



## PURPOSE

**Interact's** mini-musicals are an exciting new medium in which children experience literature, music, and drama. A whole language approach to literature incorporates many modalities into the learning environment.

During LITTLE RED RIDING HOOD students experience the following:

### Knowledge

1. the plot in the traditional story *Little Red Riding Hood*
2. basic drama vocabulary and techniques
3. how stage and lighting techniques help a drama achieve its purpose

### Feelings

1. sensing the importance of personal responsibility involved in being an essential part of a musical production
2. appreciating the contributions from individuals and groups working together on a musical production
3. gaining satisfaction from rehearsing and presenting music and drama to a live audience

### Skills

1. studying and memorizing words and songs
2. reading, singing, and dancing in unison
3. following stage and lighting directions
4. designing sets for a play
5. learning to focus and concentrate
6. revising directions and ideas to accommodate a specific group of learners

Today  
we're  
starting  
a new  
mini-musical  
called  
LITTLE RED  
RIDING HOOD!





## OVERVIEW - 1

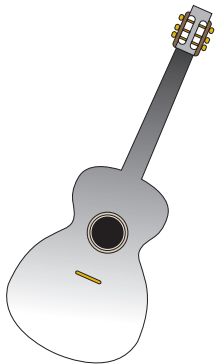
LITTLE RED RIDING HOOD, a 20- to 30-minute mini-musical with a 1950s flavor, is targeted for students in grades K–8. If desired, the production can easily be adapted so that older students or a token adult can participate in key roles.

The stage directions and acting suggestions that include dance numbers and holding up signs may add the challenge for your students which you have been looking for. If you feel the directions are too challenging for your age group, simplify them to meet your needs. If you or your students want to adjust or change something in the musical, do so. LITTLE RED RIDING HOOD has two levels of humor that older students and adults will appreciate along with plenty of funny business for all ages.



### TEACHING TIP

*We try to give you ideas and materials so that you can involve as many persons as possible.*



*For example, notice on the sheet music included in this Teacher Guide that guitar chords are provided so that you can involve someone playing the guitar if you so desire.*

In an **Interact** mini-musical every student in the class (or classes) who works on the show has an *active* part in the show's planning and presentation. You can capitalize on students' varied talents in the classroom(s). For this mini-musical to succeed, it needs the following components:

- **Little Red Riding Hood:** This character will have a solo and some dancing. She will need to lip sync a few lines and has a small speaking part.
- **Mom:** This character will spend a short amount of time on stage. She will have a solo. The performer should be able to pantomime. No speaking parts.
- **Granny:** Granny is the sleeper in the musical. She is a very active senior citizen who has a solo and does some dancing. She also has a fight scene in which she is the winner against Wolf. She has a short speaking part.
- **Wolf:** A sleek character with a fiftyish flair of charisma. He is macho and cool. A real Elvis looking guy. Wolf has a solo, a fight scene, some dancing, and a small speaking part.
- **Tree-O:** (3 trees) This group is the back-up singers to many of the songs. They also lead sing the Finale. The Tree-O is the backbone of the stage characters as they never leave the stage and are moved around during the scenes.
- **Birdettes:** (3–4 birds) This group of characters stay on the stage during the entire musical. They do a lot of back-up singing and some important dancing.
- **Forest Animals:** (as needed; be aware of the size of your stage as the animals spend the entire time on stage.) This group does back-up singing and an important dance number between scenes.



## OVERVIEW - 3

# 50s



*You may wish to dress certain students in 1950s clothing, particularly if you are doing the show with middle school students.*

**Plot:** The plot of the traditional story has been somewhat modified. The underlying message in this rendition is that animals, plants, and humans can all live together in harmony.

The entire play is set in the 1950s. The music, lyrics, and choral verse has a 50's flavor. The animals and trees on the stage take on the feeling of a 50's back-up singing group for the Wolf and the other primary actors during the music numbers.

Little Red Riding Hood starts off to see her Granny and runs into the Wolf. The Wolf tries to grab Red but fails, so he tries a soft, sweet touch. The Wolf dances with Red and spins her so much that she is confused and takes the "fork in the road," which is the long way to Granny's.

