

# StoryBook Theater

## EDUCATOR'S CURRICULUM GUIDE

# Little Red



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**StoryBook Theater Focus:**  
**LEARNING TO**  
**WORK TOGETHER**

STORYBOOK THEATER is produced by STUDIO EAST  
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425-820-1800 • [www.StoryBookTheater.org](http://www.StoryBookTheater.org)

## WELCOME TEACHERS!

Thank you for choosing to bring your class to StoryBook Theater's production of **Little Red!** We have created this packet to enrich the learning experience for you and your students. We have included pre-show preparatory materials and classroom activities and a few post-show discussion, writing and drawing prompts. All of our exercises were carefully developed to meet the Washington State Learning Standards in the Arts, Communication, Reading, and Writing. Feel free to pick and choose from, as well as modify, the activities below to best meet your classroom's learning needs. They are not meant to be followed to the letter, but to be used as ideas for your own classroom's creative dynamic. Have fun, and we hope you enjoy the play!

## Theater Terms

*The activities that follow will incorporate these important terms and concepts:*

- **Character** – the “who” in a play, which can be a person, creature, or thing
- **Setting** – the “where” of a play, including the time and place in which the action occurs
- **Action** – the “what” of a play; incidents and events within the story (beginning-middle-end) that move the plot along
- **Prop** – any object used by an actor in a play
- **Set** – the scenery, furniture or background in a play
- **Costume** – what the actors wear during a performance
- **Improvisation** – drama created on the spur of the moment without any advance preparation; making it up as you go
- **Dialogue** – the words actors say in a play

## STORY SYNOPSIS

This version of “Little Red Riding Hood” is a story about the meaning of friendship. Little Red's Granny lives in a cottage in the woods. For Granny's birthday, Little Red makes a big, beautiful cake. At her house in the forest, Granny is hungrily waiting for Little Red. Granny decides she will go and get a snack, and sets off into the woods.

Along the path in the woods, Little Red meets a Wolf. This wolf is very hungry, but he is a vegetarian, so he is more interested in the cake than in Little Red. However, Little Red won't let the Wolf touch Granny's cake, and she hurries off toward Granny's house.

Meanwhile, Granny meets a Hunter, who is searching for the Wolf. The Hunter is also very hungry. The two of them talk about all the foods they might like to eat. Then, they agree that they should look for Little Red, since a Wolf has been sighted in the woods.

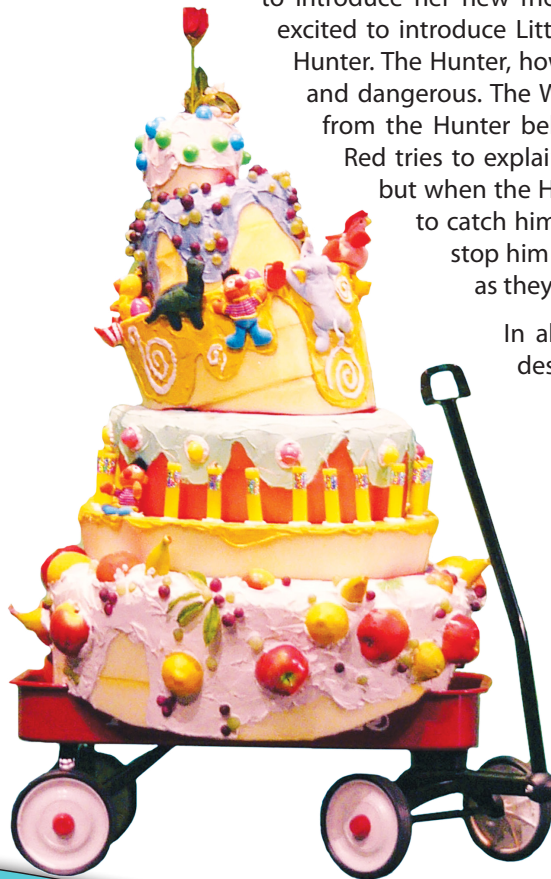
Unfortunately, Little Red gets lost on her way to Granny's. The Wolf decides to disguise himself as an old woman, hoping to get some of the cake. Little Red recognizes him, and still won't let him have any cake. They argue at first, but eventually they come to an agreement and decide to be friends.

