



# LITTLE RED RIDING HOOD

## RESOURCE PACK

KS1 / AGE 5 - 7



# Little Red Riding Hood

Resource Pack by Maddy Barnes

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This resource pack has been written for KS1 (Years 1 and 2). However, most of the content could be adapted for LKS2 (Years 3 and 4) too. The lesson plans address the main skills in the reading and writing journey:

- **The Big Question** - probing deeper thinking around a topic
- **Vocabulary** - exploring any unfamiliar vocabulary / pre-teaching
- **Reading skills** - linked to the curriculum skills
- **Bringing the text to life** - immersing children in the text / clip
- **Grammar, Punctuation & Spelling** - application of a skill
- **Main writing activity** - including opportunities to plan
- **Proof reading and Editing** - making simple revisions and additions
- **Additional writing activities** - opportunities to extend learning and master skills

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# 1: I love red!

## Introduction

We meet Red Riding Hood who lives in the village with her Ma. Red Riding Hood is shopping at Mrs Midgley's shop. She tells Mrs Midgley that she is going to look for fairies in the woods but Mrs Midgley warns her about the woods, claiming that her nephew - who lives in the woods - was woken up by a wolf howling and found paw prints! At home Red Riding Hood tells her Ma the story but she says that there are no wolves and not to believe it. Red Riding Hood goes to bed and wonders if she can hear a wolf howling. She then sleeps, dreaming about fairies.

## The big question(s)

- Is Mrs Midgley telling the truth?
- Should Red Riding Hood be scared?
- Can you believe in something if you have not seen it / them?
- Do dreams ever come true?

## Vocabulary to discuss

*pigtails, spire, supper, fir cones, tall stories, lull her to sleep*

## Reading: what do you remember? Retrieval and inference skills

Questions to ask after the episode. These may be used as a whole-class session or children could complete these independently.

1. What is Red Riding Hood wearing?
2. What is the name of the shop-keeper?
3. What does Red Riding Hood buy for pudding?
4. Who made the cape for Red Riding Hood?
5. Who told Mrs Midgley about the Wolf?

## Bringing the text to life

### Hot-seating

There is a lot of conversation in this episode so children may benefit from some hot-seating activities. An adult may need to model this first and when children are confident, they can take the lead role. So hot-seat:

- Mrs Midgley: tell us what it's like working in the shop / what your nephew told you / your advice to Red Riding Hood / what is your reply to Red Riding Hood's Ma who doesn't believe in the Wolf?
- Red Riding Hood: why do you always wear red / who do you live with? / what do you think about Mrs Midgley's Wolf story?
- Ma: why does your daughter wear red? / why don't you believe Mrs Midgley / why have you got a new hen?

## Grammar, Punctuation, Spelling

### The four different forms of sentences

Recap the *statement, command, exclamation* and *question*. Remind children how we punctuate each form of sentence. Share this as a teaching tool:

Type of sentence	Punctuation used and examples
Statement	. or ! My name is Red Riding Hood. I love wearing red clothes!
Question	? Do you believe in the Big Bad Wolf?
Command	! or . Stop! Listen.
Exclamation	! What big ears you have!



- Remind children that statements and commands can be punctuated with a full stop or a question mark.
- Remind children that questions can only be punctuated with a question mark and that exclamations can only be punctuated with an exclamation mark.
- Children may need more time consolidating exclamations and the teaching points that they must start with what/how and include a verb.

### Activity

Watch the episode again and, in pairs, try to write a *statement*, a *question*, a *command* and an *exclamation* to match the characters / plot.

## Main writing activity

### Red Riding Hood's diary

- Talk about what a diary is: somewhere we can write our thoughts and what happens to us (our news).
- If we are writing Red Riding Hood's diary we have to pretend that we are actually her.
- Use the **Resource Sheet** to plan the diary.
- Write in the first person: use a capital 'I' as you are writing as Red Riding Hood.
- Use the past tense: you are writing about something that has already happened.
- Think about what happened in the first episode: choose which parts you will retell.
- Plan your diary first and then write it.

## Proof-reading / Editing

### Find the mistakes

Look at the sentences below and point to / correct the mistakes.

