

A-Book-A-Week: Classroom Instruction

The Little Red Hen

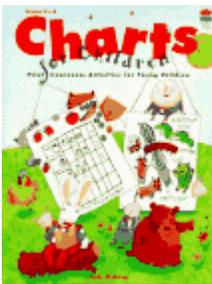
Activity Card #1	Literacy Development Category: Language Development: Experimenting with Usage
Suggested Activity Order <i>As we noted in the Billy Goats Gruff lesson, many of us use more colloquial forms of English, particularly when it comes to the nominative case. When you talk with your family, you are more likely to say, "Not me" than the more formally correct "Not I". The Little Red Hen allows children a perfect opportunity to hear and employ a formal usage of English, while experimenting with sounding like the characters.</i> <ol style="list-style-type: none">1. Briefly review the story of The Little Red Hen, making sure that the children understood that the hen's three friends were the cat, the dog, and the goose.2. Allow children to experiment with character voices. Ask how the gossipy goose would sound, then how the very vain cat would sound, and finally how the sleepy dog would sound.3. Then, ask children if they can remember what each of these characters answered every time the Little Red Hen asked for help.4. Choose children to "be" the little red hen, the gossipy goose, the very vain cat, and the sleepy dog. Give them each one of the character cards to wear.5. Remind them of what their characters say, making sure that children use the "Not I" structure for their responses.6. Help the children play their ways through the different times the friends refused to help the hen. And, remember that although we want the children to use the correct form of English, we also want them to have fun experimenting with character voices.	Materials Needed: <ul style="list-style-type: none"><input type="checkbox"/> The Little Red Hen book<input type="checkbox"/> Character cards found at the end of this file

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Activity Card #2	Literacy Development Category: Acts of Writing: Do We Agree with The Hen's Decision?
Suggested Activity Order <i>Judy Nyberg suggests that we have children think about the hen's decision not to share with her three lazy friends.</i> <ol style="list-style-type: none">1. Remind the children of the way the Little Red Hen ends. Ask them to think about how the other animals felt as they watched the little red hen eat the bread all by herself. You may want to have them act this out.2. Next, ask the children if they think any of the animals might have felt sorry that they did not help the hen.3. Explain to the children that different people have different opinions on the right way to act. Ask each of them to decide if they think the little red hen did the right thing or not.4. Tape the chart you have created (following the example at the end of this file) to the board. Show the children where the question is asked. Then show them where they are to write their names. Finally, show them how to make an X in either the yes or the no columns.5. Finally, have the children draw the faces of the cat, the dog, and the goose, depending on whether they have decided that the little red hen should NOT share or that the little red hen SHOULD share her bread.	Materials Needed: <ul style="list-style-type: none"><input type="checkbox"/> <u>The Little Red Hen</u> book<input type="checkbox"/> Chart paper<input type="checkbox"/> Marker<input type="checkbox"/> Chart example found at the end of this file

The Little Red Hen

Activity Card #3	Literacy Development Category: Lots of Links - Performing The Little Red Hen
Suggested Activity Order <i>The Little Red Hen is another story children love to perform. We have included cut-out characters. We recommend that you laminate them. You may use them for flannel board performances by attaching a bit of sandpaper to the back, or you may staple them to straws to use as puppets.</i> <ol style="list-style-type: none">1. Briefly review the book with the children, then ask if they can remember how to talk like goose, the kitten, and the dog. Ask them how the hen would sound.2. Tell the children that we are now going to perform The Little Red Hen, and select 4 students to be the puppeteers. If you're doing the flannel board, you may want to have individual children do the narrating while the other children supply the voices.3. When you have finished, put either the puppets or the flannel board pieces at a center in your classroom so that the children can continue retelling this story.	Materials Needed: <ul style="list-style-type: none"><input type="checkbox"/> The Little Red Hen book<input type="checkbox"/> Cut outs (at the end of this file)<input type="checkbox"/> Flannel Board (optional)<input type="checkbox"/> Class constructed bridge (optional)



