

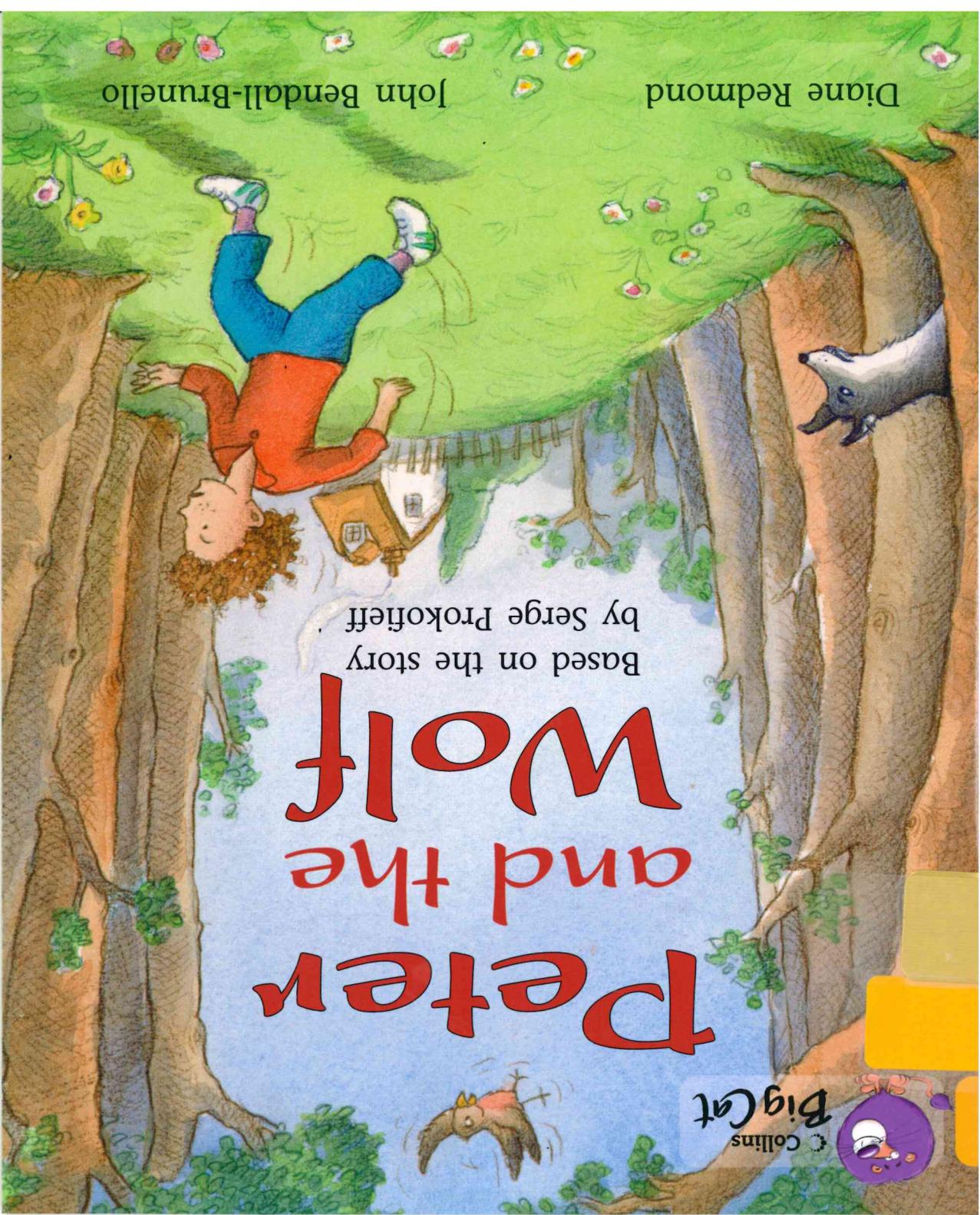
Diane Redmond

John Bendall-Brunello

Based on the story  
by Serge Prokofiev

# Peter and the Wolf

Big Cat  
Collins



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Design Manager: Nicola Kenwood @ Hakoona Matata  
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Diane Redmond asserts her moral right to be identified as the author of this work.

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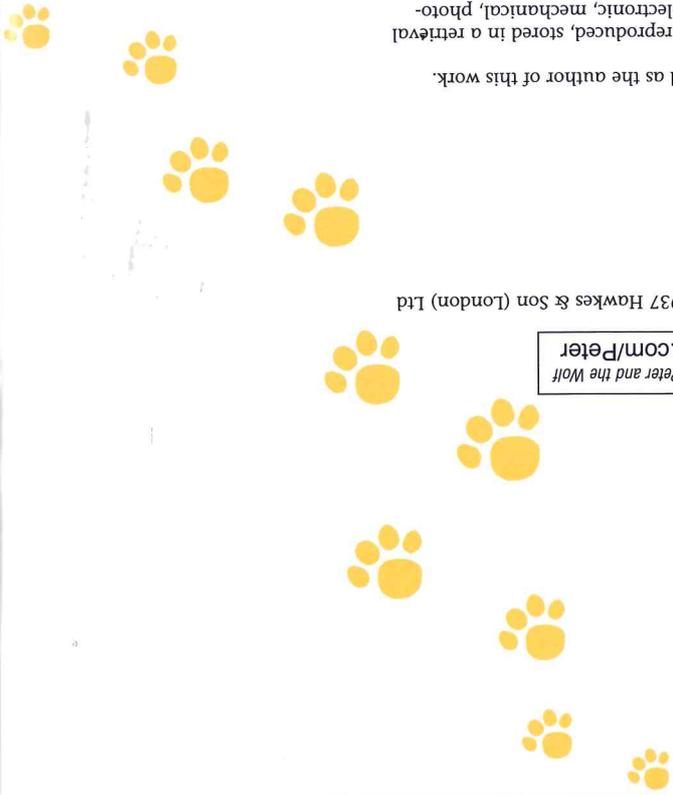
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Collins

Based on the story by Serge Prokofiev  
Retold by Diane Redmond  
Illustrated by John Bendall-Brunello



# Peter and the Wolf

The composer, Serge Prokofiev, wrote this as a musical story. In his story only the narrator uses words to speak. The other characters "speak" through musical instruments and each has its own tune.