- Look for correct punctuation.
  - Look at the spellings.
  - Look to check that the sentences make sense.
1. the litle girl went to the shop
  2. mrs midgley said that her nephew herd a wulv.
  3. Do you belieaf in wolves!
  4. Little Red Riding Hood dreamed bout fairies

## Additional writing activities

- Imagine you are Mrs Midgley's nephew and write a description of the Big Bad Wolf.
- Draw a new cape for Red Riding Hood and label your design using arrows.
- Red Riding Hood struggles to go to sleep. Write a lullaby (a song that helps you to sleep) for her. Maybe it could be about fairies because she like them?
- What do you think happens next? Write the next section of the story.



## 2: Wolfie blues

### Introduction

Red Riding Hood sleeps at home but in the woods the creatures are wide awake. The Big Bad Wolf is in the woods looking for food. He sniffs the hedgehog - but he turns into a tiny ball. The Wolf hurts his nose on the hedgehog's spikes and rushes home to put some ointment on it. The Wolf has no food at home so goes to the village to see what he can find. He spots Red Riding Hood but decides to come back another day.

### The big question(s)

- Can you ever trust a Wolf?
- Do you feel sorry for the Wolf?
- Is it ok for anyone to be that hungry?
- Who do you keep a close eye on?

### Vocabulary to discuss

*restful, moonbeams, I presume, delishh, lunged, yelp, ruins, ointment, distant chiming*

### Reading: can you summarise what happened? Sequencing and summarising skills

*Can you remember what happened?*

- Think about the events of the episode. It might help to watch it again.
- What happened at the beginning of the episode; the middle and the end?
- You will need to use the **Resource Sheet** and record five events that you think are important.

- Choose one event from the beginning; three from the middle and one from the ending.
- Share your work with somebody else and see if you have chosen any of the same events.

### Bringing the text to life

*Time to see the vet!*

- Get into pairs (you can do this at home too with somebody!)
- One of you is the Wolf and the other is the vet.
- The Wolf needs to tell the vet what has happened to his nose - you can decide if you want to tell the truth or make up a different reason for your sore nose.
- The vet will need to tell the Wolf how he can get better - you might want to think about an interesting treatment for the Wolf.
- You do not need to write this down - have some fun talking!

### Grammar, Punctuation, Spelling

*Joining sentences with 'and'*

We can use 'and' to join sentences in different ways, for example:

1. *The Wolf saw the hedgehog **and** grinned.*

In this sentence the 'and' is linking what the Wolf did. If we took the word 'and' away, the word after 'and' would not make sense by itself.

2. *The Wolf saw the hedgehog **and** he grinned to himself.*

In this sentence the word 'and' is linking what the Wolf did in a different way. If we took the word 'and' away this time the words after 'and' do make sense on their own: 'he grinned to himself.'

- Write some sentences about this episode using 'and' to join your ideas.



## Main writing activity

*How to fix a Wolf's nose*

- Write some instructions explaining how to fix a Wolf's nose.
- You will need to use your imagination and be creative.
- What will you write in your 'You will need...' section?
- Try to think of about five instructions.
- If you can, end your instructions with a funny message.
- Use the **Resource Sheet** to help structure your instructions.

## Proof-reading / Editing

*Improve these sentences*

Read the sentences below and add some more interesting words or detail to improve them.

1. The Wolf saw a hedgehog.
2. The hedgehog was scared.
3. The Wolf looked for food in his house.
4. The Wolf saw a girl.

## Additional writing activities

- Imagine you are the hedgehog after you survived! What will you tell your family and friends? Will you show off and exaggerate?
- Where do you think the forest animals hid? Write some sentences about their hiding places. Think about the squirrel, the rabbit, the mouse and the owl.
- The Wolf is really hungry and his cupboards are empty. Imagine he is thinking of a three-course meal (a starter, a main course and a dessert). Write a menu for the Wolf. You can have lots of fun creating this!

## 3: Cake for Grandma

### Introduction

Grandma is feeling ill so Red Riding Hood decides to bake a cake to cheer her up. While shopping for the ingredients, Mrs Midgley tells her that she heard the Wolf again. Red Riding Hood doesn't believe her and goes home to bake. However, Ma falls over and hurts her ankle, so Red Riding Hood will have to take the cake to Grandma's on her own...and Grandma lives in a cottage in the middle of the woods. Red Riding Hood sounds a little nervous about her task.

