

Vocabulary Themes “Little Red Riding Hood”

ACTIVE VOCABULARY AND STRUCTURES (production):

Family Members: father, mother, brother, sister, grandmother (Granny)

Food Items: these are elicited from the students

Directions: turn left, turn right, go straight

Adjectives: big, little, bad, good

Body Parts: eyes, nose, mouth, ears

Illnesses: headache, stomach-ache, backache, toothache

Senses (Functions): to see you; to smell you; to hear you; to eat you

Activities: singing, dancing, cleaning, shopping, working

STRUCTURES AND VOCABULARY THAT WE PRESENT FOR RECOGNITION:

Instructions: how to make a hamburger: verbs (cut, slice, chop, put... etc.),
food items (meat, tomato, cheese, lettuce, onion)

Questions: **Where** are you going? **Why** a hamburger? **Who** is it? **Am** I bad? **Is**
she good?

Miscellaneous:

“Once upon a time...”
forest, Riding Hood, trees, wolf, woodcutter
straw, wood, bricks

SYNOPSIS:

PART ONE:

We tell the traditional story of Red Riding Hood and the kids act out the story.
Your kids become the main characters, the forest, the house... etc.

PART TWO:

Afterwards we tell the true story of Red Riding Hood, in which we act out the
story. This time the wolf is a good wolf and Red Riding Hood is a tough wolf-
catcher.

PART THREE:

Red Riding Hood retaliates by reminding everyone what the wolf did to the three
little pigs. This time we act with the kids: they are the pigs and we build the
houses with them as well.