

**Storybook Theatre International**  
**EXTENSION ACTIVITIES**

***The New Little Red Riding Hood***

Storybook Theatre International encourages everyone to get the most out of each program performed. The following extension activities are for use after viewing Storybook Theatre's production of *The New Little Red Riding Hood*.

The activities are easily adaptable to either primary or intermediate level students and can be done in a large class, small groups, or by individuals. Primary could be more illustrations, simple sentences, and done in large groups, whereas intermediate students could focus more on writing and independent work. Enjoy!

1. Other Versions

Students might enjoy reading other versions of *Little Red Riding Hood*:

*Little Red Riding Hood* by Charles Perrault

*The Wolf's Tale* by Della Rowland

*The Small Good Wolf* by Mary Rayner

*Little Red Riding Hood and the Wolf from Revolting Rhymes* by Roald Dahl

*Ruby* by Michael Emberley

*Lon Po Po* by Ed Young

*The Stinky Cheese Man and other Fairly Stupid Tales* by Jon Scieszka & Lane Smith

*Little Red Cap* by the Brothers Grimm

*Goldflower and the Bear* by Chiang Mi

2. What Harms Our Environment?

Ask the students to help make a list of activities people do that seem harmful to the native plants and animals of the environment. Students can use cut out photos from magazines and/or draw pictures to illustrate their ideas.

3. Litter Hunt

Divide the class into two or three teams. Give each team rubber gloves and a garbage bag. Tell them that no sharp or glass objects are to be picked up (the teacher may pick these up for the team). Give them a time limit (15 min. or so) to pick up as much litter around the school yard as possible. (Explain the boundaries so they know where they can and cannot go)

4. Litter Examination

After the litter collection, have each group examine the collected litter materials. Each group should categorize the litter and determine the most frequent litter components. You may record the data on the board or large piece of paper. Students could make a graph showing how much of each type of litter was found. If you have a map of the school, students could identify where most of the litter was found, and suggest ideas why that might be. Stress that if this is what 15 minutes could do, imagine what three hours would do!

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5. Personal Code of Environmental Ethics

Have students write what they could personally do to help the environment. They may wish to write it in just a few sentences that would be a pledge. Example: "I promise to..." Have them say their pledge to the class.

6. Recycle and Reuse

Have students find a clean object that is trash and make something useful out of it. Let them explain to the class what their object is.

7. Help Sarah!

Read Shel Silverstein's poem "Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out." Have students brainstorm ways to help Sarah.

8. Help the School

Students can make signs for each classroom in the building to remind them to turn out lights, turn off water when not in use, and recycle paper.

9. Grandparent Interview

Little Red had a special friend in her Granny. Have students interview a grandparent or other senior citizen. Brainstorm a list of questions with the class, or use Education World's [Interview with a Super Senior Teaching Master](http://www.education-world.com/a_lesson/TM/WS_grandparents99.shtml). ([http://www.education-world.com/a\\_lesson/TM/WS\\_grandparents99.shtml](http://www.education-world.com/a_lesson/TM/WS_grandparents99.shtml))

More questions can be found at [Sample Questions for "Interviewing" Your Grandparents](http://www.grandparents-day.com/interview.htm). (<http://www.grandparents-day.com/interview.htm>) If your students are too young to write the answers on paper, have them tape their interviews. Oral history can be even more effective than written!

10. Compare/Contrast

Use a Venn diagram to compare/contrast the original *Little Red Riding Hood* with Storybook Theatre's version.

11. What is Your Plan?

Granny and Wanda came up with a plan to help Little Red realize she was trashing out the forest. What if you had a friend who was littering or wasting water. What would your plan be to help that friend?

12. Character Trait Opposites

Most of the time, Little Red showed opposite character traits from Granny and Wanda. Make a list of undesirable character traits, and to the side of them, make a list of the

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opposite character traits. Then write/discuss what you could do to show the desirable character trait.

Examples: unfriendly/friendly greedy/selfless mean/kind

### Snack Basket Goodies

Discuss the different food groups with the class and decide on snack examples from each group. Using a large piece of construction or manila paper, draw and color a picnic basket (or make it 3D by gluing on straw, sticks, toothpicks, or craft sticks). Then draw/color (or cut pictures out of magazines) different snack foods – trying to include snacks from each food group. Place on the paper around the basket.

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### TEKS Correlations for The New Little Red Riding Hood Extension Activities

Activity #	The student is expected to	Kind	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
1 - Read other versions	Identify similarities and differences across texts – topics, problems, characters, themes		ELA 12G	ELA 9G	ELA 9G	ELA 10I	ELA 10I	ELA 10I
2- what harms environment	Make wise choices in the use and conservation of resources and the disposal or recycling of materials	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B
3 – litter hunt	Same as #2	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B
4 – litter examination	Same as #2	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B
5 – personal ethics code	Same as #2	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B
6 – recycle/reuse	Same as #2	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B
7 – help Sarah	Same as #2	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B
8 – help school	Same as #2	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B	SCI 1B
9 – grandparent interview	Use information from variety of sources (interviews)	SS 15A	SS 17A	SS 17A	SS 16	SS 22	SS 25	SS 21
10– compare & contrast	Identify similarities and differences across texts – topics, problems, characters, themes		ELA 12G	ELA 9G	ELA 9G			
11 – plan to help friend	Use decision-making process to identify situation that requires decision, gather information, iden. options, predict con - sequences, & take action to apply decision	SS 17A	SS 19A	SS 19A	SS 18A	SS 24A	SS 27A	SS 23A
12 – character traits	Develop personal/interpersonal skills	HEA 8B 9ABC	HEA 9 A-D 10 AB	HEA 10C 11A-D	HEA 11 A-G	HEA 9A 11	HEA 9 D-F	HEA 10 & 11
13 - snacks	Plan healthy meal/snack & use proper nutrition	HEA 3B	HEA 1A	HEA 1D	HEA 1D	HEA 1A	HEA 1B	