

Hard Work with the Little Red Hen

Special Area: Preschool

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I. ABSTRACT

- A. In this unit *The Little Red Hen* serves as a foundation for teaching storybook reading and storytelling skills and social skills.

II. OVERVIEW

- A. Develop a Notion of “Story Schema”
1. Retell a story that has been read aloud: include characters, setting (time, place), the plot (central idea) of the story, the sequential events and an ending. (LII, p.49) *4LD-SR-B1*
 2. Sequence 5 illustrations of events from a story. (LII, p. 49) *4LD-SR-B2*
 3. Predict events in a story, i.e., what will happen next? (LII, p.49) *4LD-SR-B3*
 4. Provide a story ending consistent with other given story events. (LII, p.49) *4LD-SR-B4*
 5. “Read”/tell a story based on the illustrations of a book with text that has not been read aloud previously. (LII, p.49) *4LD-SR-B5*
 6. Make up and tell a story. (LII, p.49) *4LD-SR-B6*
- B. Demonstrate an Awareness of Book and Print (Written Language) Organization
1. Point to: the title of a book; the top, bottom, or middle of a page; the beginning of the book (first page); the order that words are read on a page (left to right, line to line); the end of the book (last page); a word; a letter. (LII, p.50) *4LD-SR-C1*
 2. Point to words that begin with the same letter as own name. (LII, p.50) *4LD-SR-C3*

III. BACKGROUND KNOWLEDGE

Nelson, M.R., and Nelson-Parish, J. *Peak with Books*. New York: Delmar, 2002, ISBN 0-7668-5948-7.

IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS

- A. Listen to Stories Read Aloud
1. Attend and listen to illustrated picture books with simple storylines during a 15 minute reading. (LI, p.48) *3LD-SR-A1*
 2. Hold a book correctly, turning pages in accordance with the story being read aloud, from beginning to end. (LI, p.48) *3LD-SR-A2*
 3. Find the object within an illustration or find the illustration within the book that is being described. (LI, p.48) *3LD-SR-A3*
 4. Answer questions about the elements of a story: characters, setting, plot, and events. (LI, p.48) *4LD-SR-00*
- B. Participate in Stories Read Aloud
1. Describe an illustration. (LI, p.49) *3LD-SR-B1*
 2. In books with repetitive phrases or a refrain, provide or join in repeating the refrain aloud. (LI, p.49) *3LD-SR-B2*
- C. Develop a Notion of “Story Schema”

1. Retell a story that has been read aloud: include characters, a beginning, the plot (central idea) of the story, and an ending. (LI, p.49) *3LD-SR-C1*
2. Sequence 3 illustrations of events from a story. (LI, p.49) *3LD-SR-C2*
3. “Read”/tell a story using a wordless picture book. (LI, p.49) *3LD-SR-C3*

V. RESOURCES

- A. Galdone, P. *The Little Red Hen*. New York: Clarion Books, 1973, ISBN 0-395-28803-7.
- B. McQueen, L. *The Little Red Hen*. New York: Scholastic, 1985, ISBN 0-590-41145-4.
- C. Parkes, B., Smith, J. and Davy, M. *The Little Red Hen*. Barrington, IL: Rigby, 1987, ISBN 0-7312-1042-5.

LESSONS OUTLINE

Lesson One: Introducing the Story: The First Reading

- A. Daily Objective(s)
 1. Point to: the title of the book; the top, bottom, or middle of a page; the beginning of the book (first page); the order that words are read on a page (left to right, line to line); the end of the book (last page); a word, a letter.
 2. “Read”/tell a story based on the illustrations of a book with text that has not been read aloud previously.
 3. Predict events in a story, i.e., what will happen next?
 4. Provide an ending consistent with other given story events.
- B. Grouping: Whole Group
- C. Materials & Preparation
 1. Nelson, M.R., and Nelson-Parish, J. *Peak with Books*. New York: Delmar, 2002, ISBN 0-7668-5948-7.
 2. Parkes, B., Smith, J. and Davy, M. *The Little Red Hen*. Barrington, IL: Rigby, 1987, ISBN 0-7312-1042-5. (Note: big book format)
 3. Stuffed animals, puppets, and flannel board pieces related to the story to put in centers
- D. Language of Instruction
 1. Teacher: at last, author, beginning, character, cover, events, illustration, illustrator, in order, letter, page read, refrain, title, word
 2. Students: after, bottom, end, first, finally, middle, next, top, then, once upon a time, grain of wheat, ripened, mill, flour, bake, hen
- E. *Procedures/Activities*
 1. Place the big book *The Little Red Hen* on big book easel for children to view.
 2. Say to them, “Tell me about the character on the cover of our book today. What do you think she is doing? Do you think she will need any help?” Allow children to respond to the cover illustration.
 3. Point to the title of the book and say, “The name of the story is *The Little Red Hen*. It was retold by Brenda Parks and Judith Smith. When a story is “retold”, it means that an author made up the story, and then someone else decided to change it a little and tell it again in her own way. The illustrator of the story is Mary Davy. She created all of the pictures in this book.”
 4. Look at the illustrations in the book and allow the children to tell a story based on the pictures. Encourage talk about the actions of the characters on each page. Focus on vocabulary that may be unfamiliar and link it to the children’s previous experiences.
 5. Read the story, again focusing on unfamiliar vocabulary. Occasionally point to the words to provide directionality experience for the children.
 6. During the reading, allow the children to make predictions, particularly at the end.

