

The Wolf's Story: What Really Happened to Little Red Riding Hood

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illustrated by Izhar Cohen

Essential Question: How does someone's perspective affect how a story is told?

BOOK SNAPSHOT

Selected from Florida's ELA B.E.S.T. Standards Sample Text List

Text Type: Literary

Genre: Fiction, Picture Book

Themes: Two Sides to Every Story

Lexile: AD520L

Texts labeled as AD, or "Adult Directed," are better suited for a read aloud by an adult rather than being read independently by a child due to the complexity of the text.



SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

Word Work

ELA.4.F.1.3 (a): Apply knowledge of syllable types to encode multisyllabic words.

Vocabulary

ELA.4.V.1.1: Use grade-level academic vocabulary. (Tier 2)

Comprehension

ELA.4.R.1.3: Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective.

Student Learning Target

Today I am: identifying the narrator's point of view and a character's perspective.

So that I can: explain how they are different.

BUILDING BACKGROUND

Display the front cover, and introduce *The Wolf's Story: What Really Happened to Little Red Riding Hood*.

- Use the following prompts to discuss "Little Red Riding Hood":
 - "Little Red Riding Hood" is a **fairy tale** about a young girl who wears a red cape. While visiting her sick grandmother, she encounters a wolf.
 - » A **fairy tale** is a children's story that typically includes magic or unlikely events. These stories are often retold orally, which leads to many different versions.
 - In many retellings, a sneaky wolf tricks Little Red Riding Hood and her grandmother, attempting to eat them.
- Read the back cover and ask students:
 - Who do you trust more—Little Red Riding Hood or the wolf? Why?

As you read, refer back to this discussion to see if the students' opinions change.

WORD WORK – ENCODE MULTISYLLABIC WORDS

ELA.4.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

- a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.

Students will use their knowledge of letter-sound correspondence and syllable types to encode multisyllabic words.

- **Letter-sound correspondence** is knowing that letters correspond to a specific sound or set of specific sounds. For example:
 - The letter *m* always represents the sound /m/.
 - Consonant digraphs are two letters that make one sound. The letters *s-h* always represent the sound /sh/.

Use the following steps to guide students in encoding multisyllabic words:

- Review syllable types.

| | |
|--|---|
| 1. Say the word, and ask students to repeat it. | deliver |
| 2. Clap out the syllables in the word. | de / liv / er |
| 3. Use knowledge of letter-sound correspondence to encode each syllable. | <ul style="list-style-type: none"> • Example: de = /dē/ <ul style="list-style-type: none"> ◦ The letter <i>d</i> makes the sound /d/. ◦ The vowel <i>e</i> makes the sound /ē/. |
| 4. Use knowledge of syllable types to check spelling. | <ul style="list-style-type: none"> • /dē/: This is an open syllable. It ends with a vowel and has a long-vowel sound. • /līv/: This is a closed syllable. It ends with one or more consonants, and the vowel has a short-vowel sound. • /er/: This is an <i>r</i>-controlled syllable and makes a single sound. |
| 5. Write the whole word, and read it. | deliver |

Continue encoding multisyllabic words from the book:

| | | |
|-------------------------------|------------------------------------|---------------------------------|
| be - gin - ning (p. 2) | in - for - ma - tion (p. 4) | pre - tend - ing (p. 13) |
|-------------------------------|------------------------------------|---------------------------------|

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It's important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



certain (p. 2): When someone is **certain** about something, they are sure it is true. Not everyone is **certain** about liking a wolf.



altered (p. 3): **Altering** describes changing something. The wolf **altered** Grandma's clothes when he sewed on the buttons.



versatile (p. 3): **Versatile** describes something or someone that has many different skills or purposes. The odd jobs the wolf did for Grandma, such as tidying the garden and sewing buttons, proved him to be **versatile**.



panicked (p. 11): If someone **panics**, they become so afraid or nervous that they act without thinking carefully. After knocking out Grandma, the wolf **panicked** and pretended to be her until she was better.

ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Vocabulary Extension Activity

ELA.4.V.1.2: Morphology

Explain the prefix *un-* and its meaning (*not*). Discuss how adding *un-* to **certain** and **altered** changes their meaning.

- Example: **certain**
 - *uncertain*: By adding the prefix *un-* to *certain*, the word becomes an antonym of **certain**.

READ FOR MEANING – NARRATOR'S POINT OF VIEW AND CHARACTER'S PERSPECTIVE

ELA.4.R.1.3: Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.

- **Clarification 1:** The term *perspective* means "a particular attitude toward or way of regarding something." The term *point of view* is used when referring to the person of the narrator. This is to prevent confusion and conflation.

ELA.4.C.1.3: Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.



BEFORE:

Students will identify the narrator's point of view and explain the difference between the narrator's point of view and a character's perspective.

- The **narrator** is the speaker telling the story.*
- **Point of view** refers to the type of narration used (as in first-, second-, or third-person narration); it is a way of looking at or thinking about something.*
- **Perspective** refers to a character's particular attitude toward or way of regarding something.*

Try This!

Refer to the Building Background section on the front page of this guide to enhance students' understanding of the story.

