

# Little Red Riding Hood

## Activity sheet

- **Target group:** 6+ years old
- **Duration:** 45 minutes
- **Material needed:**
  - communication boards (PECS),
  - cards with key words and adjectives,
  - sequencing cards,
  - laminated characters from the fairy tale.
  - and digital AAC tools and applications if needed.
- **Key competence:** literacy

### GENERAL OBJECTIVES

This activity uses the classic story of Little Red Riding Hood as a fun and familiar context to encourage the development of communication and literacy skills. It promotes interaction, expression of ideas, and creative exploration of the story with the support of AAC tools. The combination of storytelling, role play, and visual support keeps children engaged while simultaneously fostering language, social, and emotional development.



## IMPLEMENTATION

**1/ Sequence of Events:** Children receive cards with pictures or simple sentences representing key events from the story of Little Red Riding Hood. They work individually or in groups to arrange the events in the correct order, using communication boards or the PECS system to comment on and explain their choices.

**2/ Role Play:** Children choose a character (e.g., the girl, the wolf, the grandmother) and use communication cards with key phrases and sentences to act out parts of the story.

**3/ Character Description:** With the help of picture cards and adjectives (e.g., "scary," "kind," "happy"), children describe the characters. For example: "The wolf is big and scary." This activity encourages the use of descriptive language and understanding of emotions.

## POTENTIALS FOR AAC SKILLS DEVELOPMENT

The activities offer numerous opportunities to use AAC tools in a functional and motivating way. Children practice using vocabulary (nouns, verbs, adjectives), constructing sentences, making choices, and participating in social interaction. Role play and storytelling support the development of expressive and receptive language, while group activities encourage turn-taking and communication with peers. Using emotion cards further supports the development of emotional literacy and empathy.



## TO GO FURTHER

These activities can be extended through art projects, puppet shows, or digital storytelling apps. Involving parents and peers encourages the development of communication skills outside the classroom (at home, school, and in the community). The activities can also be adapted to other well-known stories, creating a consistent and engaging framework for AAC practice. Through repetition and story expansion, children strengthen their vocabulary and narrative structure, further developing both language and literacy skills.



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Exchange and mobility

**Plural  
Words**

# Character Description



scared



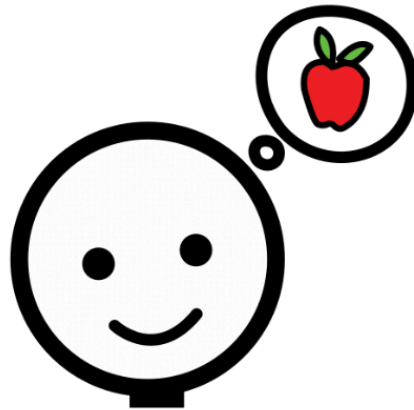
happy



kind



brave



hungry



**Grandmother is kind.**



**Hunter is brave.**



**Little Red Riding Hood is happy.**





**Little Red Riding Hood is scared..**



**Wolf is hungry.**

# **Communication cards for Role play**



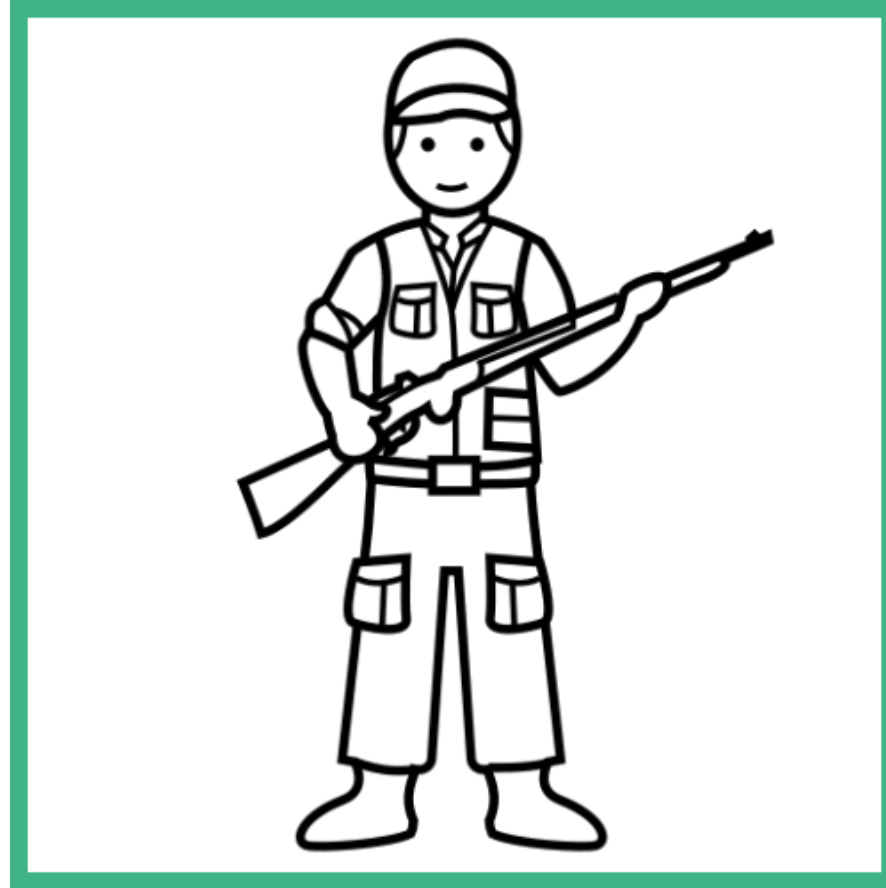
**My name is Little Red Riding Hood.**



**I am going to visit my sick grandmother.**



**Come in, my dear Little Red Riding Hood, I left the door unlocked for you.**



**I will save Little Red Riding Hood and Grandmother  
from the wicked wolf.**



**I am very hungry. I will eat Little Red Riding Hood  
and Grandmother.**



# Sequencing cards





