



## A Lesson on The Little Red Hen by Ann Avila

**Grade Level:** Grade 3

**Subject Area:** English Language Arts

**Lesson Length:** 2 hours 30 minutes

**Lesson Keywords:** Little Red Hen, vocabulary, reading lesson, comprehension

**Lesson Description:** In this lesson students will be presented with an excerpt from a grade level book or story. The student will identify vocabulary terms, think critically about the text, explain their opinions in writing and provide information from the text to support their opinions, and encourage each other and work collaboratively by responding to peer posts.

### 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.

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.

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.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.RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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

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

CCSS.ELA-Literacy.W.3.3b: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA-Literacy.W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CCSS.ELA-Literacy.SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.3.1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

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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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CCSS.ELA-Literacy.L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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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. Then choose the sentence that uses each word correctly.

**Q: 1 WordPhrase:** disappointed **WordPhraseTier:** 2

**Question:** The author says, "I will, then," said the little Red Hen. She was disappointed. The other animals should have helped." What does the word "disappointed" mean in this sentence?

- A: sad
- B: happy
- C: scared
- D: mad

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

- A: When I got an A on my report card I was disappointed.
- B: When my dad could not come to the Father/Daughter dance I was disappointed.
- C: I was disappointed when my brother jumped out of the closet and yelled,
- D: I was disappointed when John hit me with the basketball in gym class.

**Q: 2 WordPhrase:** ripe **WordPhraseTier:** 3

**Question:** The author in our story says, "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: too old to eat
- B: tall enough
- C: ready to pick
- D: cold

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

- A: You can pull a pumpkin from its vine when it is ripe.
- B: The tomatoes were ripe, so we could not eat them.
- C: Ripe trees are six feet tall.
- D: It is too cold to eat ripe fruits in the winter.

**Q: 3 WordPhrase:** baked **WordPhraseTier:** 3

**Question:** The author in our story says, "When the bread was baked, she said, "Who will eat this bread?" What does the word "baked" mean in this sentence?

- A: brown
- B: flat
- C: cut
- D: cooked

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

- A: My mom baked my sandwich into two pieces.
- B: I baked some cookies in the oven for the bake sale.
- C: I baked some onions in the frying pan for tacos.
- D: My cupcake baked after I dropped it on the floor.

**Q: 4 WordPhrase:** month **WordPhraseTier:** 2

**Question:** The author says "After a month, the wheat grew into plants." What does the word "month" mean in the sentence?

- A: a few days
- B: a few hours
- C: a few weeks
- D: a few minutes

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

- A: My dad's shaved beard grew back after a month.
- B: It took me a month to open the pickle jar.
- C: There is a month in between Sunday and Saturday.
- D: My math test took a month to finish.

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## Task 2: Forum Discussion

**Instructions:** Read the posted questions, and respond to each. After posting one initial response, post two peer responses for each topic.

### 1 - Why does she share with her children...

The Little Red Hen tells the other animals, '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. Why does she share with her children, if they did not help her either?

### 2 - Why does Little Red Hen ask...

The Little Red Hen says, 'Who will plant this wheat?' she said. Please plant it. Then we can have more grain when the plant grows', Why does she ask instead of telling the other animals to help her???

### 3 - Why does she only ask...

The author mentions, There were many animals on the farm, why does Little Red Hen only ask goose and duck??

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Task 3: Writing Activity

**Instructions:** You are to write a 300 word essay on how you would have felt and what you would have done differently, if you were The Little Red Hen. ?Include some of the vocabulary words you have learned, both in class and from the reading in your essay. ?

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