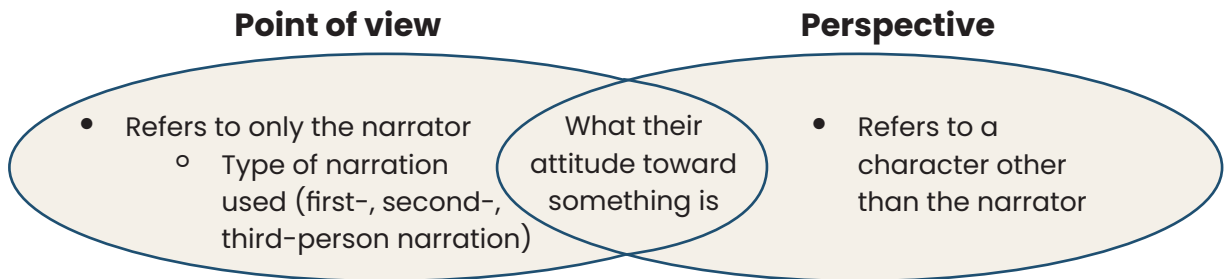
*Language is pulled from Florida's ELA B.E.S.T. Standards.

READ FOR MEANING – NARRATOR’S POINT OF VIEW AND CHARACTER’S PERSPECTIVE



Recreate the Venn diagram on the board. Use the information from the Venn diagram and the following prompts to discuss the relationship between point of view and perspective.

- Point of view:
 - Focuses only on the narrator
 - Uses first-, second-, or third-person narration
 - Reveals the narrator’s attitude toward something
- Perspective:
 - Focuses on a character other than the narrator
 - Reveals a character’s attitude toward something
- Both point of view and perspective convey attitudes, but point of view specifically refers to the narrator.



DURING:

Recreate the graphic organizer below on the board or chart paper, or use the printable located on the last page of this guide. Complete the graphic organizer to identify the wolf’s point of view toward himself and Little Red Riding Hood’s perspective toward the wolf.

| Wolf | | Little Red Riding Hood | |
|---|---|----------------------------------|---|
| The Wolf’s Thoughts, Feelings, and Actions | What is the wolf’s point of view toward himself? | Little Red Riding Hood’s Actions | What is Little Red Riding Hood’s perspective toward the wolf? |
| <ul style="list-style-type: none"> • Says, “Look at me. Would I LIE to you?” • Thinks he did <i>nothing</i> wrong • Alters Grandma’s clothes | <ul style="list-style-type: none"> • trustworthy • completely innocent • helpful | | |

Model (I do): Read pages 1–6.

Think aloud to identify the narrator and his thoughts, feelings, and actions. Then, use the information to identify his point of view and record answers on the graphic organizer.

- Say:
 - “I notice the word *I* in the text. This shows the type of narration used is first-person.”
 - “A first-person point of view allows readers to gain insight into the narrator’s thoughts and feelings.”
 - “The narrator is the wolf. The wolf says, ‘Look at me. Would I LIE to you?’ and claims he did *nothing* wrong. This shows the wolf’s point of view toward himself is that he looks *trustworthy* and is *completely innocent*.”
 - “The wolf even **alters** Grandma’s clothes by sewing on buttons, which shows he believes he is being *helpful*.”



Think aloud to identify Little Red Riding Hood’s actions. Then, use the information to identify her perspective toward the wolf, and record answers on the graphic organizer.

- Little Red Riding Hood’s actions include:
 - Never speaks to the wolf
 - Acts nervous around the wolf

Guided Practice (We do): Read pages 7–18. Use the following prompts to guide students in identifying the wolf’s point of view toward himself and Little Red Riding Hood’s perspective toward the wolf:

- What are the wolf’s thoughts, feelings, and/or actions?
 - What is the wolf’s point of view toward himself?
- What are Little Red Riding Hood’s actions?
 - What is Little Red Riding Hood’s perspective toward the wolf?
- Which point of view or perspective do you agree with? Why?

Quick Tip

Explain to students that readers do not gain insight into Little Red Riding Hood’s thoughts or feelings because the story is told from the wolf’s point of view, not hers.

Independent Practice (You do): Ask students to recreate the graphic organizer in their notebooks, or use the graphic organizer located on the last page of this guide. Students will independently read pages 19–24, identify the wolf’s point of view toward himself, and identify Little Red Riding Hood’s perspective toward the wolf.



AFTER:

Use the graphic organizer and the following prompts to discuss the essential question:

How does perspective affect how a story is told?

- The wolf’s point of view toward himself is that he is innocent and has been wrongly treated. How is Little Red Riding Hood’s perspective toward the wolf different?
- If Little Red Riding Hood tells the story from her point of view, how might it change?
 - Do you think Little Red Riding Hood would view the wolf as *trustworthy*, *innocent*, or *helpful*? Why or why not?
 - How does perspective affect how a story is told?

Students will write a response to the following prompt: *Do you think the wolf is innocent or guilty? Why?*

- Each student’s response should include the following:
 - a statement of their claim,
 - two reasons, using evidence from the text, to support their claim,
 - elaboration on how their reasons support their claim, and
 - a restatement of their claim.



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Name: _____

Date: _____

NARRATOR'S POINT OF VIEW AND CHARACTER'S PERSPECTIVE

| Wolf | | Little Red Riding Hood | |
|--|--|----------------------------------|---|
| The Wolf's Thoughts, Feelings, and Actions | What is the wolf's point of view toward himself? | Little Red Riding Hood's Actions | What is Little Red Riding Hood's perspective toward the wolf? |
| | | | |