### CHARACTERS

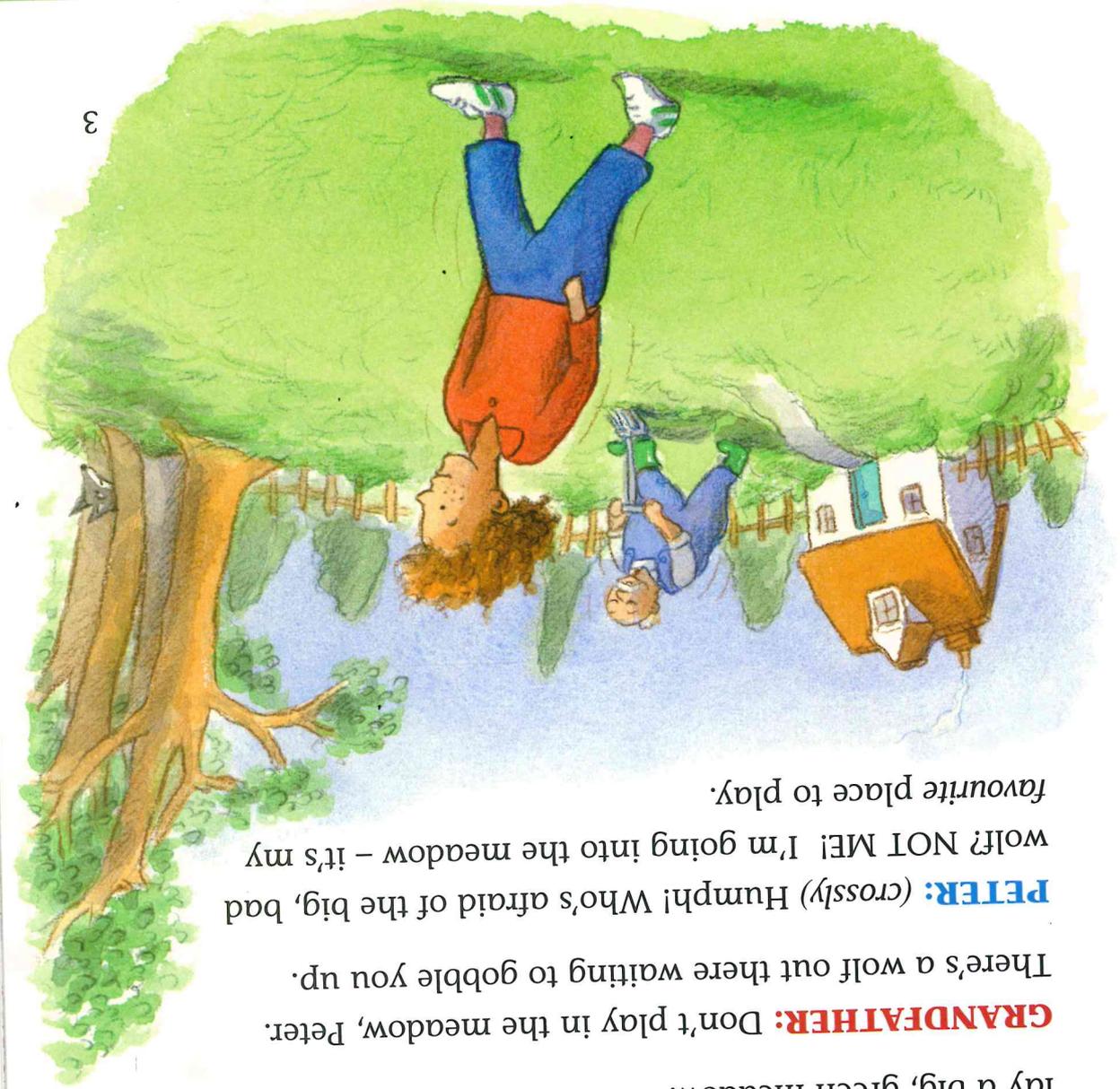
The image displays eight character cards arranged in two columns. Each card consists of a speech bubble with the character's name, a circular illustration of the character, and a musical instrument. The characters and their associated instruments are: Cat (black cat, oboe), Wolf (white wolf, trumpet), Duck (white duck, clarinet), Bird (orange bird, flute), Hunter (man in hat, bell), Grandfather (old man, double bass), Narrator (girl with yellow hair, violin), and Peter (boy with brown hair, violin).

## SCENE 1. PETER'S COTTAGE

**NARRATOR:** Peter lived with his grandfather in a small cottage in the middle of a forest. In front of the cottage lay a big, green meadow.

**GRANDFATHER:** Don't play in the meadow, Peter. There's a wolf out there waiting to gobble you up.

**PETER:** (crossly) Humph! Who's afraid of the big, bad wolf? NOT ME! I'm going into the meadow – it's my favourite place to play.



## SCENE 2. THE MEADOW

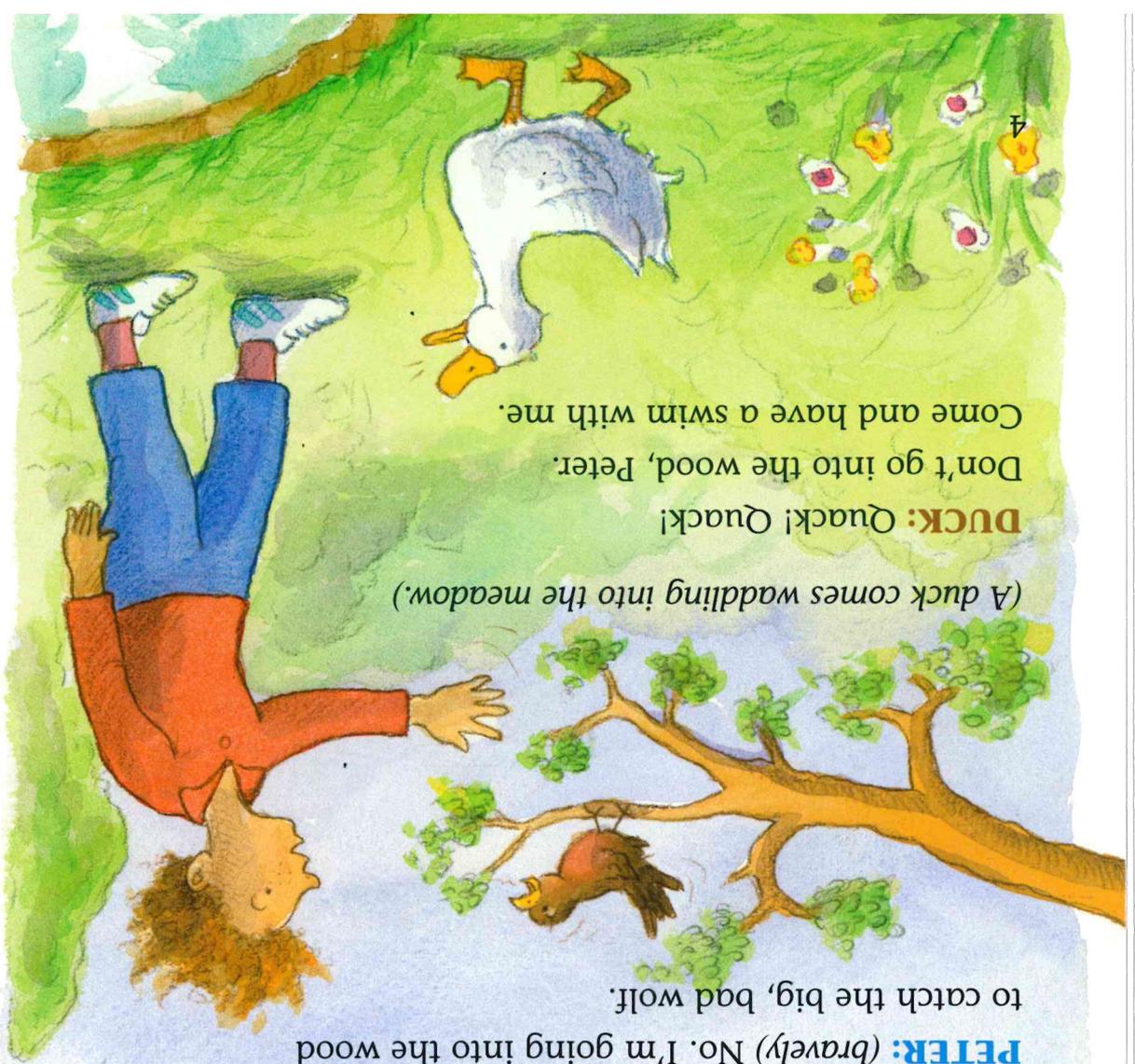
**NARRATOR:** Peter ran into the meadow and met his friend, Bird.