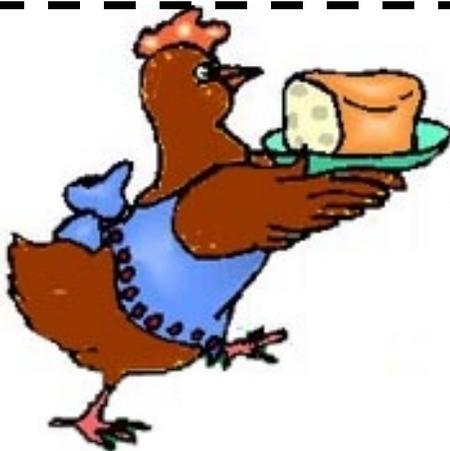
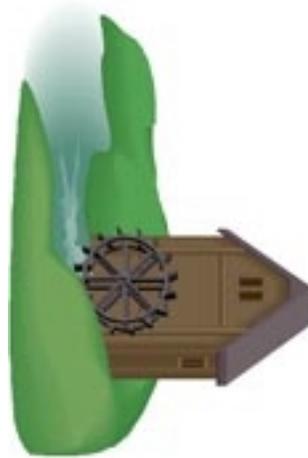
Some of the ideas in this week's lessons have been adapted from Judy Nyberg's (1995) Charts for Children. This book is available from Amazon.com for \$10.36. It's a great resource for filling the classroom with meaningful, child-generated print!

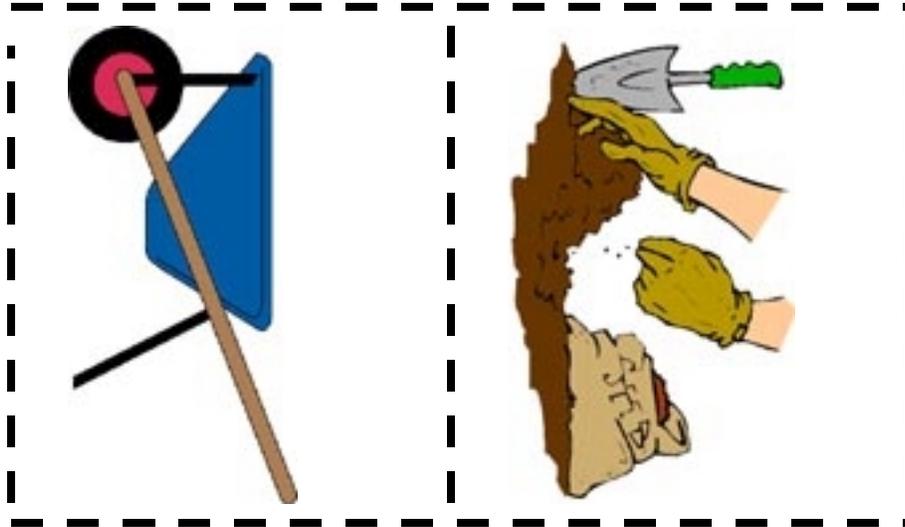
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The Three Billy Goats Gruff

Activity Card #4	Literacy Development Category: Authors Craft: Attending to Vocabulary Choices
Suggested Activity Order <i>Lucinda McQueen's retelling of The Little Red Hen emphasizes action verbs. In this activity, we are encouraging children to think about the words that authors use to help readers (and listeners) get pictures in their minds.</i> <ol style="list-style-type: none">1. Tell the children that authors spend a lot of time deciding on just the right word to use in their stories, and that today we will be paying attention to the words that Lucinda McQueen, the author of our version of The Little Red Hen used. Remember to point to Lucinda McQueen's name on the cover of the book.2. Read page 16 to the children. Ask them how the hen took the weeds out of her garden. "Did she pluck them?" [no, she hoed them]. Have all the children stand and show how to hoe the weeds out of a garden.3. Then, ask the children if they would have known what to do if Lucinda McQueen had just said, "and she took out the weeds."4. Write the verb "hoe" on the blackboard.5. Repeat this process, using the various examples that appear on the "Strong Verbs" page at the end of this handout.6. You can conclude this lesson by reading the various words you've written on the chalkboard and asking single children to show exactly what Lucinda McQueen wanted her readers and listeners to think of when she used these words.	Materials Needed: <ul style="list-style-type: none"><input type="checkbox"/> <u>The Little Red Hen</u> book<input type="checkbox"/> Action verb example page (found at the end of this file)

Cut Outs for *The Little Red Hen*





Strong Verbs

- p. 16. "and she hoed the weed out carefully between each row."
- p. 19. "the Little Red Hen scooped the wheat into a wheelbarrow..."
- p. 21 "she pushed the bag home in the wheelbarrow."
- p. 24 "She mixed the flour with milk and eggs and butter and salt."
"She kneaded the dough"
- p. 25 "and shaped it into a nice plump loaf."



Express Your Opinion!

*Did the Little Red Hen do
the right thing?*

Name	Yes	No