



A Lesson on The Little Red Hen by Cheyenne Einwalter

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 1 hour 30 minutes

Lesson Keywords: Little Red Hen

Lesson Description: The student will read the short passage given to them and will respond to the following questions. You can read the passage as many times as needed to complete the assignment.

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.RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CCSS.ELA-Literacy.RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

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.L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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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: Vocabulary **WordPhraseTier:** 3

Question: The mill is a place where people grind the seeds. What does the word grind mean in this sentence?

- A:** To lose something
- B:** The rub together to break down
- C:** To give a gift
- D:** to Back up to make room

Question: Which one of the sentence below uses the word \"grind\" in the same meaning as provided in the passage?

- A:** When I sleep I grind my teeth.
 - B:** I needed to grind my car to get it to start
 - C:** I gave my brother a grind for christmas
 - D:** I grind my eyes when I get upset.
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Q: 2 WordPhrase: Vocabulary **WordPhraseTier:** 2

Question: When the wheat was ripe she said, \"Who will take this wheat to the mill?\". In this sentence what does the word ripe mean

- A:** Old
- B:** Not ready
- C:** Slow
- D:** Ready

Question: Which sentence below uses the word \"ripe\" correctly according to the story.

- A:** I couldnt hold the pen, it was ripe.
 - B:** By the time class was over I was ripe.
 - C:** I had to wait until the fruit was ripe for me to eat it.
 - D:** After the war the country was ripe
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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 and two peer responses for each topic.

1 - Plants

What did Little Red Hen seed turn into? What did she have to do to make it grow?

2 - At the end

At the end who wanted to share the bread that Little Red Hen worked so hard to make? Who did she share with?

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Task 3: Writing Activity

Instructions: You are to write and post here 500 words essay on what you think the meaning of the story is. Why did Little Red Hen not want to share with the other farm animals? and is there a time where you had a simliar situation like the one in the story. Make sure to provide specific examples.