- F. Go A Little Further
1. For students who have difficulty, increase the support during discussions. The teacher may do most of the talking during this first experience with the book. During center time, the teacher can give individual experience with the story by reading it with a child and playing out the roles of the characters with stuffed animals, puppets, and flannel board pieces.
 2. For students who excel, make the book and tape available in the listening center and encourage them to go to the writing center or art center to create books or pictures about the story. Stuffed animals, puppets, and flannel board pieces are available for playful retelling of the story. These children can do this on their own, with each other, or with the teacher.
- G. Assessment/Evaluation
- Observe and note the children's responses during the discussion and reading of the story. Use anecdotal records for this purpose.

Lesson Two: The Second Reading

- A. Daily Objective(s)
1. Point to: the title of the book; the top, bottom, or middle of a page; the beginning of the book (first page); the order that words are read on a page (left to right, line to line); the end of the book (last page); a word, a letter.
 2. Answer questions about the elements of a story: characters, setting, plot, and events.
 3. Join in repeating the refrain aloud.
 4. Describe an illustration.
 5. Predict events in a story, i.e., what will happen next?
 6. Provide a story ending consistent with other given story events.
- B. Grouping: Whole Group
- C. Materials and Preparation
1. Nelson, M.R., and Nelson-Parish, J. *Peak with Books*. New York: Delmar, 2002, ISBN 0-7668-5948-7.
 2. Parkes, B., Smith, J. and Davy, M. *The Little Red Hen*. Barrington, IL: Rigby, 1987, ISBN 0-7312-1042-5. (Note: big book format)
 3. Stuffed animals, puppets, and flannel board pieces related to the story to put in centers
- D. Language of Instruction
1. Teacher: at last, author, beginning, character, cover, events, illustration, illustrator, in order, letter, page read, refrain, title, word
 2. Students: after, bottom, end, first, finally, middle, next, top, then, once upon a time, grain of wheat, ripened, mill, flour, bake, hen
- E. Procedures/Activities
1. With the big book *The Little Red Hen* on the easel, again discuss the cover of the book with the children in the same manner as in lesson one.
 2. Say to the children, "In our story the hen asked her friends to help her. I need you to help me tell the story. Every time the duck, dog, cat, and pig say, 'Not I,' you will say the words with me! At the end of the story, you can help me when the animals say, 'I will!'"
 3. Read the story, helping the children learn directionality by pointing to the words as you read. Encourage the children to repeat the refrain with you throughout the story.
 4. Discuss unfamiliar vocabulary with the children while reading, pause for the children to predict what will happen, and allow children to predict the ending.
 5. Ask the children questions about the story, such as the following:
Who are the characters in this story?

What happened in the beginning of the story?
 What is the duck doing?
 What is the dog doing?
 What is the cat doing?
 What is the pig doing?
 What would you have done?
 Where do you think this story takes place?
 What happens in the middle of the story?
 Why did the hen take the wheat to the mill?
 What happens at the end of the story?
 Do you think it was a good choice for the hen to eat the bread all by herself?
 I wonder if the hen had any chicks. Do you think she would have shared with them?
 What do you think would happen if the other animals needed help from the hen?
 What would you do?

- D. Go A Little Further
1. For students who have difficulty, increase the support during discussions. The teacher may do most of the talking during this first experience with the book. During center time, the teacher can give individual experience with the story by reading it with a child and playing out the roles of the characters with stuffed animals, puppets, and flannel board pieces.
 2. For students who excel, make the book and tape available in the listening center and encourage them to go to the writing center or art center to create books or pictures about the story. Stuffed animals, puppets, and flannel board pieces are available for playful retelling of the story. These children can do this on their own, with each other, or with the teacher.
- G. Assessment/Evaluation
- Observe and note the children's responses during the discussion and reading of the story. Use anecdotal records for this purpose.

Lesson Three: Retellings

- A. Daily Objective(s)
1. Retell a story that has been read aloud: include characters, setting (time, place), the plot (central idea) of the story, the sequential events and an ending.
 2. Sequence 5 illustrations of events from a story.
- B. Grouping: Small Group
- C. Materials and Preparation
1. Parkes, B., Smith, J. and Davy, M. *The Little Red Hen*. Barrington, IL: Rigby, 1987, ISBN 0-7312-1042-5. (Note: big book format)
 2. Stuffed animals, puppets, and flannel board pieces related to the story to put in centers
- D. Language of Instruction
1. Teacher: at last, author, beginning, character, cover, events, illustration, illustrator, in order, letter, page read, refrain, title, word, compare, Venn diagram
 2. Students: after, bottom, end, first, finally, middle, next, top, then, once upon a time, grain of wheat, ripened, mill, flour, bake, hen
- E. Procedures/Activities
1. During small group time or during center time, give children the opportunity to retell the story. Let them use whatever means they choose to retell. Some possibilities include using the big book, stuffed animals, puppets, flannel board pieces, drawings, journal writings, and oral retelling.

