

Unit Title: Little Red Riding Hood's Best Route

Grade Level: 2-3

Subject Area: *Language Arts*

Duration/Length/Number of class periods: 4 class periods

Description: In this unit, students will read several versions of Little Red Riding Hood. They will determine sequence of events, moral of the story, point of view and come up with alternate endings for the story. They will do this using a variety of materials and technology. Students will work in groups to develop leadership and communication skills.

Established Goals (National, State, Local):

3.1.2.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

3.1.6.6 Distinguish their own point of view from that of the narrator or those of the characters.

What Enduring Understandings are desired?

Fairy tales provide insights into social situations in real life.
Creative thinking can provide alternative solutions to problems.
There's more than one right way to solve a problem.

What Essential Questions will be considered?

How can fairy tales help us understand and act appropriately in different life situations?
How can we use our creativity to solve everyday problems?

Students will know / be able to:

Determine critical details, important people and places
Use thinking skills to determine the underlying message
Use technology skills to research and create a new version of a fairy tale
Solve problems without having written instructions

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Week 1: Read an original version of “Little Red Riding Hood” by Trina Hyman or other author; Discuss with students the sequence of events, the moral of the story, what could have been done differently. Enter ideas into padlet for everyone to view. Read a fractured fairy tale, such as “Honestly, Little Red Riding Hood Was Rotten” by Trisha Speed Shaskan. Discuss differences between the original tale and the fractured tale. Add ideas to padlet page.	X		X			Ipad, macbook Smart board	4c; 4d
Week 2: Re-visit alternative routes and transportation Red Riding Hood could have taken to create a different outcome in the story. Divide class into groups and have them brainstorm and create alternate transportation using makerspace supplies and technology. i.e. a cardboard car made with the pulley set, a zipline using string and strawbees, create a new route digitally using Bloxels or Scratch.	X			X	Ipad, macbook, makerspace	Ipad, macbook Smart board	1a; 2a; 2b; 2d; 4b; 4d; 5b; 6a; 6b
Week 3: Groups continue to work on their projects to create alternate transportation using makerspace supplies and technology. .	X			X	Ipad, macbook, makerspace		1a; 2a; 2b; 2d; 4b; 4d; 5b; 6a; 6b
Week 4: Groups present their creations to the class.		X			Ipad, macbook	Smart board	2a; 2b

Materials, tools and resources Books, various building materials, blocks, ipad/chromebase/macbook, Bloxels, Scratch

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