

# Little Red Riding Hood



## The story

A little girl's grandma makes her a beautiful red coat with a red hood. The girl wears it all the time, and so people in the village call her 'Little Red Riding Hood.' One day, her mother gives her a chicken to take to Grandma, because Grandma is ill. 'Don't leave the path and go into the wood,' her mother says.

A wolf sees Little Red Riding Hood when she's walking in the wood, and he wants to eat her. They talk, because Little Red Riding Hood doesn't know that wolves are dangerous. He tells her to pick some flowers for her grandma, so she leaves the path and goes into the wood. While Little Red Riding Hood is picking flowers for Grandma, the wolf runs ahead to Grandma's cottage.

'Come in!' says Grandma, because she thinks the wolf is Little Red Riding Hood. When the wolf goes up to Grandma's room, Grandma runs into the cupboard, and the wolf locks the cupboard door. Then he puts on Grandma's pyjamas and gets into Grandma's bed.


When Little Red Riding Hood has a lot of flowers, she walks down the path to Grandma's house. But she's very surprised when she sees Grandma. Little Red Riding Hood can't see well in the dark room because the curtains are closed, but Grandma looks very different! Little Red Riding Hood asks Grandma why she's got a big nose, and the wolf says 'to smell the flowers.' She asks why Grandma has got big ears and big eyes too. Then, when she's opening the curtains, she asks about Grandma's big teeth. The wolf jumps out of bed and says that he can eat her with his big teeth!

Now Little Red Riding Hood can see that it isn't Grandma – it's a wolf! Little Red Riding Hood cries for help, but Grandma can't help her because she's locked in the cupboard. Luckily, a woodcutter hears Little Red Riding Hood and runs to the cottage. The wolf is going to eat Little Red Riding Hood, but the woodcutter arrives in time and cuts off the wolf's tail. After the wolf runs away, Little Red Riding Hood, Grandma and the woodcutter sit in the kitchen and eat the chicken. And Little Red Riding Hood says that she's not going to leave the path in the wood again.

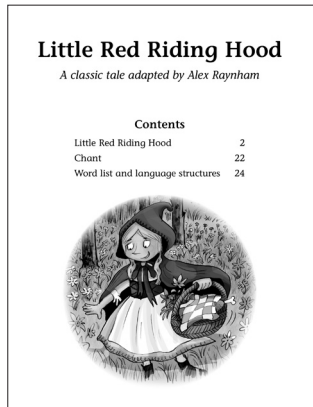
## Introducing the book

### The cover



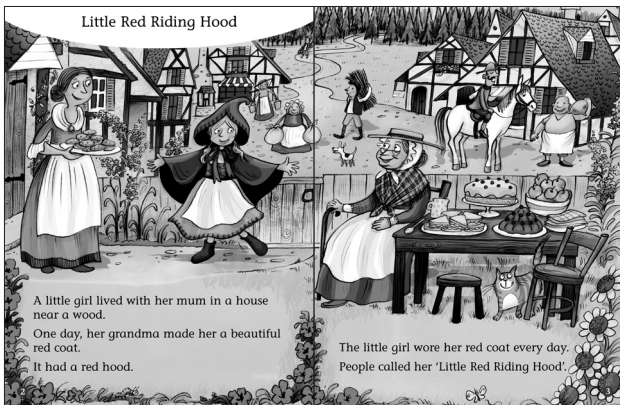
- Hold up the book and point to the cover. Read the title to the class. Read it again and encourage the children to repeat it after you.
  - Ask them to look at the picture and ask *Who is the girl? Where is she? What does she have in her hand? What animals can you see?*
  - Ask children *What do you think the story is about?*
- Explain that the story is a classic (famous) story, which has been told in different versions all over Europe since the 10th century, or earlier. Explain that the story was first written down in 1667 by the French writer Charles Perrault. Point to his name. Other famous stories by Charles Perrault include *Puss in Boots* (Explorers 2). Explain that the story has been retold by another writer. Point to his name.
  - Explain that the Contents list tells us what is in the book.
  - Ask *How many pages are there in the story?*
  - Point to the chant in the Contents list, and elicit that a chant is a kind of poem. Ask *Do you like chants?*
  -  You can play the audio download of the story at any time you choose. See <http://www.macmillanyounglearners.com/readers/macmillan-english-explorers>

