

THE LITTLE RED HEN

By Heather Forest

First Grade

Outcome: Students will learn about verbs and demonstrate their understanding by identifying action words in the story.

Materials:

Blackboard or Whiteboard

Pencil, lined paper, unlined paper, crayons or markers, scissors, index cards

Scrambled Sentence Order worksheet

Phonics worksheet

Phonograms worksheet

Small objects that can be counted such as paper clips or pennies

Corn, coffee grinder or grain mill

Optional: The Hidden Feast (Martha Hamilton and Mitch Weiss, August House 2006), other versions of the The Little Red Hen

INSTRUCTIONAL PLAN

Introductory Activity:

Teacher informs students they are going to talk about action words. A verb is an action word. Every sentence has a verb. A sentence can be just one word, such as Stop! or Go! as long as that word is a verb. Ask each student to name a verb, use the verb in a sentence, and demonstrate the verb's action. Teacher writes the verbs on the board.

Teacher Reading of Story:

Teacher asks students to raise their hands when they hear action words in the story.

Comprehension:

- Name the action words that were used in the story.
- What is the setting of the story?
- Name the characters in the story and tell something about each one.
- How did the little Red Hen find the seeds?
- How did Dog, Cat, and Mouse respond when asked to help?
- How did the hen respond to the animals when they did not help?
- How did the hen get the wheat to the mill?
- How did the other animals know the hen was making a cake?
- What did the hen tell the animals when they wanted to eat the cake?
- What were Mouse, Cat, and Dog doing instead of helping the little Red Hen?
- How does the story end?

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Interpretation:

- Why are verbs an important part of this story?
- Why didn't the dog, the cat, and the mouse want to help the hen?
- How did the little Red Hen feel when the others did not want to help her?
- Look carefully at the pictures of the hen. Did her attitude toward the other animals change at all as the story progressed?
- What did the hen mean when she said, "...working together makes working fun"?
- Apply the above statement to situations at school and at home.
- How can you apply the proverb "many hands make light work" to this story?

Follow Up Activities:

- Scrambled Sentence Order worksheet

Materials: Scrambled Sentence Order worksheet, pencil, lined paper

Directions: Re-write the sentences putting the words in the correct order. Remember to start each sentence with a capital letter and end each sentence with a period or a question mark.

1. found the seeds hen wheat (The hen found wheat seeds.)
2. help wheat plant who me will this (Who will help me plant this wheat?)
3. hen and planted the seeds the watered (The hen planted and watered the seeds.)
4. weeds she the pulled (She pulled the weeds.)
5. the the Hen wheat took to mill (Hen took the wheat to the mill.)
6. fun makes together working working (Working together makes working fun.)

- Create a **Time Line** of story events.

Materials: paper and pencil, crayons for illustrations

- Phonics

Materials: Phonics worksheet, scissors, blackboard

1. Students cut out the individual letters from the worksheet.
2. Teacher writes hen, dog, cat, and mouse on the board.
3. Using the letters, students spell out these words on their desks while looking at the board.
4. Students scramble the letters and spell the words without a model on the board.
5. Teacher writes new words created by changing the first letter in the words, hen, dog, cat, and mouse and students spell the words using the letters.
6. Students create their own real words using the letters in any order. Students have a partner review their words for accuracy.
7. Teacher records all of the new words created on the board.

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Follow Up Activities cont.:

- Phonograms

Materials: Phonograms worksheet, cut out letters from Phonics worksheet, pencil

Directions: Add consonants to word endings from the words, hen, dog, cat, and mouse to create new rhyming words.

Worksheet:

Hen ___en ___en ___en ___en ___en ___en

Dog ___og ___og ___og ___og ___og

Cat ___at ___at ___at ___at ___at ___at ___at

Mouse ___ouse ___ouse

Possible answers: (den, hen, men, pen, ten, then, when, wren) (cog, fog, hog, log, bog, jog, tog)
(bat, cat, fat, hat, mat, pat, rat, gnat, that, spat, flat, chat) (house, louse, douse)

- Animal Analogies

Teacher explains the concept of analogies and reads the following sentences. Students fill in the missing word in each sentence.

