

Little Red Riding Hood

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This lesson is intended for your own use only.

An Interactive Classroom Lesson for age 5-7 years.

We obtained the music used from a free website

**We used a good FREE website for music -
<https://www.freesfx.co.uk/>**

The categories for individual tracks are in brackets throughout the lesson plans.

If you are previewing these tracks on the site do be prepared to wait for them to load - not fast!

LESSON 1

TIR = Teacher in role

1. Way In – Adaptation of the game Magic Box. Sit in a circle and use a basket if you have one. The teacher demonstrates the game by miming taking something out of the basket and using it – a comb perhaps. The children have to guess what the object is.

Pass the basket to someone else to have a go. Three or four turns would be a good warm-up.

2. Intro – Teacher explains that the lesson is called Little Red Riding Hood and begins with a little girl and her Mum (could be Dad).

The teacher goes into role as Little Red and chooses an able child helper to be Mum (taking on the adult role).

TIR as little Red tells Mum that she's bored. What can she do?

Cues a response from Mum.

3. Movement Section - TIR suggests she helps Mum round the house. What jobs can she do?

Cues a response.

Jobs could be washing the dishes, sweeping the floor, making the dinner etc

Taking a lead from Mum, the teacher and the other children begin to mime the jobs as Mum tells them what to do.

Suggested Music – Moto Perpetuo (Classical)

4. Phonecalls - After a while gather the children to the story circle and explain that the phone rang.

TIR as granny now speaks to Mum (choose a new Mum)

On the phone call granny tells Mum she is very unwell. She hasn't done her shopping. Can she help her? Perhaps Little Red could bring her some food.

Cue the child as Mum with good open questions:

What kind of food do you have?

Could you bake me something?

What time will Little Red arrive?

Now the children try this scene with a partner (a Granny with a Mum or Dad).

Now the children will then need to pack things in granny's basket.

Again in role as Mum, the teacher demonstrates with a child helper the packing of granny's basket. She asks what items are being taken, looks for details, expanding vocabulary by prompting the describing of food.

Suggested Music – Moto Perpetuo (Classical)

5. The Forest Configuration

Little Red will now have to take the basket through the woods.

Ask the children to become the trees swaying in the breeze.

They must leave gaps between the trees so that Little Red can pass by.

Choose a Little Red and set her off through the woods.

Suggested Music – Moto Perpetuo (Classical)

Whispering Trees Technique

Introduce the idea that the trees try to warn Little Red that the wood is dangerous. Give some whispering examples and get the children copying and making some of their own.

Suggested Music - Moonlight (Romance)

LESSON 2

Gather the children in the story circle and re-cap on the previous lesson. Go through the story asking some questions and encouraging recall.

Now go back into the whispering technique and ask the children to try it again with a partner.

You can then record the whisperings.

6. Deeper Into The Woods.

Now ask the children what creatures live in these woods. Get descriptions.

You will almost certainly get suggestions of wolves. Get wolf descriptions – sharp teeth, furry ears. the wolves are probably hungry with rumbling tummies.

Moving As Wolves

Everyone moves around as wolves going through the woods. The teacher interacts with them asking what are they doing? Are they looking for breakfast? What do they like to eat?

Suggested Music - Gothic (TV/Films)

Draw attention to good wolf poses rather than just allowing them to crawl.

Interviewing some wolves.

Now the teacher can select some individual children in the wolf role and ask them some questions while the others watch and listen. Ask the wolf characters about the wood and what is their favourite food.

Back in the story circle the teacher can use narration to describe the meeting of Little red and the wolf.

Consider what the wolf will ask Little Red.

TIR as the wolf chooses child helper to be Little Red in the demonstration.

The teacher then switches role to become Little Red.

7. At Granny's House

Gather the children and describe the scene at Granny's house. The teacher describes the scene with granny in bed, coughing, feeling sick when there is a knock at the door. It's the wolf pretending to be Little Red.

The teacher narrates the different parts to this but gets the children to join in with the story telling to consolidate.

Then again with a child helper (the teacher is the wolf) demonstrate this scene.

Then the role switch with the teacher now as granny.

In pairs the children practise what happens at granny's. The wolf eventually puts on granny's pyjamas

LESSON 3

If you have recorded the children's voices then it's a good idea to start with these as it's a great focus.

Re-cap the story from Little Red meeting the wolf who saw the basket and heard about granny in her house waiting for Little Red.

Encourage within the recall that the wolf wants to eat granny and pretended to be Little Red.

8. Choral Speaking - Now go through the dialogue at granny's house between Little Red and the wolf as a **choral speaking exercise**.

Everyone does it altogether to help with recall when they do the paired activity for themselves.

The teacher sets up the demonstration with TIR as the wolf and then as Little Red with child helpers.

The children then practise with a partner and then some of them can show using the same formula as before.

Discuss whether the wolf actually eats Little Red. Different groups of children might have other ideas on this point.

9. The Saving of Little Red and Granny - In our story this is what happened so both granny and Little Red were inside the wolf's tummy.

The teacher set up a demonstration of how this might play out by listening to what was being said inside the wolf.

Little Red had a phone but again you can allow your class to develop their own idea here.

Goldilocks saved the day by making the wolf sneeze and the wolf went to the wheelie bin.

The teachers firstly enacts a possible last scene scenario with helper children.

10. Creating Their Endings - In small groups the children can then enact the final scene and create an ending for themselves.

We recommend you allow a retell from Little Red / Granny to TIR as Mum waiting for her daughter's return.

The children will love doing this.

Interactive Literacy

Interactive teaching lends itself to roll out into artwork and literacy.

Our group drew the contents of the basket and talked in depth to partners and the teacher about their items, describing them in detail.

Children can make story maps and again encourage that they share their work with each other to **add value to it**.

Pictures of the woods could be captioned with spooky descriptive words or even the whispering words could be written on trees.

A similar idea could be done with wolf descriptions, drawings accompanied with descriptive words.

You could also tap into the emotions felt during this story. How would Little Red have felt when she saw the wolf - scared, unsure etc

How did Mum feel when Little Red had not come home yet? - worried, sad, nervous.

You can touch on a few emotions within the story to add a bit of depth especially with a slightly older class.