### The title page and contents



- Ask the children to turn to the title page. Hold up your own book and point to the picture. Ask *Who is this?* Elicit the answer *Little Red Riding Hood* from the class. Ask *Where is she?* and elicit the answer *In the wood.*
- Point to the picture again. Ask *What is Little Red Riding Hood doing?*
- Look at the picture with the class and ask them to say what else they can see in the picture.

## Pages 2 to 3



### Active vocabulary

beautiful day every girl grandma house live/lived made near people wood wore

### Passive vocabulary

coat hood riding

## Before reading

- Pre-teach vocabulary, and practise new items.
- Look at pages 2–3. Ask children to find all the animals in the picture. (A dog, a horse, a cat and a butterfly). You may wish to teach these words at this point, but they do not occur in the story.
- Ask *Where is Little Red Riding Hood? Who are the people with Little Red Riding Hood? What are they doing? Are they happy?*
- Draw children's attention to the table and ask *What can you see on the table?*

## During reading

- Read pages 2–3 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 2–3 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.

## Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 Where did a little girl live?
- 2 Who lived with her?
- 3 What colour was her coat?
- 4 Who made it for her?

- Finally, ask the children to re-read sentences from the story aloud.

## After reading

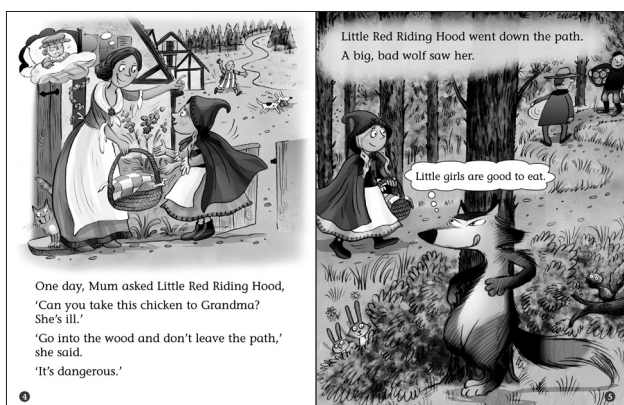
### Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Was the little girl happy with her coat?
- 2 Why did people call her 'Little Red Riding Hood'?

- Remind children that the red coat was a present, and the little girl loved it. Elicit favourite presents that children have. Do they have any favourite clothes?
- Point to the table and ask children *Is the food nice? What food do you like?*
- Without turning the page, encourage children to predict the next part of the story. Ask *What is Little Red Riding Hood going to do next?*

## Pages 4 to 5



### Active vocabulary

asked bad ill into leave path said saw take with wolf

### Passive vocabulary

chicken dangerous good to eat path

## Before reading

- Pre-teach vocabulary, and practise new items.
- Look at pages 4–5. Ask children to find the animals in the pictures, and write the words on the board: *cat, dog, rabbit, squirrel, wolf*.
- Ask *Which animal is important for the story?*
- Point at the small picture of Grandma on page 4. Ask *Who is she? Where is she?*
- Ask *What is mum giving to Little Red Riding Hood? Who is it for?*
- Look at page 5. Ask *Where does Little Red Riding Hood go? Who sees her? Can she see him?*

## During reading

- Read pages 4–5 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 4–5 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.

## Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 What does Little Red Riding Hood's mother give her?
  - 2 Who is ill?
  - 3 Where does Little Red Riding Hood go?
  - 4 Who sees her in the wood?
  - 5 What does he want to do?
- Finally, ask the children to re-read sentences from the story aloud.

