

Teatro SEA & The MORÁN Group
PRESENT



The True Story of Little Red



La verdadera historia de **Caperucita**

By **Manuel Antonio Morán**

*Adapted from Teatro SEA's Original Version (2000)
"La Caperucita Roja" written by Manuel Antonio Morán*

*Based on the traditional story by Charles Perrault.
Inspired by the children's play
"Entre todos si se puede" by Teresa Valenzuela,
and the puppet play produced by Co. Thistle Theatre, Seattle,
Written by Sue Ennis and Jean Enticknap.*

Book, Lyrics and Music by **MANUEL A. MORÁN**
Original Music by **IVÁN ALEXANDER BAUTISTA**
Bilingual Version by **MANUEL ANTONIO MORÁN &
RICHARD MARINO**
New Music and Orquestations by **MANUEL CALZADA**
Set Design & Puppets by **JOSÉ LÓPEZ**
Costume Design by **INGRID HARRIS**
Assistant Director **GEORGE RIVERÓN**
Production Manager **RICHARD MARINO**
Produced & Directed by **MANUEL A. MORÁN**

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A Teacher's Resource Guide

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Dear Teachers,

Thank you for scheduling to bring your wonderful scholars to Teatro SEA to enjoy the magic of theater. We hope that before or after you attend the show, you might be able to extend the experience of the theater into your classroom curriculum. Please feel free to use all or parts of this Resource Guide in your classroom. The lesson ideas presented here in this guide are for you to use as written, or feel free to modify them to meet your classroom needs. We want these lessons to be authentic learning connections and experiences for your scholars to continue thinking about their time in the theater. Our hope is that theater and all of the arts may enhance your curriculum and enrich the lives of your scholars. Please share any feedback and results of your success of integrating these lessons into your classroom curriculum.

Happy Teaching!
Teatro SEA Education Staff

What's inside?

Inside this resource guide you will find different activities to connect to your classroom curriculum. The activities include these subjects: Theater, English Language Arts (ELA), Science and Health, Social Skills, Goal Setting, and Art. We have also included a bibliography list of related books.

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INTERNET RESOURCES

<http://www.teatrosea.org>

Visit the theater's website to learn about upcoming shows, art residencies (workshops), and public performances.

<http://www.grimmfairytales.com>

Visit the Grimm fairy tales page to listen and read fairy tales, play games and do other activities.

<http://www.jsworldwide.com>

Visit Jon Scieszka's website for all the latest on this awesome author of fractured fairytales.

<https://kids.nationalgeographic.com/animals>

Visit the National Geographic Kids page to learn more about different animals from the fairytale stories.

Use the vocabulary words and the show etiquette to help you and your students prepare to enjoy the show.

Learn About the Theater – Cue the Lights! Play the Overture and Raise the Curtain! It is time for the theater. Every play or musical has many parts that work together to tell a story. Use these theater vocabulary words, audience etiquette tips, and diagram of the theater to learn about the parts of a play or musical and how to interact with the space and the actors.

Objective: Learn about the theater by learning these vocabulary words and discussing all the parts of a play or musical.

Creative suggestions to share the material: Be creative in how you share the vocabulary. Try using: flash cards, learn 5 words a day each week before the show, pair words with ELA curriculum when applicable, use theater words as a part of spelling words for the week, have students label the diagram of the theater.

Compare the vocabulary and parts of a play with the vocabulary of English Language Arts, narrative writing, and storytelling.

Questions to ask about the theater vocabulary:

What words are you familiar with already from ELA?

How does an author tell a story?

How do you think the story will be told in the theater? or How was the story told in the show?

What are some similarities in seeing a show in the theater and reading a story?

THEATER VOCABULARY

actor/actress - a person who acts in stage plays, motion pictures, television broadcasts, etc

character - a part or role played by an actor representing someone with specific traits such as personality, language, mannerisms (actions and body movements), and physical characteristics

script - copies of the written text of a play, motion picture, or radio or television broadcast. It includes the lines of the characters, a description of the setting, mood and basic stage direction for the actors

scene - a place and time in a play or of an act of a play, usually representing the action between certain actors in one place during a specific moment.