**BIRD:** Tweet! Hello, Peter. Have you come to play with me?

**PETER:** (bravely) No. I'm going into the wood to catch the big, bad wolf.

(A duck comes waddling into the meadow.)

**DUCK:** Quack! Quack!  
Don't go into the wood, Peter.  
Come and have a swim with me.





**DUCK:** QUACK! QUACK!

**BIRD:** TWEET! TWEET!

can't swim?

**DUCK:** Quack! Quack! What kind of bird are you if you

can't fly?

**BIRD:** TWEET! What kind of bird are you if you

laughed at her.

**NARRATOR:** Duck waddled into the water and started to splash about. Bird thought she looked very funny and

**CAT:** (crossly) I don't care. I'll eat Duck instead.  
**PETER:** Don't be silly. Ducks in the middle of the pond and you can't swim.

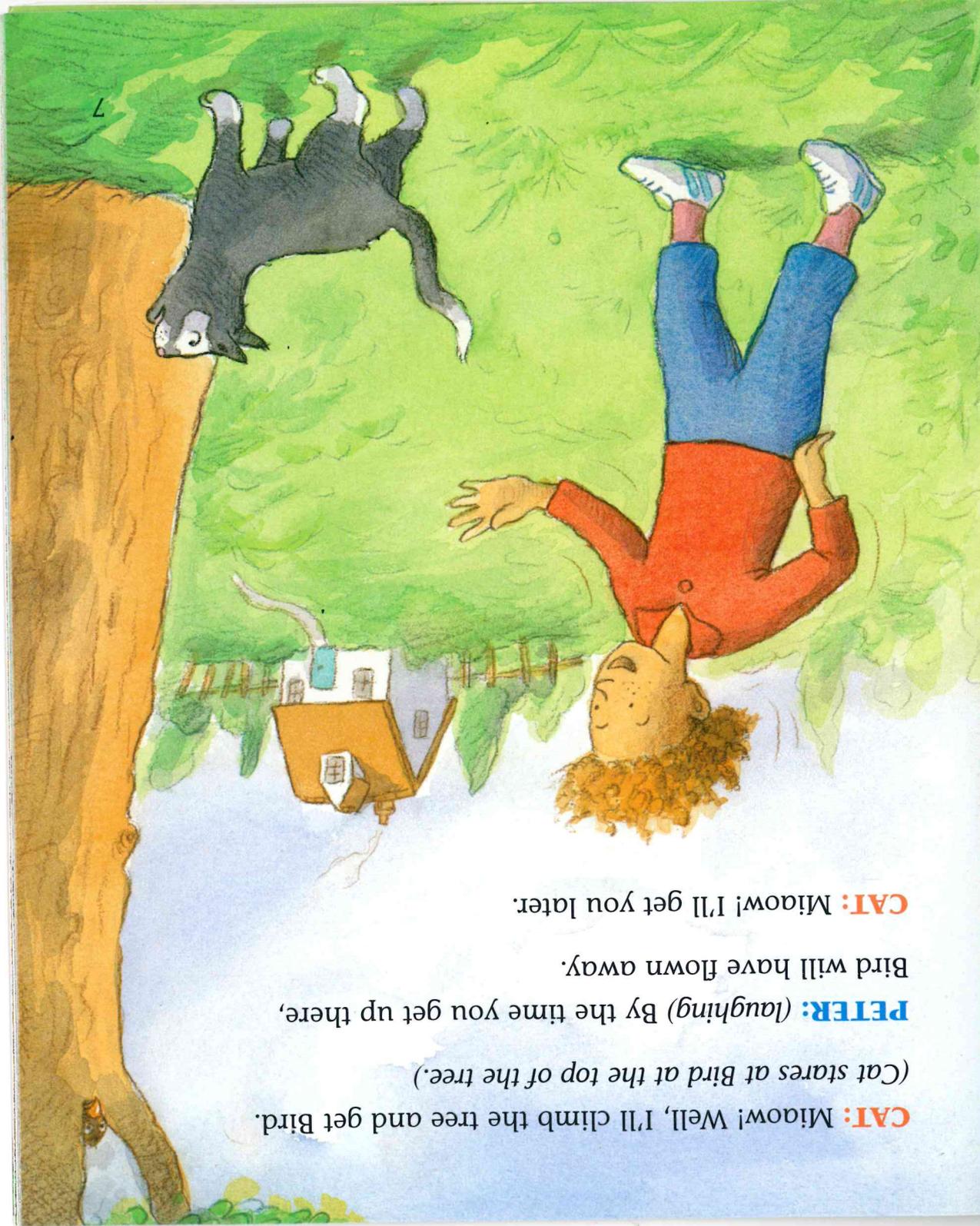


**NARRATOR:** ... but Bird flew up into the branches of a tall tree.  
**BIRD:** Nah, nah, nah-nah, nah! You can't catch me.



**NARRATOR:** Bird and Duck were arguing so much, they didn't see Cat come creeping up.  
 Cat pounced at Bird ...  
**CAT:** Grrr! MIAOW!





