

Written by Barbara Flores, Elena Castro, and Eddie Hernandez
Illustrated by Michael Ramirez

16 pages, 560 words

Genre: Fiction (Folktales)

Focus: Concepts of Print and Reading Strategies

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, relying on a wider variety of spelling patterns
- use a wide variety of high frequency words to support fluent reading
- read varied sentences fluently, with expression and stamina
- read and comprehend dialogue and internal monologue in various formats
- use text evidence to analyze characters' motivations and responses to events
- maintain comprehension over more text episodes
- use context to understand unfamiliar vocabulary
- determine author's message using evidence from the text

Supportive Text Features:

- some details supported by illustrations
- predictable narrative text structure
- most vocabulary is familiar, with some more varied word choices and literary language
- varied sentence lengths and formats
- story has a straightforward moral

High-frequency words:

- the, was, a, with, who, on, her, of, them, one, put, she, was, for, to, it, be, but, did, not, by, at, and, as, I, am, my, let, come, you

Phonics:

- review r-controlled vowels: ar, ir, er, or, ur

Common Core Standards:

- RF.2.3, RF.2.4
- RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.9, RL.2.10

ELL/ESL

La niña del poncho rojo

[See back page](#)

Guided Reading with

The Girl in the Red Cape

Guided Reading Level: M

DRA Level: 28

by Barbara Flores, Elena Castro, and Eddie Hernandez, illustrated by Michael Ramirez

Overview: This little girl was taking a basket of food to her grandparents. Read to find out what happened along the way.

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- What is a cape? What fairy tale do you know in which a girl wears a red cape? What happens in the story of *Red Riding Hood*?
- What do "obey" and "disobey" mean? Why would parents want their children to obey them? What might happen if a child doesn't obey his or her parents?

2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "*The Girl in the Red Cape*." Talk about the title and what it might mean.
- Ask children to use picture on the cover to predict where the story will take place.
- Show the back cover and read the copy. Ask children to predict what might happen to the girl when she takes food to her grandparents.
- Have children suggest some words they might read in the story.
- Give children the book and have them look at the pictures. Ask them to tell what happens in the story as they turn each page.

3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"



- Encourage children to look for chunks of words they know and to blend the sounds quickly.
- Suggest that children read on past an unfamiliar word in order to use the context of the story and sentence to unlock the meaning of the word. Encourage children to return to the word after completing the sentence or section.
- Tell children to think what they know about the subject or topic of this book. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains familiar words, including a variety of high frequency words.
- The story is written in third person narrative form. The story contains dialogue and the inner thoughts of both characters.
- Vocabulary words that may be unfamiliar to students include: hurried, shortcut, disobey, obey, admire, delicious, gobble, sprang, disguise, villager, escape, trust, scolded, clever, outsmarted.
- The story follows the basic structure of classic versions of *Red Riding Hood*, with some details changed.
- The amount of text on each page and placement of text vary throughout the book.
- The illustrations support and extend the text, but most of the meaning is contained in the text.
- There are several compound words, words with suffixes, and words with prefixes used throughout the text.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what happens when the little girl takes food to her grandparents.

2. Have children read the story silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: "What is the story about?" or "Tell me how the story begins." Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

3. Look for these reading behaviors during the first reading:

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?
- Are they drawing conclusions and making inferences?
- Do they use their knowledge about other versions of *Little Red Riding Hood* to help them understand this story?

4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children's facial expressions and use these signals to ask questions, such as: "What made you smile?" or "Where do you need some help?"



- Encourage children's attempts by making comments, such as: "I like how you are using a different strategy when the first one you tried didn't work."
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, "Did you think about chunking the word?"

5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Teach or review compound words.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the story grammar—characters, setting, problem, solution, and so on.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks, exclamation points, and commas as clues to reading with a particular kind of expression or inflection. Talk about the use of quotation marks to indicate dialogue.
- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas in the story.