cast - the people who perform in a show

choreographer - the person who creates dances and arranges movements for a musical

costumer - the person in charge of the costumes for a show

crew - all the people who work together on a show except the cast

director - the person who provides the vision of how a show should be presented, who works with the actors

house manager - the person in charge of the theater auditorium and anything to do with the audience

audience - the group of people together in one place to watch or listen to a play, film, someone

speaking, etc. Audience members should be respectful of the actors and theater staff. During the show, they should sit quietly, pay attention to the show, participate if asked, and take no video or photos during the performance.

lighting designer - the person who designs the lighting for a show and works with the director to get desired effects

musical director - the person who works with the director, actors and orchestra to get the desired musical effects for a show

prop mistress/master - the person in charge of all the props and who usually works with them during a show

set designer - the person who designs the sets for a show. In smaller theaters, this person also builds the sets

sound designer - the person who designs the sound direction for the show

stage manager - the person who runs the show from opening curtain to closing curtain and is in charge of everything on the stage and in the back of the stage

aisle - a passage which goes through two areas of seats.

backstage - the part of a theater which is not seen by the audience, including the dressing rooms, wings and the green room

Broadway - the largest and most famous theatrical district in New York City

dressing rooms - rooms in a theater provided for the actors in which they change costumes and apply make-up

offstage - the area of the stage which the audience cannot see

proscenium - the arch that frames the front of a stage

set - the setting of the stage for each act and all of the physical things that are used to change the stage for the performance

act - 1) the main sections of a musical or play 2) the thing which actors can do

audition - a time when an actor goes before a group of people who are casting a play to show those people what he can do

black out - the quick shutting off of all the stage lights

break a leg - something people tell actors to wish them "Good Luck" before a performance or audition

call - the time that an actor must report to the theater for either a performance or rehearsal

1st, 2nd and 3rd call - a series of warning to the actors and the audience that the show is about to start. Audience members should quiet down and get ready for the show. Actors must make sure all their props and costumes for the show are in place and ready to go. At the 3rd Call, the show is about to start.

casting - when the director chooses actors to be characters in a play or musical

cue - signals that are given to both the actors, the crew, the musicians and any others working on a show

curtain - the screen, usually of cloth, which separates the stage from the audience

curtain call - the bows at the end of a performance

dialogue - the words which are spoken in a play

dress rehearsal - a rehearsal, usually just before a show opens, to practice the show just how it will be on opening night, including costumes and make-up. A rehearsal for both cast and crew.

exit - a stage direction telling an actor to leave the stage

monologue - a speech given by one actor

overture - the beginning music in musical theater which usually gives the audience an idea of the music to come and gets them into the feeling of the show

props - all the items used in a play to tell the story, not including the scenery or costumes

rehearsal - the period of practice before the beginning of a show in which the actors and director work on the development of the show

reprise - in musical theater, when either a whole song or part of a song is repeated

stage directions - when a script contains information for the actors giving them specific entrances and exits

strike - to take the set apart when a show ends

stage - the main area in the theater including the set, curtains and lights. Also where the actors perform the action of the show

house lights - the lights in the audience area of the theater

stage door - the entrance for the actors, director, stage crew, and technicians for the show. It's usually an entrance that brings the cast into the backstage area or near the dressing rooms

finale - the last part of a piece of music, a performance, or a public event, especially when particularly dramatic or exciting.

previews - a set of public performances of a theatrical presentation that precede its official opening. The purpose of previews is to allow the director and crew to identify problems and opportunities for improvement that weren't found during rehearsals and to make adjustments before critics are invited to attend.

opening night - the official first night of a play or a musical. Everything that is part of the show is ready, and after this point, the important moments, interactions, and set pieces of the show are not changed

plot - the main events of a play, novel, movie, or similar work, devised and presented by the writer as an interrelated sequence.