**CAT:** Miaow! Well, I'll climb the tree and get Bird.  
(*Cat stares at Bird at the top of the tree.*)

**PETER:** (*laughing*) By the time you get up there,  
Bird will have flown away.

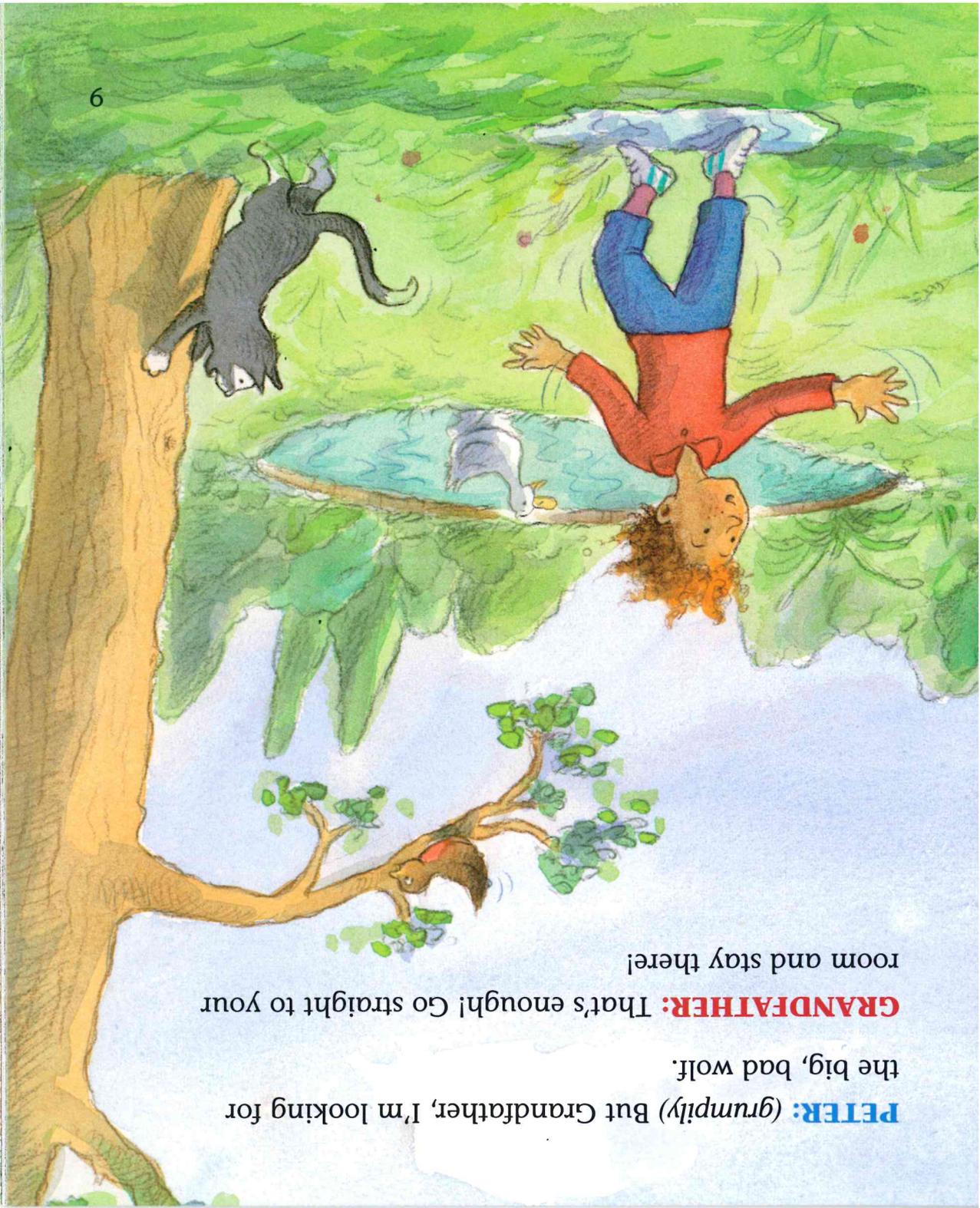
**CAT:** Miaow! I'll get you later.

