



## 2.2.2 Using a rhyme

### Suggested Activities

**Level:** S3

- Materials:**
- The rhyme<sup>7</sup> *Little Red Riding Hood and the Wolf* written by Roald Dahl (from *Revolting Rhymes*<sup>8</sup>) (p.44)
  - A character map (p.36)
  - A plot diagram for the fairy tale *Little Red Riding Hood* (p.38)
  - A plot diagram for the rhyme *Little Red Riding Hood and the Wolf* (p.40)
  - Activity Sheet 1 (pp.41-42)
  - Activity Sheet 2 (p.45)
  - An audio clip of the rhyme *Little Red Riding Hood and the Wolf* (Track 5 on the CD-ROM)
  - YouTube clips of other versions of *Little Red Riding Hood*

**Objectives:** Language-arts-related

- Appreciating the use of rhyming words in a rhyme
- Understanding the development of plot and characters in a story
- Applying knowledge of “rime” in rewriting a specific part of a rhyme

Phonics-related

- Understanding the relationship between “rime” and “rhyming effects”

**Summary of the activities:** Teacher discusses with students the main characters and the key events of the fairy tale *Little Red Riding Hood* using a character map and a plot diagram. Students next complete and read aloud a part of the rhyme *Little Red Riding Hood and the Wolf* in groups and put it in the correct part of a plot diagram for the rhyme. They then describe the main characters in the rhyme using the character map. As an extension activity, students first compare the rhyme with the original fairy tale (i.e. *Little Red Riding Hood*) with reference to the completed plot diagram and character map. They then rewrite a specific part of the rhyme by applying their knowledge about rime with creativity.

---

<sup>7</sup> A rhyme is a form of rhyming poems.

<sup>8</sup> Dahl, R. (2008). *Revolting Rhymes*. London: Penguin Books Ltd.  
This book is a collection of fractured fairy tales written in the form of rhyming poems by Roald Dahl. The fairy tales are retold with surprising and hilarious twists in the plot or characters.

### Sharing learning intentions

**Step 1** Introduce the objectives of the activities.

### Activating students' prior knowledge

**Step 2** Refer Ss to Part I of the character map (p.36) and the plot diagram (p.38). Ask Ss about the main characters and the key events of the fairy tale *Little Red Riding Hood* and help them organise their ideas using the character map and the plot diagram. Explain what a character map and a plot diagram are, if necessary.

### Introducing the rhyme

**Step 3** Introduce the rhyme *Little Red Riding Hood and the Wolf* by Roald Dahl, which is a fractured fairy tale, by displaying pictures describing the development of the rhyme, and the beginning and ending of it, on another plot diagram (p.40).

### Focusing on phonics

**Step 4** Introduce what rime and rhyming effects are by using the first part of the rhyme as an example:


As soon as Wolf began to feel  
That he would like a decent meal,  
He went and knocked on Grandma's door.  
When Grandma opened it, she saw  
The sharp white teeth, the horrid grin,  
And Wolfie said, "May I come in?"  
Poor Grandma was terrified.  
"He's going to eat me up!" she cried.  
And she was absolutely right.  
He ate her up in one big bite.


Words with the same  
rime rhyme, e.g.  
grin, in

### Applying phonics

**Step 5** Divide the class into groups. Give out Activity Sheet 1 (pp.41-42). Tell each group to complete one part of the rhyme by filling in each blank with a suitable word which shares the same rime with the underlined word in the previous or the next line. (For less able Ss, provide options for them to choose from, if necessary.)

**Step 6** Display on the blackboard an enlarged version of the plot diagram on p.40. Instruct each group to read out the completed part of the rhyme and display it in the correct part of the plot diagram.

**Step 7**  Give out the complete version of the rhyme (p.44). Play the recording of the rhyme on the CD-ROM (Track 5) and check answers by asking Ss to compare their completed parts with those in the rhyme.