Meanwhile, the Wolf bops over to Granny's and prepares to scare her off, but what he did not know was that Granny is a spry old lady who takes nothing from the Wolf. She stands up to the Wolf and a hilarious fight takes place in which Granny is the victor!

As Red arrives at Granny's house the Wolf is laid out on Granny's bed with her bonnet and glasses plastered to his face. Granny has such bad eyesight that she cannot find her glasses on the Wolf's face so she is looking under and behind the bed while Red questions the Wolf.

Finally Granny hears Red's voice and realizes Red has arrived. When she reaches across the bed to hug Red, the Wolf gets in the way, and everyone realizes the Wolf has Granny's glasses and bonnet. All laugh at the predicament and the three become good friends and have a picnic.

We find out that the Wolf was afraid that Granny was trying to take over the woods and the Wolf's territory. Granny has no intention of doing so and in fact has lived many years in harmony in the woods caring for the plants and animals. They discuss that there is enough room in the woods for all the animals, plants, and humans and that they can all live in harmony.

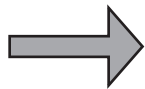


## INITIAL PREPARATION - 1

*You'll enjoy channeling the talent that many of your students have. They're just waiting to release all their creative energy ...*



*See Stage Arrangement (page 11) for suggestions on how to set up your stage for the most elaborate production ...*



1. **Time, talent, and number of classes**
  - a. Reflect upon the time and talent available—both in your class and in the whole school while you consider how elaborate to make the production (see #3).
  - b. Think about colleagues, student teachers, other teachers as well as specific parents and PTA members who might like to work with you.
  - c. Decide whether to have only your class do the show or to involve other classes. If you decide to involve others, see #2 Seeking help.
  
2. **Seeking help:** (if you wish to involve other adults)
  - a. Ask other teachers to recommend certain students who might do the following: 1) play the piano accompaniment; 2) play one of the key roles; 3) be choral readers/chorus members.
  - b. Ask specific teachers, assistants, student teachers, or parents to be in charge of one of the following: 1) rehearsing the choral readers; 2) rehearsing the songs; 3) building the sets, finding props, and organizing backstage crews; 4) handling publicity. *It cannot be emphasized enough that if you choose either option #3b or #3c below, having adults help you rehearse, lead the back stage crew(s), and handle publicity will lessen the pressure on you.*
  - c. Ask a talented teacher or parent to play the piano accompaniment or take on a leading role in Little Red Riding Hood (see #4a).
  - d. Check with the principal, custodian, and others on calendar dates for your production. Also, make sure the auditorium is available for rehearsal times and the final production.
  
3. **Production options:** Choose one of these production options:
  - a. an **in-classroom production** (You may use this option if you have decided in #1 above to work alone with only your students.)
  - b. a **stage production** in the school cafeteria or auditorium
  - c. production option b with an added **“dinner theater” expansion or “theater in the round”** (See page 14 for a fuller explanation of these options.)



*Red leans close to Wolf.  
Piano strikes a high chord.*

**Red and Readers:**

Why Granny, what big eyes you have.

*Red leans close to Wolf.  
Piano strikes a middle  
chord. Add an eye sign for  
chorus member to hold up  
if desired.*

**Wolf and Readers:**

All the better to see you with my dear.

*Red is very close to Wolf.*

**Readers and Red:**

And Granny, what big teeth you have!

*Wolf looks at audience,  
smiles, rubs hands  
together. Piano strikes a  
low minor chord.*

**Readers:**

Here comes his line!

*Granny comes up from  
behind bed, interrupts ...*

**Readers and Wolf:**

All the better to ...

*... and yells.*

**Granny:**

Red!

**Red:**

Granny!

**Wolf:**

Moan!

*Everyone is startled. Granny touches Wolf and finds glasses and then finds hat. Wolf looks foolish. Red thinks it is funny and they all pantomime laughing. Granny takes her glasses and bonnet and puts them on as Wolf, Red, and Granny laugh together.*

*Wolf, Red, and Granny  
walk to microphone  
stage left.*

**Readers:**

What a sight for our sore eyes!  
The conflict ends with a big surprise.  
Gram took the wind right out of his sails.  
She will make peace, she never fails!

**Wolf says to Granny:**

I was mad that you were near  
I wanted you far away, not here  
I thought you were here to make a mess.