Granny and the Hunter are so hungry that they get into an argument while they look for Little Red. They don't even notice that Little Red is talking to them!

Finally everyone arrives back at Granny's cottage. Little Red is excited to introduce her new friend to Granny and Granny is excited to introduce Little Red to her new friend, the Hunter. The Hunter, however, thinks the Wolf is scary and dangerous. The Wolf is afraid and tries to hide from the Hunter behind the birthday cake. Little Red tries to explain that not all wolves are bad, but when the Hunter sees the Wolf, he wants to catch him. Granny and Little Red try to stop him and there is a big commotion as they chase around the house.

In all the excitement, the cake is destroyed. They are all very upset about the cake and start to argue again. Then, wise Granny teaches the Hunter and the Wolf to be friends. They all realize that if they work together, they can easily bake a new cake.

In the end everyone has made a new friend, learned to handle disagreements, and found a way to enjoy cake together!







### Character List — for the play 'Little Red'

- Little Red
- Granny
- Wolf
- Hunter



### Settings — for the play 'Little Red'

- Inside Granny's cottage
- Outside, in the forest (several different spots in the forest)

### Vocabulary — from the script of 'Little Red'

- |              |             |
|--------------|-------------|
| • Courageous | • Friend    |
| • Celebrate  | • Agree     |
| • Capable    | • Disagree  |
| • Edibles    | • Hungry    |
| • Food       | • Famished  |
| • Appetite   | • Scoundrel |
| • Vegetarian | • Allergic  |
| • Delicious  | • Rash      |
| • Lurk       | • Jungle    |
| • Voice      | • Brave     |

## BEFORE THE SHOW:

Here are some ways you can prepare your class to see the play.

- It's a good idea to eat a snack before the trip and use the restroom before the show starts, so students are not distracted during the play.
- Get your students excited about the show by sharing your knowledge and excitement! Reading a story book version of the play is often helpful so students can identify the characters in the play and also generate more discussion after seeing the production.
- Make sure students understand that what they will see on stage is make-believe, and that the actors in the costumes are safe people. This is especially important with potentially scary characters.
- Encourage your students to be active audience members. All StoryBook Theater performances include some audience participation, such as singing, laughing and clapping. There may be times when the characters on stage speak directly to the audience and ask questions. There are some times when the actors will be talking only to each other, and that's when the audience should be quiet.
- Try out a few of the activities in this guide! They are designed to make your StoryBook Theater experience last longer than the 55-minute show.





### ACTIVITY #1 – ‘GOING TO THE THEATER’

(grades Pre-K - 4)

**Learning Targets:** Students will practice and define appropriate behaviors when seeing a live performance.

**Materials:** none

**Room Arrangement:** Seated circle at first, with room to walk around.

**What the TEACHER does:**

1. Initiate a discussion with questions such as “how do we behave at school?” “how do we behave at home?” “on the playground?” “at the library?” etc.
2. Introduce the question “how do we behave at the theater?” and encourage students to share ideas.
3. Designate areas of your classroom to be various locations. Have students move around the room, and encourage students to act out the appropriate behavior when they are in each space.
4. Once they have established the appropriate behaviors, write a list of ground rules that will apply when going to the theater.

*Adapted from:*

<http://www.usq.edu.au/artsworx/schoolresources/piedpiperofhamelin/preparingyourstudents>

**Theater:** Cn11.1

**Common Core Language Arts:** SL.1, SL.2, SL.3

### ACTIVITY #2 – ‘SOUNDINGS’

(grades Pre-K - 2)

**Learning Targets:** An actor’s voice helps create and express the **character**. Students will explore many variations of sound that are possible with their voices.

