

✓ Lesson Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With prompting and support, describe an illustration and make connections to the story and self (RL.P.7, RL.P.11)
- ✓ Describe an event or task that has already taken place outside the immediate place and time (SL.P.4)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “The Little Red Hen” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Assume the perspective of Little Red Hen and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Identify and express mental states and emotional feelings (SL.P.6)
- ✓ Predict events in “The Little Red Hen” (RL.P.10)
- ✓ With prompting and support, provide or join in repeating the refrain in “The Little Red Hen” (RL.P.10)
- ✓ Provide a story ending consistent with other given story events (RL.P.10)
- ✓ Understand and use complex sentences with clauses introduced by *because* (L.P.1f)
- ✓ Express a personal opinion (SL.P.6)

Core Vocabulary

happily, adv. In a happy or joyful way

Example: The girls were happily playing hopscotch on the blacktop at recess.

Variation(s): none

harvested, v. Picked or gathered crops

Example: The farmer harvested his crops of corn and beans at the end of summer.

Variation(s): harvest, harvests, harvesting

lazy, adj. Not willing to do work or finish chores

Example: Diamond was being lazy by not helping her friends put the books back on the shelf.

Variation(s): lazier, laziest

relax, v. To take a break or rest from work

Example: Logan decided to relax and read a book after cleaning his bedroom.

Variation(s): relaxes, relaxed, relaxing

wonderful, adj. Really good; great

Example: The piñata game was a wonderful activity for the children at Ava's birthday party.

Variation(s): none

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Essential Background Information or Terms	Image Card 6A-1	10
	W Personal Connections		
	W Purpose for Listening		
Presenting the Read-Aloud	W "The Little Red Hen"		10
Discussing the Read-Aloud	W Comprehension Questions		10
Teacher-Led Learning Center	L Art Center	Activity Page 6A-1; scissors; craft sticks; glue	During Center Time
Take-Home Material	T "The Little Red Hen"; Red Hen and Friends	Activity Pages 6A-2, 6A-3	*

Advance Preparation

- If needed, cut Activity Page 6A-1 for students. If students are ready, they will cut the page themselves.

Introducing the Read Aloud

10 minutes

Whole
Group

Essential Background Information or Terms

Tell students they will hear a story about a hen that grows a plant called wheat and then uses it to make bread.

Show Image Card 6A-1: Wheat

Tell students that wheat is a type of plant called a grain. People plant wheat in fields.

Show Flip Book Page 6A-4: Little Red Hen grinding wheat

Wheat is cut down and then taken to a mill where it is ground into flour. You can make bread dough with flour by adding water, salt, and yeast to it. Tell students the bread they buy at the store is also made out of flour that was made by grinding wheat.

Whole
Group

Personal Connections

Tell students that in the story, the Little Red Hen decides to grow wheat and make bread, but no one will help her. Ask the students if they have ever tried to do something hard without help. Ask them how they felt when they were working alone to do something hard.

Whole
Group

Purpose for Listening

Tell students that the title of the read-aloud is “The Little Red Hen.” Tell them to listen to find out who the Little Red Hen asked to help her grow wheat and what those characters said.

The Little Red Hen



◀ SHOW FLIP BOOK PAGE 6A-1: Little Red Hen and animals in farmyard

Once upon a time, there was a little red hen who lived on a farm with her animal friends. The Little Red Hen worked hard every day. She picked up dirt to keep the barnyard clean and found worms to feed her chicks. The other animals on the farm were **lazy**. **1** They never helped the Little Red Hen. They preferred to **relax**.

1 They didn't work very hard.

2 or seeds

One day, as she was scratching around in the barnyard, she found some grains of wheat. "We can plant these tiny grains **2** and they will grow," thought the Little Red Hen. So she asked, "Who will help me plant these grains of wheat?"

"Not I," quacked the duck.

"Not I," meowed the cat.

"Not I," oinked the pig.

3 How do you think she felt?

"Then I will do it myself," clucked the Little Red Hen. And that is just what she did. She planted the grains of wheat all by herself. **3**



◀ SHOW FLIP BOOK PAGE 6A-2: Little Red Hen with rake, watering can, and bag of seed

Every day, she checked to see how the wheat plants were growing. She pulled the weeds around them to give the wheat room to grow. By the end of the summer, those seeds of wheat had sprouted. Not only had they sprouted, they had grown into tall stalks of ripening golden grain.



◀ SHOW FLIP BOOK PAGE 6A-3: Little Red Hen cutting wheat

At long last, the stalks of wheat were ripe and the wheat grain was ready to be **harvested**. **4** The Little Red Hen looked excitedly at the field of golden wheat. The Little Red Hen asked, "Who will help me cut the wheat?" **5**

4 or gathered

5 What will the animals say?

"Not I," quacked the duck.