- F. Go A Little Further
Provide as little or as much support as necessary to help the child retell the story. This activity is individualized for each child.
- G. Assessment/Evaluation
Use a story retelling web to document the child's retelling. It would also be helpful to record the child's response on video.

Lesson Four: Another Version

- A. Daily Objective(s)
 1. Point to: the title of the book; the top, bottom, or middle of a page; the beginning of the book (first page); the order that words are read on a page (left to right, line to line); the end of the book (last page); a word, a letter.
 2. Answer questions about the elements of a story: characters, setting, plot, and events.
 3. Join in repeating the refrain aloud.
 4. Describe an illustration.
 5. Predict events in a story, i.e., what will happen next?
 6. Provide a story ending consistent with other given story events.
 7. Compare the two stories using a Venn diagram.
- B. Grouping: Whole Group
- C. Materials and Preparation
 1. Chart paper with Venn diagram and copied pictures from the story on it.
 2. Galdone, P. *The Little Red Hen*. New York: Clarion Books, 1973, ISBN 0-395-28803-7.
 3. Parkes, B., Smith, J. and Davy, M. *The Little Red Hen*. Barrington, IL: Rigby, 1987, ISBN 0-7312-1042-5. (Note: big book format)
- D. Language of Instruction
 1. Teacher: at last, author, beginning, character, cover, events, illustration, illustrator, in order, letter, page read, refrain, title, word, compare, Venn diagram
 2. Students: after, bottom, end, first, finally, middle, next, top, then, once upon a time, grain of wheat, ripened, mill, flour, bake, hen
- E. Procedures/Activities
 1. Review *The Little Red Hen* (big book) by Brenda Parkes.
 2. Show the children Galdone's version of *The Little Red Hen*.
 3. Follow the same procedure for discussing the cover and the illustrations as in lesson one.
 4. When finished reading and discussing the story, lead the children in comparing the two books. Write their comparisons on the Venn diagram. (Write each child's name by his or her contributions lightly in pencil for assessment purposes.)
- F. Go A Little Further
For students who have difficulty, encourage their responses by asking them more questions and showing them the pictures from the books.
For students who excel, read and share a third version of the story, *The Little Red Hen* illustrated by Lucinda McQueen, during small group. Allow them to compare all three stories.
- G. Assessment/Evaluation
Use anecdotal records to document children's discussion of the book.
Document children's comparisons on the Venn diagram.

Lesson Five: The Final Reading

- A. Daily Objective(s)

1. Point to: the title of the book; the top, bottom, or middle of a page; the beginning of the book (first page); the order that words are read on a page (left to right, line to line); a word, a letter.
 2. Point to words that begin with the same letter as own name.
 3. Retell a story that has been read aloud: include characters, setting, plot of the story, the sequential events, and an ending.
 4. Make up and tell a story.
- B. Grouping: Individual (during center time)
- C. Materials and Preparation
1. Parkes, B., Smith, J. and Davy, M. *The Little Red Hen*. Barrington, IL: Rigby, 1987, ISBN 0-7312-1042-5. (Note: big book format)
 2. Children's name cards
 3. Pointer
 4. Props: stuffed animals, puppets, flannel board pieces
 5. Checklist to document mastery of objectives listed above.
- D. Language of Instruction:
1. Teacher: at last, author, beginning, character, cover, events, illustration, illustrator, in order, letter, page read, refrain, title, word, compare, Venn diagram
 2. Students: after, bottom, end, first, finally, middle, next, top, then, once upon a time, grain of wheat, ripened, mill, flour, bake, hen
- E. Procedures/Activities
1. Place big book on easel for child to see. Have him use the pointer to show the title.
 2. Have him tell about the illustration on the cover of the book.
 3. Have him point to a word, then a letter, and have him find his first initial.
 4. Ask the child to show where the beginning of the book is, then the end of the book.
 5. Have child show the top, middle, and bottom of a page.
 6. Have the child show how to read the words on the page (left to right, line to line).
 7. Read the story with the child.
 8. Allow the child to retell the story in his own words, using props.
 9. During journaling time, encourage each child to make up his own story like *The Little Red Hen*.

VI. BIBLIOGRAPHY

- A. Galdone, P. *The Little Red Hen*. New York: Clarion Books, 1973, ISBN 0-395-28803-7.
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- C. Nelson, M.R., and Nelson-Parish, J. *Peak with Books*. New York: Delmar, 2002, ISBN 0-7668-5948-7.
- D. Parkes, B., Smith, J. and Davy, M. *The Little Red Hen*. Barrington, IL: Rigby, 1987, ISBN 0-7312-1042-5. (Note: big book format)