### The big question(s)

- Red Riding Hood seems so busy helping everyone. Do you think she goes to school?
- Should Red Riding Hood be allowed to go to Grandma's on her own?
- Is there really a Wolf?

### Vocabulary to discuss

*dozy, nervous*

### Reading

*Match the emoji*

- Think about what has happened in the three episode so far.
- Look at the emojis on the **Resource Sheet**.
- Choose an emoji and say which character felt like this and explain when. For example: 'I am choosing the happy emoji. Red Riding Hood felt like this when she baked a cake for Grandma.'



## Bringing the text to life

*Conscience Alley: should Red Riding Hood go by herself?*

- Split into pairs and form two long lines facing your partner to make an alley. If you are doing this at home you can face just one person.
- Choose someone to be Red Riding Hood.
- The children on one side are going to give reasons why Red Riding Hood should go alone to Grandma's and the children on the other side will give a reason why Red Riding Hood should not go alone.
- The child who is Red Riding Hood will walk down the alley stopping to hear the reasons from both sides.
- At the end we will decide whether Red Riding Hood should go or not.
- Which side of the alley had the best reasons?

## Grammar, Punctuation, Spelling

*Red Riding Hood has some questions*

- Red Riding Hood has some questions to ask about going to Grandma's by herself.
- We can ask questions using different starters.
- We can use words that begin with a 'W' like: 'Who', 'What', 'Where', 'When', 'Why'.
- We can also use other words to start questions like: 'Can', 'Do', 'Should', 'May', 'Did', 'Could'.
- You might think of some other question starters.
- Write five questions that Red Riding Hood has about going to Grandma's by herself.
- Remember to use a question mark at the end of each question.

## Main writing activity

*Thank you Red Riding Hood!*

- Choose one of the people that Red Riding Hood helps: Farmer Flynn, Mr Jenkins or Ma.
- Imagine that you are one of them and you are going to write a thank you letter to Red Riding Hood.
- Use the **Resource Sheet** to help you structure your letter. Use your imagination to add detail to your letter.

## Proof-reading / Editing

*Make some changes*

There are some extra words in the sentences below. Read the sentences and cross the words out that are not needed. Then read the sentence to check that it makes sense.

1. Red Riding Hood always helps lots of people always.
2. Grandma lives lived live in a cottage.
3. She decided to make a cake with jam gingerbread pancake for Grandma.
4. Mum fell over in the bedroom fell down hurt.
5. She is has have a bit scared to go by herself.

## Additional writing activities

- Red Riding Hood mentions blueberry pancakes, gingerbread men, iced buns and a sponge cake with jam. Draw each of these and write a description of each next to the picture.
- Create a new dessert for Red Riding Hood to make. You will need to think of a name for it, list the ingredients and write a description of it.
- Imagine you are Mrs Midgley. Write a description of the dream that you had about the Wolf howling.



## 4: Stay on the path

### Introduction

Ma warns Red Riding Hood to stay on the path. Red Riding Hood is hoping to see a fairy in the woods and is enjoying the flowers, hearing the bees and watching the rabbits! Suddenly there's a noise and she feels like somebody is watching her. Then she sees some tiny fairies singing near toadstools. She creeps closer to get a better look when suddenly the fairies fly away and she feels a tap on her shoulder. It is the Wolf in disguise but when Red Riding Hood asks him if he is a wolf the creature laughs and says he is just a hairy dog! She tells him that she is going to Grandma's at the end of the path and he races off. Red Riding Hood wonders why a hairy dog in a hat is in such a rush.

### The big question(s)

- Is Red Riding Hood's instinct right - should she trust the hairy dog?
- Did Red Riding Hood make a mistake?
- Are the fairies really there?

### Vocabulary to discuss

*dawdle, peering through, fascinated, darted away, raided his wardrobe, disguise*

### Reading: using inference skills

*Who said what?*

- Share the **Resource Sheet** with children.
- Children need to read the text in the speech bubbles and match the bubble to the character.
- They will need to think about the characters and what they might say.

