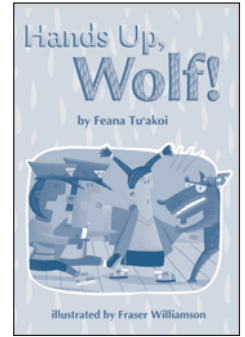


Hands Up, Wolf!

by Feana Tu'akoi

illustrated by Fraser Williamson



Book Summary

This story is a contemporary version of *Little Red Riding Hood*. It also contains references to *Goldilocks and the Three Bears*.

Features of the Book

- Based on *Little Red Riding Hood*
- Colloquial language – *break-in; cheer her up; cops; Hands up; Here we go again; So long; sarge; take a look*
- Humor
- Specialized vocabulary – *All Points Bulletin, arrest, crook, custody, sergeant, suspect*
- Stage directions

Word Study Opportunities

- Compound words – *Downtown, Honeybee, onstage, offstage, woodshed*
- Contractions – *I'll, can't, she's, ma'am, you've*
- Multisyllabic words – *bulletin, custody, dangerous, officers*
- Silent letters – *know, climbs*

Purpose

Hands Up, Wolf! can be used to introduce and reinforce the following standards-related skills:

S comparing and contrasting different versions of the same story;

S identifying the features of different genres;

S reading aloud with expression;

PhS recognizing silent letters;

S using alternative endings for a story.

The Guided Reading Lesson

S Comparing and contrasting different versions of the same story

S Identifying the features of different genres

S Reading aloud with expression

Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Post-it notes
- A copy of *Little Red Riding Hood* and *Goldilocks and the Three Bears*
- Optional: the blackline master, markers, and a pencil for each child
- Optional: props for staging the play

Introducing the text

Ask the children if they are familiar with *Little Red Riding Hood*. If not, read the original version of the story to them. Record the names of the characters and a summary of the main events on chart paper.

Read the title, the names of the author and illustrator, and the blurb on the back cover together.

– *How do you know that this is a modern version of Little Red Riding Hood?*

– *What do you know about plays?*

Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Read the list of scenes on page 2. List the characters that are mentioned on page 3. Compare this list with the one that you wrote earlier. Discuss the ideas presented on pages 4 and 5.

Identify the features of a play on page 6 (scene, stage directions, characters' names, direct speech, punctuation to encourage reading with expression).

- *How is direct speech shown in a story?*
- *How is it shown in a play?*

Using appropriate expression, read aloud the direct speech on page 6.

Ask the children to read the first scene silently, then refer to the summary of the original story on the chart.

- *What is the same between the two stories? What is different?*

Ask the children to read aloud the direct speech on page 10 to a partner. Encourage them to use an expressive voice.

- *What kind of voices did you use for Mom and Red?*
- *What do the stage directions at the end of the scene tell you to do?*

Read the title of the scene on page 11 together.

- *What do you think will happen next?*

Ask the children to read scene 2 silently.

- *What happens in scene two?*

Discuss the meanings of difficult or unfamiliar words and phrases, then talk about strategies that can be used to read and understand them.

- *Are these kinds of words used in the original story? Why?*

Ask the children to read a piece of direct speech from scene 2 aloud to a partner, using appropriate expression.

Day Two

- *Do you think the play will end in the same way as the original story? Why?*

Ask the children to read pages 20 to 29 silently. Briefly summarize what has happened so far and compare it with the original story. Clarify the meaning of any difficult words (APB, arrest).

- *How do you think the play will end?*

Ask the children to read to the end of the play silently.

- *What do you think of the ending?*
- *Did you like this version of the story? Why?*

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Recognizing silent letters

Write the words “know” and “climb” on chart paper. Ask the children to identify and circle the silent letters.

- *What other words do you know that have a silent “k” or “b”?*

List the words on the chart. Use a dictionary to find more words with a silent “k.” Display the lists in the classroom and add to them over time.

S Reading aloud with expression

Ask the children to choose a piece of direct speech from the play to read aloud to the group, paying particular attention to volume and the use of expression. Allow the children time to practice before they present their piece to the group. The children could perform the whole play to an audience.

S Using alternative endings for a story

Ask the children to discuss the way the play ends. Discuss what might happen if another scene was added.

B The children can complete the blackline master on page 82.