THEATER ETIQUETTE BEGINS BEFORE YOU ARRIVE

- Arrive to the theater on time.
- Visit the restroom before the performance begins.
- Turn off your cell phone or, if it must be on, put it on vibrate. Do not speak on the phone during the performance. If you must call the person back, do it outside during intermission or after the show has finished.
- Pay attention to announcements that are made prior to many shows about the rules of the theater you are attending and the location of the fire exits.
- Don't speak during the performance...whispering is still speaking, so only in an emergency.
- Remember that the Overture (introductory music) in Musical Theater is part of the performance.
- Do not take pictures during the performance. It can be very distracting to the actors and can cause a mishap.
- Remain in your seat for the entire performance. If you must leave, exit during intermission. In an emergency, wait for an appropriate break in the show. It is rude to get up in the middle of a quiet moment., both to the actors and your fellow audience members.
- Do not eat or drink in the theater. If you must have a cough drop, or something of that nature, do not make noise with the wrapper.
- Refrain from putting your feet on the seats or balcony in front of you, and do not kick the seat in front of you.
- Do not angle your head together with your "special someone" as you obstruct the view of the people behind you.
- Don't put or throw anything on the stage.
- Do laugh when the performance is funny.
- Do applaud when it is appropriate during the performance.
- Do applaud when the performance is over...This tells the performers and crew that you appreciate their work.
- Stand and applaud if you really thought the show was great.
- Do not whistle or scream out to the performers except for a Bravo or Brava.

ELA Activity 1:

Summary of the Show – Transfer your experience at the theater into a learning experience for your ELA curriculum. Allow students to practice their skills of recalling details of the story, identifying the characters and the actions, and sharing the main ideas and resolution of the story.

Objective: Students will use their skills of recalling details of characters and events to write a detailed summary of the show.

Make this activity your own: This activity can be adapted for your class on any level. Some options for this activity include:

- Class discussion with listing of the main ideas, supporting details, series of events, and characters.
- Collaborative class written summary, partners turn and talk, then share to the group.
- Partnered brainstorming, then individual writing.
- Individual writing, then share and revise with peers.

ELA Activity 2:

Comparing the Fairytales – Many authors and illustrators have written and shared their own ideas when retelling the story of many different fairytales. Compare and contrast this theatrical version of the fairytale with a book version of “Little Red Riding Hood.” Have a discussion with your students about these differences and similarities. This activity could lead to a writing prompt or lead into another activity from this resource guide.

Objective: Students will compare and contrast elements from two different versions of “Little Red Riding Hood.”

Procedure: Select a version of “Little Red Riding Hood” from the bibliography list, then compare and contrast the theatrical version and the narrative version shared with the class.

Make this activity your own: This activity can be adapted for your class on any level. Some options for this activity include:

- Use a Venn diagram or double bubble thinking map for a class discussion, group, partner or individual activity.
- Assign a different version of the story to each reading group in your class. Then have the groups report to the class about the version they read and compare and contrast discoveries.
- Use this compare and contrast activity as a writing prompt for a journal entry or other curriculum focused assignment based on your educational environment and how you have students reflect or document their experiences with text.

ELA Activity 3:

Fractured Fairytales – There are many versions of fairytales out there, from traditional to not so traditional. Authors have had fun re-telling, mixing up and adding their own creative twist to many classical tales. Explore and discover what makes fractured fairytales special by discussing the show or reading a fractured fairytale. How would you change a classic fairytale? This activity could be implemented before and after the show. Students could read/study multiple fractured fairytales (Give suggestions for modification so that students across grade levels are engaged.)

Objective: Students will learn about fractured fairytales by recalling details from the show “The True Story of Little Red” or by reading a fractured fairytale (as a class or individually). Then as a class, a group, a set of partners or individually write your own version of a fractured fairytale.

Make this activity your own: This activity can be adapted for your class on any level. Some options for this activity include:

- Explain what a fractured fairytale is and have students discuss what makes the show “The True Story of Little Red” a fractured fairytale.
- Have students develop their own fractured fairytales as a creative writing assignment – go as in depth as your time and curriculum could allow. Spend class time going through the writing process of brainstorming, writing the first draft, editing (self and peer), revising and publishing.
- Assign students a journal entry just to share on how they might change a classic fairytale or combine elements from multiple tales.
- Have students draw a picture that would feature elements of a classic tale but include their own twist on the details. Then have students write a brief description or narrative of their fractured fairytale.
- Develop a fracture fairytale as a class. Have groups of students write or develop details and ideas for the story. Work together to connect all the ideas and create a cohesive story.
- Luck of the draw: Write down as many fairytales that you can think of on individual slips of paper. Have students draw two or three slips from a hat or container and develop a fractured fairytale based on the titles they drew.
- Everyone write their own tale and use a detail or characters from “Little Red Riding Hood” as a part of their own fractured fairytale.

