



## A Lesson on The Little Red Hen by Sarah Brown

**Grade Level:** Grade 3

**Subject Area:** English Language Arts

**Lesson Length:** 1 hour 15 minutes

**Lesson Keywords:** Reading, Writing, The Little Red Hen, Vocabulary

**Lesson Description:** The goal of this lesson is for students to be able to use the reading comprehension and writing skills that we have been working on to have a deeper understanding and more personal relation with the story. By closely reading the story, and focusing on the questions about the story, students will be able to take their own stance on how the characters acted in the story. The writing will allow the students to decide what is right and what is wrong, making them think deeper into the story and morals.

### Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

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CCSS.ELA-Literacy.W.3.1a: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

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CCSS.ELA-Literacy.W.3.1c: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

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CCSS.ELA-Literacy.L.3.4a: Use sentence-level context as a clue to the meaning of a word or phrase.

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## Lesson Content: Book/Story/Reading Passage

**Instructions:** Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

### The Little Red Hen

by

**Content:** There were many animals on the farm. They lived there happily. Every day the farm family took care of them.

The little Red Hen was in the farmyard with her chickens when she found some grains of wheat. That is a small seed that can grow into a plant.

Who will plant this wheat? she said. Please plant it. Then we can have more grain when the plant grows.

Not I, said the Goose.

Not I, said the Duck.

I will, then, said the little Red Hen. She was disappointed. The other animals should have helped. But she planted the grains of wheat by herself. She watered it, too. Every day she checked the plants to see how they grew. After a month, the wheat grew into plants.

The wheat plants had many more seeds. Those can be planted or used to make food. When the wheat was ripe she said, Who will take this wheat to the mill? The mill is a place where people grind the seeds. It turns into flour. Then you can make bread from the flour.

Not I, said the Goose.

Not I, said the Duck.

I will, then, said the little Red Hen, sadly. I will do it myself. So then she took the wheat to the mill.

When she brought the flour home she said, Who will make some bread with this flour?

Not I, said the Goose.

Not I, said the Duck.

I will, then, said the little Red Hen. She was disappointed again.

When the bread was baked, she said, Who will eat this bread?

I will, said the Goose.

I will, said the Duck.

No, you won't, said the little Red Hen. You did not help. I will eat it myself. Cluck! Cluck! She ate it with her children, the chickens.

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## Task 1: Vocabulary

**Instructions:** Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

**Q: 1 WordPhrase:** Grains **WordPhraseTier:** 3

**Question:** The author of the story says, "The little Red Hen was in the farmyard with her chickens when she found some grains of wheat". What does the word "grains" mean in this sentence?

**A:** Rough surface or texture.

**B:** A barrel.

**C:** Seeds.

**D:** Stalks.

**Question:** Which one of the sentences uses the word "grains" correctly?

**A:** The grains of Mr. Brown's beard are a different color from the hair on his head.

**B:** These grains of rice are ready to be harvested.

**C:** Kyle carries grains of apples back to the house.

**D:** The teacher says that I must get my grains up to be able to go on the field trip next month.

**Q: 2 WordPhrase:** Disappointed **WordPhraseTier:** 2

**Question:** The author uses the word "disappointed" in the sentence "She was disappointed". This sentence followed after none of the little Red Hen's friends wanted to help her. What does the word "disappointed" mean in the sentence?

**A:** Upset.

**B:** Happy.

**C:** Surprised.

**D:** Nervous.

**Question:** which of these sentences below uses the word "disappointed" in a similar way to the way it is used in the story?

**A:** Carter could not use the disappointed pencil to complete his homework.

**B:** Michelle got disappointed as class president after receiving a referral for misbehavior on the school bus.

**C:** The cow had a disappointed amount of spots on her two sides.

**D:** Taylor was disappointed that he couldn't have pasta for dinner last night.

**Q: 3 WordPhrase:** Ripe **WordPhraseTier:** 3

**Question:** "When the wheat was ripe she said, 'who will take this wheat to the mill?'". In this sentence from the story, what does the word "ripe" mean?

**A:** To tear.

**B:** Ready for harvesting or eating.

**C:** Coarse.

**D:** Gone.

**Question:** Which one of these sentences uses the word "ripe" correctly?

**A:** Timothy has a ripe in his shirt from getting stuck on the fence.

**B:** Mary had ripe away on vacation over the summer.

**C:** The strawberries are finally ripe enough for my strawberry shortcake.

**D:** The smell of the garbage was ripe.

**Q: 4 WordPhrase:** Helped **WordPhraseTier:** 2

**Question:** The author in the story says "The other animals should have helped" after the little Red Hen had asked them if they would plant the wheat. What does the word "helped" mean in this sentence?

**A:** Ran away.

**B:** Talked to her.

**C:** Let her do it.

**D:** Offered their services.

**Question:** Which sentence below uses the word "helped" correctly?

**A:** John helped Miss. Brown collect all the homework from the other students.

**B:** Tommy should have helped Lucy about the upcoming dance.

**C:** Danny got a large helped for himself before leaving the party.

**D:** I helped the fence to escape the neighbors dog.

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## Task 2: Forum Discussion

**Instructions:** This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and two peer responses for each topic.

### 1 - What's the purpose

Why do you think the author wrote this story?

### 2 - Which are you most like

Which animal (Red Hen or Goose) from the story do you relate most closely too? Explain why.

### 3 - Do you agree

At the end of the story, the little Red Hen decides she is not going to share the bread with the Duck and Goose, and is going to eat it all herself. Do you feel that the little Red Hen was right for doing this?

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Task 3: Writing Activity

**Instructions:** You are to write a 200?word short essay response on what you would have done differently if you were either the Duck or Goose. Make sure to provide specific situations from the text.?

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