After the First Reading

1. Have children confirm their predictions and talk about what happened when the girl took food to her grandparents.

2. Ask questions like:

- How was Marie supposed to get to her grandparents' house? How did she decide to travel there instead? Why?
- Why do you think Marie disobeyed her mother?
- Do you think Marie is old enough to travel alone? Why might Marie's mother not accompany her to her grandparents?
- Have you ever had a time when you went on an errand or chore by yourself? How did it make you feel? Why did your parent(s) decide you were ready?
- What was it like in the woods? What did Marie do?
- What did the wolf think when he saw Marie? What did he decide to do? Why? What did he say to Marie?
- What did Marie think when she met the wolf? What did she decide to do? What did the wolf think about her response?
- How did Marie's trick work on the wolf? What happened?
- How did Marie's grandparents react when she finally arrived? How do you think Marie felt?
- How would you describe Marie as a character? Why? What did she learn in this story? Do you think her experience will change her at all?
- How do you think Marie's mother will react when she finds out Marie took the shortcut?
- Which route do you think Marie will take home? Why? What do you think Marie will do next week when she needs to visit her grandparents again?



- Although the story is set long ago, why do you think the authors want to share this story with young people today? Do you think its lessons are still relevant to readers today? Why or why not?

Second Reading

1. Have children reread the book silently or to a partner.

2. This is a time for assessment. Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child's reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

Cross-Curricular Activities

Language: Have students revisit the book to hunt for words with r-controlled vowels. Sort them into a list of words with ar, er, ir, or, ur words (e.g., Marie, her, girl, forest, hurried). Review the sound of each spelling pattern. Brainstorm additional words for each group. Practice reading and writing some of the words in context.

Have small groups of students work together to turn the book into a short performance. Consider having students add thought bubbles and speech bubbles to some of the pages to create more speaking parts to act out. Talk about reading with expression and to reflect the meaning of the story (e.g., when one character tricks another.)

List the characters, setting, key details and ending for this story. Create a chart to compare these elements with those in the traditional version of *Red Riding Hood*. Then read other diverse versions of the story and add comparisons of those to your chart.

Make a three-column chart that lists decisions Marie made at different points of the story, what she was thinking/feeling, and what happened as a result of her decision.

Review some of the key vocabulary words from the book — words students are likely to see and use elsewhere (e.g., forgive, disobey, delicious, sprang, disguise, scolded, clever, outsmart). Have students develop brief skits to act out the meaning and use of each word.

Read other fairy tales with similar themes, such as *The Three Piglets* (<https://www.leeandlow.com/books/the-three-piglets>). Make connections and comparisons between texts.

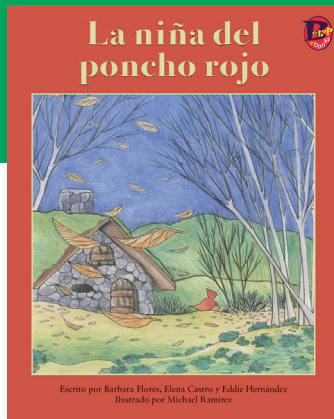
Brainstorm other lessons that are important for children to learn. Have students write their own stories that show what would happen if children don't listen to these lessons.

Writing: Have students write their own version of *Little Red Riding Hood* set today, not long ago.

Social Studies: Read other versions of *Little Red Riding Hood* and compare them to this version. If possible, learn about the origins of the story (how old is it? Which country is it from?). Have students discuss why they think this story is still shared with children today.

Science: Learn factual information about wolves by reading books or looking at online resources. Brainstorm questions related to the book and try to answer them, such as, "What do wolves actually eat?" or "Do wolves live in forests?"

Art: Have students create puppets and forest scenery using collage materials. Use the materials to retell the story.



Guided Reading with **La niña del poncho rojo**

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

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Adjective Support

Photocopy the pages from the book so that students can examine the different adjectives throughout (rojo, solita, peligro). With a colored marker, have students go through the photocopied pages and highlight different adjectives (i.e. rojo). Students can explain how these words describe the noun.

Verb Support

Using the same photocopied pages from the book, students can examine the different tenses that are presented in the text. Students can go on a verb tense scavenger hunt and use different colored highlighters to indicate which verbs are in the preterit (usó), which verbs are in the imperfect (estaba). Ask students to notice why the verbs are used in specific places, and how they change the meaning of the sentence.

For students engaging with both English and Spanish texts, have students note that there are several questions throughout the text. In Spanish, the question marks come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

Guided Reading Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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