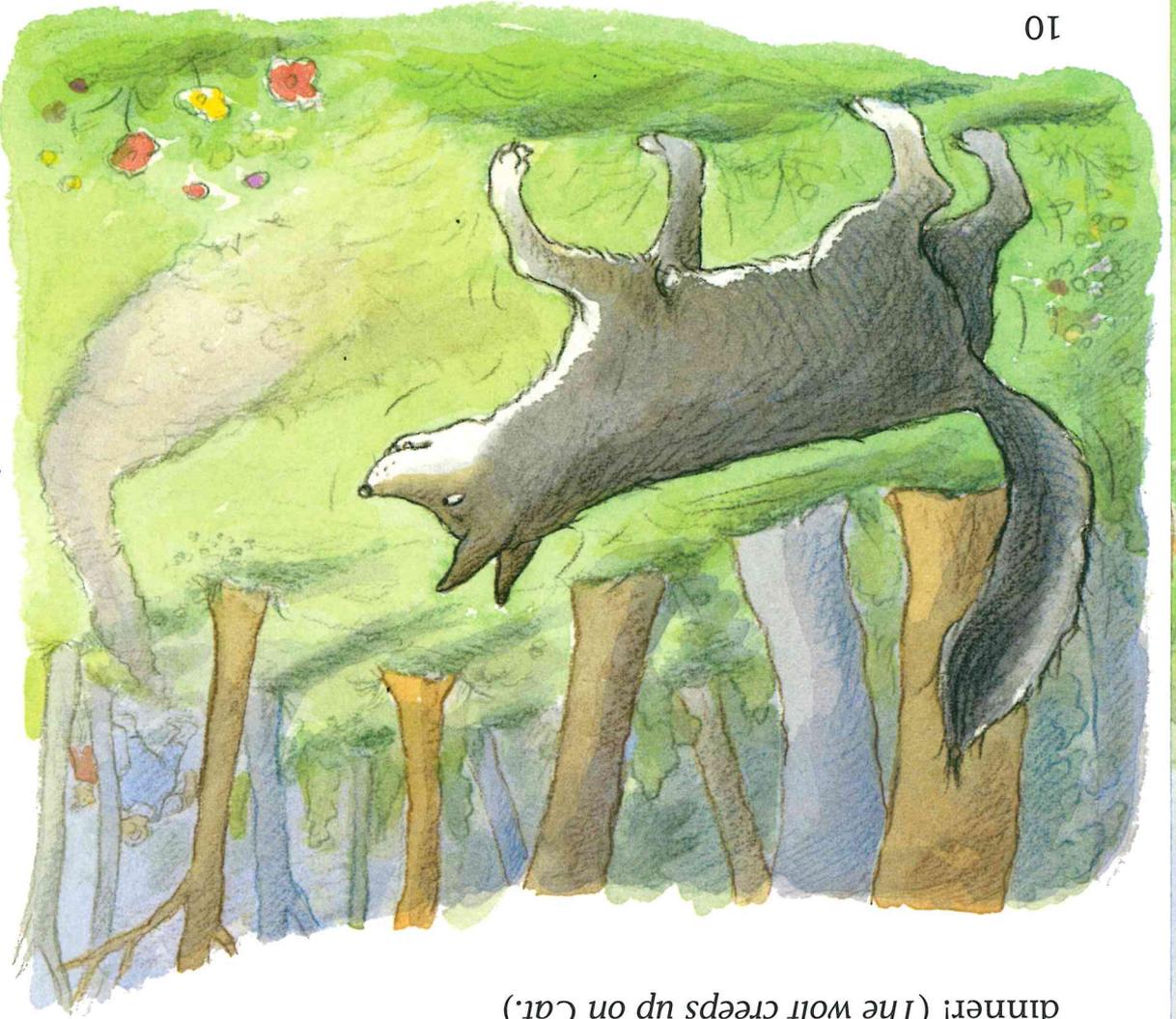


**NARRATOR:** Suddenly Grandfather ran into the meadow, waving his arms. He looked very cross.

**GRANDFATHER:** (angrily) Peter! I told you not to play in the meadow. It's a dangerous place!

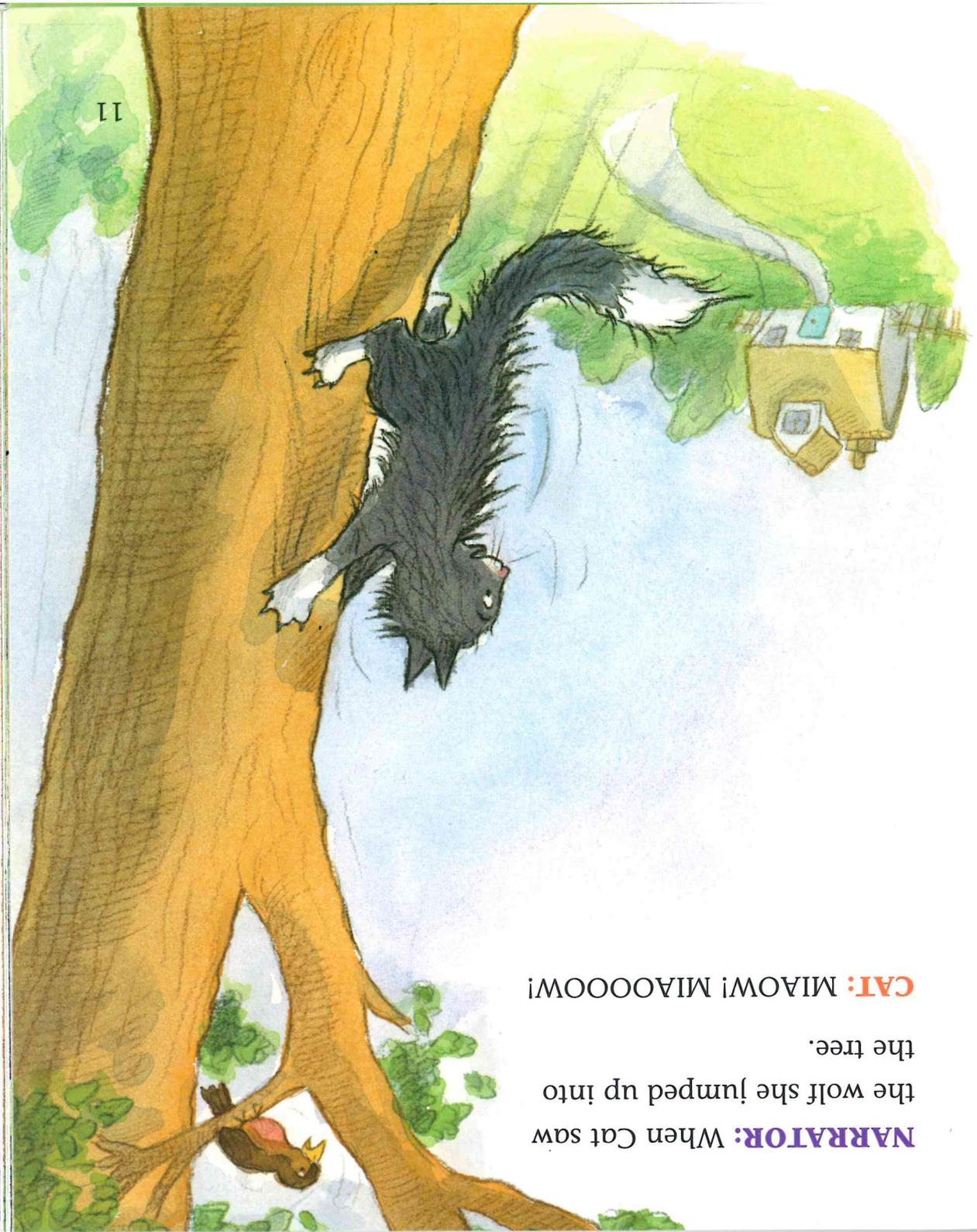
**PETER:** (*grumpily*) But Grandfather, I'm looking for the big, bad wolf.  
**GRANDFATHER:** That's enough! Go straight to your room and stay there!





**NARRATOR:** As soon as Peter and Grandfather had gone, a big, grey wolf came creeping out of the forest. **WOLF:** Ha ha ha! Peter's gone. Now I can catch my dinner! (*The wolf creeps up on Cat.*)

### SCENE 3. THE EDGE OF THE FOREST



**NARRATOR:** When Cat saw  
the wolf she jumped up into  
the tree.  
**CAT:** MIAOW! MIAOOOW!



**NARRATOR:** The wolf ran over to the pond. Duck saw the wolf, so she waddled out of the pond and tried to run away through the forest.

**DUCK:** QUACK! QUACK!

**WOLF:** Yummy! Duck dinner for me!



*(Duck runs away from the wolf, but he catches up with her.)*  
**DUCK:** *(panting for breath)* Ah ... ah ... ah! I can't run any faster.