ELA Activity 4:

Storytelling & Narrative Writing – Introduce and teach or review the elements of narrative writing used to tell a story. Use the show as a model and discuss each element of a story based on what the students recall from the show. Then have students write their own narrative. Allow for fanciful fiction or reality-based fiction.

Objective: Students will learn about narrative writing and the elements of a story by reflecting on the show and discussing and/or by writing their own narrative.

Adjust the amount of narrative/storytelling elements based on the grade level:

| | | | | | |
|---------------|---------------|--------|----------------|------------|----------------|
| setting | characters | mood | theme | plot | narrative arch |
| foreshadowing | rising action | climax | falling action | resolution | |

Make this activity your own: This activity can be adapted for your class on any level. Some options for this activity include:

- Using the experience of seeing the show as a way to teach the elements of a story and introduce narrative writing.
- Review these elements if previously taught and allow this review and discussion of the show to be preparation for the fractured fairytale writing activity.
- Have students write their own narrative and allow for fanciful or reality-based fiction.
- Select a theme and develop a narrative based on that theme and have students focus on including each element of a story.
- List all the elements of narrative writing that you are comfortable teaching or have taught. Then lead a discussion having the students recall the parts of the show that correspond with each element.

ELA Activity 5:

The Theater is an Emotional Roller Coaster – Explore character motivation by discussing all the characters in the show “The True Story of Little Red” and in other “Little Red Riding Hood” stories you may have read in class. Discuss the emotions and possible motivations for their actions throughout the story.

Objective: Students develop or strengthen their understanding for a character’s motivation by thinking about their emotions, visualizing themselves in the situation and writing story or character descriptions based on an emotional motivation.

Make this activity your own: This activity can be adapted for your class on any level. Some options for this activity include:

- Create a character motivation/emotion wheel/spinner. Have students spin the wheel to see what their motivation will be for their short story or character description.
- Have students write a full story based on a specific motivation (from their spinner or their own choice).
- Have students write a brief character description with details about why this motivation is important or impacts the character.
- Use the character motivation/emotion wheel/spinner as a writing prompt each day and have students empathize or reflect on a time they felt this way. Write about that experience or feeling.
- Have a class, small group, or partner discussion on a motivation selected from the spinner and report back to the class by sharing ideas.

ELA Activity 6:

Dear Little Red – Learn about writing letters and connecting with others through recalling events in the book or the student’s own life. Allow students to explore their imagination, ask questions and focus on their writing skills in an authentic way.

Objective: Students will develop their ability to write in complete sentences, share thoughts, make connections, recall events (in the show, books read, in students’ personal experiences, or fictional) and ask questions.

Make this activity your own: This activity can be adapted for your class on any level. Some options for this activity include:

- Have students think about a character from any of the versions of Little Red Riding Hood they have read. Ask the students to think about that character as a friend and write them a letter. Encourage the students to write about memories of personal events that connect them to the character. They may develop fictional background stories to write about in their letter to one of the characters.
- Partner the students up and have them respond to each others’ letter. The partners could be random, regularly partnered students or partner students based on ability/strengths and weaknesses.

SCIENCE AND HEALTH CHOICES CONNECTIONS

Growing Little Red's Flower Garden – Rose Maria, Little Red had a garden full of flowers that she sang to and watered to make them grow. Create a flower garden in your classroom or on your school grounds. Learn about how plants grow from seed to flower.

Objective: Students will discover how plants grow, what they need to survive, the anatomy of a seed, what is photosynthesis, and how to grow full sized plants from seeds.

Make this activity your own: This activity can be adapted for your class on any level. Some options for this activity include:

- Study and learn about how seeds germinate and grow. Research and draw diagrams as a class. Possibly have students learn the sequence through looking at images and placing them in order.
- Read different non-fiction books or articles about how to grow plants or flowers. Ask students to share what they have learned and work together as a class to grow seedlings. Plant the seeds, water them and grow them in the classroom. Later transplant them somewhere on the school grounds.
- Have students do an experiment on thinking about different types of soil and ground surfaces. What conditions will allow the seed to still grow? What are the best kinds of soil for stronger plants or faster growing? Have students make hypotheses and plan their experiments.

Señor Conejo's Carrot Diet – In the show, Señor Conejo makes it clear that carrots are his favorite thing to eat. He talks about eating them so much that Mama warns him about turning orange. In fairytales, animals eat many different things than they normally would in real life. Think about some of the fairytale characters you have learned about and discuss what they ate in their stories (original or fractured fairytales). Research and learn about a balanced diet for these animals and for humans.

