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A Lesson on The Little Red Hen by Owen Price

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 2 hours

Lesson Keywords: Red Hen/ 3rd Grade Standards

Lesson Description: This lesson will provide certain standards that 3rd graders must meet to pass the standards said below in the section.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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CCSS.ELA-Literacy.RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

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CCSS.ELA-Literacy.W.3.1d: Provide a concluding statement or section.

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CCSS.ELA-Literacy.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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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: disappointed **WordPhraseTier:** 2

Question: The Author Says, "'I will, then," said the little Red Hen. She was disappointed." What does the word "Disappointed" mean in this sentence?

- A: Failing Expectations
- B: Stressed
- C: Hopeful
- D: Sad

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

- A: I was disappointed when I found out that I couldn't go to the water park.
 - B: I think she was disappointed because she got a birthday cake
 - C: She was happy that she got a video game but disappointed as well
 - D: He was very happy to get a toy but was disappointed.
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Q: 2 WordPhrase: Ripe **WordPhraseTier:** 3

Question: According to the story, "Those can be planted or used to make food. When the wheat was ripe she said, "Who will take this wheat to the mill?" What does the word "ripe" mean in this sentence?

- A: To harvest mature crops
- B: To plant seeds
- C: To look at plants
- D: Happy

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

- A: I went to the farm to pick the ripe apples.
 - B: I went to ripe some seeds.
 - C: I went to the store and it was ripe outside
 - D: I went to the garden and saw ripe.
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Q: 3 WordPhrase: Mill **WordPhraseTier:** 3

Question: In the article, it says "'Who will take this wheat to the mill?" The mill is a place where people grind the seeds." What does the word "Mill" mean in this sentence?

- A: Building capable of grinding seeds
- B: Building capable of planting seeds
- C: Building capable of holding farm animals
- D: Building capable of making hay.

Question: Which of the sentences has the correct use of the word "mill"?

- A: I went to the farm and the mill had pigs and chickens inside of it.
 - B: I went inside the mill to see how the seeds were doing.
 - C: I used the mill to plant some apple trees.
 - D: I had the mill build stacks of hay.
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Q: 4 WordPhrase: Sadly **WordPhraseTier:** 2

Question: According to the text, "I will, then," said the little Red Hen, sadly. ?I will do it myself.? So then she took the wheat to the mill." In this sentence, what does the word "sadly" mean?

- A: showing feelings of being sad
- B: showing feelings of being happy
- C: showing feelings of being gloom
- D: showing feelings of being scared

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

- A: I went to the store but sadly there was not any corn left.
 - B: I woke up with a smile on my face and sadly went off the school
 - C: I was so sadly that I could not sleep last night
 - D: I could have been better off being sadly.
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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 - How do you portray the actions of the characters in the story?

With contextual background and reading the text that we did, What characteristics can you describe the duck and the goose versus the Red Hen?

2 - Repeating words

According to the article, there are repeated words and phrases said a lot such as?

Not I, said the Goose.?

Not I, said the Duck.?

Why do you think the author repeats these phrases?

3 - Towards the end of the story,

While this relates to the previous question, why do you think at the end the author decides to use a different set of words such as?

I will, said the Goose?

I will, said the Duck .?

Instead of the previous question where they didn't want to help the red hen??

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Task 3: Writing Activity

Instructions: Please write a paragraph essay to figure out the main ideas and purposes of the article we just read.?

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