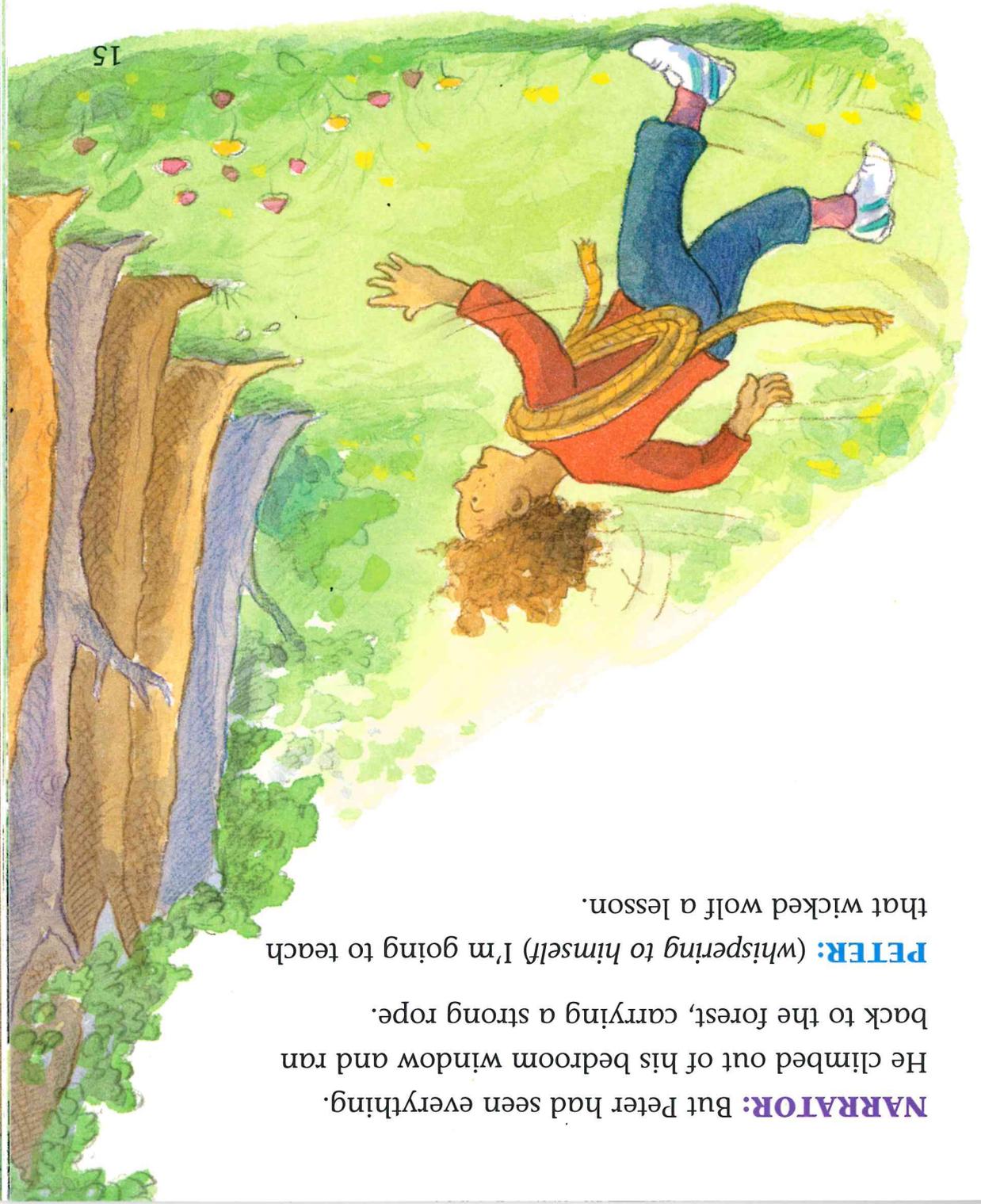


**WOLF:** (*licking his lips*) Yoo-hoo! I'm coming to get you, too.

**NARRATOR:** High up in the tree, Cat and Bird looked down at the wolf. The wolf looked up at them.

**WOLF:** GULP! Slurp! Slobber!

**NARRATOR:** The wicked wolf snapped hold of Duck's tail ... and with one big gulp, he swallowed her up.



**NARRATOR:** But Peter had seen everything. He climbed out of his bedroom window and ran back to the forest, carrying a strong rope.

**PETER:** (*whispering to himself*) I'm going to teach that wicked wolf a lesson.



**WOLF:** Oll Silly Bird. Go away. You're making me dizzy.

**BIRD:** WHEEEEEEE!

*(Bird flies round and round the wolf's head.)*

of the tree!

till he's sick and dizzy. And keep him near the bottom

**PETER:** Trust me! You must fly around the wolf,

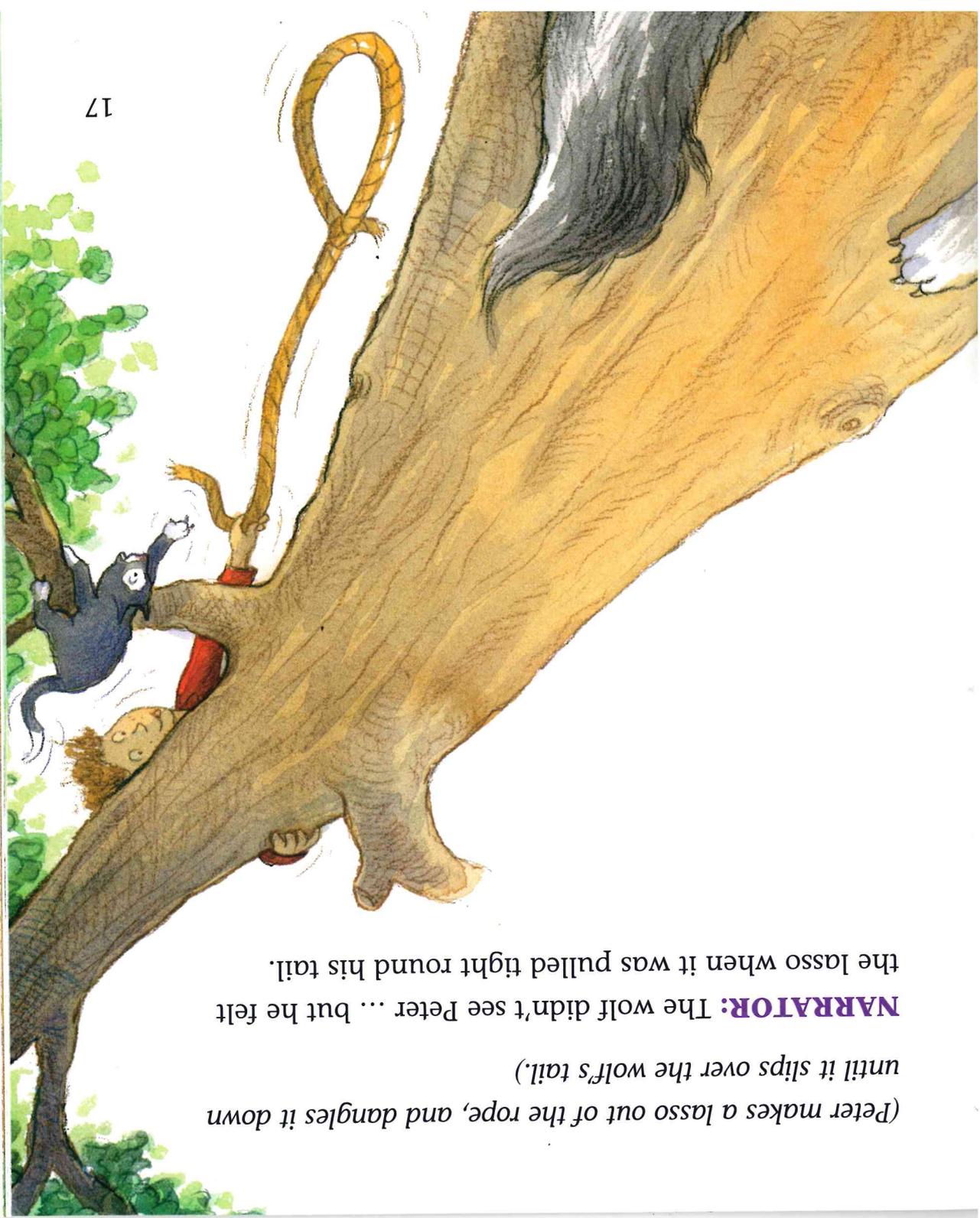
**BIRD:** TWEETT! No, he'll eat me.

the wolf's head.