### Discussing the twisted elements of the rhyme

<b>Step 8</b>	Refer Ss to Part II of the character map (p.36). Discuss with Ss the main characters and the key events in the rhyme <i>Little Red Riding Hood and the Wolf</i> using the character map.
---------------	--

<b>Step 9</b>	Discuss with Ss the twisted elements of the rhyme <i>Little Red Riding Hood and the Wolf</i> by comparing it with the original fairy tale using the completed character map (p.37) and plot diagrams (p.39, p.43), and explain to Ss what a fractured fairy tale is. Other versions of <i>Little Red Riding Hood</i> with a twist, e.g. <a href="http://www.youtube.com/watch?v=jafViPMDM6s">http://www.youtube.com/watch?v=jafViPMDM6s</a> , can be shown as alternative examples. Invite Ss to suggest what the twists are in these other versions of <i>Little Red Riding Hood</i> .
---------------	---

### Applying Phonics

<b>Step 10</b>	Give out Activity Sheet 2 (p.45). Tell Ss to rewrite with creativity one specific part of the rhyme by applying their knowledge about rime. Invite Ss to read aloud their own version to the class afterwards.
----------------	--

### Reviewing progress

<b>Step 11</b>	Guide Ss to reflect on what they have learnt, with reference to the objectives of the activities.
----------------	---

## A Character Map

Part I: Think about the main characters and the key events of the fairy tale *Little Red Riding Hood* and record your ideas in the relevant columns of the character map below and in the plot diagram on the following page.

Part II: Think about the main characters and the key events described in the rhyme *Little Red Riding Hood and the Wolf* and compare them with those of the original fairy tale.

A Character Map	What does the character look like?		How does the character act?		What happens to the character?	
	<i>Little Red Riding Hood</i>	<i>Little Red Riding Hood and the Wolf</i>	<i>Little Red Riding Hood</i>	<i>Little Red Riding Hood and the Wolf</i>	<i>Little Red Riding Hood</i>	<i>Little Red Riding Hood and the Wolf</i>
Character 1 _____						
Character 2 _____						
Character 3 _____						