"Not I," meowed the cat.

“Not I,” oinked the pig.

“Then I will do it myself,” clucked the Little Red Hen. And that is just what she did.

She cut the wheat all by herself! When she had cut the wheat, the little red hen sighed **happily**.



← **SHOW FLIP BOOK PAGE 6A-4: Little Red Hen grinding wheat**

6 What will the animals say?

Then she asked, “Who will help me grind this wheat into flour?” **6**

“Not I,” quacked the duck.

“Not I,” meowed the cat.

7 What will the hen say?

“Not I,” oinked the pig. **7**

“Then I will do it myself,” clucked the Little Red Hen.

And that is just what she did. She ground the wheat all by herself!



← **SHOW FLIP BOOK PAGE 6A-5: Little Red Hen stirring dough**

8 What will the animals say?

When the wheat had been ground into flour, the Little Red Hen clucked cheerfully. Then she asked, “Now who will help me make this flour into bread dough?” **8**

“Not I,” quacked the duck.

“Not I,” meowed the cat.

9 What will the hen say?

“Not I,” oinked the pig. **9**

“Then I will do it myself,” clucked the Little Red Hen. And that is just what she did. She made the flour into bread dough all by herself!

10 What will the animals say?

When she had mixed the dough, the Little Red Hen joyfully fluffed up her feathers. Then she asked, “Who will help me bake the bread?” **10**

“Not I,” quacked the duck.

“Not I,” meowed the cat.

11 What will the hen say?

“Not I,” oinked the pig. **11**



◀ **SHOW FLIP BOOK PAGE 6A-6: Hot loaf of bread**

“Then I will do it myself,” clucked the Little Red Hen. And that is just what she did. And so, all by herself, the Little Red Hen baked a fine loaf of bread.

As the bread cooked, **wonderful** smells rose up into the air. The smells were so good that the animals could almost taste the bread. **12**

12 What are the animals thinking now?



◀ **SHOW FLIP BOOK PAGE 6A-7: Little Red Hen and other animals**

“Now,” she said, “who will help me eat the bread?”

“I will,” quacked the duck.

“I will,” meowed the cat.

“I will,” oinked the pig. **13**

“Aha!” clucked the Little Red Hen. “No, you will not! I planted the wheat all by myself. I cut the wheat all by myself. I ground the wheat into flour all by myself. I mixed the dough and baked it all by myself. And now I will eat the bread—all by myself!”

And that is just what she did. She ate the bread all by herself.

The End

13 Do you think the hen will share?

**Comprehension Questions**

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand the students' responses using richer and more complex language. Sample responses are given below. As you model responses for your students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* What plant did the Little Red Hen grow to make bread?
 - The Little Red Hen grew **wheat** to make into bread.
2. *Inferential* How do you think the Little Red Hen felt when no one would help her make bread?
 - Answers may vary.
3. *Inferential* Why did the Little Red Hen eat her bread all by herself?
 - The hen ate the bread all by herself **because** she did the work all by herself.
4. *Evaluative* Do you think the Little Red Hen should have shared her bread with the other animals? Why or why not?
 - Answers may vary.

Teacher-Led Learning Center**Art Center**

Note: *If students are not ready to use scissors to cut out squares, cut the Activity Page images for students prior to beginning the activity.*

Provide students with **Activity Page 6A-1: Cutouts for Little Red Hen and Friends** in the art center. Have students cut out characters and glue them on to craft sticks to make puppets. As students make their puppets, tell them, "These animals are the characters in our story. They are who the story is about." As students finish their puppets, hold each one up and ask the students, "Which character is this?"

Take-Home Material



"The Little Red Hen"; Red Hen and Friends

Give students the following items to complete at home with an adult:

- **Activity Page 6A-2: The Little Red Hen**
- **Activity Page 6A-3: Red Hen and Friends**

Students can use the puppets they made in the art center to tell the story of "The Little Red Hen."