1. Wing is to bird as arm is to (person).
2. Pincers are to crab as claws are to (cat).
3. Mouth is to dog as beak is to (bird).
4. Hand is to person as paw is to (dog).
5. Person is to house as chick is to (nest).
6. Bark is to dog like purr is to (cat).
7. Bird is to fly as rabbit is to (hop).
8. Bee is to buzz as bird is to (chirp).
9. Dog is to collar as woman is to (necklace).
10. Hen is to chicken as mare is to (horse).
11. Mouse is to mice as goose is to (geese).
12. Milk is to butter as wheat is to (cake, bread).
13. Puppy is to dog as kitten is to (cat).
14. Trout is to fish as robin is to (bird).
15. Mouse is to small as elephant is to (large).
16. Duck is to duckling as hen is to (chick).

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Follow Up Activities cont.:

- Drama/Public Speaking

Materials: crayons or markers, paper

The little Red Hen's cakes taste great. With the help of the other animals, she makes many more cakes than the animals can eat. The hen decides to sell her cakes.

- Create a commercial for **Little Red Hen's Famous Cakes**
- Include the following information in your commercial presentation:
 1. Introduction
 2. Special flavors or features
 3. Why someone should buy these cakes
 4. Where they are sold
 5. The cost of the cakes
 6. Ending/Conclusion
- Draw a picture to use in your presentation

Extensions:

- Math

Materials: small objects that can be counted such as paper clips, pennies, or counters, paper, and pencil
It takes 21 days for a hen's egg to hatch. Use the counters to find different ways to make the number 21 by adding 2 numbers together (1 + 20, 2 + 19, 3 + 18 ...).

- Drama/Public Speaking

The Little Red Hen is a folktale. Folktales often use animals to tell a story and teach a lesson about human behavior. Create a skit that conveys the same message with people as the characters.

- Grinding Corn to make cornmeal

Materials: corn, coffee grinder or grain mill

In some versions of the story, The Little Red Hen, the hen plants corn, grinds it into corn meal and makes corn bread. Place the corn in the mill and grind it into cornmeal. Use the cornmeal to make cornbread. (See The Hidden Feast Kindergarten lesson plan for a recipe for cornbread that uses 1 cup of cornmeal.)

- Compare and Contrast The Little Red Hen with The Hidden Feast (Martha Hamilton and Mitch Weiss, August House 2006). How do the animals in both books act like humans? How are the stories alike and different? Compare the ending of The Hidden Feast with the beginning of The Little Red Hen.
- Read several versions of the story, The Little Red Hen. Compare and contrast the details of these stories. Is the lesson the same? Does Red Hen end up sharing with the other animals in each version? Are all of the animals the same? Most versions include a lazy cat.

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Extensions cont.:

- Question and Answer game

Materials: index cards, pencils

1. Class is divided into several small groups and each group is given 10 index cards and pencils.
2. Each group creates 10 questions and answers about farm animals.
3. Each group takes turns providing the answers to questions they generated.
4. The other group has to supply the question.
 - Group A gives Group B the answer, "In a stable."
 - Group B asks the question, "Where might horses sleep?"

- Consonant Digraph, ch

Materials: pencil, paper

Hens are female chickens. The word, **ch**icken starts with the digraph, ch. Write as many words as you can that start with the letters **ch**. Hint: write ch followed by different vowels on your paper, leaving room for additional letters (cha____, che____, chi____, cho____, chu____)

- Spelling

Materials: Nine pieces of paper or large index cards that contain only one letter.

The letters **o, v, i, p, a, r, o, u,** and **s** are the letters.

1. Nine students are called up to the front of the class and each student is given one letter, in random order, which they hold up for classmates to see.
2. Students are told that these letters spell a very difficult word that has to do with hens.
3. Each student is given a turn, putting the students with letters, in the correct order to spell this word.
4. After students have each had a turn, teacher informs students that the word is oviparous (o vip a rous).
5. Teacher asks students to guess what the word means.
6. Teacher informs students that hens are oviparous. They produce eggs, which hatch outside the mother's body.
7. Have students create other words using these letters.

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Name _____ Date _____

Scrambled Sentence Order

Directions: Re-write the sentences putting the words in the correct order. Remember to start each sentence with a capital letter and end each sentence with a period or a question mark.

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2. help wheat plant who me will this

3. hen and planted the seeds the watered

4. weeds she the pulled

5. the the Hen wheat took to mill

6. fun makes together working working

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Name _____ Date _____

Phonics

f

a

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p

g

b

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o

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w

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Phonograms

Directions: Add consonants to word endings from the words, hen, dog, cat, and mouse to create new rhyming words.

Hen _____en _____en

_____en _____en

_____en _____en

Dog _____og _____og

_____og _____og

Cat _____at _____at

_____at _____at

_____at _____at

_____at _____at

Mouse _____ouse

_____ouse