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A Lesson on The Little Red Hen by Alexandra Lindsey

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 1 hour 30 minutes

Lesson Keywords: Reading, wheat, grain, Red Hen.

Lesson Description: In this lesson students will read a story about a Red Hen and other farm animals. Students will listen to the story, then reread the story by themselves and reflect while answering questions. They will also encounter some words they may be unfamiliar with.

Common Core Standards Covered with This Lesson

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

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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.

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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.

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

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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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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: The author in our story asks who will take this wheat to the mill? What is a mill?

A: A store where you can buy things.

B: A place where people grind seeds.

C: A house for farm animals.

D: A school.

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

A: The students waited for the mill to come.

B: She lives on Mill Street.

C: John Mill loves to read.

D: The farmer took his grain to the mill.

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

Question: Read the following sentence, "She was disappointed. The other animals should've helped." What does the word disappointed mean?

A: Happy

B: Nervous

C: Upset

D: Joyful

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

A: The mom was disappointed in her son for not following directions.

B: The girl was disappointed when she won first place.

C: The teacher was disappointed because her class made her a card.

D: The boy was disappointed for having ice cream for breakfast.

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

Question: What does the word "flour" mean in the sentence, "The mill is a place where people grind the seeds. It turns into flour. Then you can make bread from the flour."

A: A plant.

B: Grinded up seeds.

C: Dirt.

D: Food.

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

A: The flours smelled good.

B: The flours start to bloom in April.

C: We need more flour to bake the cake.

D: The flour was pink and white.

Q: 4 WordPhrase: Happily **WordPhraseTier:** 2

Question: The author in the story says "They lived there happily." What does the word happily mean in this sentence?

A: Cheerlessly.

B: Miserably.

C: Sadly.

D: Joyfully.

Question: Which one of the sentences below uses the word "happily" correctly?

A: The King and Queen lived happily ever after.

B: The food tuned out happily because it was burnt.

C: They sang the sad song happily.

D: The boy failed his test happily.

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 will eat this bread?"...

How come the Goose and the Duck could not eat any bread? What could have they done differently that would allow them to eat some bread?

2 - How would you feel?

How would you feel if you were the little Red Hen? Would you share your bread with those who did not help you? Why or why not?

3 - Teamwork

Do you think the Goose and the Duck should've helped the little Red Hen? Do you think there would be more bread for everyone if they all worked together? Explain your reasoning.

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Task 3: Writing Activity

Instructions: Write two paragraphs about how the Duck and the Goose could have helped the little Red Hen. Write what the end of the story would look like. Make sure to provide examples from the text.

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