



**BOOKLET 4<sup>TH</sup> GRADE 2025**

**PROGRAMMATIC ENGLISH**

Profesora: Victoria Gonzalez

The background of the cover is a colorful illustration of a forest. In the foreground, there's a grassy field with a path leading into the distance. Several tall, brown tree trunks are scattered throughout the scene. In the middle ground, a small, simple house with a red roof and a yellow door is visible, partially obscured by the trees. The foliage is depicted in various shades of green, creating a lush atmosphere.

# Short Stories for Children

Cuentos para la clase de Inglés

Ilustraciones de  
**VIRGINIA PIÑÓN**

Dirección General de Cultura y Educación

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## Little Red Riding Hood

Long long ago, in a small **house** near **the forest**, there lived a **little girl** with her **mother**. Her name was **Little Red Riding Hood**.

One day, her **mother** said:

**"Grandma is sick. She's in bed. Go to her house. In the basket, there's a bottle of fresh milk, some bread and some butter for her."**



**Little Red Riding Hood** immediately set out for **grandmother's house**. But in the **forest**, she met a hungry **Wolf**.

**"Where are you going?"** said the **Wolf**.

**"To see my grandmother,"** said innocent **Little Red Riding Hood**; **"she's sick. I have some milk, bread and butter for her."**

**"Pick some flowers,"** said the **Wolf**. And he ran to **grandmother's house**.

The **Wolf** got to **grandmother's house**. He went *tap-tap-tap* on the door.

"Who is this?" asked **Grandma**.

"It's me, **Little Red Riding Hood**," said the **Wolf**; "I have some **milk, bread and butter** for you."

"**Open the door and come in, my dear,**" said **Grandma**.

The **Wolf** opened the door and, in an instant, he ate her up! Then, he got into **grandma's bed** to wait for **Little Red Riding Hood**.

**Little Red Riding Hood** got to **grandmother's house**. She went *tap-tap-tap* on the door.

"Who is this?" asked the **Wolf**.

"It's me, **Little Red Riding Hood**. I have some **milk, bread and butter** for you. And some **flowers!**"

"**Open the door and come in, my dear,**" said the **Wolf**.



**Little Red Riding Hood** was surprised. **Grandma** looked so **different!**

"Granny, what **big ears** you have!" she said.

"All the better to **hear** you with!" said the **Wolf**.

"Granny, what **big eyes** you have!" she said.

"All the better to **see** you with!" said the **Wolf**.

"Granny, what a **big nose** you have!" she said.

"All the better to **smell** you with!" said the **Wolf**.

"Granny, what a **big mouth** you have!" she said.

"All the better to **eat** you with!" said the **Wolf**.