### Bringing the text to life

*Let's act!*

- This is a great scene for children to act out in pairs while the adult reminds them of key points.
- *First scene:* Ma with a twisted ankle and Red Riding Hood packing her basket. Conversation between the two (one child is Ma, the other is Red Riding Hood).
- *Second scene:* Red Riding Hood smelling flowers, watching bees and birds and fairies singing in the distance. Focus more on acting, body language and behaviour (one child is Red Riding Hood, the other is a fairy).
- *Third scene:* Red Riding Hood meets the Wolf in disguise (one child is Red Riding Hood and the other is Wolf)

### Grammar, Punctuation, Spelling

*Commas in a list*

- We use commas to separate items in a list.
- Write an example on the board of what Red Riding Hood saw in the woods: *Red Riding Hood saw bumblebees, flowers, birds and fairies.*
- Read the sentence and ask children to clap where the commas go. Then put them in.
- Explain that we do not need a comma before 'and' - a common misconception.
- Challenge children to write three sentences about this episode using commas (for example what Red Riding Hood packed in her basket / advice from Mum / what the Wolf looked like).



## Main writing activity

*Let's describe*

The episode shows Red Riding Hood distracted by the sound of tiny fairies laughing and singing. Pause the video at this point and let children talk and describe the fairies in pairs.

- Remind children about noun phrases - adjectives to describe what the fairies look like and what they were doing.
- Children can also describe the toadstools.
- What are the fairies wearing?
- What do they sound like?
- Children can use their imaginations to add more information about the fairies.

## Proof-reading / Editing

*Add a joining word*

There is a 'joining word' missing in each of these sentences. Can you add a 'joining word' so that each sentence makes sense? Choose from these and use each one once:

**because    when    so    but    and**

1. Red Riding Hood put sandwiches \_\_\_\_\_ a cake in the basket.
2. Ma told Red Riding Hood to stay on the path \_\_\_\_\_ that she would be safe.
3. \_\_\_\_\_ Red Riding Hood heard the fairies, she stopped to have another look.
4. The Wolf said he was just a hairy dog \_\_\_\_\_ Red Riding Hood was not so sure.
5. The Wolf left quickly \_\_\_\_\_ he wanted to get to Grandma's first.

## Additional writing activities

- Create a disguise for the Wolf. In the episode the Wolf used an old straw hat to pretend he was a hairy dog. Can you create a better disguise for Wolf? You could draw it first and then label what you have used.
- What is Wolf thinking now? You could write a mini thought bubble for Wolf's thoughts as he races towards the cottage.
- Instructions for keeping safe in the woods. Ma gives Red Riding Hood some instructions for keeping safe. Could you write a list with more instructions showing her how to keep safe?



## 5: Wolfie went a-walking

### Introduction

Red Riding Hood is making her way to Grandma's cottage while the Wolf is trying to get there before her. Grandma is almost asleep when she hears a knock at the door. She is suspicious of the voice of her visitor so looks through the letterbox and sees hairy paws. She tells the Wolf he cannot come in. The Wolf tries to blow the house down but when this fails he scratches the earth and digs a tunnel under Grandma's house. He surfaces in Grandma's pantry - full of snacks!

### The big question(s)

- Should you ever spoil your appetite?
- How far would you go to accomplish your mission?

### Vocabulary to discuss

*meanwhile, cunning, small clearing, clambered, scampering, sturdy brick walls, budge an inch, billowing out, mission accomplished, pantry, spoil his appetite*

### Reading

*What's in a title?*

- Tell the children that this episode is called 'Wolfie went a-walking'.
- Discuss what the children think the title means.
- Can you think of something else that means the same?
- After watching the episode what other title could it have?
- Prompt children with some ideas: 'Trying to trick Grandma' or 'Mission accomplished!'

### Bringing the text to life

*Let's advise Wolfie*

- Imagine Wolfie came for some advice from us.
- He is in the pantry having a sausage and then he pauses to ask us 'What should I do?'
- We will need to give Wolfie advice: should he stop now and come clean to Grandma or should he carry on with his tricks?

### Grammar, Punctuation, Spelling

*Using noun phrases*

- Remind children that we can use adjectives to make our nouns more interesting or to add more detail.
- When we add an adjective or some adjectives to a noun, we create a noun phrase.
- Our adjectives should be purposeful and really make our writing more interesting.
- Imagine that you are in Grandma's pantry. Pause the episode when we can see all of the food.
- Write a list with the title: 'In Grandma's pantry, I can see...' Then make a list of noun phrases - for example: 'a juicy apple pie'; 'some crispy chicken wings', etc.

