



**C.R.A.E.R. Centro de Recursos y Asesoramiento
a la Escuela Rural de Sigüenza
(Guadalajara)**

**Curso: *La lectura en el aula (Infantil, Primaria
y Secundaria)* Mayo'2006**

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Etapa: Educación Primaria
Ciclo: Primero
Área: Inglés
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Little red riding hood (Caperucita Roja)

INTRODUCCIÓN

El tema que he seleccionado ha sido el cuento de **caperucita roja**, todos los niños trajeron su cuento favorito y la profesora también trajo a la clase el suyo. Mi cuento favorito es caperucita roja por eso lo adapte a su nivel y lo traduje a la lengua inglesa para que ellos lo pudieran aprender, memorizar e incluso representar en el idioma extranjero.

Los cuentos sobre todo en el primer ciclo de educación primaria son una herramienta fundamental porque los niños adoran los cuentos incluso más cuando un cuento se trabaja al mismo tiempo que ellos lo están aprendiendo.

Todos los alumnos de mi clase ya conocían este cuento en su lengua materna por eso ha sido mucho más fácil su comprensión, así han podido ir asimilando conceptos y vocabulario en inglés.

Con este cuento, ellos van a ser capaces de recordar las partes del cuerpo, aprender vocabulario relacionado con adjetivos, animales.

OBJETIVOS

- Aprender el vocabulario relacionado con animales, comida y adjetivos.
- Desarrollar la capacidad de escucha en clase.
- Desarrollar la capacidad de conversación.
- Aprender e interiorizar el verbo "Gustar".
- Representar el cuento.

CONTENIDOS

Conceptuales:

- o Personajes: lobo, caperucita roja, cazador, mamá y la abuelita.
- o Comidas: pastel, cheese, naranja, arroz, fresa, pan, huevos, plátano, tomate, pasteles, tarta. Chocolate.
- o Bebidas: agua, coca-cola, leche.
- o Verbo Gustar.

Procedimientos:

- Construir una máscara.
- Juego de “ Run away “
- Ver, escuchar, leer y comprender el cuento.
- Hacer ejercicios escritos.
- Tener una conversación sobre el cuento.
- Hacer posters gigantes.
- Representar el cuento.

Actitudinales:

- Interés por aprender el vocabulario de esta unidad.
- Valorar el propio esfuerzo en el aprendizaje de la lengua inglesa.
- Demostrar respeto hacia el resto de los alumnos.
- Esforzarse para preparar los materiales lúdicos y didácticos del cuento.
- **Craft- activities (manualidades)** realizar manualidades relacionadas con el cuento de **caperucita roja**.

ASSESMET CRITERIA:

- Ser capaz de leer el cuento en inglés.
- Ser capaz de obtener la información del texto en este caso del cuento.
- Ser capaz de reproducir oralmente palabras escritas de comida, adjetivos.
- Ser capaz de expresar sus gustos en ingles.
- Demostrar una actitud positiva hacia el inglés.

TEMAS TRANSVERSALES:**- Educación para la salud:**

Valorar la comida saludable.

- Educación moral y cívica:

Demostrar respeto hacia la lengua Inglesa.

Respetar las reglas.

- Educación para la paz:

Respetar la opinión de sus compañeros y sus actitudes.

ATENCIÓN A LA DIVERSIDAD:

- La atención a la diversidad será tratada en esta unidad con actividades de extensión y de refuerzo en clase de inglés (fichas, tarjetas) .

EN RELACIÓN CON LA UNIDAD DIDÁCTICA DE

CAPERUCITA ROJA:

- Arte. Actividades relacionadas con Educación artística.
- Educación Física: Actividades relacionadas con Educación Física, comida saludable, dieta sana, ejercicio...
- Conocimiento del medio: Actividades relacionadas con esta materia, el entorno, animales, frutas...

CONOCIMIENTOS PREVIOS A LA UNIDAD:

Previamente a la presentación de dicha unidad los niños ya conocen vocabulario relacionado con el cuento: mamás, plátano, manzana, nombre de animales....

LITTLE RED RIDING HOOD

INTRODUCTION

This topic is really closed to the students. Children really love tails. They all know this tale in their mother tongues, so, it is going to be easier for them to understand it.

By means of this tale, they are going to remember parts of the body, and they are going to learn vocabulary about food on a funny way.

OBJECTIVES:

- To learn vocabulary about food and drinks.
- To develop the listening skill.
- To develop the speaking skill.
- To learn the verb 'To like'
- To act out the tale.

CONTENTS:

- CONCEPTS:

- o Characters: Wolf, Red Riding Hood, hunter, mother, grandmother.
- o Food: cake, cheese, orange, rice, yoghurt, strawberry, bread, flour, egg, sugar, butter, banana, tomato, chicken, carrot, apple, ice-cream, chips, chocolate.
- o Drinks: Water, coke, milk.
- o Verb 'to like'.

- PROCEDURES:

- o Make a mask.
- o Game: 'Run away'.
- o Watch, listen and read a tale.
- o Make written exercises.

- Speak about the tale.
- Make posters.
- Act out the tale.

- **ATTITUDES:**

- Interest for learning the vocabulary of the unit.
- Value the own effort in the learning of English.
- Show respect for the rest of the students.
- Effort for preparing materials of the tale.

ASSESSMENT CRITERIA:

- Be able to read a tale.
- Be able to get specific information from a written text.
- Be able to reproduce within oral and written forms vocabulary about food and drinks.
- Be able to show likes and dislikes in English.
- Show a positive attitude towards English.