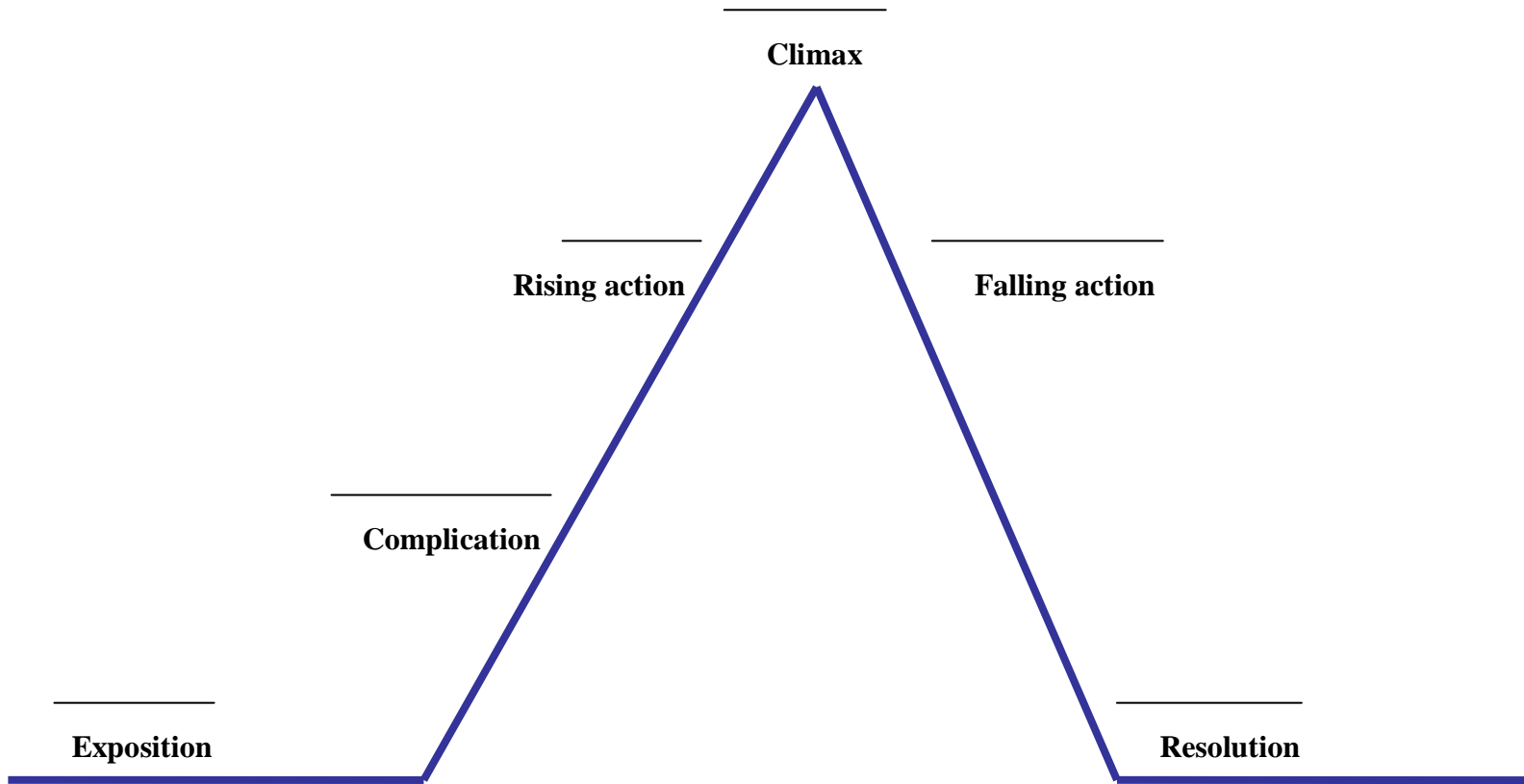
**Suggested Answers**

**A Character Map**

A Character Map	What does the character look like?		How does the character act?		What happened to the character?	
	<i>Little Red Riding Hood</i>	<i>Little Red Riding Hood and the Wolf</i>	<i>Little Red Riding Hood</i>	<i>Little Red Riding Hood and the Wolf</i>	<i>Little Red Riding Hood</i>	<i>Little Red Riding Hood and the Wolf</i>
<i>Little Red Riding Hood</i>	<i>a little girl wearing a red cape with a red hood</i>	<i>a little girl wearing a red cape with a red hood at the beginning of the rhyme but wearing a wolfskin coat and carrying a pistol near the end</i>	<i>lovely, innocent, trusting</i>	<i>tough, powerful, smart</i>	<i>visited her sick grandma; eaten by the wolf; saved by a hunter</i>	<i>visited her grandma; shot the wolf dead</i>
<i>The Wolf</i>	<i>a furry creature with big eyes, big ears, a big nose and big teeth</i>	<i>a furry creature with big eyes, big ears, a big nose and big, sharp teeth</i>	<i>hungry, cunning, greedy</i>	<i>hungry, cunning, greedy</i>	<i>ate grandma; pretended to be grandma; killed by a hunter</i>	<i>ate grandma; pretended to be grandma; shot dead by Little Red Riding Hood</i>
<i>Grandma</i>	<i>dressed in her cap, not feeling well</i>	<i>dressed in her cap</i>	<i>bed-ridden</i>	<i>terrified, crying out loud</i>	<i>got sick; eaten by the wolf; saved by a hunter</i>	<i>eaten by the wolf</i>

**A Plot Diagram**

**Title: *Little Red Riding Hood***



A Plot Diagram

Title: *Little Red Riding Hood*

*Little Red Riding Hood  
was eaten by the Wolf.*

**Climax**

*Little Red Riding Hood  
arrived and found that her  
grandma looked a bit  
different than before.*

**Rising action**

*The Wolf finally felt full after  
the big meal. It slowly  
walked back to the forest.*

**Falling action**

*Grandma was eaten by the  
Wolf. The Wolf disguised  
itself by putting on  
grandma's clothes and  
waited for Little Red  
Riding Hood to arrive.*

