

Reader's Theater:

Little Red
Riding Hood

Characters:

Little Red Riding Hood

Wolf

Woodcutter

Mother

Grandmother

Narrator

Optional Props:

Red Cloak or Cape for Little Red Riding Hood: You can use a piece of red fabric or a red towel.

Basket: A small wicker basket or any basket that Little Red Riding Hood can carry.

Flowers: Artificial flowers or paper flowers that Little Red Riding Hood picks in the forest.

Wolf Mask or Ears: A simple mask or headband with wolf ears can be made from construction paper or felt.

Grandmother's Nightcap and Glasses: A white or floral bonnet and some round glasses for the wolf to wear when pretending to be the grandmother.

Bed or Chair: A chair covered with a blanket or a small makeshift bed where the "grandmother" (wolf) can lie.

Woodcutter's Axe: A toy axe or a cardboard cutout painted to look like an axe.

Closet Door: You can use a piece of cardboard or a curtain to represent the closet door that the grandmother is locked behind.

House Backdrop: A simple backdrop showing the grandmother's house, which can be drawn on a large piece of cardboard or paper.

Narrator:

Once upon a time, in a quaint village at the edge of a vast forest, lived a young girl known to everyone as Little Red Riding Hood. Her mother had sewn her a beautiful red cloak, which she wore so often that everyone called her by its name. One day, her mother asked her to visit her grandmother, who lived alone deep in the forest.

Mother:

Little Red Riding Hood, your grandmother is feeling ill. Please take this basket of bread, cheese, and wine to her. Remember to stay on the path and do not talk to strangers.

Little Red Riding Hood:

Yes, Mother. I will go straight to Grandmother's house and stay on the path.

Mother:

Good. Be careful, my dear. The forest can be a dangerous place.

Narrator:

Little Red Riding Hood set off on the well-worn path through the forest. The sun filtered through the trees, casting dappled shadows on the ground. As she walked, she encountered a wolf, who was both cunning and hungry.

Wolf:

Good morning, Little Red Riding Hood. Where are you off to this fine day?

Little Red Riding Hood:

Good morning, Mr. Wolf. I am going to visit my grandmother who is ill. I am bringing her some food and wine.

Wolf:

How kind of you. But tell me, where does your grandmother live?

Little Red Riding Hood:

She lives in a small cottage at the end of this path, just beyond the three large oak trees.

Narrator:

The wolf's eyes gleamed with a sly glint. He devised a wicked plan to both eat Little Red Riding Hood and her grandmother.

Wolf:

That sounds lovely. Why don't you pick some flowers for your grandmother? I'm sure she would appreciate them.

Narrator:

Little Red Riding Hood thought this was a splendid idea and wandered off the path to pick a bouquet of wildflowers. Meanwhile, the wolf hurried to the grandmother's cottage, arriving well ahead of Little Red Riding Hood. He knocked on the door.

Grandmother:

Who is it?

Wolf (disguised voice):

It is I, Little Red Riding Hood, bringing you some food and wine.

Narrator:

The unsuspecting grandmother opened the door, and the wolf sprang upon her, locking her in the closet. He then donned her nightgown and cap, and slipped into her bed. Soon after, Little Red Riding Hood arrived, carrying her basket of goodies and a bunch of flowers.

Little Red Riding Hood:

Grandmother, it's me, Little Red Riding Hood. I brought you some food and flowers.

Wolf (disguised):

Come in, my dear.

Narrator:

Little Red Riding Hood entered the cottage and approached the bed. She noticed that her grandmother looked rather strange.

Little Red Riding Hood:

Grandmother, what big eyes you have!

Wolf (disguised):

The better to see you with, my dear.

Little Red Riding Hood:

Grandmother, what big ears you have!

Wolf:

The better to hear you with, my dear.

Little Red Riding Hood:

Grandmother, what big teeth you have!

Wolf:

The better to eat you with!

Narrator:

The wolf leapt from the bed, but just as he was about to grab Little Red Riding Hood, the door burst open. A woodcutter, who had been passing by, heard the commotion and rushed in with his axe.

Woodcutter:

Stop right there, you wicked wolf!

Narrator:

The woodcutter chased the wolf away, freeing the grandmother from the closet. Little Red Riding Hood and her grandmother were safe.

Little Red Riding Hood:

Thank you, brave woodcutter! You saved us just in time.

Grandmother:

Yes, thank you! We are forever grateful.

Narrator:

From that day on, Little Red Riding Hood promised to always listen to her mother and never stray from the path. She learned to be cautious and to always be aware of her surroundings. And so, they all lived happily ever after.

Name: _____

Date: _____

What lesson does Little Red Riding Hood learn by the end of the story? Consider how her actions and the events in the story lead to this lesson.

How does the wolf use deception to achieve his goals? Describe at least two instances where the wolf tricks other characters.

How does the setting of the forest contribute to the mood and events of the story? Describe the characteristics of the forest and how it creates a sense of danger or adventure.

Grandmother



Woodcutter



Wolf



Mother



Little Red Riding Hood



Narrator



Teacher Suggestions:

1. Role Assignment:

- **Suggestion:** Consider your students' reading abilities and confidence levels when assigning roles. Pair less confident readers with stronger ones for support, and rotate roles during practice sessions to give each student a chance to read different parts.

2. Practicing Fluency:

- **Suggestion:** Encourage repeated reading of the script to build fluency. Use choral reading techniques where the whole class reads a part together, especially for challenging sections.

3. Enhancing Engagement:

- **Suggestion:** Use props and costumes to make the performance more engaging. Simple items like a red cloak, a basket, and a wolf mask can make a big difference. Involve students in creating these props during art or free time.

4. Performance Setup:

- **Suggestion:** Arrange a designated performance space in the classroom or a common area. Invite other classes, school staff, or parents to watch the performance to give students a real audience.

5. Comprehension Check:

- **Suggestion:** Use the provided reader response questions after the performance to check comprehension. Discuss the answers as a class to ensure understanding and stimulate critical thinking.

6. Extension Activities:

- **Suggestion:** Incorporate extension activities like creative writing, character analysis, or map making to deepen students' engagement with the story. These activities can be used as follow-up tasks or for further exploration of the themes.

7. Reflective Discussion:

- **Suggestion:** After the performance, hold a reflective discussion where students can share what they enjoyed, what they found challenging, and what they learned from the experience. This helps in consolidating their learning and improving future performances.

Extension Activities:

Creative Writing:

Have students write an alternative ending to the story. This encourages creative thinking and writing skills.

Character Analysis:

Students create a character profile, including traits, motivations, and actions, and present it to the class. This helps with understanding character development.

Comparative Literature:

Read another version of "Little Red Riding Hood" and compare it with the original. This enhances comparative analysis skills.

Drama and Performance:

Divide students into groups to create and perform their own skits based on the story. This fosters teamwork and public speaking skills.

Art Projects:

Students draw or paint key scenes or create a comic strip retelling the story. This encourages artistic expression.

Persuasive Writing:

Students write a persuasive letter from a character's perspective, like Little Red Riding Hood advocating for safer forest paths. This develops persuasive writing skills.

Map Making:

Students draw a map of Little Red Riding Hood's journey, marking key locations. This develops spatial thinking.

Social-Emotional Learning:

Discuss themes of trust and safety, and have students share personal experiences. This promotes social-emotional development.