### Main writing activity

*Grandma's urgent phone message!*

Imagine that you are Grandma. Think about what has happened to you...

1. You were dozing in your chair by the fire.
2. You heard a knock at the door and thought it Red Riding Hood.
3. The voice at the door sounds suspicious.
4. You looked through the letterbox and saw a pair of hairy paws!

5. You knew it was a Wolf.
  - You decide to ring your daughter (Red Riding Hood's Mum) to tell her that a Wolf has been at your door pretending to be Red Riding Hood.
  - But Mum does not answer the phone so you leave a long answer-phone message explaining what has happened.
  - Use the **Resource Sheet** to help you to structure your ideas.

## Proof-reading / Editing

### Missing punctuation

All of the punctuation is missing from the sentences below. Add it in where you think it should be.

1. wolf decided to dig under grandmas house
2. should i eat anything in this pantry
3. the pantry was full of delicious food
4. what a wonderful smell there was
5. wolf ate some bacon a sausage some cheese and a four doughnuts

## Additional writing activities

- Imagine that you are one of the squirrels near Grandma's house and have seen the Wolf begin to dig under the house. What would you say to Red Riding Hood when you see her?
- Imagine you are the worm who saw the Wolf digging his hole. Write a set of instructions from the worm's point of view explaining how to dig the best hole.

## 6: What big eyes you've got!

### Introduction

The Wolf searches for Grandma and finds her hiding in the attic. He tells her that she will be his dessert! He dresses in one of Grandma's nighties and is ready in bed for when Red Riding Hood arrives. Red Riding Hood comments on the Wolf's eyes, ears and teeth. Suddenly the Wolf sits up and Red Riding Hood freezes on the spot...

### The big question(s)

- Should we always tell the truth?
- Can a trickster be tricked?
- Who is bravest: the Wolf or Grandma?

### Vocabulary to discuss

*lacy, tiptoed, Drat! Foiled! triumphantly, knuckles, sniggered, mused, impatiently*

### Reading

*What are your impressions?*

- Think about the characters we have met so far.
- What are your impressions of them? What do you think about them?
- Choose a word to describe the characters and give a reason for it.
- Your reason should be something that you have read in the text - for example: 'I think Grandma is brave because she tried to trick the Wolf.'
- Use this answer stem to help you:

I think \_\_\_\_\_ is \_\_\_\_\_ because \_\_\_\_\_



## Bringing the text to life

### *Let's be the Wolf*

In this episode the Wolf pretends to be Grandma. He is disguised in her clothes and tries to change his voice to sound like her. He also tries to change his behaviour to act like her.

- Imagine that you are Wolf, pretending to be Grandma.
- Can you change your voice too?
- Have fun pretending to be a Wolf who is pretending to be a Grandma!

## Grammar, Punctuation, Spelling

### *Writing exclamations*

- Explain that we can punctuate statements and commands with an exclamation mark, but that does not mean they are exclamations.
- Exclamations must start with 'What' or 'How' and include a verb.
- Watch the episode and listen for any examples of 'exclamations' starting with 'What' or 'How'.
- Challenge yourself to write some more exclamations. Remember that they need to start with 'What' or 'How' and include a verb.

## Main writing activity

### *Grandma's plan*

We know from the events of this episode that Grandma is in the attic and that Wolf has locked the door so that she cannot get out.

- What is Grandma's plan?
- How will she escape?
- Does she have another way out of the attic?
- In pairs, create 'The Great Escape Plan'.
- You might want to draw your plan first and then write how you plan to escape next to it.

## Proof-reading / Editing

### *Missing verbs*

These sentences are missing their verbs. You will need to decide which verb to insert and choose the correct tense as well. The sentences are also available on a **Resource Sheet**.

1. The Wolf \_\_\_\_\_ the pantry door and \_\_\_\_\_ inside.
2. Then the Wolf \_\_\_\_\_ the trapdoor behind him and \_\_\_\_\_ down the stairs.
3. Red Riding Hood was \_\_\_\_\_ as she \_\_\_\_\_ to Grandma's house.
4. The Wolf \_\_\_\_\_ on Grandma's nightdress and cap and \_\_\_\_\_ into her bed.