**Complication**

*Little Red Riding Hood  
visited her sick grandma.*

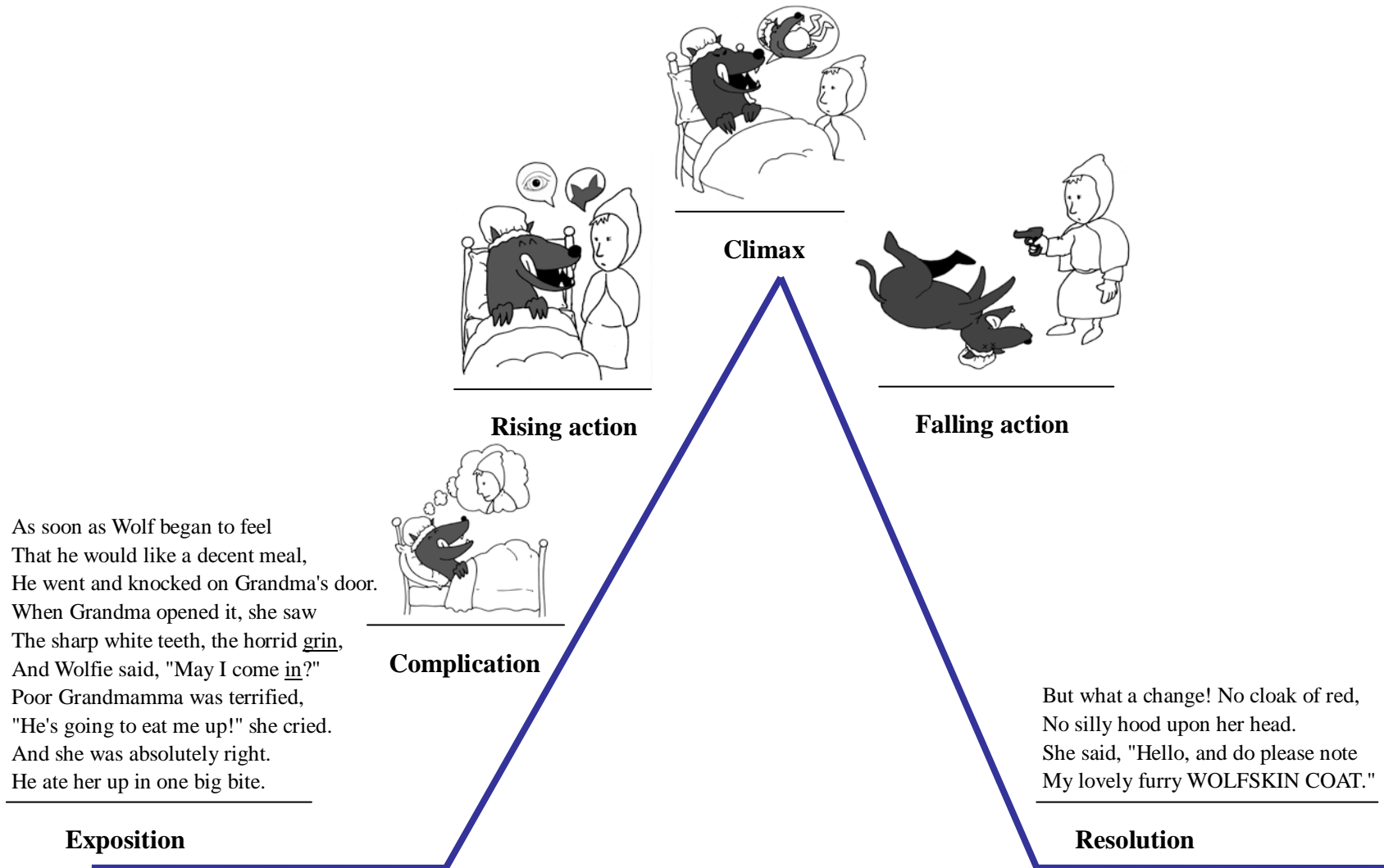
**Exposition**

*The Wolf was killed by a  
hunter, and Little Red  
Riding Hood and  
Grandma were saved.*

**Resolution**

## A Plot Diagram

**Title:** (*Little Red Riding Hood and the Wolf*)





## Activity Sheet 1

In groups, complete one part of the rhyme *Little Red Riding Hood & the Wolf* by filling in each blank with a suitable word which shares the same rime with the underlined word in the previous or the next line. Be prepared to read aloud the completed part and display it in the correct part of the plot diagram on the blackboard.

### **Rhyming rime (Group 1)**

Fill in each blank with a suitable word which shares the same rime with the underlined word in the next line. Put the completed verse up onto the correct part of the plot diagram to form the whole rhyme.

He quickly put on Grandma's clothes,  
(Of course he hadn't eaten those).

He dressed himself in coat and (a) \_\_\_\_\_.  
He put on shoes, and after that,  
He even brushed and curled his (b) \_\_\_\_\_,  
Then sat himself in Grandma's chair.  
In came the little girl in red.  
She stopped. She stared. And then she said,

*"What great big ears you have, Grandma."*  
*"All the better to hear you with,"* the Wolf replied.  
*"What great big eyes you have, Grandma,"*  
said Little Red Riding Hood.  
*"All the better to see you with,"* the Wolf replied.

### **Rhyming rime (Group 2)**

Fill in each blank with a suitable word which shares the same rime with the underlined word in the previous or the next line. Put the completed verse up onto the correct part of the plot diagram to form the whole rhyme.

But Grandmamma was small and (a) \_\_\_\_\_,  
And Wolfie wailed, "That's not enough!  
I haven't yet begun to feel  
That I have had a decent meal!"  
He ran around the kitchen yelping,  
"I've got to have another (b) \_\_\_\_\_!"  
Then added with a frightful leer,  
"I'm therefore going to wait right here  
Till Little Miss Red Riding Hood  
Comes home from walking in the (c) \_\_\_\_\_."