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Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities, with purpose and understanding (RL.P.10)
- ✓ Attend and listen to the illustrated Big Book story “The Little Red Hen” (RL.P.5)
- ✓ Point to the front cover and title; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; and the order that words are read on a page (RF.P.1a)
- ✓ With prompting and support, provide or join in repeating the refrain in “The Little Red Hen” (RL.P.10)
- ✓ With prompting and support, ask and answer questions about the word *wonderful* (RL.P.4)
- ✓ With prompting and support, use the word *wonderful* acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner’s comments (SL.P.1b)
- ✓ Pair pictures depicting opposite the adjectives *wonderful* and *awful* (L.P.5b)
- ✓ Name and use the opposite adjectives *wonderful* and *awful* (L.P.5b)
- ✓ Classify by the conceptual categories *wonderful* and *awful* (L.P.5a)
- ✓ With prompting and support, describe an illustration and make connections to the story and self (RL.P.7, RL.P.11)

- ✓ With prompting and support, retell “The Little Red Hen” including characters, a beginning, and an ending (RL.P.2, RL.P.3, W.P.11)
- ✓ Provide a story ending consistent with other given story events (RL.P.10)
- ✓ With prompting and support, sequence illustrations of three to five story events (RL.P.2)
- ✓ With prompting and support, “read”/tell a story using a wordless picture book (RL.P.2)
- ✓ Hold a book correctly, turning the pages, while pretend to read (RF.P.4)

At a Glance

	Exercise	Materials	Minutes
Review “The Little Red Hen”	W Introducing the Big Book	Classic Tales Big Book	5
	W Presenting the Big Book		
Word Work: Wonderful	W Defining <i>Wonderful</i>	Image Cards 6B-1, 6B-2, 6B-3, 6B-4	10
	W Deepening Understanding		
Extension Activities	W What Happens Next?	Image Cards 6B-5, 6B-6, 6B-7	20
	S Help the Little Red Hen	Activity Page 6B-1; scissors; glue; paper strips	
Teacher-Led Learning Center Activity	L Library Center	Books of various familiar classic tales	During Center Time
Take-Home Material	T The Strawberry Jam Story; Yum Yum Strawberry Jam	Activity Pages 6B-2, 6B-3	*

Advance Preparation

- Cut apart **Image Cards 6B-3, 6B-4, 6B-5, 6B-6, 6B-7** before beginning instruction.
- Gather books featuring various familiar classic tales from the school library or other classrooms to use in the Library Center. The supplemental trade book list at the beginning of this Teacher Guide has many suggestions you might include in the Library Center.
- Before extension activities, prepare a strip of paper for each student by cutting a regular piece of paper in half (lengthwise) and taping its short ends together.
- If needed, cut Activity Page 6B-1 for students. If students are ready, they will cut the page themselves.



Introducing the Big Book

- When introducing “The Little Red Hen,” pretend that you do not know how a book works.
- Open the *Classic Tales* Big Book to page 57, “The Little Red Hen” title page, and place it on an easel—however, place the book **upside down** so the title is on the bottom and the picture is upside down.
- As you point to each word, read the title of the story to students.
- Pause at the end and say, “Something seems funny. Does anybody notice anything strange about our book today?” (The book is upside down.)
- Ask students how they know the book is upside down. (The picture is upside down.)
- Now turn the book right-side up. Next, begin to read the story, but turn the pages the **wrong direction** (i.e., go backward into the images for “The Elves and the Shoemaker”).
- Read the last page of the story of the “Elves and the Shoemaker.”
- Pause and say, “Something seems wrong. This isn’t the story of ‘The Little Red Hen’!”
- Ask students to help you figure out the problem and which way you should turn the pages.
- Say, “Oh, I turn the pages this way,” as you demonstrate the correct direction (or have a student demonstrate).
- Tell students to watch to make sure you turn the pages the right way as you read the story.



Presenting the Big Book

Page 59

- **FIRST READ** ► *...all of the other animals.*
THEN DISCUSS ► *Turn the page backward and begin to read the title page again. Pause and say, “Something seems wrong. We already read the title page...”*

Page 60

- **FIRST READ** ► ... *but her friends refused.*
THEN DISCUSS ► *Remind students of the “Not I” refrain from the read-aloud.*
- (“Not I,” quacked the duck. “Not I,” meowed the cat. “Not I,” oinked the pig. “Then I will do it myself,” clucked the Little Red Hen) and tell them you are counting on them to help tell the story by saying this part.

Page 61

- **FIRST READ** ► ... *ready to be harvested.*
THEN DISCUSS ► *Prompt students to help you with the refrain by asking, “Who will help me harvest the wheat?”*

Page 62

- **FIRST READ** ► ... *wheat into flour.*
THEN DISCUSS ► *Prompt students to help you with the refrain by asking, “Who will help me grind this wheat into flour?”*

Page 63

- **FIRST READ** ► ... *flour to make bread dough.*
THEN DISCUSS ► *Prompt students to help you with the refrain by asking, “Who will help me knead this flour into bread dough?”*

Page 64

- **FIRST READ** ► ... *completely abandoned her.*
THEN DISCUSS ► *Left her by herself*
- **FIRST READ** ► ... *friends appeared.*
THEN DISCUSS ► *Prompt students to help you with the refrain by asking, “Who will help me eat this delicious bread?”*

Page 65

- **FIRST READ** ► ... *she had done all the work.*
THEN DISCUSS ► *Turn the page backward and begin to read the previous page again. See if any of your students notice.*
- Talk with students about what parts of this story could be real (e.g., flour is made from wheat, wheat is a plant, etc.) and what parts are make believe (e.g., animals don’t talk, grow plants or make bread, etc.)