## After reading

### Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why did Little Red Riding Hood go into the wood?
  - 2 Why mustn't little Red Riding Hood leave the path?
  - 3 What does the wolf think about little girls?
- Repeat the words *good to eat* and check that children understand what they mean. Ask children to think of things that are *good to eat*. You may wish to write children's favourite foods on the board.
  - Without turning the page, encourage children to predict the next part of the story. Ask *What is the wolf going to do? What is Little Red Riding Hood going to do?*

## Pages 6 to 7



### Active vocabulary

asked basket better but that

## Before reading

- Pre-teach vocabulary, and practise new items.
- Look at pages 6–7 and ask questions to remind children of the story so far. Ask *Where is Little Red Riding Hood going?*
- Look at pages 6–7 again. Ask *Where is Little Red Riding Hood now? Who is looking at her?*
- Encourage children to make predictions about the story before they read.

## During reading

- Read pages 6–7 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 6–7 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.

## Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 Who does Little Red Riding Hood talk to?
  - 2 What is in her basket?
  - 3 Where does grandma live?
  - 4 What does the wolf like more – chickens or little girls?
- Finally, ask the children to re-read sentences from the story aloud.

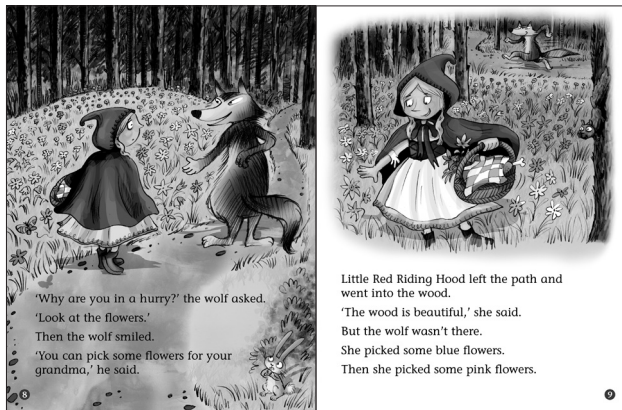
## After reading

### Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why does the wolf talk to Little Red Riding Hood?
  - 2 What does he ask her?
  - 3 Does she know that wolves are dangerous?
  - 4 What does he want to do?
- Repeat the line *Chickens are good to eat. But little girls are better!* Ask children to pretend to be the wolf and say the line together. Mime rubbing your tummy, and encourage children to rub their tummies as they say the lines.
  - Without turning the page, encourage children to predict the next part of the story. Ask *What do you think the wolf is going to do?*

## Pages 8 to 9



### Active vocabulary

flowers in a hurry into left look at pick smiled why

## Before reading

- Pre-teach vocabulary, and practise new items.
- Look at page 8. Ask *What is happening? What can you see in the picture?*
- Look at page 9. Ask *Where is Little Red Riding Hood? Is she on the path? What is she doing?*
- Look at page 9 again. Ask *Where is the wolf? Where is he going?*

## During reading

- Read pages 8–9 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 8–9 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.

## Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 What does the wolf ask Little Red Riding Hood?
  - 2 What can she take to Grandma?
  - 3 Where does Little Red Riding Hood go?
  - 4 What colour flowers does she see?
- Finally, ask the children to re-read sentences from the story aloud.

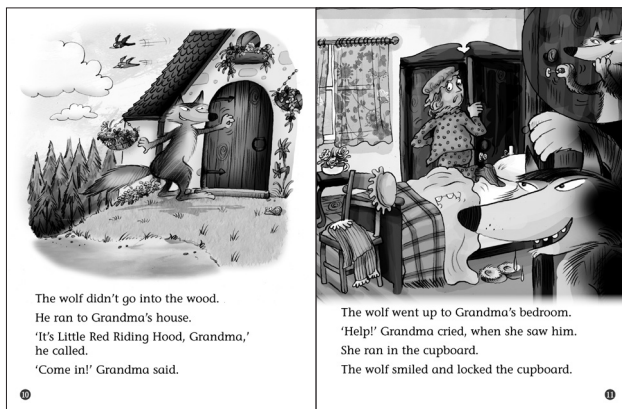
## After reading

### Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why does the wolf smile when he talks to Little Red Riding Hood?
  - 2 Why does Little Red Riding Hood leave the path?
  - 3 What does she think about the wood?
  - 4 Why doesn't the wolf leave the path?
- Repeat the phrase *in a hurry*. Ask why Little Red Riding Hood was *in a hurry*. Then ask the children to think of times when they are in a hurry. (For example, are they in a hurry to get ready for school in the morning? Are they in a hurry to get to the school canteen at lunchtime?)
  - Without turning the page, encourage children to predict the next part of the story. Ask *Is Little Red Riding Hood going to find the path again? Where is the wolf?*

