

About the Book

Text Type: Fiction/Fable Page Count: 10 Word Count: 192

Book Summary

The little red hen knows what she wants and is willing to work hard for it. But none of her friends seem interested in helping her make some yummy bread. Will she share with them when it's all done? Repetitive word patterns help young readers enjoy the outcome!

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Identify problem and solution
- Discriminate *r*-blend /br/ sound
- Identify *r*-blends *br*, *fr*, and *gr*
- Recognize and use adjectives
- Recognize and use high-frequency word *said*

Materials

Green text indicates resources available on the website

- Book—*The Little Red Hen* (copy for each student)
- Chalkboard or dry erase board
- Highlighters
- Problem and solution, *r*-blends, adjectives worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *do*, *me*, *said*, *then*, *will*
- Content words:
 - Story critical: **baked** (v.), **flour** (n.), **grind** (v.), **harvest** (v.), **plant** (v.), **wheat** (n.)
 - Enrichment: *busy* (adj.), *chewing* (adj.-verbal), *sleepy* (adj.)

Before Reading

Build Background

- Ask students if they have ever experienced a time when they wanted or needed help with a task, and no one (such as friends or siblings) seemed interested in helping them. Lead a discussion on how students felt.

Lesson Plan *(continued)*

The Little Red Hen

- Ask students if they have ever heard the story of the little red hen before. Explain that this is a folktale because it has been handed down through time. The little red hen is also a fable because it teaches the reader a moral, or a lesson.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *The Little Red Hen*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following repetitive sentence on the board: *Will you help me?* Read the sentence aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the story.

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the story will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.
Think-aloud: When I read a story, I try to think about what I already know about the topic of the story before I begin reading. When I read the title and looked at the picture on the cover, I knew the story was going to be about a little hen and some wheat.
- Invite students to share how they connected to prior knowledge, on the basis of the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Problem and solution**

- Explain to students that every fictional story has certain parts, or elements. Write the words *Problem* and *Solution* on the board and read them aloud to students. Explain that in most stories, the main character is faced with a problem that needs to be solved, and the solution is how the character works through the problem and finds a way to deal with it.
- Create a chart on the board with the headings *Problem* and *Possible Solutions*. Write the sentence *I lost my dog* on the board under the *Problem* heading. Model identifying possible solutions for the problem.
Think-aloud: I know that when a problem arises, I can deal with it in different ways. If I lose my dog, I know that I have to think of a way to find him. One possible solution might be to put up signs in the neighborhood with the dog's picture and my phone number. Another possible solution to this problem is to walk around my neighborhood and call my dog's name. I could also place an ad in the local newspaper. I've identified three possible solutions to the problem.
- Model filling in the chart on the board with the possible solutions for this problem.
- Write the following sentence on the board under the *Problem* heading: *I forgot my lunch*. Discuss possible actions that a person might take to solve this problem and list them on the board under *Possible Solutions*.
- Have students think of other possible problems to share. Discuss and list possible solutions.
- Remind students that good readers look for problems and solutions as they read.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *I see the hen is about to plant some seeds in the ground.*


- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *chewing* on page 4 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows several animals—a cat, a dog, and a cow. I know this word is describing the cow, so I am going to look at the cow and see what it is doing. When I look at the first part of the word, it starts with /chl/. It looks as if the cow is chewing on something. The word chew starts with the /chl/ sound. I also see the suffix -ing on the end of the word. The sentence makes sense with the word chewing. The word must be chewing.*

Set the Purpose

- Have students use what they already know about the little red hen, or working on a chore without any help, to help them read the story. Remind them to think about the main character's problem and how she might possibly solve it.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*One*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
 - Ask students to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 4, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - Model connecting to prior knowledge.
Think-aloud: Before I started reading the story, I thought about a book about the little red hen that my grandmother used to read to me many years ago. I used my own experience to predict what I thought might happen in this book. After I read these first two pages, I realized that this story is similar to the one I remember!
 - Invite students to share how they connected with what they already knew as they read.
 - Model identifying the problem stated on pages 3 and 4.
Think-aloud: I learned on page 3 and 4 that the main character in the book wants to bake some bread but first has to do a lot of work. She asks her friends if they will help, but they say "No way." I think this is the little red hen's problem. She solves the problem by saying, "Then I will do it myself."
 - Introduce and explain the **problem-and-solution worksheet**. Ask students to record the problem on their worksheet and the way that the little red hen solved it on the *Solution* side of the chart.
 - **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
 - Ask students to record the problems on their worksheet that the little red hen ran into along the way (harvesting the wheat, grinding the wheat). Have them then record the solution to each problem (the little red hen does it herself).
 - Have students read the remainder of the book. Remind them to use their previous experiences to help them understand and think about the little red hen's problems as they read.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *When I read page 10, I laughed at what little red hen said to all her friends when the bread was baked! The story reminds me of a time when I asked for help cleaning up and no one helped me. So, after cleaning up alone, I bought myself some ice cream as a treat.*
- Have students share with a partner how they connected to prior knowledge while reading, either about doing something all by themselves or about feeling angry at friends who wouldn't help.
- Ask students to explain how thinking about what they already knew helped them to understand and remember the story.