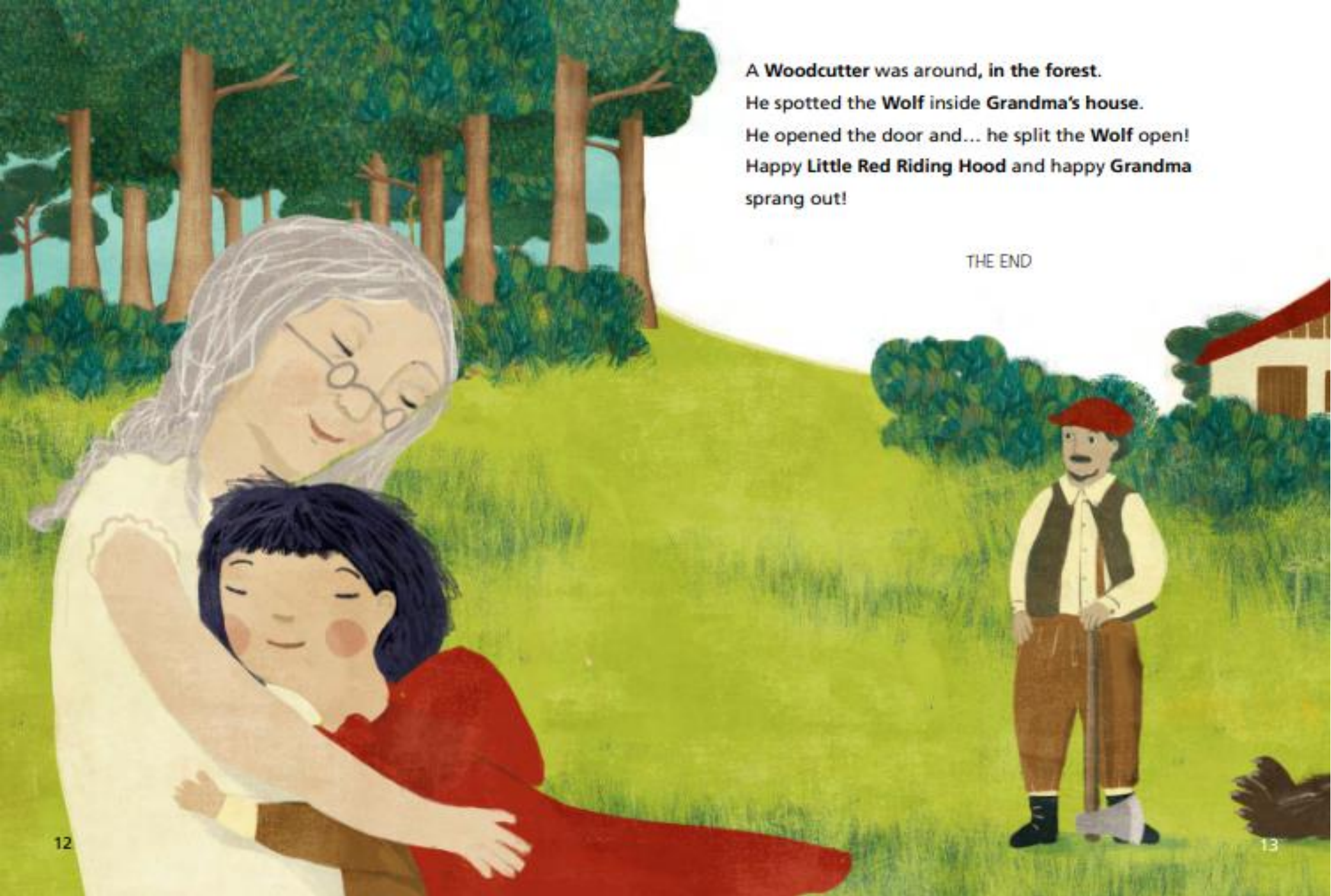
And in an instant... he ate her up!

THE END

This is one of the traditional endings of the story.  
Keep reading for an alternative happy ending.

A **Woodcutter** was around, in the forest.  
He spotted the **Wolf** inside **Grandma's** house.  
He opened the door and... he split the **Wolf** open!  
Happy **Little Red Riding Hood** and happy **Grandma**  
sprang out!

THE END



# Little Red Riding Hood

Colour the picture.

Her eyes are \_\_\_\_\_

Her teeth are \_\_\_\_\_

Her face is \_\_\_\_\_

Her hair is \_\_\_\_\_

Her cloak is \_\_\_\_\_

Her shoes are \_\_\_\_\_

green

white

red

pink

orange

yellow

brown

blue



# LITTLE RED RIDING HOOD

LISTEN AND WRITE:



HEAD



ARMS



EARS



LEGS



FEET



MOUTH



TAIL



FINGERS



NOSE



BODY



TOES



BODY



## LITTLE RED RIDING HOOD



LOOK AT THE PICTURES AND SAY TRUE OR FALSE



### LITTLE RED RIDING HOOD

SMALL NOSE

TRUE

FALSE

BLACK HAIR

TRUE

FALSE

BIG EYES

TRUE

FALSE

SMALL MOUTH

TRUE

FALSE

BIG EARS

TRUE

FALSE

SMALL HANDS

TRUE

FALSE



### THE WOLF

SMALL NOSE

TRUE

FALSE

BIG EYES

TRUE

FALSE

GREY BODY

TRUE

FALSE

BIG FEET

TRUE

FALSE

SMALL EARS

TRUE

FALSE

SMALL TEETH

TRUE

FALSE

# Guess who?!

Can you identify the characters in **Little Red Riding Hood**?  
Read and draw lines from the descriptions to the pictures.



1. She/he/it's good.  
She/he/it's got medium-sized eyes.  
She/he/it's got medium-sized ears.  
She/he/it's got a medium-sized nose.



2. She/he/it's bad.  
She/he/it's got big eyes.  
She/he/it's got big ears.  
She/he/it's got very big teeth.  
She/he/it's got a big, black nose.