### **Rhyming rime (Group 3)**

Fill in each blank with a suitable word which shares the same rime with the underlined word in the previous or the next line. Put the completed verse up onto the correct part of the plot diagram to form the whole rhyme.

The small girl smiles. One eyelid flickers.  
She whips a pistol from her (a) \_\_\_\_\_.  
She aims it at the creature's (b) \_\_\_\_\_,  
And *bang bang bang*, she shoots him dead.  
A few weeks later, in the (c) \_\_\_\_\_,  
I came across Miss Riding Hood.

### **Rhyming rime (Group 4)**

Fill in each blank with a suitable word which shares the same rime with the underlined word in the next line. Put the completed verse up onto the correct part of the plot diagram to form the whole rhyme.

He sat there watching her and smiled.  
He thought, I'm going to eat this child.  
Compared with her old Grandmamma,  
She's going to taste like caviar.

Then Little Red Riding Hood said, "*But Grandma,  
what a lovely great big furry coat you have on.*"  
"That's wrong!" cried Wolf.  
"Have you (a) \_\_\_\_\_  
To tell me what BIG TEETH I've got?  
Ah well, no matter what you (b) \_\_\_\_\_,  
I'm going to eat you anyway."

**Suggested Answers**

**A Plot Diagram**

**Title:** (*Little Red Riding Hood and the Wolf*)

**Group 1**

He quickly put on Grandma's clothes,  
(Of course he hadn't eaten those).  
He dressed himself in coat and (a) hat.  
He put on shoes, and after that,  
He even brushed and curled his (b) hair.  
Then sat himself in Grandma's chair.  
In came the little girl in red.  
She stopped. She stared. And then she said,

"What great big ears you have, Grandma."  
"All the better to hear you with," the Wolf replied.  
"What great big eyes you have, Grandma,"  
said Little Red Riding Hood.  
"All the better to see you with," the Wolf replied.

**Group 2**

But Grandmamma was small and (a) tough.  
And Wolfie wailed, "That's not enough!"  
I haven't yet begun to feel  
That I have had a decent meal!"  
He ran around the kitchen yelping,  
"I've got to have another (b) helping!"  
Then added with a frightful leer,  
"I'm therefore going to wait right here  
Till Little Miss Red Riding Hood  
Comes home from walking in the (c) wood."

As soon as Wolf began to feel  
That he would like a decent meal,  
He went and knocked on Grandma's door.  
When Grandma opened it, she saw  
The sharp white teeth, the horrid grin,  
And Wolfie said, "May I come in?"  
Poor Grandmamma was terrified,  
"He's going to eat me up!" she cried.  
And she was absolutely right.  
He ate her up in one big bite.

**Group 4**

He sat there watching her and smiled.  
He thought, I'm going to eat this child.  
Compared with her old Grandmamma,  
She's going to taste like caviar.

Then Little Red Riding Hood said, "*But Grandma, what a lovely great big furry coat you have on.*"  
"That's wrong!" cried Wolf.  
"Have you (a) forgot  
To tell me what BIG TEETH I've got?  
Ah well, no matter what you (b) say,  
I'm going to eat you anyway."

**Group 3**

The small girl smiles. One eyelid flickers.  
She whips a pistol from her (a) knickers.  
She aims it at the creature's (b) head.  
And *bang bang bang*, she shoots him dead.  
A few weeks later, in the (c) wood,  
I came across Miss Riding Hood.

But what a change! No cloak of red,  
No silly hood upon her head.  
She said, "Hello, and do please note  
My lovely furry WOLFSKIN COAT."



**Climax**



**Rising action**



**Falling action**



**Complication**

**Exposition**

**Resolution**

## The Complete Version of the Rhyme *Little Red Riding Hood and the Wolf*

As soon as Wolf began to feel  
That he would like a decent meal,  
He went and knocked on Grandma's door.  
When Grandma opened it, she saw  
The sharp white teeth, the horrid grin,  
And Wolfie said, "May I come in?"  
Poor Grandmamma was terrified,  
"He's going to eat me up!" she cried.  
And she was absolutely right.  
He ate her up in one big bite.