**Materials:** none

**Room Arrangement:** Open space; players sit in a circle.

**What the TEACHER does:**

1. Discuss how actors use their voices to express different characters and emotions in a play. You may have volunteers name some specific characters with distinct voices. How would they describe the voice?

(squeaky, nasal, low, shy...?)

2. Explain that players will take turns saying their first names as quickly/slowly/unusually as they can, focusing on voice variations. The sound will be passed around the circle. The activity continues until everyone has experimented with their own name.
3. Model for the students by exploring your own name, using a voice variation. Pass it around the circle. Try a different variation.
4. Ask for a volunteer to start the activity and continue until every player has had a turn. Encourage different voice variations—the more variety, the better!
5. Ask for feedback after the activity. What did they notice about exploring their voice? Was it easy/difficult to do?

**Extensions:**

List the characters from the story “Little Red Riding Hood”. Describe and imitate how their voices might sound. How might the story change if the wolf had a high, squeaky voice?

**Theater:** Cr1, Cr3.2, Pr4.2, Pr5, Re8b

### ACTIVITY #3 – ‘STORY SNAPSHOT’

(grades 1 - 4)

**Learning Targets:** Students will be able to identify and demonstrate the beginning, middle, and end of a story – the action of the story.

**Materials:** Original story book of “Little Red Riding Hood.”

**What the TEACHER does:**

**STEP 1 (Before you see the play)**

1. Read story to students, stopping at three distinct points (beginning, middle, end).
2. Encourage students to quietly use expressive faces and bodies to act out each stopping point.
3. After the story, ask students to practice and share the three “story snapshots” by saying “Beginning~FREEZE!”... etc. to cue them.
4. Invite students to share their “snapshots” with the class.
5. Respond to what they discovered and enjoyed.

**STEP 2**

Field trip to StoryBook Theater’s LIVE performance of **Little Red**.



### STEP 3

1. Invite students to share a favorite moment from the play in a "story snapshot".
2. Encourage the rest of the class to guess which moment the "snapshot" shows.
3. Have students identify each "snapshot" as beginning, middle, or end of the play.

#### Extensions:

What were the similarities/differences between the original story and the play?

Divide students into groups and have them choose a favorite scene from the play and make a group "snapshot". Encourage the rest of the class to guess the scene and identify it as beginning, middle, or end.

**Theater:** Cr1, Cr2, Cr3, Pr4, Pr5, Pr6, Re7, Re9, Cn11

**Common Core Language Arts:** RL.2, RL.3, RI.1, RI.2, RI.3, SL.1, SL.2, SL.3, SL.4, SL.5

### ACTIVITY #4 – 'ONE WORD STORY'

(grades 1 - 4)

**Learning Targets:** Students will develop **improvisation** skills to create an original group story.

**Materials:** (optional) ball of yarn

#### What the TEACHER does:

1. Gather students in a circle.
2. Explain that the group goal is to create an original story one word at a time.
3. Encourage students to listen to what has come before and connect their word to make sense.
4. (Optional) Give students a situation for the story and hand the ball of yarn to a volunteer student who will start the story. Pass the ball of yarn and unwind as each student adds a word.
5. Coach students to stay on topic and keep the sentences flowing.
6. (Lead discussion afterwards about the strengths of your story and how to improve next time.

#### Extensions:

Write a short story using a **character** or **setting** from the One Word Story that the class created.

Draw or describe a **costume** for each **character** from the One Word Story. Then draw or describe the one of the **sets** from the One Word Story.

