

Classroom posters Fairy tales

Teacher's notes



We can use fairy tales with learners of all ages. Everyone loves a good story! Here are some ideas for using the ‘Little Red Riding Hood’ poster in class. The poster is based on a story from LearnEnglishKids: <http://learnenglishkids.britishcouncil.org/en/short-stories/little-red-riding-hood>

Little Red Riding Hood

Once upon a time there was a girl called Little Red Riding Hood. Little Red Riding Hood lived in a house in the woods with her mother. One day Little Red Riding Hood went to see her granny. She had a nice cake in her basket. On her way, Little Red Riding Hood met a wolf. ‘Hello!’ said the wolf. ‘Where are you going?’ ‘I’m going to see my grandmother,’ said the girl. ‘She lives in a house behind those trees.’ The wolf ran to Granny’s house and ate Granny up. He got into Granny’s bed. A little later, Little Red Riding Hood arrived at the house. She walked into the dark room and thought she saw Granny in bed. But Granny looked a little strange.

‘Granny, what big eyes you have!’

‘All the better to see you with!’ *said the wolf.*

‘Granny, what big ears you have!’

‘All the better to hear you with!’ *said the wolf.*

‘Granny, what a big nose you have!’

‘All the better to smell you with!’ *said the wolf.*

‘Granny, what big teeth you have!’

‘All the better to eat you with!’ *shouted the wolf.*

A woodcutter was in the woods. He heard a loud scream, and ran to the house. The woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted – and Granny jumped out.

The wolf ran away, and they never saw him again. And they all lived happily ever after.

Younger children

Introduce the story

- Show the poster to the children. Do they know this story in their own language?
- Ask the children to describe or name the characters. Invent actions for each character, for example: a girl carrying a basket, a wolf showing his teeth and claws.
- Point to the pictures to teach vocabulary from the story, for example: basket, teeth, axe.

Read the story

- Children enjoy hearing stories repeated again and again. The second time you read the story the learners can listen and mime the actions of the characters as they listen.
- Next time you read the story encourage them to join in with repeated phrases, for example: ‘What big eyes you have!’
- Another time you can ask learners to come to the front and point to the items on the poster as you read.

After the story

- Ask the children if they liked the story. Which characters did they like and dislike? Why? Do they know any other stories about wolves or other animals?

- Learners can make simple paper puppets to stick on pencils and act out parts of the story.

<http://learnenglishkids.britishcouncil.org/en/craft-downloads/little-red-riding-hood-finger-puppets>

- Invent a class story where the children choose some characters. Ask for ideas and write the story on the board, giving suggestions as necessary. Learners can take turns telling parts of the completed story to the class.

Older children

Introduction

- Show the poster to the learners. Do the learners know the story in their own language?
- What can they tell you about the characters, their appearance and personality? Can they describe the location?
- Point to the pictures to teach vocabulary from the story, for example:
 - basket
 - teeth
 - axe.

The story

- If the learners know the story, they can retell it in groups, picture by picture. Small groups can also tell the story sentence by sentence (learner A: 'Once upon a time there was a girl called Little Red Riding Hood.' learner B: 'She lived ...'), or word by word (learner A: 'Once', learner B: 'upon', learner C: 'a' ...).
- If the learners don't know the story, ask them to predict what happens. Read the story to the class. Were their predictions correct? Learners retell the story in pairs.

Follow-up

- Have a class vote to choose the two most interesting characters from the story. Tell the learners that they are going to interview these characters, but first they need to prepare questions. Prepare possible questions for each character as a class and write them on the board. Learners now speak in pairs, taking turns to be the story character and interviewer. The learners then write a magazine article for *Fairy Tale Monthly*, based on their interview.
- Ask the learners to write a story. It can be a well-known story or an original one. Learners choose two or more characters and describe their personality and appearance, a location, and a basic situation. Learners can write in pairs or individually. Encourage them to use the traditional start and end formula ('Once upon a time ...', 'And they all lived happily ever after.') for the story.

You can download the Fairy tales poster from www.teachingenglish.org.uk
You can find more activities to do with children at www.britishcouncil.org/learnenglishkids