Objective: Students will learn about the natural diet of animals and humans through research in the classroom or school library, teacher-guided online searches or through life science curriculum. Students will learn about a balanced diet and making healthy choices.

Make this activity your own: This activity can be adapted for your class on any level. Some options for this activity include:

- Allow for students to do some of their own research online on about the diet of various animals.
- Have students share what they have learned through turn and talk, small or large group discussions, and/or written responses to the online information.
- Study the food pyramid and learn about a balanced diet for humans. Have students record their meals and snacks for a week. Then compare their daily diet to the food pyramid. Have them work in partners to discuss their choices and options for healthier choices.
- Have students plan meals for the week. Ask them to plan balanced meals, look up recipes, create grocery lists, and encourage them to share with their families and make one or more of the meals that they planned.
- Have students write about their experience or report back to the class about what meal they prepared. Students should share how they helped prepare the meal from doing the shopping to serving the food.
- Grow a garden with different vegetables at your school. Partner with a local garden club, urban garden program, or state agricultural agency, or recruit classroom parent volunteers to assist developing a school garden. Have students plan the garden, prepare the soil, plant the seeds, water the plants, take care of the plants as they grow and harvest the produce. Possibly include the entire school and have different classrooms grow seedlings indoors and transplant them outside once Spring arrives and temperatures regulate.

Social Skills Activity 1:

Character Traits – Character traits are all the aspects of a person’s behavior and attitudes that make up that person’s personality. Everyone has character traits, both good and bad. Even characters in plays, books, comics, television shows, and movies have character traits. Character traits are often shown with descriptive adjectives, such as: patient, kind, happy, dishonest, mean, or jealous.

Objective: Students will learn about character traits in the show and books they have read. Students will reflect on moments they have shown these character traits, and share their feeling and actions at these times.

Procedure: Create a list of the characters from the show “The True Story of Little Red” and document their traits. What are good qualities and bad qualities of the characters? In addition to the show, have students think about characters from books the class has read.

Make this activity your own: This activity can be adapted for your class on any level. Some options for this activity include:

- Allow students to elaborate on why these characters may have acted in this way. What was the outcome of these actions?
- Invite students to reflect on the traits that they have or take on throughout the day. How do those traits and actions effect how they are received by others or how they treat others?
- Any part of this activity could be broken up into “turn and talks” with share-outs to the class. Students could also interview each other based on questions about character traits developed by the teacher.

Social Skills Activity 2:

Treat Others The Way You Want to Be Treated – In the show “The True Story of Little Red,” Rose Maria and Abuelita teach the Wolf a lesson about treating others with respect and kindness. Discuss with your students the ways that characters in the show treated each other. How did that reflect how they wanted to be treated? Why did Rose Maria go after the Wolf like she was going to eat him?

Objective: Students will learn that their actions towards others and reflect on how they want to be treated. Students will learn to engage in behavior that reflects good choices and ways they want to interact with their classmates.

Procedure: Lead a discussion on this aspect of the show and allow students to share their own experiences of treating others with kindness, respect, care or with friendly manners. What have the consequences been? Share good and bad experiences. Allow students to “turn and talk” or brainstorm and make notes individually before the share.

Make this activity your own: This activity can be adapted for your class on any level. Some options for this activity include:

- Give each student 25 – 50 “Behavior Bucks” or “Doing Good Dough.” The students will “pay for their actions” by giving up their bucks when rules or instructions are not followed. Teachers must be sure to practice giving the students explicit instructions and repeat them so everyone has the chance to hear.
- Assign each student a scenario and ask the students to write an outcome for two different situations (one situation where they treated someone else with kindness and care, another where they might not have been so kind, and a third time when they were not treated with kindness and friendliness)

- What makes a good friend? Discuss the ways that these characters help each other out in times of trouble. Have your students ever helped a friend? Have they ever been helped by a friend? Encourage them to share their own experiences.

Social Skills Activity 3:

Heroes and Villains – What are the roles of heroes and villains in stories? How do they affect the story? Have a discussion recalling and identifying characters from the show. Are there any characters you thought were heroes or villains? What makes you say that? Did any of these characters surprise you with their actions by doing something not so heroic or something not so villainous? What happens if the characters who are supposed to be heroes are really villains and the same for the villains? What if the villains actually turn out to be our heroes? How does this affect the story?