## Additional writing activities:

- Write the next section of the story. What do you think will happen?
- The Wolf hears Red Riding Hood singing outside the window. What song do you think she was singing? Can you write a song for her to sing? What might she sing about?



## 7: The big bad wolf has gone

### Introduction

Red Riding Hood rushes for the door and the Wolf chases after her - but he trips on his nightdress! Red Riding Hood rescues Grandma and locks the Wolf inside the cottage. In the woods they meet Mrs Midgley's nephew - the woodcutter - who has been looking out for them. The woodcutter tricks the Wolf into a cage and they take him through the forest, still wearing Grandma's nightie. The Wolf is so embarrassed he begs to be let free and promises to never return. Grandma and Red Riding Hood meet Ma and Mrs Midgley and they all enjoy a picnic.

### The big question(s)

- Are you satisfied with the ending of the story?
- Did you want something different to happen at the end?
- Who is the hero?

### Vocabulary to discuss

*clambered, a clearing, embarrassment*

### Reading

*What's the order?*

- Can you remember what happened in the story?
- Look at the pictures on the sequencing activity **Resource Sheet**.
- Number the pictures 1 to 12 in the order that they happened.

### Bringing the text to life

*Let's sing*

- Use this link:  
<https://www.bbc.co.uk/teach/school-radio/music-ks1-little-red-riding-hood-index/zryw8xs> to teach the children the songs to accompany this unit of work.
- There is also a downloadable set of Notes with all of the lyrics and lessons here:  
[http://teach.files.bbci.co.uk/schoolradio/music/redridinghood/red\\_riding\\_hood\\_online.pdf](http://teach.files.bbci.co.uk/schoolradio/music/redridinghood/red_riding_hood_online.pdf)

### Grammar, Punctuation, Spelling

*Writing contractions*

We can use the apostrophe to show possession - that somebody owns something - or to shorten two words. This activity will focus on using the apostrophe to shorten two words. For example, 'cannot' becomes 'can't' and 'I am' becomes 'I'm'. Using this list of contractions, write some sentences linked to the episode clips:

- can't
- I'll
- don't
- shouldn't
- I'm

### Main Writing activity

*I am really sorry...*

- Imagine that you are the Wolf at the end of the story.
- Write a letter to somebody to say that you are sorry.
- Think about who you would like to write to: Grandma, Red Riding Hood, the woodcutter or the animals.
- Plan your letter carefully before you write it.



## Proof-reading / Editing

*Can you substitute the words?*

This short passage has some words underlined. Can you change the underlined word with another word that will make sense?

Everyone tucked into cake and sandwiches. They were overjoyed that the Wolf had gone!

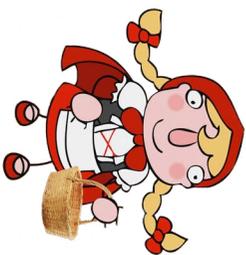
The celebrations turned into a big party and animals came from far and wide to join in the fun. Even the fairies came and fluttered around happily.

## Additional writing activities

- Create an invitation to the celebration party. Where will it take place? What time? What will you do?
- Write your own version of the story. What will you change?

# Diary planning

Remember you are Red Riding Hood



<p><b>How will you begin your diary?</b> <b>What greeting will you use?</b> (Dear Diary / Hi / Hello)</p>	
<p><b>What will your first sentence be?</b> (You will never guess what happened / Guess what happened today)</p>	
<p><b>Which events will you retell?</b> (Going to the shop / what Mrs Miggley told you about the Wolf / going to bed and thinking that you heard a WOLF)</p>	
<p><b>How will you end your diary?</b> (Got to go for supper / Time for bed now)</p>	
<p><b>Sign off</b> (Lots of love / See you later / Good night)</p>	

# My 5 events from Episode 2

event	event	event	event	event

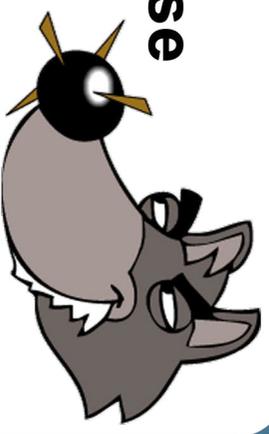


beginning

middle

ending

## How to fix a wolf's nose



**Introduction** (Use some questions here like: 'Are you a wolf with a sore nose?' or 'Do you need a quick nose fix? If so read on for a solution.')