**PETER:** *(in a low voice)* Bird, go and fly around

*(Peter scrambles up the tree where Bird and Cat are sitting.)*

*(Peter makes a lasso out of the rope, and dangles it down until it slips over the wolf's tail.)*  
**NARRATOR:** The wolf didn't see Peter ... but he felt the lasso when it was pulled tight round his tail.





**PETER:** Ha ha! I've got you, you big, bad wolf.

*(Peter ties the end of the rope round the thick branch  
he and Cat are sitting on – still high in the tree.)*

**WOLF:** OW! What's that! Get off my tail!



**HUNTER:** Amazing! Let's take him to the zoo.

bad wolf.

**PETER:** Don't shoot! Bird and I have caught the big,

at Bird up in the tree.

a hunter came out of the forest and pointed his gun

**NARRATOR:** Just as Peter had tied up the wolf,



**NARRATOR:** Peter led the way to the zoo, followed by the hunter with the wolf. Grandfather went too, with Cat. Overhead, Bird chirped merrily.

**SCENE 4. THE ZOO**

tweet!  
tweet!





**DUCK:** (very quietly) QUACK!  
QUACK! QUACK!

**NARRATOR:** But what about Duck? If you listen very carefully, you'll hear Duck quacking inside the wolf. The wolf, in his hurry to eat her, had swallowed her whole.



**GRANDFATHER:** You're a brave boy, Peter. I'm not cross with you any more.  
**BIRD:** Tweet, tweet. Peter is the bravest boy in the world.

