



A Lesson on The Little Red Hen by Rebecca Speck

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 1 hour 30 minutes

Lesson Keywords: The Little Red Hen, reading, vocabulary, writing

Lesson Description: As a class we will read The Little Red Hen then students will read the story individually. Once they have read and understood the passage they will answer questions on the story. Afterward we will have a class discussion on the topic.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-Literacy.W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

=====

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.

=====

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: Re-read the sentence from the text "The little Red Hen was in the farmyard with her chickens when she found some grains of wheat." What does the term "Grains" mean in this sentence?

- A: A type of breakfast food.
- B: A group of fully grown plants.
- C: A small seed that can grow into a plant.
- D: All of the above.

Question: Which of the sentences below uses the term "grain" in the same way it's used in the text?

- A: John made sure to go against the grain when cutting the wood.
 - B: If you have a grain of sense you'll accept the invitation.
 - C: I'm going to the market to pick up a bag of grain.
 - D: The tea was very grainy for some reason.
-

Q: 2 WordPhrase: Ripe **WordPhraseTier:** 2

Question: The Little Red Hen picked the wheat after it became "ripe". What word or phrase best resembles the term "ripe" as it's used in the text?

- A: Old.
- B: Full grown.
- C: Smelly.
- D: Full flavor.

Question: Which sentence below uses the word "ripe" in the same way it was used in the text?

- A: During the gold rush Alaska was ripe for development.
 - B: The cheese had a very ripe and strong smell.
 - C: My grandpa lived to the ripe age of one hundred.
 - D: I ate the orange because it was ripe and yummy.
-

Q: 3 WordPhrase: Flour **WordPhraseTier:** 2

Question: The little Red Hen used the flour to make bread. What does the word "flour" mean?

- A: Something that's pretty and smells nice.
- B: A powder made by grinding grain.
- C: Bread that hasn't been baked yet.
- D: A type of plant.

Question: Which sentence uses the term "flour" in the same way as in the text?

- A: My friend is going to buy flour to make muffins.
 - B: The fields are growing a lot of flour this year.
 - C: Make sure you flour that pan before you use it.
 - D: Somehow he floured the entire kitchen.
-

Q: 4 WordPhrase: Mill **WordPhraseTier:** 3

Question: The little Red Hen takes her wheat to the "mill". What is a "mill"?

- A: A tall building with lots of stuff.
- B: Somewhere to bake bread in.
- C: A part of a farm where chickens live.
- D: A place where you can grind seeds into flour.

Question: What sentence uses "mill" in the same way it's used in the text.

- A: Everyone milled around the house like there was nothing to do.
 - B: We're going to mill the corn until it becomes powder.
 - C: That school is such a rumor mill, everyone is in your business.
 - D: Jeff milled the farmhouse when he got home.
-

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 - Why do you think the little Red Hen didn't share her bread?

At the end of the story you see that the little Red Hen didn't share her bread with the Goose and the Duck. What reason do you think the little Red Hen had for not wanting to share her bread?

2 - How did the little Red Hen make the bread?

Describe the process it took for the little Red Hen to turn her grain of wheat into bread.

3 - What would have happened if the Duck and Goose had helped the little Red Hen?

How might have the story been different if the Duck and Goose helped the little Red Hen with growing the seeds and making the bread?

=====

Task 3: Writing Activity

Instructions: Think about how much time and effort the little Red Hen put into making the bread. Write about a time in your life when you had to do something very difficult. In what ways was this different or similar?to what the little Red Hen had to do?

=====