**Theater:** Cr1, Cr2, Re7

**Visual Arts:** Cr1, Cr2, Cr3, Re7, Cn10

**Language Arts:** W.3

### ACTIVITY #5 – 'MAGIC BOX'

(grades Pre-K - 4)

**Learning Targets:** Students will improvise with an imaginary prop.

**Materials:** 1 medium sized empty box decorated with wrapping paper

**Room Arrangement:** Seated circle or rows.

#### What the TEACHER does:

1. Tell the students that you have something very special to share with them in your magic box.
2. Invite them to watch you as you lift "it" out of the box and hold "it"/use "it". (basketball, kitten, yo-yo...)
3. Encourage students to raise their hand if they think they know what "it" is.
4. Put "it" back in the magic box and call on students for guesses.
5. When someone guesses correctly, ask how they knew...what were the clues?
6. Invite a student to take something else out of the box to share with the class. Continue this process until all have had a turn.

#### Extensions:

Ask each student to think of something they would like to put in the magic box. What would they choose? Share ideas with the class.

After you have lifted "it" out of the box, ask if any students would like to hold "it"? Hand "it" to them and encourage them to **improvise**.

**Theater:** Cr1, Cr2, Cr3, Pr4, Pr5, Pr6



## AFTER THE SHOW:

### DISCUSSION, VISUAL ART AND WRITING PROMPTS

When Little Red met the Wolf, she was afraid of him. When the Wolf met the Hunter, the Wolf was afraid of the Hunter. Why were they afraid? How did they learn not to be afraid?

There was one very important prop used in StoryBook's production of **Little Red**. This prop really changed the StoryBook version of the story. What was the prop, and what differences did it make in the story? (Hint: It rides around in a wagon and gets destroyed at the end of the play.)

In the play, Granny, the Wolf, the Hunter and Little Red all become friends and they decide to bake a new cake together. Friends like to do things with each other. What do you like to do with your friends?

The StoryBook **costumes** were very colorful and imaginative. If you were the costume designer, how would you create the costumes? Use your art supplies to design a costume for your favorite character.

Granny's cottage in the woods was a wonderful **setting** for the story. If you had a Granny who lived in the woods, what would her cottage look like? Make a drawing of it.

Little Red and the Wolf become friends. Pretend that you are one of these characters and write a letter to the other one telling them what you like about them.

### SCRAMBLED SENTENCES

*Put these sentences in the right order as they occurred:*

- The Wolf tries to take the cake away from Little Red.
- The cake falls and is destroyed.
- Little Red meets a Wolf in the woods.
- Little Red bakes a cake to take to Granny's.
- The new friends decide to bake a new cake.
- Little Red and the Wolf find Granny and the Hunter at Granny's Cottage.

**Theater:** Re.7, Re.8, Re.9, Cn.10, Cn.11

**Language Arts:** W.1, W.2, W.3

**Visual Arts:** Cr1.2, Cr2.1, Cr2.3, Cr3.1

## Coming Soon!

### The Frog Prince

**April - May 2020**

**Focus:**  
*Keeping Promises*



Things grow big in the wild west – things like cacti, frogs, and promises. Princess Honey must find a miracle in order to save the ranch from the clutches of the awful land-grabber, Duke.

Instead, she finds a very large frog who offers to help her – but only in exchange for a promise. Will Princess Honey decide to keep her promise to the big green frog that won't seem to leave her alone, or will she break her promise and throw him back in the trough?

RENTON CARCO THEATRE

Apr 18 at 11am • Apr 19 at 11am & 1pm

KIRKLAND PERFORMANCE CENTER

Apr 25 at 11am, 1pm & 3pm

Apr 26 at 11am & 1pm

May 2 at 11am, 1pm & 3pm

May 3\* at 11am, 1pm & 3pm

*\*All May 3 shows are ASL Interpreted.*

HALE'S PALLADIUM IN FREMONT

May 10 @ 11am, 1pm & 3pm

SHORELINE CONFERENCE CENTER

May 9 at 11am

EVERETT PUD AUDITORIUM

May 17 at 11am & 1pm

**For tickets, visit**  
**[www.StoryBookTheater.org](http://www.StoryBookTheater.org)**  
**or call 425-820-1800**