

Little Red Riding Hood

2-5 Grade STEM Start-Ups



Developed by:

Lisa Galpin

Tri-County North School District

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TABLE OF CONTENTS

Table of Contents.....	2
1. Little Red Riding Hood	3
1.1. Introduction	3
1.2. Materials	3
1.3. Language Arts Work	3
1.3.1. Explore The Text	3
1.3.2. Part 2	4
1.4. Design Challenge	4
1.5. Design Process	5
1.6. Rubric	5
1.7. Resources	6

1. LITTLE RED RIDING HOOD

Primary Resource: *The Story of Little Red Riding Hood* by E. Louise Smythe

Adapted by: LearnZillion.com



1.1. INTRODUCTION

“Oh my, what big eyes you have!” is one of the most famous lines in the traditional fairy tale, *Little Red Riding Hood*. This adventurous fairy tale is based on the main character, Little Red Riding Hood, because of her red coat with a red hood. Many different versions of the story can be found worldwide. As your students read closely, they will locate details to help determine the theme of the story. In addition, students will analyze the structure of the text and use the information to make sense of what they read.

Finally, students will complete an amusing design challenge, designing a new basket for Little Red Riding Hood. This challenge doesn't stop there; the students will be competing with each other to see which basket will hold the most mass without breaking. In this challenge, students will engage effectively in collaborative discussions with diverse partners and build on others' ideas and express their own clearly. They will review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

1.2. MATERIALS

- *Little Red Riding Hood* by E. Louise Smythe
- 2 brown paper lunch bags
- 8 inches of tape
- Weights
- Scissors

1.3. LANGUAGE ARTS WORK

1.3.1. EXPLORE THE TEXT

- Students will read the text closely, fill out a chart (see Figure 1), and answer the following question in their reading journal:
 - What are the five major events in the story that led to Red Riding Hood and Grandma being eaten by the Wolf? (A major event is something important that happens in the story. Not everything that happens in a story will be a major event; you are just looking for important ones.)

Major Event	Draw a picture of the event
1	
2	

Figure 1: Events and Drawings

1.3.2. PART 2

- Students will read the text again closely and fill in the following chart in their reading journal:
 - Write the theme (message) in the top box.
 - Differentiation: Students can be given the theme, class discussion to find the theme, or find the theme on their own.
 - Write two pieces of evidence to demonstrate the theme you selected. Remember, evidence can be examples, details, or quotes.

Theme (Message)

Evidence 1	Evidence2
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1.4. DESIGN CHALLENGE

Snap! Oh no! Little Red Riding Hood’s basket broke on her way to Grandma’s house. All of the delicious fresh baked goods fell to the ground. Before Little Red Riding Hood can continue to Grandma’s house, she has to find another basket. The more food Little Red Riding Hood can take to her poor, old, sick Grandma the happier Grandma will be. Your task is to help Little Red

Riding Hood create a basket that will hold the most mass without breaking. Your basket must have a handle on it and you cannot use more than 2 lunch bags and 8 inches of tape in your construction. The basket with the most mass without breaking wins the challenge.

1.5. DESIGN PROCESS

In their journal the students will answer the following questions:

- Ask:
 - What is the problem?
 - What are the materials?
 - What are the constraints?
- Brainstorm:
 - What are some ideas?
- Plan:
 - Draw and label a sketch for your solution
- Test
 - Was your challenge successful? Why or why not?
- Improve/Reflection:
 - If you were to do the challenge over, what would you keep the same and what would you do differently? (Justify/Provide evidence for each answer.)

1.6. RUBRIC

Category	Developing (1)	Good (2)	Excellent (3)	Score
Language Arts Work	Answers are not correct. Evidence from the text does not correlate with the questions.	Answers are on track but not fully correct. Evidence from the text is attempted to support answer.	Questions are answered correctly with evidence from the text to support answer.	
Design Process	<p>Brainstorming: Ideas are unclear to connect to problem.</p> <p>Plan/Create/Build: The design and model is not aligned with the criteria, constraints, and intent of the problem.</p> <p>Improve/Reflection: Student only explains one concept either what would be kept the same or what would be changed. Also, does not provide evidence for response.</p>	<p>Brainstorming: Ideas are somewhere aligned to problem but need explanation to make clear.</p> <p>Plan/Create/Build: The design and model is somewhat aligned with the criteria, constraints, and intent of the problem.</p> <p>Improve/Reflection: Student explains what would be kept the same and what would be changed, but does not provide evidence for response.</p>	<p>Brainstorming: Ideas are aligned to problem.</p> <p>Plan/Create/Build: The design and model is aligned with the criteria, constraints, and intent of the problem.</p> <p>Improve/Reflection: Student explains what would be kept the same and what would be changed. Provides evidence for response.</p>	

Collaboration	Ignores and distracts others. Shows no understanding of project and has a negative attitude during work time. Argues with others and does not ask or answer any questions.	Listens respectfully and follows directions. Shows understanding of project and sometimes will argue with others. Asks and answers questions.	Listens respectfully and engages in discussion. Shows understanding of project and has a positive attitude during work time. Never argues with others. Asks and answers questions and provides evidence to support answers.	
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1.7. RESOURCES

This 5 Step Engineering Design Process template can help the students answer the questions for the design process during their challenge.

- The Works: The Hands On Museum - <http://teachers.egfi-k12.org/wp-content/uploads/2010/05/Post-lesson-Student-Activities-Engineers-and-the-Engineering-Design-Process.pdf>