**What will you need?** (List what the Wolf will need - bandages, plasters, medicine. What else - be creative!)

**Instructions** (These should be numbered and you could use words like: 'First', 'Next', 'Then', 'After that', 'Finally...')

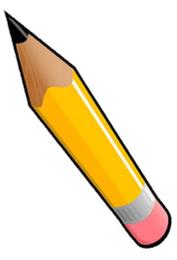
**Final message** (End with a message like 'Hope it works for you!' or 'Say goodbye to your sore nose!')

## Match the emoji

Choose an emoji for one character and say when they were feeling like it.  
Or you could draw a line from the name of the character to the emoji.

<p><b>Mrs Midgley</b></p>		<p><b>Ma</b></p>		
	<p><b>Red Riding Hood</b></p>		<p><b>The Wolf</b></p>	

# Thank you Red Riding Hood



Who you are writing from \_\_\_\_\_

<b>How will you start your letter?</b> (To Red Riding Hood / Dear Red Riding Hood)	
<b>What are you thanking her for?</b>	
<b>What else will you say to her?</b> (Think about how you can thank her - give her something?)	
<b>How will you end the letter?</b> (Love / From / See you soon)	
<b>Will you include a PS?</b> (Something extra that you want to say to her)	

## Who said what?



**Mrs Midgley**



**Red Riding Hood**



**Ma**



**The Wolf**

I do hope my little girl does not dawdle on that path today. She is such a kind daughter. I wish I could go with her.

Is that a fairy I can see over there? If I could just get a little closer then I would be able to see her. I know I shouldn't go off the path but one minute won't matter, will it?

OK, so dear little Grandma lives at the end of this path, does she? Well, I am sure there is a shortcut I can find. Oh, and I need to get rid of this silly straw hat!

I am so tired today. I hope I don't get woken up by that wolf howling again. I have never heard a noise like it. How will I stay awake all day now?

**How will you start your answerphone message?**

(Say 'Hi' to her / tell her who is calling / perhaps tell her the time)

**What main things will you tell Mum?**

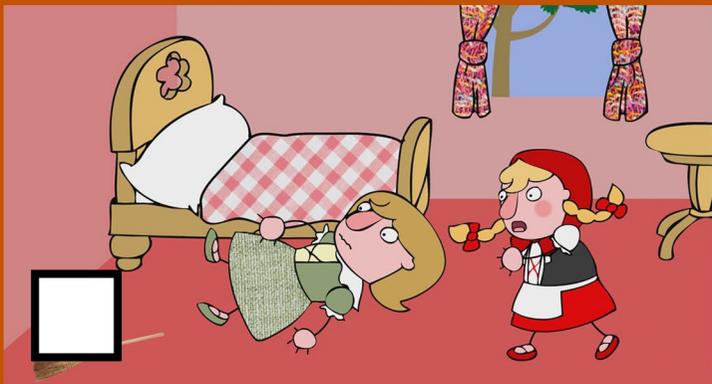


**What will you ask her to do?**

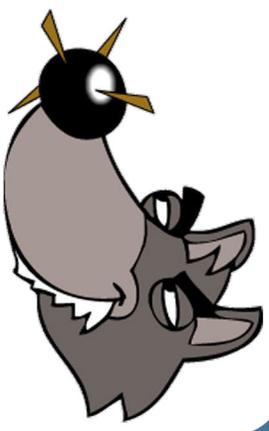
(How can she help? / Will you ask her to come?)

**How will you end your answerphone message?**

(Will you say 'Love you' / 'Bye' / 'Come soon' / 'Hurry up!')



## Missing verbs



The Wolf \_\_\_\_\_ the pantry door and \_\_\_\_\_ inside.

Then the Wolf \_\_\_\_\_ the trapdoor behind him  
and \_\_\_\_\_ down the stairs.

Red Riding Hood was \_\_\_\_\_ as she \_\_\_\_\_  
to Grandma's house.

The Wolf \_\_\_\_\_ on Grandma's nightdress and  
cap and \_\_\_\_\_ into her bed.