# WANTED

Someone to capture the big, bad wolf

Must be able to talk to animals

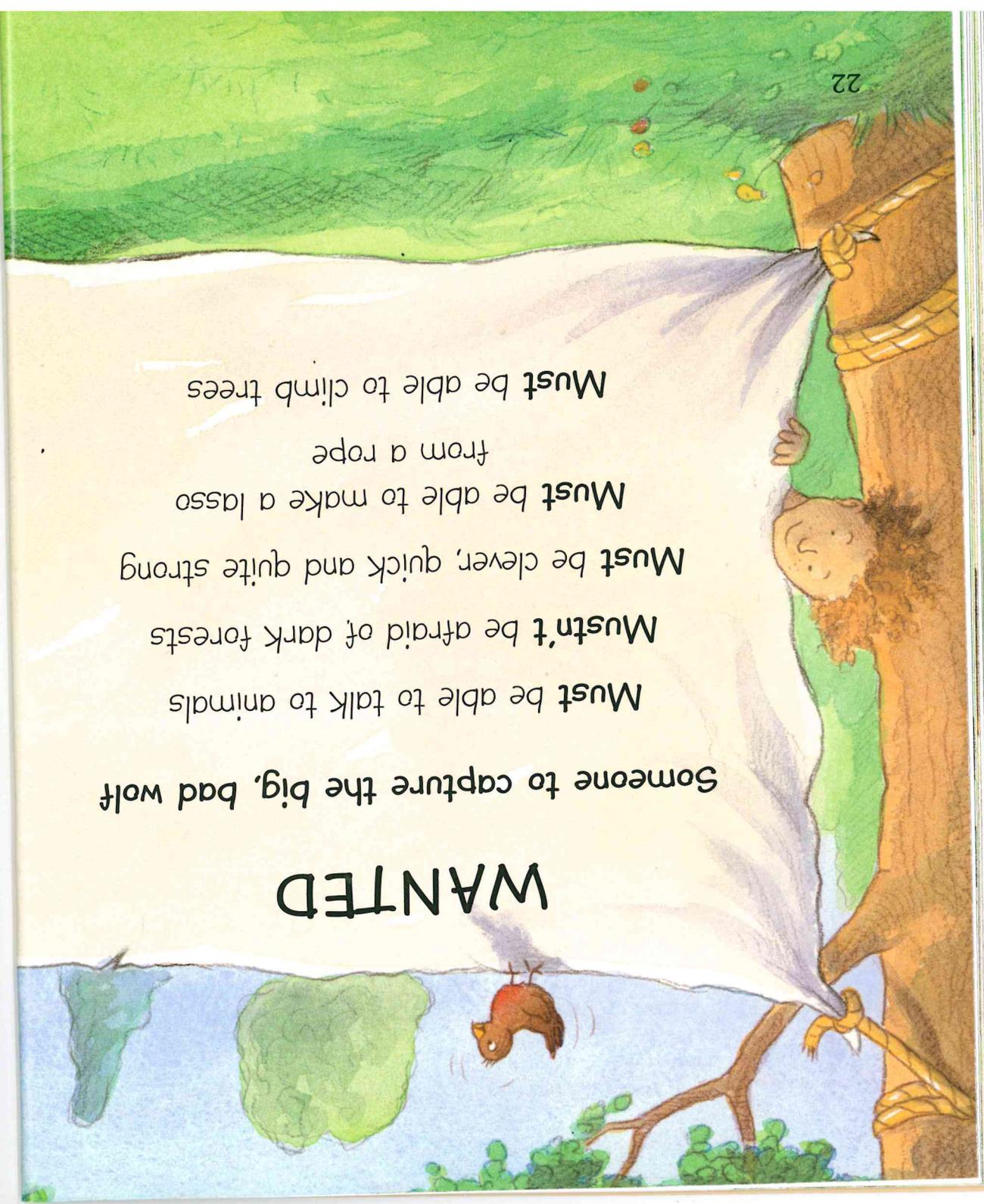
Mustn't be afraid of dark forests

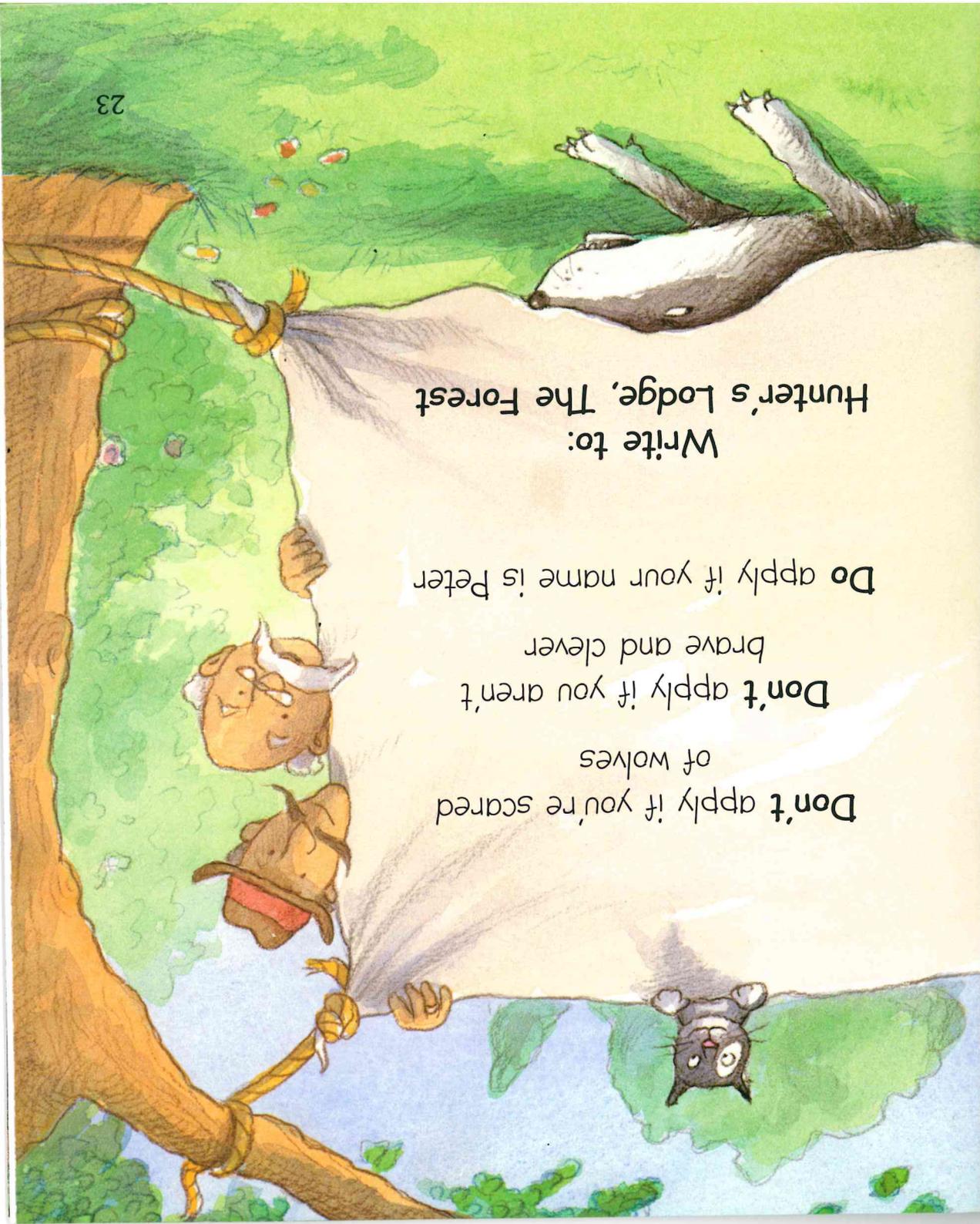
Must be clever, quick and quite strong

Must be able to make a lasso

from a rope

Must be able to climb trees





Write to:  
Hunter's Lodge, The Forest

Do apply if your name is Peter

Don't apply if you aren't  
brave and clever

Don't apply if you're scared  
of wolves

# Ideas for reading

Written by Clare Dowdall BA(Ed), MA(Ed)  
 Lecturer and Primary Literacy Consultant

Learning objectives: adopt appropriate roles in small or large groups; present traditional stories for members of the class; consider how mood and atmosphere are created; explain organisational features of texts; engage with books through exploring and enacting interpretations  
 Curriculum links: Music: Exploring sounds

Interest words: playscript, composer, instruments, scene, narrator, meadow, lasso  
 Resources: musical instruments; musical version of *Peter and the Wolf*  
 Word count: 870

## Getting started

- Ask the children if they know the story of *Peter and the Wolf*. Discuss what they know about wolves in stories.
- Read the front cover and blurb together. Discuss who the characters in this playscript might be.
- Turn to p2 and read the introduction to the children. Discuss the characters and check the children understand what a narrator does.
- Look at the instruments next to each character. (Peter: violin, Grandfather: bassoon, Hunter: timpani, Bird: flute, Duck: oboe, Wolf: French horn, Cat: clarinet). Discuss what sorts of sounds the instruments might make in the original musical score. What does this tell us about the characters?

## Reading and responding

- Discuss and agree who will read each role in the playscript (*the roles are divided between 6 readers and colour coded accordingly*.)
- Model how to read from the playscript. Draw their attention to the stage directions in brackets. Emphasise using a clear, audible voice and expression.





*Hercules* (Lime/Band 11) is another play by Diane Redmond.

### Reading more

- Listen to the original musical recording of *Peter and the Wolf*.

Come and see Class 2J's performance of *Peter and the Wolf*.  
 Starring Raj Chauhan as Peter and Emma Lewis as the wolf.  
 Wednesday 10th June, 7pm.  
 Parents welcome



- Ask the children to design posters for a class version of the play.
- Ask the children to become the different characters and retell the story from their point of view.
- Using a range of musical and percussion instruments, ask the children to select an instrument for each character, and experiment with making sounds to build atmosphere. Rehearse and record the play as a radio play using musical instruments.

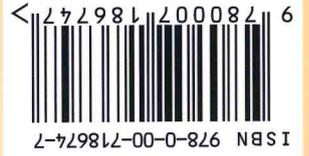
### Checking and moving on

- Ask the children to re-read the play in pairs to find examples of characters hunting each other (e.g. *Peter hunting the wolf, Hunter hunting the bird*).
- Look at pp22-23. Find adjectives that describe Peter's character (*clever, quick, strong, brave*). Ask the children to add more describing words and phrases to this list.
- Read the play again, using expression to emphasise the different moods.
- Ask the children to work in pairs to find tense, angry and happy moments.

### Returning to the book

- As a group, read the play, supporting the children as they contribute.
- Walk through the play to gain a sense of the story before reading closely. Help the children to look for their parts.

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A playscript of a  
traditional tale

Grandfather didn't want Peter to  
play in the meadow. But Peter  
wanted to see his friends  
and catch the big, bad wolf.



# Peter and the Wolf



Gold  
Band 9