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A Lesson on The Little Red Hen by Rachael Dunn

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 1 hour 30 minutes

Lesson Keywords: <http://google.com>

Lesson Description: The goal of this lesson is to give students the opportunity to use reading skills examine a text. Students will identify new vocabulary words and phrases. Through discussion questions, students will have the opportunity analyze the importance of sequencing, as well as the feelings and reactions of the main character. Through a writing assignment, students will determine the moral of the story and employ critical thinking skills to apply this to their lives.

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.3.2: 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.

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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.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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CCSS.ELA-Literacy.RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

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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: grains of wheat **WordPhraseTier:** 3

Question: The author in our story says that the little Red Hen found "some grains of wheat". What does this phrase refer to?

- A: slices of wheat bread
- B: small seeds that will grow into plants
- C: full-grown wheat plants
- D: breakfast cereal

Question: Which one of the sentences below uses the phrase "grains of wheat" correctly?

- A: Bobby's mom used peanut butter and grains of wheat to make his sandwich.
- B: She patched the hole in her jeans with grains of wheat.
- C: Her grains of wheat ached as she climbed the hill.
- D: As he planted grains of wheat, the farmer hoped for a big harvest.

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

Question: "When the wheat was ripe she said,...". What does the word "ripe" mean in this sentence?

- A: ready for harvest
- B: purple
- C: dead
- D: ready to plant

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

- A: The student was ripe when she couldn't find her homework.
- B: It's important to use ripe bananas in the recipe.
- C: He used a ripe pencil to finish the test.
- D: Mrs. Jones answered the ripe telephone when it began to ring.

Q: 3 WordPhrase: mill **WordPhraseTier:** 3

Question: The little Red Hen asks, "Who will take this wheat to the mill?" What does the word "mill" mean in this sentence?

- A: a place where kids play baseball
- B: a place that serves coffee and doughnuts
- C: a place where seeds are turned into flour
- D: a place where animals live

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

- A: The family of beavers built a mill in the river.
- B: I am heading to the mill after I bring the crops in from the field.
- C: He is looking for a mill to complete his rock collection.
- D: They found the mill underneath the sofa.

Q: 4 WordPhrase: grind **WordPhraseTier:** 2

Question: The author in our story says that people "grind the seeds". What does the word "grind" mean in this sentence?

- A: to collect
- B: to carry
- C: to throw away
- D: to mash

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

- A: Please make sure you grind your homework before you turn it in.
- B: While mixing the cookies, she continued to grind the candy pieces into the dough.
- C: He went to the store to grind the groceries.
- D: She wants to grind the fabric to make a quilt.

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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 - What are the steps taken?

What are the steps taken by the little Red Hen in preparing the bread?? Explain each step and why the sequence is important.

2 - How does she feel?

The little Red Hen was unable to get any of the other farm animals to help her.? Using examples from the text, how do you think this made her feel?

3 - Did the little Red Hen react appropriately?

Did the little Red Hen react appropriately to the animals when they wanted some of the bread? Should the little Red Hen have shared the bread, even though they didn't help her? Explain your answer.

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Task 3: Writing Activity

Instructions: For your writing assignment, identify the moral, or lesson learned, from the story.? Use details from the text to support your explanation.? How does this apply to your life? minimum 250 words

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