



A Lesson on "The Little Red Hen" by Amber Licalsi

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 2 hours 15 minutes

Lesson Keywords: Close reading, character traits, central message or lesson, sequence of events, contribute and motivation

Lesson Description: Learning Objectives

As a result of this lesson, the students will be able to

- Understand vocabulary and context clues
- Identify the central lesson from the story
- Describe character traits and how the characters actions effects the sequence of events

Materials Needed

- "The Little Red Hen" book
- List of sample character traits (<https://www.teachingmadepractical.com/character-traits-list/>)
- Graphic organizer
- Pencils
- Students writing paper

Prior Knowledge

The students will already know how to identify character traits and sequence events.

Guiding Questions

How did the characters change in the story?

How did we determine the central message in the folk tale?

Close Reading

Day one- (45 minutes)

1. Read ?The Little Red Hen? to the class
2. Discuss the vocabulary and context clues (disappointed, grains, contribute, mill, and motivation)
3. Review the character traits and motivations from this link and determine the main character traits together
4. Students will share with a partner what they learned about Hen

Day two- (45 minutes)

1. We will reread ?The Little Red Hen? as a class
2. The Teacher will ask the students to share their thoughts about the story and recount the events from the story on a graphic organizer
3. Students will record the sequence of events on the graphic organizer

Day three- formative assessment(45 minutes)

1. Students will independently read The Little Red Hen
2. Answer the Vocabulary questions
3. Post what lesson that you learned and reply to two other classmates
3. Write the 500 word essay using the character trait list and the graphic organizer

Common Core Standards Covered with This Lesson

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.

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.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.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.

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Lesson Content: Book/Story/Reading Passage

Instructions: Please read "The Little Red Hen" as many times as needed 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 Unknown

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, 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 chicken.

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:** 3

Question: Reading the following sentences, I will, then," said the little Red Hen. She was disappointed. The other animals should have helped. Which is the best meaning for "disappointed" in this sentence?

- A: happy
- B: sad
- C: upset
- D: bored

Question: Which sentence best uses the word "disappointed" correctly?

- A: Susie was disappointed when she didn't get the toy that she wanted.
- B: Johnny was disappointed when his brother got an
- C: The team was disappointed when they won the game.
- D: Billy was disappointed when his favorite Aunt Sally came to visit.

Q: 2 WordPhrase: Grains **WordPhraseTier:** 3

Question: Go back to the passage to find the meaning of the word "grains" in the following sentence: The little Red Hen was in the farmyard with her chickens when she found some grains of wheat.

- A: a type of cereal
- B: small pieces of sand
- C: small seed that can grow into a plant
- D: a bag of flour

Question: Choose the sentence that uses the meaning of the word "grains" like the author did in this passage.

- A: Michelle watched the grains of sand fall in the hour glass.
- B: A farmer knew it was time to harvest the grains.
- C: The chef sprinkled grains of salt on his food.
- D: All of the above

Q: 3 WordPhrase: Contribute **WordPhraseTier:** 2

Question: what does the word "contribute" mean?

- A: recieve
- B: disagree
- C: give
- D: neglect

Question: Which one of the sentence below uses the word "contribute" correctly?

- A: I like to contribute to our schools newspaper.
- B: The public contributed to the criminal plan.
- C: The sun contributed to the cold weather.
- D: None of these

Q: 4 WordPhrase: Motivation **WordPhraseTier:** 2

Question: What do you think the word "motivation" means after reading this story?

- A: desire to quit
- B: inspiration
- C: loss of hope
- D: discouragment

Question: Which one of the sentence below uses the word "motivation" correctly?

- A: The dog has motivation to play when he is tired.
- B: I give up all motivation when I get good grades.
- C: We know that these students have strong motivation to learn.
- D: The awful noise from the car gives my mom motivation to drive it.

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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 - Hen says "No, you won't"

Why was the Hen's response to the Duck and the Goose No, you won't when it was time to eat the bread?

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2 - Why does the Goose say yes?

What motivated the Goose to help the Hen?at the end of the story?

3 - What character trait are you most like?

Which character do you think you would be from the story?Why?

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Task 3: Writing Activity

Instructions: You are to write and post here 200?words essay describing each character from the story The Little Red Hen. Make sure to provide specific examples using the character traits, motivations, or feelings and explain how their actions contribute to the sequence of events.

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