3. She/he/it's good.  
She/he/it's got little eyes.  
She/he/it's got little ears.  
She/he/it's got a cloak.



4. She/he/it's good.  
She/he/it's got little eyes.  
She/he/it's got little ears.  
She/he/it's got glasses.



5. She/he/it's good.  
She/he/it's got big eyes.  
She/he/it's got a big nose.  
She/he/it's got an axe.



## TUMMY, TEETH AND TAIL!

Head, tummy,  
Legs and arms,  
Legs and arms!  
Head, tummy,  
Legs and arms,  
Legs and arms,  
Eyes and ears  
and teeth and tail  
Head, tummy,  
Legs and arms,  
Legs and arms!



WHAT BIG EYES  
YOU HAVE!!!



WHAT A BIG  
NOSE YOU HAVE!!



WHAT BIG EARS  
YOU HAVE!!!



WHAT A BIG MOUTH  
YOU HAVE!!!





# Little Red Riding Hood

1. LITTLE RED RIDING HOOD LIVES WITH (VIVE CON) ...

- A) MUM      B) GRANNY      C) MUM AND DAD

2. LITTLE RED RIDING HOOD VISITS ...

- A) GRANDAD      B) GRANNY      C) MUM

3. THE BAD CHARACTER (PERSONAJE) OF THE STORY IS ...

- A) THE WOODCUTTER      B) THE WOLF      C) GRANNY










4. THE GIRL TAKES (COGE) A BASKET WITH ...

- A) A RABBIT      B) FLOWERS      C) FOOD

5. LITTLE RED RIDING HOOD THINKS THAT (PIENSA QUE) ...

- A) GRANNY HAS BIG EYES, TEETH AND EARS  
B) GRANNY HAS SMALL EYES, TEETH AND EARS  
C) MUM HAS BIG EYES, TEETH AND EARS

III. DRAG AND PUT THE WORDS IN THE CORRECT CATEGORY.

HOUSE	BODY PARTS	CLOTHES
		
		
		

WINDOW	TEETH	NIGHTCAP
DRESS	EARS	DOOR
EYES	HOOD	BED

IV. Choose the correct word.



# Little Red Riding Hood

## Word-search

Find and circle the Vocabulary words. Look for them both horizontally and vertically



bad  
basket  
big  
ears  
eat  
eyes  
forest  
grandmother  
hood  
little  
red  
riding  
teeth  
wolf  
woodsman

L	I	T	T	L	E	I	B	I	G
F	J	I	R	N	X	X	Q	H	B
M	F	L	E	R	I	D	I	N	G
W	O	O	D	S	M	A	N	P	R
F	R	K	B	A	D	F	Y	I	A
H	E	W	O	L	F	W	B	V	N
L	S	E	W	T	E	E	T	H	D
H	T	Y	D	M	B	I	H	B	M
O	I	E	E	E	R	I	A	A	O
O	Q	S	A	M	O	X	B	S	T
D	K	Z	R	X	Z	F	U	K	H
J	H	D	S	G	P	E	O	E	E
N	O	X	T	B	O	E	A	T	R

Identify the elements of the story.

	Little Red Riding Hood	
	Grandma's House	
	Woods	
	The wolf pretends to be grandmother.	
	Wolf	
	The woodcutter comes and saves them.	

Problem	1 <sup>st</sup> Setting
Main Character	Character
Solution	2 <sup>nd</sup> Setting



# Vocabulary checklist



Look and read. Say the words. Fold the page. Write the words. Check ✓ ✗



basket



bed



cake



cottage



ear



eyes



nightdress



nose



teeth



wood



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Little Red Riding Hood

~ THE SENSES/ BODY PARTS ~

NAME: \_\_\_\_\_

1. Look and match. (MIRAR Y UNIR las imágenes que se relacionan.)



2. Watch the following videos and complete the pictures with the missing words.

(MIRAR LOS SIGUIENTES VIDEOS Y EL VIDEO DEL CUENTO Y COMPLETAR LAS IMÁGENES CON LAS PALABRAS QUE FALTAN)

<https://www.youtube.com/watch?v=LNajQTnZviQ>

<https://www.youtube.com/watch?v=5Ut8qDEKbms>



# What have I got in my basket?

1. Cut out 5 of the food pictures and stick them in your basket.



apple pie



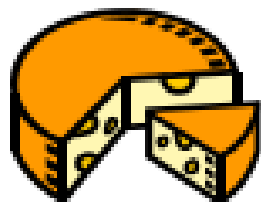
bread



butter



cheese



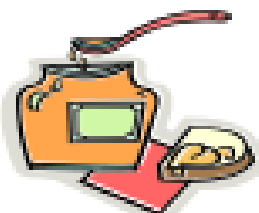
cake



chocolate



honey



ice cream



soup



A

1. Stick 5 food pictures here:



2. Talk to your friend (B). Ask B about his/her basket.  
Example: You: "Have you got some **apple pie** in your basket?"

