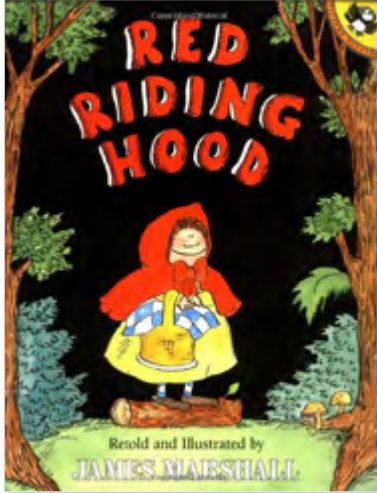# Kindergarten: Domain 3
Red Riding Hood

Retold and Illustrated by James Marshall

(L)

●●● QT: **520L**

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: **2**

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: **2**

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the program.

Summary: This retelling of the classic story "Little Red Riding Hood" serves as an exemplar of a fictional tale and its elements, including characters, plot, and setting. The story uses a wide range of Tier 2 vocabulary words, such as *furious* and *charming*, creating opportunities to build vocabulary and language awareness.

Essential Question

What are the elements of a story?

Create a Character, Setting, and Plot Map (a three-circle chart) on chart paper or on the board to help students organize information about *Red Riding Hood*. Add students' responses to the chart during a guided discussion about the story elements. Reread parts of the story as needed to help prompt students.

Character	Setting	Plot
◯	◯	◯
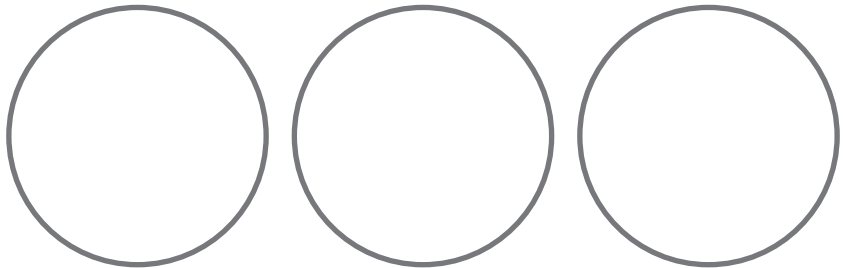
Vocabulary Routine

Tier 2 Vocabulary Words

suddenly
gobbled
chat
lurking
distressed
furious
charming

Performance Task

Have students draw three pictures that show the beginning, middle, and end of the story.

Students should be able to

- identify events that happen at the beginning, middle, and end of the story.
- identify characters involved in the events.

Writing Prompt

Have students use the following sentence starters to write about the story elements in the book. Students may illustrate their sentences.

- The main character of the story is _____.
- The setting at the end of the story is _____.
- My favorite part of the story is _____.