## Pages 10 to 11



### Active vocabulary

bedroom come in! cried Help! ran

### Passive vocabulary

cupboard locked

## Before reading

- Pre-teach vocabulary, and practise new items.
- Look at page 10. Ask *Where is the wolf? What is he going to do?*
- Look at page 11. Ask *Who can you see in the picture? Where are they?*
- Look at page 11 again and elicit what Grandma is wearing. Ask *Does Grandma like wolves? Does she know they are dangerous?*

## During reading

- Read pages 10–11 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 10–11 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.

## Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 Where does the wolf go?
  - 2 What does Grandma say when she sees him?
  - 3 Where does she go?
  - 4 What does the wolf do?
- Finally, ask the children to re-read sentences from the story aloud.

## After reading

### Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why did grandma say 'Come in!' when the wolf came?
  - 2 Why did the wolf go up to grandma's bedroom?
  - 3 Why did Grandma go into the cupboard?
  - 4 Why did the wolf lock the door?
- Write the words *It's Little Red Riding Hood, Grandma* on the board and elicit Grandma's reply – *Come in!* Get children to practise calling out their names and answering each other around the class. For example:
    - 'It's Mehmet, Hussein.'
    - 'Come in, Mehmet!'

If you wish, students can stand up and mime this action, knocking on the classroom door.

- Without turning the page, encourage children to predict the next part of the story. Ask *Is the wolf going to eat Grandma?*

## Pages 12 to 13



### Active vocabulary

back bed got into take

## Before reading

- Pre-teach vocabulary, and practise new items.
- Look at page 12. Ask *Where is the wolf? What is he wearing? Where is Grandma? What is she doing?*
- Look at page 13. Ask *Is it early or late? What is Little Red Riding Hood doing?*

## During reading

- Read pages 12–13 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 12–13 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.

## Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 Who does the wolf want to eat – Grandma or Little Red Riding Hood?
  - 2 What does the wolf do?
  - 3 What does Little Red Riding Hood have in the basket?
  - 4 Where is little Red Riding Hood going?
- Finally, ask the children to re-read sentences from the story aloud.

## After reading

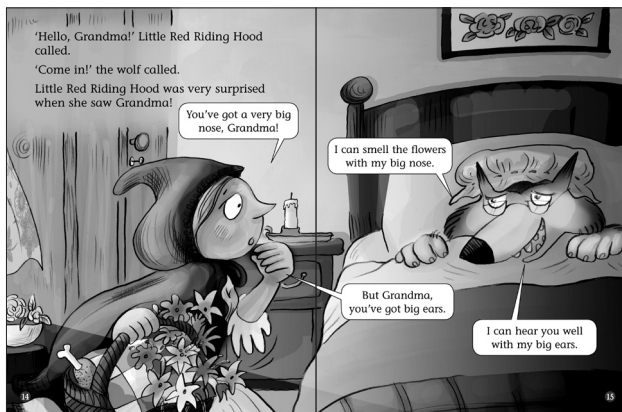
### Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why does the wolf put on Grandma's clothes?
  - 2 What is Grandma doing?
  - 3 Why does Little Red Riding Hood go back to the path?
- Write the words *got into* and *went down* on the board. Ask children to think of two things you can get into and two things you can go down.
  - Write the word *now* on the board, pronouncing the vowel sound carefully until students can repeat it with you. Then ask children to find two more words on page 13 that have the same sound: *flowers* and *house*.
  - Without turning the page, encourage children to predict the next part of the story. Ask *Who is going to come? Is she going to hear Grandma? What is the wolf going to do?*



## Pages 14 to 15



### Active vocabulary

ears have got hear hello nose smell well

### Passive vocabulary

surprised

## Before reading

- Pre-teach vocabulary, and practise new items.
- Look at pages 14–15. Ask children what Little Red Riding Hood has in the basket, and ask them to find other places where they can see flowers in the room.
- Look at pages 14–15 again. Ask *Where is Little Red Riding Hood? Who is she talking to? Does she know it's the wolf?*

## During reading

- Read pages 14–15 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 14–15 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.

## Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 What does the wolf say when Little Red Riding Hood comes to Grandma's house?
  - 2 Why is Little Red Riding Hood surprised when she sees Grandma?
  - 3 What can the wolf do with a big nose?
  - 4 What can the wolf do with big ears?
- Finally, ask the children to re-read sentences from the story aloud.

## After reading

### Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why can't Little Red Riding Hood see who is in the bed?
  - 2 How is the wolf different to Grandma?
- Write the words *I can smell the flowers* on the board. Ask children to think of things that smell nice.
  - Write the words *I hear you well* on the board. Make sure students understand what *well* means. Ask children to think of things that they can do well. Then ask children to find a word that rhymes with *well* on page 15. (smell)
  - Without turning the page, encourage children to predict the next part of the story. Elicit other ways that the wolf is different to Grandma. Then ask *What is Little Red Riding Hood going to ask next?*

## Pages 16 to 17



### Active vocabulary

eat eyes teeth

### Passive vocabulary

jumped out of

## Before reading

- Pre-teach vocabulary, and practise new items.
- Look at page 16. To remind children of the story, ask *Where are they? Why is the wolf in bed? Where is Grandma?*
- Look at page 16 again. Ask *Can Little Red Riding Hood see the wolf well? What is she going to do?*
- Look at page 17. Ask *What is the wolf doing? Is Little Red Riding Hood surprised?*

## During reading

- Read pages 16–17 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 16–17 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.

## Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 What can the wolf do with big eyes?
  - 2 What can the wolf do with big teeth?
  - 3 What does the wolf do when Little Red Riding Hood asks about his teeth?
- Finally, ask the children to re-read sentences from the story aloud.

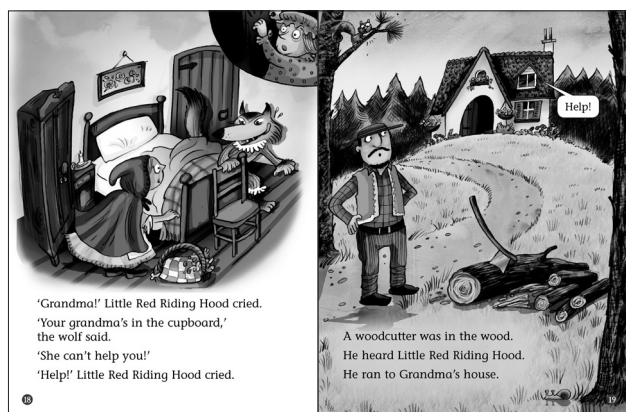
## After reading

### Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why didn't Little Red Riding Hood know it was the wolf?
  - 2 Why didn't Grandma tell her?
  - 3 Why did the wolf jump out of bed?
- Divide the class into A and B students. Ask one group to take the part of Little Red Riding Hood, and the other group to take the part of the wolf. Now ask the children to read out their lines from pages 14, 15, 16 and 17. When the wolf jumps out of bed, the group that is reading the wolf's part should stand up. The other students should look very frightened.
  - Without turning the page, encourage children to predict the next part of the story. Ask *Is the wolf going to eat Little Red Riding Hood? Is she going to run away? Is Grandma going to help her?*

## Pages 18 to 19



### Active vocabulary

heard woodcutter

## Before reading

- Pre-teach vocabulary, and practise new items.
- Look at page 18. Ask *What does the wolf want to do? Where is Grandma? What is she doing?*
- Look at page 19. Ask *Where is the man? What is he doing? Can he hear Little Red Riding Hood?*

## During reading

- Read pages 18–19 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 18–19 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.

## Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 Who does Little Red Riding Hood call for?
  - 2 What does the wolf say?
  - 3 Who is working in the wood?
  - 4 Who does he hear?
  - 5 What does he do?
- Finally, ask the children to re-read sentences from the story aloud.