apple pie



bread



butter



cheese



cake



chocolate



honey



ice cream



soup



3. Answer B.  
Example: Student B "Have you got some **bread** in your basket?"  
You: "Yum!" = Yes! "Yuk!" = No!

## WEEK 2 - ACTIVITIES:

1. Watch the following video: (MIRAR EL SIGUIENTE VIDEO)  
<https://learnenglishkids.britishcouncil.org/es/short-stories/little-red-riding-hood>



2. In the story we meet Little Red Riding Hood's Grandmother. Now, tell us about one or two of **your** grandparents.

(EN LA HISTORIA APARECE LA ABUELA DE CAPERUCITA, CONTÁ SOBRE TUS ABUELOS/AS. NOMBRALOS Y DESCRIBILOS EN UNA PALABRA)

A. What are their **names**? \_\_\_\_\_

B. Choose a Word to **describe** them: \_\_\_\_\_

Beautiful

Good person

Old

Patient

Sweet

4. Without looking at the picture, match!  
(SIN MIRAR LA IMAGEN PREVIA. UNIR)



### Little Red Riding Hood

Answer the following questions about the story:

1) Who are the **main characters**?

The main characters are \_\_\_\_\_.

2) Where does the story **take place**?

It takes place in \_\_\_\_\_.



## ANSWER THE QUESTIONS



1. DOES LITTLE RED RIDING HOOD LIVE WITH HER GRANDMA? .....
2. DOES LITTLE RED RIDING HOOD TALK TO ANYONE ON THE FOREST? .....
3. DOES THE WOLF FIND GRANDMA? .....
4. DOES "GRANDMA" LOOK DIFFERENT? .....
5. DOES THE WOLF EAT LITTLE RED RIDING HOOD? .....
6. DOES THE WOODSMAN SAVE LITTLE RED RIDING HOOD? .....



1. DO YOU LIKE THIS STORY? .....
2. DO YOU LIKE WOLF? .....
3. DO YOUR PARENTS KNOW THE STORY? .....
4. DO YOU LIKE THE CLASSIC ENDING? .....
5. DO YOU LIKE THE CHANGED ENDING? .....

# The Gingerbread Man



DIRECCIÓN PROVINCIAL DE EDUCACIÓN PRIMARIA



A long, long time ago, an **old woman** and an **old man** lived in a small **house**.



One day, the old woman made a **gingerbread man**. First, she made his **head**. Then, his **eyes** and his **mouth**. Finally, she made his **arms** and **legs**. She put the gingerbread man in the **oven** to bake.



After some minutes, **the old woman** opened the **oven** and... out jumped **the Gingerbread Man!** He ran out of the house.

Part 1

"Stop! Stop!" **the old woman** shouted. "Let me take a bite!"

"Stop! Stop!" **the old man** shouted. "Let me take a bite!"



But the Gingerbread Man ran on and on.

*"Run, run*

*as fast as you can!*

*You can't catch me.*

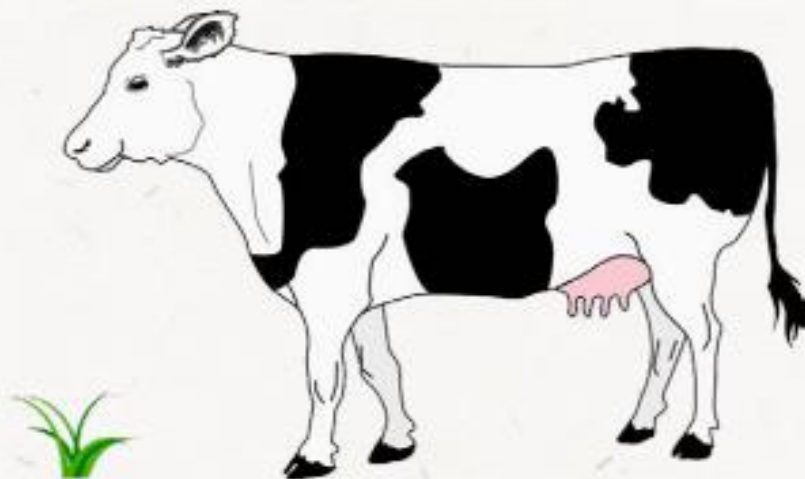
*I'm the Gingerbread Man."*



Part 2

Soon, the Gingerbread Man met a **cow**.