Whole
Group

Defining *Wonderful*

1. In the read-aloud you heard, “As the bread cooked, *wonderful* smells rose up into the air.”
2. Say the word *wonderful* with me.
3. *Wonderful* means really good or great.
4. In the story, the Little Red Hen’s freshly-baked bread smelled wonderful. Mention that another word that students could use for wonderful that they have already heard in other stories is *great*.
5. **Show Image Card 6B-1: Wonderful**
This girl is having a wonderful time. She is showing “two thumbs up” and smiling, so we can tell she is having a wonderful time.
6. I think going to the swimming pool is wonderful. I have a wonderful time sitting in the sun and cooling off in the water. What is something you think is wonderful? Who can share with the class? I want everyone to think about something that is wonderful. Now, I want each of you to turn to the friend sitting beside you (pair students) and say, “I think _____ is wonderful.” Then, I want your friend to share with you. Who else would like a chance to share something that is wonderful?
7. What’s the word we’ve been talking about that means really good or great?

Whole
Group

Deepening Understanding

Is It or Isn’t It?

In this activity, students will sort pictures according to whether they are wonderful or awful. Explain that the word *awful* is exactly the opposite of *wonderful*; *awful* means terrible. Use **Image Card 6B-1: Wonderful** as one header and **Image Card 6B-2: Awful** as the other header. Tell students you are going to show them some pictures and you would like them to think about whether they show something wonderful or something awful. They will put the pictures of the wonderful things under **Image Card 6B-1: Wonderful** and the awful things under **Image Card 6B-2: Awful**. Mix up and show students pictures from **Image Cards**

6B-3: Wonderful Things and **Image Cards 6B-4: Awful Things**. As you show each card, ask students to name the image, then say “wonderful” or “awful.” Ask students to come forward and place the card under the correct header. As students place the cards, have them say, “_____ is wonderful” or “_____ is awful.”

Extension Activities

20 minutes

Whole
Group

What Happens Next?

Ask students what they remember happening in the story “The Little Red Hen.”

Show students Image Cards 6B-5, 6B-6, and 6B-7. Place Image Cards face down on the rug in no particular order. Have students turn them over and describe what is happening in each image. Ask students which event happened first in the story. Put the first image on students’ left. Order the other five images until the six cards are in the correct order from left to right. Model a brief retelling for the students based on the images.

Small
Group

Help the Little Red Hen

Note: *If students are not ready to use scissors to cut out squares, cut the Activity Page images for students prior to beginning the activity.*

In this small-group activity, students will sequence pictures from “The Little Red Hen.” Give students **Activity Page 6B-1: Help the Little Red Hen**. Help students cut out the images depicting events from the story. Have students arrange the pictures from left to right in the order each event occurred. Each student will need a piece of paper long enough to accommodate six pictures (see **Advance Preparation**). Students can then glue or tape the sequenced images onto the piece of paper. Model a retelling of “The Little Red Hen” based on the images that the students have sequenced. Be sure to use the repeated refrains from the read-aloud in your retelling. Finally, have each student tell his/her own version of “The Little Red Hen” based on their sequenced images.

Teacher-Led Learning Center



Library Center

Provide copies of familiar classic tales that students have already heard. Use your school library and the Core Knowledge Language Arts Recommended Resources List for *Classic Tales* as resources. Explain to students that they are going to use the pictures in these books to tell stories. Reassure students that they do not need to be able to read the words; they can make up a story by using the pictures. Model a storytelling for students based on the pictures in one of the storybooks. Emphasize that you are using the pictures to tell the story. Have all students choose a storybook and pretend to read stories. Help students who are having difficulty by referring them to the illustrations and giving prompts like, “Look at the cover. What do you think this story is going to be about?” or “What is happening in this picture?”

Take-Home Material



The Strawberry Jam Story; Yum Yum Strawberry Jam

Give students the following items to be completed at home with an adult:

Activity Page 6B-2: The Strawberry Jam Story

Activity Page 6B-3: Yum Yum Strawberry Jam