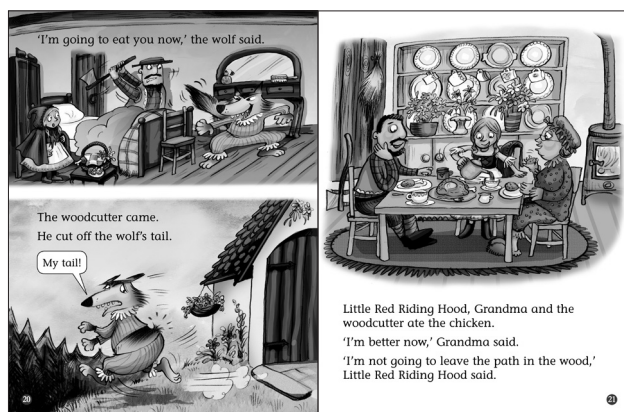
## After reading

### Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why can't Grandma help Little Red Riding Hood?
  - 2 Why does the woodcutter stop working?
  - 3 What does he want to do?
- Write the words *She can't help you* on the board and elicit what *can't* means. Then ask children to think of three things each that they can and can't do.
  - Write the words *woodcutter* and *cupboard* on the board and ask the children to find two smaller words in each of the words on the board: (*wood, cut, cup, board*).
  - Play a game. How many words can the children make from the letters in the words *woodcutter* and *cupboard* (for example *doctor, boat, put, ten*).
  - Without turning the page, encourage children to predict the next part of the story. Ask *What is the woodcutter going to do? Is the wolf going to eat the woodcutter?*

## Pages 20 to 21



### Active vocabulary

ate

### Passive vocabulary

cut off tail

## Before reading

- Pre-teach vocabulary, and practise new items.
- Look at the first picture on page 20. Ask *Where are they? Can the wolf see the woodcutter? What is the woodcutter going to do?*
- Look at the second picture on page 20. Ask *What is the wolf doing? What is different about the wolf?*
- Look at page 21. Ask *Who can you see? Where are they? What are they doing? What can you see on the table?*

## During reading

- Read pages 20–21 (or play the audio). Do not stop to explain or ask questions. Ensure that the children are following in their books.
- Read pages 20–21 again, and encourage the children to read along with you. Repeat if necessary.
- Read again, a sentence at a time. Explain any difficulties. Encourage the children to use the pictures to help with understanding.

## Stage 1 comprehension

Ask questions orally, or set them as a written activity.

- 1 Who helped Little Red Riding Hood?
- 2 What happened to the wolf?
- 3 What did the wolf do then?

4 What did Little Red Riding Hood, Grandma and the Woodcutter do later?

- Finally, ask the children to read sentences from the story aloud.

## After reading


### Stage 2 comprehension

Ask questions orally, or set them as a written activity. Encourage the children to give reasons for their suggestions.

- 1 Why did the wolf leave the house?
- 2 Who found Grandma?
- 3 Is Grandma ill now?
- 4 What isn't Little Red Riding Hood going to do again?
  - Write the words *and*, *ate* and *path* on the board. Repeat them aloud and ask the children to say them. Make sure that the children understand the difference in pronunciation of the letter 'a'.
  - Encourage children to think about what might happen after the story ends? Ask *Where does the wolf go? Does little Red Riding Hood leave the path again? Does she see the wolf?*

## Pages 22 and 23

Little Red Riding Hood



Little Red Riding Hood, please be good.  
Don't pick the flowers.  
Don't go into the wood.

The wolf has got a big nose.  
A big nose to smell you with.

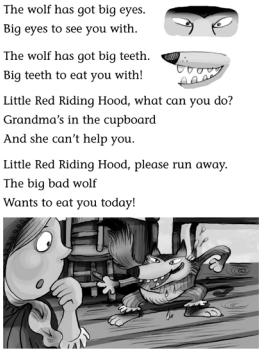
The wolf has got big ears.  
Big ears to hear you with.

The wolf has got big eyes.  
Big eyes to see you with.

