



**Little Red Hen: An Old Fable**  
 Retold by Heather Forest  
 Illustrated by Susan Gaber

**Outcome:**

Students will learn about verbs and demonstrate their understanding by identifying action words in the story.

**Materials:**

- Book, *Little Red Hen: An Old Fable*
- Blackboard or whiteboard
- Pencil
- Lined and unlined paper
- Crayons or markers
- Scissors
- Index cards
- “Phonics” worksheet
- “Phonograms” worksheet
- Small object that can be counted (paper clips, pennies, etc.)
- Corn
- Coffee grinder or grain mill

**Optional**

- The Hidden Feast* (Martha Hamilton and Mitch Weiss, August House 2006)
- Other versions of *The Little Red Hen*

**About the Book:**

Guided Reading:

I

Lexile Level:

510L

Character Traits:

- Citizenship
- Fairness
- Sharing

Region:

Europe, Russia

ISBN:

978-0-8748-3795-7  
 978-1-9391-6097-3



# The Little Red Hen

First Grade

## **Instructional Plan:**

### **Introductory Activity:**

- Teacher informs students they are going to talk about action words, verbs. Every sentence has a verb. A sentence can be just one word as long as it has a verb, such as “Stop!” or “Go!”
- Ask each student to name a verb, use it in a sentence and demonstrate the verb’s action. Write the verbs on the board.

### **Read the Story:**

- Ask students to raise their hands when they hear action words in the story.

## **Common Core**

### **Standards:**

CCSS.ELA-  
LITERACY.L.1.1.E

Use verbs to convey a sense of past, present, and future

CCSS.ELA-  
LITERACY.L.1.1.C

Use singular and plural nouns with matching verbs in basic sentences

CCSS.ELA-  
LITERACY.RL.1.1

Ask and answer questions about details

CCSS.ELA-  
LITERACY.RL.1.3

Describe characters, settings, and events

## **Questions for Assessing Students’**

### **Comprehension:**

- Name the action words that were used in the story.
- What is the setting of the story?
- Name the characters in the story and tell something about each one.
- How did the little Red Hen find the seeds?
- How did Dog, Cat and Mouse respond when asked to help?
- How did the hen respond to the animals when they did not help?
- How did the hen get the wheat to the mill?
- How did the other animals know the hen was making a cake?
- What were Mouse, Cat and Dog doing instead of helping the little Red Hen?
- How does the story end?

## **Questions for Interpretation:**

- Why are verbs an important part of this story?
- Why didn’t the dog, the cat and the mouse want to help the hen?
- How did the little Red Hen feel when the others did not want to help her?



# The Little Red Hen

First Grade

## **Questions for Interpretation Continued:**

- Look carefully at the pictures of the hen. Did her attitude toward the other animals change at all as the story progressed?
- What did the hen mean when she said, “Working together makes working fun”?
- Apply the above statement to situations at school and at home.
- How can you apply the proverb “many hands make light work” to this story?

## **Common Core**

### **Standards:**

CCSS.ELA-  
LITERACY.L.1.1.J

Produce and expand complete simple and compound sentences

CCSS.ELA-  
LITERACY.L.1.2.B

Use end punctuation for sentences

## **Follow Up Activities:**

### **“Scrambled Sentence Order” Worksheet**

#### **Materials:**

- “Scrambled Sentence Order” worksheet
- Pencil
- Lined paper

#### **Directions:**

- Rewrite the sentences putting the words in the correct order. Remember to start each sentence with a capital letter and end each sentence with a period or a question mark.
  - found the seeds hen wheat (The hen found wheat seeds.)
  - help wheat plant who me will this (Who will help me plant this wheat?)
  - hen and planted the seeds the watered (The hen planted and watered the seeds.)
  - weeds she the pulled (She pulled the weeds.)
  - the the Hen wheat took to mill (Hen took the wheat to the mill.)
  - fun makes together working working (Working together makes working fun.)

### **Create a Timeline of Story Events**

#### **Materials:**

- Paper and pencils
- Crayons for illustrations



# The Little Red Hen

First Grade

## Follow Up Activities Continued:

### “Phonics” Worksheet

#### Materials:

- “Phonics” worksheet
- Scissors
- Blackboard

#### Directions:

- Students cut out the individual letters from the worksheet.
- Teacher writes hen, dog, cat and mouse on the board.
- Using the letters, students spell out these words on their desks while looking at the board.
- Students scramble the letters and spell the words without a model on the board.
- Teacher writes new words created by changing the first letter in the words hen, dog, cat and mouse and students spell the words using the letters.
- Students create their own real words using the letters in any order. Students have a partner review their words for accuracy.
- Teacher records all of the new words created on the board.

### Math

#### Materials:

- Small objects (paper clips, pennies, etc)
- Paper and pencil

#### Directions:

- It takes 21 days for a hen’s egg to hatch. Use the small objects to find different ways to make the number 21 by adding 2 numbers together (1+20, 2+19, 3+18, etc.).

### “Phonograms” Worksheet

#### Directions:

- Add consonants to word endings from the words “hen,” “dog,” “cat,” and “mouse” to create new rhyming words.

