

# LITTLE RED RIDING HOOD

by JERRY PINKNEY

**COMPREHENSION FOCUS**

**Retelling**  
Beginning-Middle-End (B-M-E)

**STANDARD CORRELATION**

Retell stories, including key details, and demonstrate understanding of their central message or lesson.



**SEL CONNECTION**  
Consequences

**PREPARE**

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 3, 7, 11, 15, 23, and 33. Create the anchor chart template as shown; it will be completed during the lesson.

B beginning	M middle	E end

STEP 1

**EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT**

The B-M-E strategy is when we stop and think about what we have read at the beginning, middle, and end of the story. Thinking about what happened in each part of the story helps us remember the key events of the story in order.

STEP 2

**INTRODUCE THE NEW BOOK**

Little Red Riding Hood is a fairy tale that has been told for many years. Fairy tales are stories that are not real. In this fairy tale, Little Red Riding Hood's grandmother is sick, and she brings her some soup and muffins. Let's read to find out what happens when she gets to her grandmother's house.

STEP 3

**READ AND DEMONSTRATE HOW TO USE THE STRATEGY**

As I read aloud, I will stop reading at the places where I have sticky flags. They are marking parts at the beginning, middle, and end of the story. When I stop, we will think about what has happened in the story during that part. Then we will retell that part.

**Read pages 2-3.** Stop and say, *This is the beginning of the story. Let's think about what the author wants us to know. Little Red Riding Hood's mom asked her to take some soup to her sick grandmother. She also told her to go straight there.* Add key words to the anchor chart under the Beginning column. Retell the beginning using the key words. Let's keep reading to see what happens next.

**Read pages 4-7.** Stop and think aloud. *We've met a new character: the wolf. I am going to add that to the chart in the Beginning section. Let's keep reading more of the story.*

**Read pages 8-11.** Show a thumbs-up if you remember in the beginning of the story that Little Red Riding Hood's mother told her to go straight to her grandmother's house. *That's right, she did tell her that, but she is stopping along the way to collect twigs for a fire. I'm going to add that to the Beginning column of the chart.*

**Read pages 12-15.** Oh no, the wolf got to Grandmother's house first and gobbled her up! Add to the Middle column of the chart. Remember, this is a tale that isn't really true. Let's keep reading.

**Read pages 16-23.** In the middle part of the story, the wolf has tricked Little Red Riding Hood. Turn and talk with your partner about what happens when Little Red Riding Hood goes into Grandmother's house. Talk about how the wolf tricked Little Red Riding Hood (he pretends to be Grandmother so he can get closer to Little Red Riding Hood, and then he gobbles her up). Let's read to find out what happens at the end of the story.

**Read pages 24-33.** This is the end of the story. The woodcutter came along and saved Grandmother and Little Red Riding Hood. Let's add that to our chart in the End column.

Sometimes fairy tales and folktales were told in order to teach children a lesson. Do you think there is a lesson this story is trying to teach us? Ponder for a minute what that lesson might be. Now turn and talk to your partner about what lesson you might take away from this story (if you make a bad choice, there might be consequences). Have students share their ideas with the class.

We can retell the story using the key words from the chart. The key details from the B-M-E chart help us remember what happened in each part of the story.

B beginning	M middle	E end
mother Little Red Riding Hood sick grandmother straight there wolf stopped for twigs	gobbled up Grandmother dressed up gobbled up Little Red Riding Hood	woodcutter killed the wolf



STEP 4

**INDEPENDENT PRACTICE**

Download the activity sheet from [pioneervalleybooks.com/st](http://pioneervalleybooks.com/st). Draw three pictures, one that shows the beginning, another that shows the middle, and one that shows the end of the story. Display the pictures on the wall.

STEP 1

**REVIEW THE BOOK**

Retell the story by using students' pictures from Day 1 and also the key words on the anchor chart. Discuss the lesson the author wants the reader to learn from this tale (*don't stop and talk to strangers, listen to your mother's directions*).

STEP 2

**GENERATE THE SENTENCE(S)**

Have students help you generate a sentence for the beginning, middle, and end of the story.

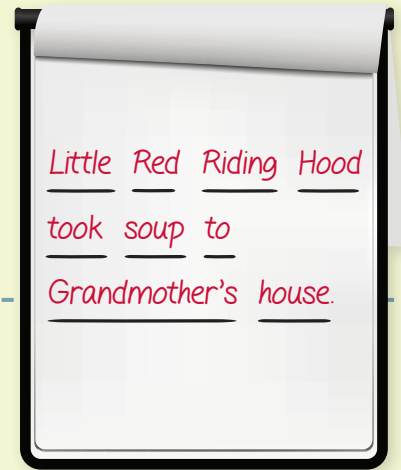
Generate one sentence at a time, and then interactively write the sentence. Repeat the steps with a sentence about the middle and end of the story.

Possible sentences:

Beginning: *Little Red Riding Hood took soup to Grandmother's house.*

Middle: *The wolf tricked them.*

End: *The woodcutter saved them.*



STEP 3

**INTERACTIVE WRITING**

*Let's write,* Little Red Riding Hood took soup to Grandmother's house. *Repeat that with me.* As students repeat the sentence, draw blank lines on a piece of chart paper to represent each word of the sentence.

Have students help write the dominant sounds in each word. Use the ABC Wall Poster to create the sound-letter link. Demonstrate proper letter formation on a dry-erase easel. Share the marker with students and have them help write any familiar sight words on the chart. As one student writes a letter on the chart paper, have other students practice letter formation by writing it on a small dry-erase board or in the air.

Reread the entire sentence. Display the chart paper next to the student pictures from Day 1.



STEP 4

**EXTEND AND CONNECT THE LEARNING**

Have students work with a partner using B-M-E to retell a story from their book box. After reading fiction stories during small-group reading instruction, use the B-M-E strategy during the discussion portion of the lesson.