The wolf has got big teeth.  
Big teeth to eat you with!

Little Red Riding Hood, what can you do?  
Grandma's in the cupboard  
And she can't help you.

Little Red Riding Hood, please run away.  
The big bad wolf  
Wants to eat you today!



### Active vocabulary

has got please run away today to ... you

## Before reading

- Pre-teach vocabulary, and practise new items.
- Look at the first picture. Ask *Where are Little Red Riding Hood and the wolf?*
- Look at the pictures of parts of the wolf's body. Elicit the names. You may wish to ask children to point to their own nose, ears, eyes and teeth.
- Look at the last picture. Ask *Where are they? What is the wolf going to do?*

## During reading

- Read the poem (or play the audio). Ensure that the children are following in their books.
- Read the poem again – this time the children should read along with you.
- Read again. Get individual students or groups of students to read each verse.
- You might like to ask children to agree on a mime for each line of the poem. For example, children can mime picking flowers, going into the wood, and each of the body parts. Read the poem again, with children miming the actions.

## After reading

- Ask questions to check understanding.
- Write these lines on the board, with some of the words underlined:  
The wolf has got a big nose. A big nose to smell you with.
- Ask children to substitute the underlined words for the other body parts and verbs in the poem. For example:  
*The wolf has got big eyes. Big eyes to see you with.*
- Ask children to give (and explain) their opinion of the poem.
- Show children that the poem is divided into verses, and ask them to match the words that rhyme.

### After reading the book

The questions in the activities below are intended for oral use in class, but you may ask children for written responses to some questions if you feel it is appropriate.

#### Response to the story

- Ask *Did you like the story? Why? Why not? Did you think it was interesting or boring? Which part of the story did you like best? What did you think of the ending?*

#### Characters

- Ask the children about the story characters. Ask *Who was your favourite character? Did you like (Grandma)? Why? Why not?*
- Don't be surprised if some children's favourite character was the wolf. Ask them why they like their character.

#### Plot

- Encourage the children to retell the basic story in their own words. They can use the pictures as a framework for doing this.
- Show the children illustrations from different pages of the story. Ask them to try and remember what happened in that part of the story, or what was said in that part of the dialogue.

#### Settings

- Go through the book with the class and ask them to identify each of the story settings.
- Ask children when they think the story happened. Was it in our time, or in the past?

#### Moral issues and themes

Use these themes as a basis for a class discussion:

- Difference. Ask *How is the wolf different to Grandma?* Ask questions to encourage children to think about both their appearance and their character.
- Listening to parents. Ask *What did Mum say to Little Red Riding Hood before she left home? Did she listen?* Ask *Why did Mum say 'Don't leave the path?'* Elicit reasons why it's important to listen to parents.

#### Vocabulary

- Pick out words from the active vocabulary list for every two pages of the book. Ask the children if they can remember the meanings. Ask the children to show their understanding of the vocabulary by answering a *yes/no* question, using the words in a short sentence, miming the word, or pointing to a picture of the word in the story.
- You may wish to find pictures on the internet to illustrate some of the nouns in the story, such as *wolf, chicken, coat, and wood*. Make flash cards from these words or project pictures of the words onto a screen. Ask children to tell you what the words are. You may wish to alternately say the correct word or an incorrect word when you show the picture, so that children can say 'yes' or 'no' and correct the incorrect words.

#### Follow-up ideas

##### Animals in the story

- Ask children to find all the animals in the pictures in the story. Write a list on the board. Practise the words until children can remember the names of all the animals.
- Ask children to mime one of the animals on the board, (including the sound, if the animal makes a well-known sound). Ask the rest of the class to guess what the animal is.

##### Who says what?

- Write lines from the story on the board, such as *Why are you in a hurry? Can you take this chicken to Grandma?* and *The wood is beautiful*. Ask children to guess who said the lines.
- Now ask the children to make up sentences that each character could say in the story, but didn't. For example, Grandma could say *I made a red coat, I live in a yellow house* or *I'm not very well today*.
- Ask children to read out their lines, then write them on the board. Discuss who could say each line.