"Stop! Stop!" the **cow** shouted. "Let me take a bite!"



But the Gingerbread Man ran on and on.

*"Run, run*

*as fast as you can!*

*You can't catch me.*

*I'm the Gingerbread Man."*



Soon, the Gingerbread Man met a **horse**.

"Stop! Stop!" the horse shouted. "Let me take a bite!"



But the Gingerbread Man ran on and on.

*"Run, run  
as fast as you can!  
You can't catch me.  
I'm the Gingerbread Man."*



The Gingerbread Man reached a **river**.  
Suddenly, a **fox** appeared.

"Hello, little Gingerbread Man. Can you **swim**  
across **the river**?" the fox asked.

"No, I can't," the Gingerbread Man said.



"I can help you," **the fox** said. "**Climb** onto  
my **tail** and we can swim across **the river**  
together."

So the Gingerbread Man climbed onto the fox's **tail**.



"Oh, no," the fox said. "The **water** is **deep**.  
Climb onto my **back**."

So the Gingerbread Man climbed onto the fox's **back**.

"Oh, no" the fox said. "The **water** is **very deep**.  
Climb onto my **head**."

So the Gingerbread Man climbed onto the fox's  
**head**.

**The fox** reached the other side of the river.  
At that moment, he tossed his **head**; the  
**Gingerbread Man** flew up in the air!

"I will **eat** you now," said the fox.



But the little man jumped away and escaped.  
He ran on and on and on.

"Run, run  
as fast as you can!  
You can't catch me,  
I'm The Gingerbread Man."



**THE END**

1 What do they say? Write the words. can't eat talk to swim



2 Put the words in the correct order.

1 The kitchen woman's in old the.

The old woman's in the kitchen.

2 and little runs The gingerbread runs man.

3 to with I be you want friends.

4 river fox out across and The swims jumps the.

3 Make sentences about the story.

1 The gingerbread man has two eyes, ...

2 The old woman opens the oven door ...

3 He runs away from ...

4 He sees a river ...

5 The fox says, ...

6 So the gingerbread man ...

a cow and a horse.

'I can help you.'

a nose, and a mouth.

sits on the fox's tail.

but he can't swim.

and he jumps out.

4 Write the end of the story again, correcting the mistake in each sentence.

The horse swims across the river and jumps out. He throws the gingerbread man down. Then he catches him in his arms. He eats the old man's legs and arms. Then he eats the gingerbread man's mouth. That isn't the end of the gingerbread man.



The fox swims across the river and jumps out.

## WHO IS WHO?

Look , read  and match .



FOX



HORSE



GINGERBREAD  
MAN



COW



PIG



OLD LADY

## THE GINGERBREAD MAN

1 What animal appears in the story?



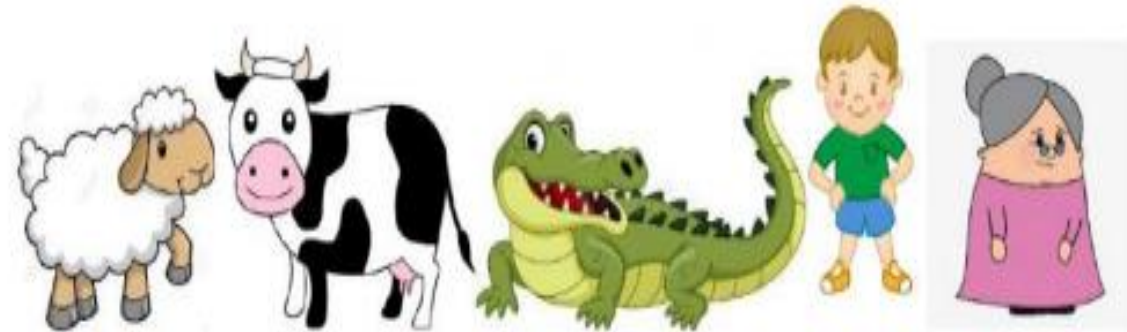
2 Who is running?



