the vocabulary list or a page from the text, read each word slowly, having students repeat the word and move a counter for each syllable. ✓
- ▶ Display the word *hambriento* and ask students to identify the first letter. Explain that the letter *h* is a special letter in Spanish because, even though we see it, we never hear it. Say other words beginning with *h*, such as *hablar*, *hola*, *hormiga*, and *hoja*. Ask students to identify the first sound they hear in each word, then display the word, having them read it with you. Close by reminding students that *h* is a very special letter because it is seen but not heard.

PRE-READING

- ▶ Show the cover of the book. Ask students to identify the author and the illustrator and explain what each one does. Ask them if they know the story of *Caperucita Roja*. Tell students that they will be reading a special version of the famous story written just for them. Have them make predictions of what the story will be about.
- ▶ Use the content on page 2 (*Resumir*) to explain the concept of summarization, saying that good readers summarize texts to help them remember what they've read. Tell students that after they finish reading the text, they will write a summary of the book, using a Story Map (*Mapa del cuento*, Graphic Organizer #16) to help them.
- ▶ Conduct a picture walk of the book, having students identify the setting (*ambiente*) and characters (*personajes*) they see.

READING

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis

- ▶ Using page 2 of the book, explain the term *resumen*, telling students that when people read a text, they identify setting, characters, the problem, and how the characters resolve it to help them remember what they read. Display a Story Map (Graphic Organizer #16) for reference throughout the lesson.
- ▶ Read pages 6–7. Have students compare the illustrations with the text. Ask: *Describan el bosque. ¿Por qué creen que Caperucita Roja está asustada?* (Describe the forest. Why do you think Little Red Riding Hood is afraid?)
- ▶ Read page 8. Ask students to describe what *abuelita* sees through the window (a hungry wolf). Ask: *¿Qué piensas que va a hacer el lobo? ¿Por qué?* (What do you think the Wolf is going to do? Why do you think so?)
- ▶ Read page 9. Ask: *¿Qué crees que le pasó a la abuelita? ¿Por qué?* (What do you think happened to Grandma? Why?)
- ▶ Read page 11. Ask: *¿Por qué está arrepentido el lobo?* (Why is the Wolf sorry?)
- ▶ Read page 12. Ask: *¿Por qué están todos felices al final del cuento? ¿Qué crees que hicieron?* (Why is everyone happy at the end of the story? What do you think they did?)



DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud to students several times and have students repeat chorally after you.
- Elicit one-word answers, labels, or fact statements during vocabulary and reading activities.
- Assign stronger readers to read with below-level students to act as mentors/tutors.
- Ask these or similar questions: *¿Quiénes son los personajes de la ilustración?* (Who are the characters in the illustration?) *¿Cómo se siente el lobo?* (How does the Wolf feel?)

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.
- Ask these or similar questions: *¿Por qué estaba preocupada la abuelita?* (Why was Grandma worried?) *¿Por qué se puso furioso el leñador?* (Why did the woodcutter get angry?)

ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Elicit phrases, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Qué harías si fueras el lobo?* *¿Qué harías si fueras la abuelita?* *¿Por qué?* (What would you do if you were the wolf? Grandma? Why?)

POST-READING

- ▶ Return to the Story Map (Graphic Organizer #16). After ensuring that students understand the literary terms *ambiente*, *personajes*, *problema*, and *solución*, distribute the graphic organizer to each student and have them complete it with text or drawings. ✓
- ▶ Have students generate an oral summary and share it with a partner, using the following procedure: Student 1 presents his/her summary. Student 2 listens and asks one question about the summary. Student 1 responds and adds the information to the summary. Students switch roles.
- ▶ Revisit the faces drawings from the vocabulary activity. Have students match them to each of the characters. Draw students' attention to *felices*, helping students conclude that characters' emotions changed over the course of the story.



▶ CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students discuss the emotions that were named in the story. Ask students to classify them as comfortable or uncomfortable by relating them to characters in the story. Then create a class “Happy Book” in which each student draws a picture of what makes them happy and writes or dictates a sentence about it. Allow volunteers to share their work with the class. ✓
- ▶ Review the characters in the story. Discuss the *leñador* and guide students to identify him as a community helper. Remind them that the story took place a long time ago and ask them to generate a list of helpers in their community. Then, have them select one community helper, research what he/she does, create an illustration, and write a caption, sentence, or brief report, depending on their proficiency level. ✓
- ▶ Remind students that the wolf in the story was hungry, and that some people don’t get enough to eat. Brainstorm ways that students can help stop hunger, working with students to design a class project to help a local food bank or organization. Have students create posters advertising their event. (Visit websites such as www.nokidhungry.org or www.feedthechildren.org for ideas.)

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Find another version of *Caperucita Roja*, and read it to the class. Using a *Diagrama de Venn* (Graphic Organizer #6), have students identify which elements are unique to each version and which are common to both. Students will then write a list of either similarities or differences between the two versions of the story. Below-level students may write only one word or a label, while At-level and Above-level students should be able to write phrases, fact statements, or complete sentences on their own, according to their proficiency level. You may wish to provide students with sentence starters and vocabulary flash cards as they complete this activity. Ask volunteers to present their writing to the class.



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 Une.

1. leñador

2. bosque

3. abuelita

4. caperucita

a.



b.



c.



d.



B Dibuja un lobo furioso en el bosque. Escribe una oración acerca de tu dibujo.



Answers will vary, but should contain as many details as possible about the drawing.



Nombre _____

Comprensión lectora

A Ordena las escenas. Usa los números 1,2,3,4.



B ¿Sí o no?

1. El lobo está preocupado.

☐ Sí ☒ No

2. Caperucita Roja está asustada.

☒ Sí ☐ No

3. Al final todos están felices.

☒ Sí ☐ No



Nombre _____

Vocabulario

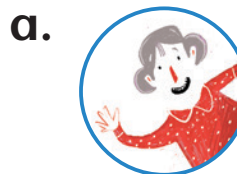
A Une.

1. leñador

2. bosque

3. abuelita

4. caperucita



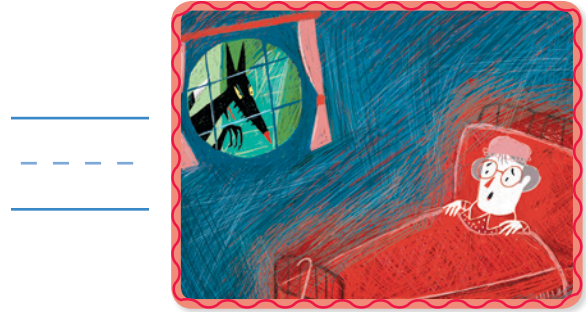
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