Reflect on the Comprehension Skill


- **Discussion:** Discuss with students whether they think little red hen's solution at the end of the story was a good one and why.
- **Independent practice:** Have students record this solution on their worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this story, you learned about a little red hen who just decided to "do it" herself when no one would help her. Why is it important to work with some hard and finish something you want done?

Build Skills

Phonological Awareness: **Discriminate consonant blend /br/**

- Say the word *brown* aloud to students, emphasizing the initial /br/ sound. Have students say the word aloud and then say the /br/ sound.
- Read page 3 aloud to students. Have them raise their hand when they hear a word that begins with the /br/ sound.
- Say the word *from* aloud to students, emphasizing the initial /fr/ sound. Have students say the word aloud and then say the /fr/ sound.
- Read page 5 aloud to students. Have them raise their hand when they hear a word that begins with the /fr/ sound.
- Say the word *great* aloud to students, emphasizing the initial /gr/ sound. Have students say the word aloud and then say the /gr/ sound.
- Read page 7 aloud to students. Have them raise their hand when they hear a word that begins with the /gr/ sound.
- **Check for understanding:** Say the following words, one at a time, and have students give the thumbs-up signal if the word begins with the /br/ sound: *fruit, grapes, green, branch, brush, frog, brick, grass, grandma*. Repeat the process with the /fr/ sound and the /gr/ sound.

Phonics: **R-blends**

- Write the words *bread, friend, and grow* on the board. Circle the *r*-blend in each word. Tell students that the letter *r* and the first letter in each word blend together. Run your finger under each word as you have students sound it out with you.
- Underline the *r*-blend in each word and tell students that the two letters together stand for a blended sound that belongs to a family of sounds called *r*-blends. Have students read each word on the board, emphasizing the initial blend. Then have them say the sound of each blend aloud.
-  Have students turn to page 7. Ask a volunteer to read the first sentence, and find a word in the sentence that begins with *br, fr, or gr*. Have students point to the word and circle the *gr* blend. Ask students to say the sound of the blend aloud.
- **Check for understanding:** Draw three columns on the board and write one *r*-blend word in each column: *br, fr, and gr*. Have students brainstorm words with each of the *r*-blends and write them on the board in the appropriate column. Have volunteers come up and circle the blends in each word and say the sound of the blend aloud.

Lesson Plan *(continued)*

The Little Red Hen

- **Independent practice:** Introduce, explain, and have students complete the [r-blends worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Adjectives**

- Review or explain to students that a *noun* is a *person, place, or thing*.
- Write the following words on the board: *brown hair*. Draw a line under *hair* and explain that this word is a noun that is a thing. Then draw a circle around *brown* and explain that this word is an *adjective*, or a describing word. The adjective gives information about the noun by describing it.
- Have students turn to page 4. Ask a volunteer to find the word that describes the cat (*sleepy*). Explain that the word *sleepy* is an adjective.



Check for understanding: Have students locate and circle the adjectives that describe the dog (*busy*) and the cow (*chewing*).

- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their responses.

Word Work: **High-frequency word said**

- Tell students that they are going to learn a word that they will often see in books they read. Write the word *said* on the board and read the word aloud. Have students read the word with you.
- Ask students to write the word *said* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Read the first sentence on page 4 aloud to students. Point to the word *said*. Explain that the word *said* often follows written words when someone is talking, which are the words surrounded by quotation marks. Have students use the word *said* in oral sentences with a partner.



Check for understanding: Have students locate and highlight every occurrence of the word *said* in the story. Have them write the word on a separate piece of paper several times.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them identify the little red hen's problem and the way she solved it to someone at home.

Extend the Reading

Narrative Writing and Art Connection

Have students create an additional scene for the story and illustrate it. Under the picture, have students write the repetitive quotation, "*Who will _____?*" "*Then I will do it myself.*"

Visit [Writing A-Z](#) for a lesson and leveled materials on narrative writing.

Science Connection

Show students pictures of wheat in different stages—seeds being planted, growing in the field, being ground into flour, and being made into bread. Mix the pictures up and ask volunteers to place them in the correct sequence.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

Lesson Plan *(continued)*

The Little Red Hen

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently connect to prior knowledge to understand text
- accurately identify the problem and solution during discussion and on a worksheet
- accurately discriminate initial consonant blend /br/ sound during discussion
- identify and write the letter symbols that represents the /br/, /fr/ and /gr/ sound during discussion and on a worksheet
- correctly identify adjectives during discussion and on a worksheet
- correctly use and write high-frequency word *said*

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**