TRANSVERSAL THEMES:

- **HEALTH EDUCATION:**

- Value the healthy food.

- **MORAL AND CIVIC EDUCATION:**

- Show respect through English language.
- Respect rules.

- **PEACE EDUCATION:**

- Respect their partners' opinion and attitudes.

ATTENTION TO DIVERSITY:

Diversity will be treated through activities of extension and reinforcement.

RELATION WITH THE TOPIC:

- Art.
- Physical Education.
- Environmental Science.

PREVIOUS KNOWLEDGE:

-Vocabulary: mother, banana, orange, egg, apple, milk.

UNIT 8: 'Little Red Riding Hood'			
Session	Activities	Grouping	Materials
1	<p>WARM UP: -Remember the tale using English.(10')</p> <p>DEVELOPMENT: -Make a mask of a character.(15') -Game:' Run away' (20') -Watch and listen to the tale. (15')</p> <p>EXTENSION/REINFORCEMENT: - Copy the five characters.</p>	<p>-Lockstep.</p> <p>-Individual work. -Groups of 4. -Lockstep.</p> <p>-Individual work.</p>	<p>-Red handkerchief.</p> <p>-Paper, colours, glue.. -Masks. -Overhead projector and cassette.</p>
2	<p>WARM UP: -Watch the first part of the tale.(7')</p> <p>DEVELOPMENT: -Speak about the tale. (7') -What's on Red Riding Hood basket. (6') -Drill. Repeat what I say. (5') -Make a cake.(30')</p> <p>EXTENSION /REINFORCEMENT: -Match the food with its name.</p>	<p>-Lockstep.</p> <p>-Lockstep. -Lockstep.</p> <p>-Lockstep.. -Individual work.</p> <p>-Individual work.</p>	<p>- Overhead projector and cassette.</p> <p>-Blackboard.</p> <p>-Cardboard, glue, worksheet</p> <p>-Worksheet.</p>
3	<p>WARM UP: -Play with the cake.(10')</p> <p>DEVELOPMENT: -Present the verb 'to like' in affirmative and negative. (10') -Make 2 posters likes/dislikes.(15') -Translate and order the letters. (8') -Watch the tale again. (15')</p> <p>EXTENSION /REINFORCEMENT: -Play with the cake.</p>	<p>-Pairs.</p> <p>-Lockstep.</p> <p>-Lockstep. -Individual work. -Lockstep.</p> <p>-Pairs.</p>	<p>-Cake and cards.</p> <p>-Blackboard.</p> <p>-Magazines, glue... -Worksheet. -Overhead projector and cassette.</p> <p>-Cake and cards.</p>
4	<p>WARM UP: -Hangman.(8')</p> <p>DEVELOPMENT: -Interrogative form of I like.(10') -Order and answer.(10') -Bingo.(15') -Dictation.(10')</p> <p>EXTENSION /REINFORCEMENT: -Crossword.</p>	<p>-Pairs.</p> <p>-Lockstep. -Individual work. -Lockstep. -Lockstep.</p> <p>-Individual work.</p>	<p>-Blackboard. -Worksheet. -Worksheet. -Notebook.</p> <p>-Worksheet.</p>
5	Act out the tale.(14' each group=56')	-Groups of 4.	-Any material.
6	Final task (55')	-Individual work.	Computer, worksheet

NAME: **COURSE:**

1/ True or false?

- Red Riding Hood and her mother are in the park.
 -
- Red Riding Hood take flowers for her mother.
 -
- The wolf is small.
 -
- The wolf is bad.
 -
- Grandmother climbs into a cupboard.
 -
- The wolf eats grandmother.
 -
- Red Riding Hood drinks flowers.
 -
- Red Riding Hood and her grandmother drink the food.
 -

NAME: **COURSE:**

2/ Correct the mistakes of exercise 1:

-
-
-
-
-
-
-
-
-
-

NAME: **COURSE:**

3/ Translate into English:

- Pollo:
 -
- Tomato:
 -
- Pan:
 -
- Fresa:
 -
- Leche:
 -

4/ Answer the questions:

-Do you like pears?(Yes)
-

-Do you like carrots?(No)
-

-Do you like water?(No)
-

LITTLE RED RIDING HOOD



She is **Red Riding Hood**.
She is Red Riding Hood's **mother**.
They are in their house.



- Grandmother** is ill. Take this food to her.
- Yes mummy. Goodbye
- Goodbye. Be carefull with the big bad **wolf**.

Red Riding Hood takes flowers for her grandmother.



The big bad wolf sees Red Riding Hood.

-Hello girl, I am the wolf. I want to play with you.



-No, I can't play with you. I go to grandmother's house. She is ill. I take food and flowers to her.

The wolf goes to grandmother's house.
-Grandmother, it is Red Riding Hood.
-I am in bed. The door is opened.



Grandmother sees the wolf and climbs
into a cupboard.
The wolf is in bed now.

Red Riding Hood comes to
grandmother's house.

-Grandmother, it is Red Riding Hood. I
have flowers and food for you.



-I am in bed. The door is opened. Come
in.

- Grandma, you have got big eyes.
- The better to see you.
- You have got big ears.
- The better to hear you.



- You have got a big nose.
- The better to smell you.
- Grandma, you have got big teeth.
- The better to EAT YOU!!

Red Riding Hood runs away.
-HELP, HELP!! The wolf wants to eat me
and my grandmother!



A **hunter** helps to Red Riding Hood and her grandmother. He catches the big bad wolf.

Red Riding Hood and her grandmother eat the food, drink the drinks and smell the flowers. They are happy now.



THE END