

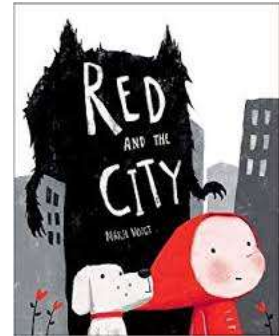
Titel: Red and the City



Tema: Growing up, Life in the city
Fag: engelsk
Målgruppe: 5.-7.kl.

Data om læremidlet:

Bog: Red and the City
Forfatter & illustratør: Marie Voigt
Oxford University Press 2018



Faglig relevans/kompetenceområder

Denne vejledning retter sig mod 5.-7.kl. og har fokus på bogens skrevne indhold samt billedsiden. Vejledningen lægger op til at arbejde med såvel mundtlige og skriftlige kompetencer. I øvrigt lægges op til at arbejde med elevernes produktkompetence gennem udformning af multimodale produktioner.

Baggrund

Red and the City er en parafrase over Little red Ridinghood. Hvor eventyret handler om ulven personificeret som ondskab, er det i denne bog den moderne storby, dvs. det moderne liv, som truer. Farerne er trafikken, mobiltelefoni, fristelserne i forhold til alt for meget og usund mad, shopping, kvicklån, fake news osv. Red når helskinnet hjem til bedstemor. De taler sammen og bedstemor viser en vej gennem livet. Billederne understøtter teksten, men har også et helt tydeligt eget fortællespor.

I det følgende gives ideer til, hvordan man kan anvende bogen før under og efter læsningen.

Ideer til undervisningen

Before you read:

Tip: det er en god ide, at projicere billeder fra bogen på whiteboardet.

Discuss in class:

1. Look at the book jacket (both sides) and the title **Red and the City**.
 - What do you notice
 - What does it make you think of?

- Can you spot a wolf? How big is it?
- What is black and what is red? Is this important?
- In pairs: What do you think this book is about? Write about 5 lines. Discuss with other pairs in class.

Til læreren: Tag billeder af siderne i bogen, **men udelad teksten.**

Lad eleverne parvis/i grupper og derefter i plenum tømme et billede for informationer på engelsk:

2. Del klassen i et antal grupper. Kopier en væsentlig side (dobbeltside) fra bogen og forstør den til minimum A3 til små plakater. Giv eleverne små post-its og en 'billedplakat' pr. gruppe. Eleverne skriver nu med udgangspunkt i plakaten kendt engelsk ordforråd på post-its og sætter dem på billedet. Der fremlægges.

3. Arbejdet med centralt ordforråd fra bogen.

Lav et skema som dette og skriv centrale vendinger fra bogen på engelsk. Lad eleverne i grupper udfylde betydningen med egne ord samt de vendinger man ville finde i det originale eventyr.

Chunk (ordforbindelse)	Meaning	What you say in the original Little Red Ridinghood?
The edge of the city		
Stay on the path		
All the better to dazzle you with		
All the better to worry you with		
All the better to sicken you with		
All that truly mattered		

Without straying from her path		

4. Selve teksten

Til læreren Klip sætningerne fra hinanden og del en enkelt/ flere ud til eleverne. Uden at tale, kun ved at vise tekststrimler til hinanden stiller eleverne sig i den rigtige rækkefølge. Herefter kan teksten læses op.

Once there was a girl named Red, who lived with her mum and her dog, Woody, on the edge of the city.
'Red', said her mum one day. 'Go visit Grandma and give her this cake.
Take Woody with you and remember – follow the hearts of flowers...
Take care when crossing the roads...stay on the path ... and don't talk to anyone.'
After a while, Red started feeling hungry.
'I will only have a little bit of cake,' Red said.
But the cake was very tasty.
And before Red knew it, she'd eaten it all.
'Oh no, I've eaten my present for grandma, said Red. 'What shall I do now?'
'I know! I'll buy her some heart flowers. They're not far from the path.'
'I'll be back in a minute.' But Red quickly forgot about the flowers.
Ahhh... ohhhh...mmmm. Before – long – Red – was lost
'Oh, city what shiny toys you have!'
'All the better to dazzle you with'
'Oh, city what shocking news you have!'
'All the better to worry you with!'
'Oh, city what tempting food you have!'
'All the better to sicken you with!'
And then Red was swallowed up.
'Wake up! Wake up!' Barked Woody.
And when Red opened her eyes, she remembered all that truly mattered to her.
Her heart shone brightly and she was able to find her path.
And Red walked straight home to Grandma's without straying from the path once.

Oh, Grandma, I'm so sorry I'm late. I was foolish and got lost in the city.

'I know', said Grandma 'It once swalled me up too.'

They then ate the cake Grandma had baked for Red earlier that day.

And they talked about all the wonderful things they could in the city together.

While you read:

5. Read the book (fx from the whiteboard)

Watch the pictures very carefully and notice the details. Talk about it while you read.

On each page there are drawings that symbolize fx hope, fear, loneliness, greed, (fake) news, love etc.

After you have read:

In groups/pairs

6. Find out what Red is really afraid of, make a list. Imagine you had a 5-year old brother who was alone in the city. What would he be afraid of? Make a list. Compare with another group/pair.
What are you afraid of, if you were all alone in a big city?
7. Where in this story can you find a wolf or part of a wolf? What do the wolf drawings do to the book?
8. Which problems in this book should grown-ups deal with?

Make a product – choose between the following

- Create a book in book Creator <https://app.bookcreator.com> and write Little Red Ridinghood with other fears. Use pictures.
- Imagine you are the wolf. Write a letter to Grandma and explain why you frighten people.
- Red is lost in the city. Write an SMS thread between Red and Granny to get home safe. You might also 'send' pictures in the thread.
- Record 'The City News' where you report Red missing. You might make a 'Missing poster'.
- Record a short speech or write a readers' letter where you tell about your fears regarding the climate change or another big concern of yours.

Supplerende materialer

Bog: **Little Red Ridinghood**

Film: **Extremely Loud and Incredibly Close**