Objective: Students will define the characteristics of hero and villain; then identify and label the characters in the show or a book they are reading. Students will then reflect on the heroes or villains in their life.

Make this activity your own: This activity can be adapted for your class on any level. Some options for this activity include:

- Students deepen their reading comprehension by focusing on details in a book/story that will help them determine a character's traits in the book.
- Students will develop their own fictional character for a short story by drawing a picture themselves as a character with defining characteristics or clues that could label them a hero or villain. Then students can write a descriptive essay about their drawing to explain: "why they made certain choices?" and "what clues did they include for the viewer?"

Social Skills Activity 4:

Face your Fears – Setting Goals and Accomplishing Them – In the final song of the show, "The True Story of Little Red", Rose Maria and Abuelita sing these words: "Trust your instincts you will see, it's sure to boost your confidence. Don't be frightened. Don't be afraid. Stand your ground and face you fear, And your fear will turn and run away." Discuss the lyrics and how the characters in the show illustrated this concept.

Objective: Students will learn to set goals for things they want to accomplish or fears they might want to overcome. Students will learn, that to meet goals, one needs to start by developing skills, practice, determination, practice patience, and never give up.

Make this activity your own: This activity can be adapted for your class on any level. Some options for this activity include:

- Have students think about what they want to be when they grow up. Have the students also list special skills or hobbies they want to do or become better at. Then have students turn and talk and brainstorm ways they can meet those goals. Possibly have books on careers or have an opportunity for students to research the careers and make a list of goals and skills they need to pursue.
- Encourage students to set a goal for their school-work, a skill, talent, a hobby they want to learn, and goals for their future. Make a goals chart or poster in your classroom for your students with mini-goals that will help them reach their larger goals. Have students check-in weekly on their progress.

Social Skills Activity 5:

Big Bad Bullies, I mean Wolves – In the show, “The True Story of Little Red”, and all of the books about this story, there is a Bully (sometimes the Wolf, others times Little Red or someone else). Have a discussion with your students about ways they notice people being bullied or ways they have felt bullied. Ask them: What is a bully? Is there a bully in your life? If so, who is that? Was there a time when you have been a bully?

Make this activity your own: This activity can be adapted for your class on any level. Some options for this activity include:

- Students deepen their understanding of ways people are bullies by discussing, as a class or small groups, then making lists of behaviors that are bully-like.
- Have students write a journal entry or paragraph to hand in about a time they have been bullied, a time when they may have been the bully and a time when they have stood up to a bully for themselves or for a friend.
- Have students create an anti-bullying pledge or statement and have everyone commit to it by signing and keeping each other accountable with their actions and behavior.

ART CONNECTIONS: CREATING STORYBOOK SCENES AND PUPPETS

Art Activity 1: Creating a Character – Have students create a puppet of a character they have created in their own narrative writing or from the show “The True Story of Little Red”, from other versions of this story or possibly from other books they have read.

Objective: Students will develop collage skills of cutting, gluing, overlapping, adding details, and visualizing from stories.

Make this activity your own: This activity can be adapted for your class on any level. Some options for this activity include:

- Use the puppet template at the end of this section to create the bases for the puppet bodies. Print these onto card stock or oaktag and collage on top of them to create the puppets
- Use dowel rods, chop sticks or straws to add to the backs to make the puppets able to be held and moved. The sticks can be attached so they are used from above or below depending on how the students design their backgrounds. If they stand in front of it with the characters, attaching to the bottom is best. If the students are standing behind their backgrounds, then attaching from the top is better so students can manipulate the puppets.

Art Activity 2: Setting the Scene – Have students build their own storybook backdrops for their puppet characters.

