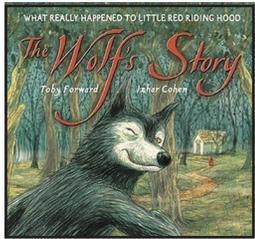




# Cruchley's Collection

Diana Cruchley is an award-winning educator and author, who has taught at elementary, secondary, and university level. Her workshops are practical, include detailed handouts, and are always enthusiastically received.  
(H. Diana Cruchley©2016, dcruchley@gmail.com)



## The Wolf's Story: What Really Happened to Little Red Riding Hood

Toby Forward, Candlewick Press  
©2005, ISBN 978-0-7636-2785-0

The Big Bad Wolf explains that he used to be a handi-man for grandma and that Little Red Riding Hood always ignored him. On the day Little Red Riding Hood came, Grandma was accidentally knocked unconscious in the wardrobe and everything went from bad to worse from there. All he wants is a new job with someone else.

### The Real Story of...

There are several picture books telling a story from the point of view of the wolf. Another of these is *The True Story of the Three Little Pigs* by Jon Scieszka. Students could compare the two stories. Students could then write their own "true story" for another misunderstood villain: The Wicked Stepmother in *Cinderella*, the troll in *Three Billy Goats Gruff*, and so on.

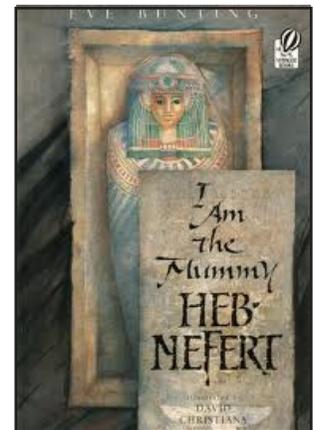
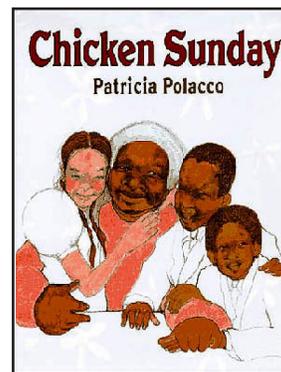
Analyzing the way it is done shows that basically the wolf does or says something innocent that is misunderstood, or is only trying to do his best when everything goes wrong.



### Slam Dunk Echo

Older students can be taught a wonderful writing "trick" that never fails to impress the reader, and that is the Slam Dunk Echo. In this method, you introduce a phrase at the beginning of the story or essay that is repeated with significance at the end.

The example in this book is : "No, please. Look at me. Would I lie to you?" Frequently, the repeated phrase is a metaphor or simile. In Patricia Polacco's *Chicken Sunday*, the line is "Sometimes when we are especially quiet inside, we can hear singing. A voice that sounds like slow thunder and sweet rain." In *I Am the Mummy Heb-Nefert* the line is "I am the mummy Heb-Nefert, black as night, stretched as tight, as leather on a drum."



### Vocabulary Thoughts

Grandma is knocked out in "the wardrobe" - which is pictured in the book. Students may not know this word as a term for furniture. It originated when rooms did not have closets. This is an opportune vocabulary expansion moment to ask students to go on line to find images of other furniture items they may not know: sofa, chesterfield, ottoman, chiffonier, armoire, roll-top desk, parson's table, sideboard, cabinet, hutch, etc.



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## Resume

The wolf is looking for another job and needs a resume. Discuss the parts of the resume with students: name, address, phone number, picture(?), education, experience, references, hobbies and interests or awards (sometimes). Students can construct a mock resume for the wolf using his experience in several stories. This will introduce them to the contents of a resume at a "light" level.

## A List

This wolf does odd jobs. What odd jobs is it possible for your students to do?

## More Vocab..

In addition to "wardrobe", other words from this book, that students might not know include: versatile, specialty, and vegetarian.

## German Fairy Tales

Students should realize that fairy tales are part of an oral heritage that may go back further than the middle ages. As time went on locales and morals changed, but the story remained quite constant. Many of our fairy tales were written down by the Grimm brothers who were German and so the settings tended to be in Germany.

Which of the fairy tales are German? They will have castles, forests, woodsmen, wolves. (*Red Riding Hood, Three Little Pigs, Snow White, Rapunzel, Sleeping Beauty, The Brave Little Tailor, Hansel and Gretel, The Elves and the Shoemaker*, etc.)

**resume**  
**A. J Wolf**

**contact information**

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**experience**

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**education**

**hobbies/ interests**

**awards**

**references**