



A Lesson on The Little Red Hen by Kristyn Karr

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 45 minutes

Lesson Keywords: short story

Lesson Description: Students will read the short story, answer questions, and complete an essay question.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCSS.ELA-Literacy.RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CCSS.ELA-Literacy.W.3.1b: Provide reasons that support the opinion.

CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)

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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: Mill **WordPhraseTier:** 3

Question: In this story what does the word mill mean?

A: a building equipped with machinery for grinding grain into flour.

B: an engine

C: to grind or crush

D: a store

Question: Which one of the sentence below uses the word 'mill" correctly?

A: We mill the seeds.

B: Sally went to the mill to buy seed.

C: Kevin went to the mill to see grain be turned into flour.

D: The mill had our chickens in it.

Q: 2 WordPhrase: disappointed **WordPhraseTier:** 2

Question: What is a synonymy for the word "disappointed"?

A: displeased

B: dishonest

C: lie

D: false

Question: Which one of the sentence below uses the word "disappointed" correctly?

A: I am disappointed in your grades this semester.

B: The story you told is disappointed to the truth.

C: He turned in his disappointed assignment.

D: I am disappointed that my flowers fully bloomed this spring.

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

Question: What does the word "ripe" mean in this story?

A: rich, intense, or pungent.

B: fully matured.

C: wilted.

D: developed to the point of readiness for harvesting and eating

Question: Which word uses the word "ripe" correctly in this story?

A: The fruit was ripe

B: He smells ripe

C: The dying flowers were ripe

D: The ripe tomatoes had bruises on them

Q: 4 WordPhrase: Grind **WordPhraseTier:** 3

Question: What does the word "grind" mean?

A: to make something grow

B: to reduce something into small pieces

C: to make something ripe

D: to increase the size of something

Question: Which one of these sentences blow uses the word "grind" correctly?

A: Grind down the spices and put them in the soup.

B: To make the flowers grow, Sally must grind the leaves.

C: If you grind the tomatoes they will get bigger.

D: To make the bananas ripe you must grind them, provide sunlight, and water them daily.

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 - Who found the grains?

Which animal on the farm found the grains?

2 - Why won't the red hen share?

Why won't the red hen share the bread she made?

3 - What is the message behind the story?

What lesson does the author want the readers to learn?

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Task 3: Writing Activity

Instructions: You are to write and post here 250?words essay on the lesson that was taught through this story.

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