### **Group 2**

But Grandmamma was small and **(a) tough**,  
And Wolfie wailed, "That's not enough!  
I haven't yet begun to feel  
That I have had a decent meal!"  
He ran around the kitchen yelping,  
"I've got to have another **(b) helping!**"  
Then added with a frightful leer,  
"I'm therefore going to wait right here  
Till Little Miss Red Riding Hood  
Comes home from walking in the **(c) wood.**"

### **Group 1**

He quickly put on Grandma's clothes,  
(Of course he hadn't eaten those).  
He dressed himself in coat and **(a) hat**.  
He put on shoes, and after that,  
He even brushed and curled his **(b) hair**,  
Then sat himself in Grandma's chair.  
In came the little girl in red.  
She stopped. She stared. And then she said,  
  
"What great big ears you have, Grandma."  
"All the better to hear you with," the Wolf replied.  
"What great big eyes you have, Grandma,"  
said Little Red Riding Hood.  
"All the better to see you with," the Wolf replied.

### **Group 4**

He sat there watching her and smiled.  
He thought, I'm going to eat this child.  
Compared with her old Grandmamma,  
She's going to taste like caviar.

Then Little Red Riding Hood said, "*But Grandma,  
what a lovely great big furry coat you have on.*"  
"That's wrong!" cried Wolf.

"Have you **(a) forgot**  
To tell me what BIG TEETH I've got?  
Ah well, no matter what you **(b) say**,  
I'm going to eat you anyway."

### **Group 3**

The small girl smiles. One eyelid flickers.  
She whips a pistol from her **(a) knickers**.  
She aims it at the creature's **(b) head**,  
And *bang bang bang*, she shoots him dead.  
A few weeks later, in the **(c) wood**,  
I came across Miss Riding Hood.  
But what a change! No cloak of red,  
No silly hood upon her head.  
She said, "Hello, and do please note  
My lovely furry WOLFSKIN COAT."

**Roald Dahl**

Source: Dahl, R. (2008). *Revolting Rhymes*. London: Penguin Books Ltd.

## Activity Sheet 2

Rewrite a specific part of the rhyme *Little Red Riding Hood & the Wolf* with creativity. Fill in the blanks using your knowledge about rhyme if possible.

### \_\_\_\_\_ and the Wolf

Finally, the Wolf decided to declare his love to his dream girl, \_\_\_\_\_. Hoping to draw her attention...

He quickly put on \_\_\_\_\_,

He dressed himself in \_\_\_\_\_.

He put on shoes, and after that,

He even \_\_\_\_\_,

Then sat himself in \_\_\_\_\_.

In came \_\_\_\_\_.

She stopped. She stared. And then she said,

“What \_\_\_\_\_ you have, Wolfie.”

“All the better to \_\_\_\_\_,” the Wolf replied.

“What \_\_\_\_\_ you have, Wolfie.”

said \_\_\_\_\_.

“All the better to \_\_\_\_\_,” the Wolf replied.

He sat there watching her and smiled.

He thought, “I’m going to \_\_\_\_\_.”



## **Suggested Answers**

### **Winnie and the Wolf**

Finally, the Wolf decided to declare his love to his dream girl, **Winnie**. Hoping to draw her attention...

He quickly put on **hip-hop clothes**,

He dressed himself in **jeans and hat**.

He put on shoes, and after that,

He even **wears his brother's top**.

Then sat himself in **coffee shop**.

In came **his dream girlfriend in red**.

She stopped. She stared. And then she said,

“What **big strong arms** you have, Wolfie.”

“All the better to **hug you with**,” the Wolf replied.

“What **charming lips** you have, Wolfie.”

said **Winnie**.

“All the better to **kiss you with**,” the Wolf replied.

He sat there watching her and smiled.

He thought, “I’m going to **ask her out**.”





## References

The rhyme used in the suggested activity is taken from Roald Dahl's *Revolting Rhymes*, which is a collection of his poems that reinterpret popular fairy tales, such as *Cinderella*, *Snow White and the Seven Dwarfs* and *Goldilocks*. All the poems in this collection can be profitably exploited to illustrate how rimes are manipulated for sometimes playful and humorous effects.

Apart from Roald Dahl's poems, rhyming poems with extensive rime repetitions can also offer good materials for the learning and teaching of rimes. The following websites provide examples of such poems:

### Funny Poems

[www.funny-poems-for-free.com/funny-rhyming-poems.html](http://www.funny-poems-for-free.com/funny-rhyming-poems.html)

### Narrative Rhyming Poems

[www.blackcatpoems.com/n/narrative\\_poems.html](http://www.blackcatpoems.com/n/narrative_poems.html)

### Rhyming Poems

[www.hyperborea.org/alenxa/rhyme.html#love](http://www.hyperborea.org/alenxa/rhyme.html#love)