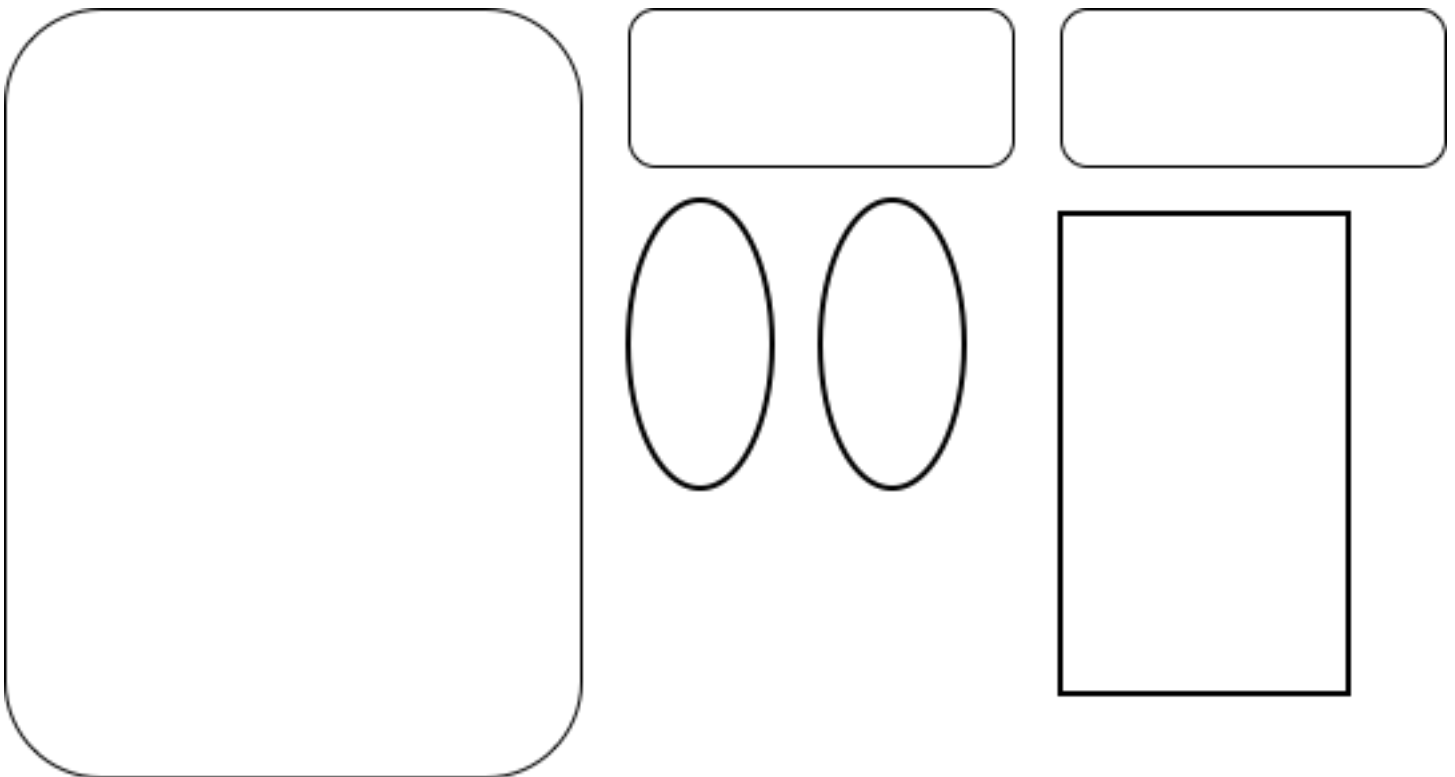
Objective: Students will develop skills in art to create a sense of place. They will hone their reading comprehension and understanding by creating details from the story in their setting.

Make this activity your own: This activity can be adapted for your class on any level. Some options for this activity include:

- Teachers may lead the class to choose any of the mediums to create their background: paint, collage, draw, build in three-dimensions with stand up and cut-outs.

- Backgrounds can be created in any of the following manners: on flip chart paper or large drawing paper that can be taped or glued together that can allow scenes to be flipped and changed; scenes can be created on half sized three-panel display boards or recycled cardboard boxes (cut to size use as stand up boards or left as boxes); use large poster board and create a “book of backgrounds” – attach the poster board together on one side like a spine and each two poster board spread in the book is created into a scene.
- Students can work by themselves, in partners or teams.

Puppet Template: Use the large oval for the head, the small ovals for the hands, the small curved rectangle for the shoes and the regular rectangle for the neck (overlap the head and body on the neck to connect) For any of these shapes and the shapes on the other page, you can trim the edges to make them more the body, head, arms or leg parts.



Use the large rectangle for the body and the smaller ones for the upper and lower arms and legs. Connect all the pieces by punching holes at the "X" and attach together with brass fasteners.