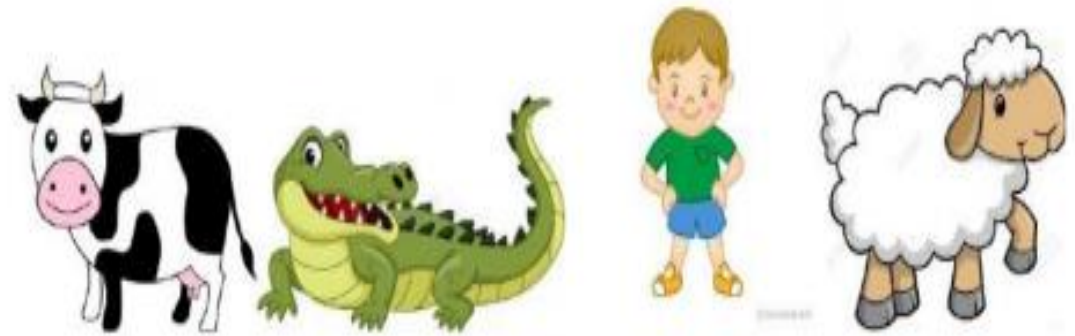
3 Who runs after the gingerbread man first?



4 Who runs after the gingerbread man?



5 Who is in the river?



6 Who eats the gingerbread man?





Let's go to Grandma's!  
 Chocolate cake! Yum! Yum!  
 Let's go to Grandma's!  
 See you later! Bye! Bye!



Let's go to Grandma's!  
 Bread and cheese! Yum! Yum!  
 Let's go to Grandma's!  
 See you later! Bye! Bye!

Let's go to Grandma's!  
 Apple pie! Yum! Yum!  
 Let's go to Grandma's!  
 See you later! Bye! Bye!



## LET'S GO TO GRANDMA'S!

1. Can you write the correct words in the spaces?

Let's go to Grandma's!

\_\_\_\_\_

Yum! Yum!

Let's go to Grandma's!

See you later! Bye! Bye!



Let's go to Grandma's!

\_\_\_\_\_

Yum! Yum!

Let's go to Grandma's!

See you later! Bye! Bye!



Let's go to Grandma's!

\_\_\_\_\_

Yum! Yum!

Let's go to Grandma's!

See you later! Bye! Bye!



and \_\_\_\_\_



## Healthy Foods I Spy

Can you see the healthy food?



# What's a Folktale?

## About the Stories in this Book

You have read two popular **folktales** in English: *Little Red Riding Hood* and *Snow White and the Seven Dwarfs*. **Folktales** is the name for **very popular stories of oral tradition** around the world. These stories pass down from **one generation** to the **next generation**: from parents to children and from grandparents to grandchildren. And from teachers to students!

**Folktales** have a long life in popular culture. Their **origins** and authors are now **lost**. It is possible that there was **not one origin** or **one author**. Probably, folktales had **several origins** and **several authors** across time and across cultures. This

means **multiple contributors** in time and space. So, **variations** in the stories are **inevitable**.

*Little Red Riding Hood* and *Snow White* are two of the **most famous stories in the world**. They have been told and read millions of times in **different languages**: French, English, Spanish, Portuguese, Italian, and the list goes on and on. We can find **variations** in the stories: the **elements** in the **basket**, the **tricks** of the **wolf**, the **tricks** of the **wicked** Queen and the **endings**!

**Folktales** are **fun** for children *and* adults. They have been a **common voice** over the centuries: *Aladdin*, *Ali Baba and the Forty Thieves*, *Hansel and Gretel*, *Stone Soup*, *The Gingerbread Man*... and so many more!

Pick one... and **keep reading**!



# Into the Forest

In stories for children, **the forest** is a symbol of danger and adventure. **Little Red Riding Hood** goes into the forest, **Hansel and Gretel** go into the forest, **Snow White** goes into the forest, too. And in the forest, they meet the **Big Bad Wolf**, the cruel **Witch** or the **Seven Dwarfs**. What is so fascinating about them? One possible answer is that **forests** are full of **magic**, **mystery** and **horror**.

In books, the residents of **the woods** are **monsters**, **dragons**, **bears**, **trolls**, **giants** and more! Children -and adults- love to read **scary stories**.

In the past, **real forests** were a real danger for children: there were **bandits** and **wild animals**. Adults told stories to children to teach them a lesson: *Don't go into the forest alone! Or the **wolf** will eat you up!* Just like **Little Red Riding Hood** in one of the traditional endings written by Charles Perrault in 1697.

In classic tales, **forests** are a **mystery**. Deep into the **wood**, anything is possible: **talking animals**, **candy houses**, and **friendly dwarfs**. There is no limit to **fantasy** and **horror**. And, maybe, this is the reason why we love these classics so much. They are an open door into **the enchanted forest**. We read the classics to **enter the woods** again and again and again.