### Common Core

#### Standards:

CCSS.ELA-  
LITERACY.L.1.2.E

Spell untaught words  
phonetically

CCSS.ELA-  
LITERACY.L.1.2.D

Use conventional spelling for  
words with common spelling  
patterns



## **Common Core**

### **Standards:**

**CCSS.ELA-  
LITERACY.L.1.5**

Demonstrate understanding of word relationships and meanings

**CCSS.ELA-  
LITERACY.RL.1.9**

Compare and contrast

## **Follow Up Activities Continued:**

### **Animal Analogies**

#### **Directions:**

- Explain the concept of analogies and reads the following sentences. Students fill in the missing words in each sentence.
  - Wing is to bird as arm is to (person).
  - Pincers are to crab as claws are to (cat).
  - Mouth is to dog as beak is to (bird).
  - Hand is to person as paw is to (dog).
  - Person is to house as chick is to (nest).
  - Bark is to dog like purr is to (cat).
  - Bird is to fly as rabbit is to (hop).
  - Bee is to buzz as bird is to (chirp).
  - Dog is to collar as woman is to (necklace).
  - Hen is to chicken as mare is to (horse).
  - Mouse is to mice as goose is to (geese).
  - Milk is to butter as wheat is to (cake or bread).
  - Puppy is to dog as kitten is to (cat).
  - Trout is to fish as robin is to (bird).
  - Mouse is to small as elephant is to (large).
  - Duck is to duckling as hen is to (chick).

### **Compare and Contrast**

#### **Materials:**

- The Hidden Feast

#### **Directions:**

- Compare and contrast these two stories.
- How do the animals in both books act like humans? How are the stories similar/different?

### **Read Other Versions of the Story**

#### **Directions:**

- Compare and contrast the details of these stories.
- Is the lesson the same? Does Red Hen end up sharing with the other animals in each version? Are all of the animals the same? Most versions include a lazy cat.



## **Common Core**

### **Standards:**

CCSS.ELA-  
LITERACY.SL.1.4

Describe people, places,  
things and events

CCSS.ELA-  
LITERACY.SL.1.5

Add visual displays to  
descriptions

CCSS.ELA-  
LITERACY.W.1.7

Participate in shared  
research and writing projects

CCSS.ELA-  
LITERACY.W.1.6

Use a variety of digital tools  
to produce and publish  
writing

CCSS.ELA-  
LITERACY.SL.1.6

Produce complete sentences

## **Follow Up Activities Continued:**

### **Drama/Public Speaking**

#### **Materials:**

- Crayons or markers
- Paper

#### **Directions:**

- Hen's cakes taste great! With the help of other animals, she makes more cakes than they can eat. Hen decides to sell her cakes.
- Create a commercial for Little Red Hen's Famous Cakes. Include the following information in your commercial:
  - Introduction
  - Special flavors or features
  - Why someone should buy these cakes
  - Where they are sold
  - The cost of the cakes
  - Ending/Conclusion
  - Draw a picture to use in your presentation
- Alternative: Folktales often use animals to tell a story and teach a lesson about human behavior. Create a skit that conveys the same message with people as the characters.

### **Grinding Corn to Make Cornmeal**

#### **Materials:**

- Corn
- Coffee grinder or grain mill

#### **Directions:**

- In other version of the story, *The Little Red Hen*, the hen plants corn, grinds it into corn meal and makes cornbread.
- Place the corn in the mill and grind it. Use the cornmeal to make cornbread.
- (See *The Hidden Feast* Kindergarten lesson plan for cornbread recipe).



# The Little Red Hen

First Grade

## **Follow Up Activities Continued:**

### **Question and Answer Game**

#### **Materials:**

- Index cards
- Pencils

#### **Directions:**

- Class is divided into several small groups and each group is given 10 index cards and pencils.
- Each group creates 10 questions and answers about farm animals.
- Each group takes turns providing the answers to questions they generated.
- The other group has to supply the question.
  - Group A gives Group B the answer, "In a stable."
  - Group B asks the questions, "Where might a horse sleep?"

### **Consonant Digraph ("ch-")**

#### **Materials:**

- Paper and pencil

#### **Directions:**

- Hens are female chickens. The word, chicken starts with the digraph "ch-." Write as many words as you can that start with the letters "ch-".
- Hint: write "ch-" followed by different vowels on your paper, leaving room for additional letters.

### **Spelling**

#### **Materials:**

- Nine pieces of paper that contain 1 letter (o, v, i, p, a, r, o, u, s)

#### **Directions:**

- 9 students are called to the front of the class, and they are given 1 letter each. Hold up for peers to see.
- Students are told that these letters spell a very difficult word that has to do with hens.
- Each student tries to put the 9 students in correct order. After each turn, inform students that the word is "oviparous" and explain it's meaning.

### **Common Core**

#### **Standards:**

**CCSS.ELA-  
LITERACY.RL.1.1**

Ask and answer questions about details

**CCSS.ELA-  
LITERACY.SL.1.1**

Collaborative conversations

**CCSS.ELA-  
LITERACY.SL.1.1.A**

Follow agreed-upon rules for discussions

**CCSS.ELA-  
LITERACY.SL.1.1.B**

Respond to comments of others

**CCSS.ELA-  
LITERACY.SL.1.3**

Ask and answer questions about what speaker says

**CCSS.ELA-  
LITERACY.SL.1.2**

Ask and answer questions about details



# The Little Red Hen

First Grade

Name \_\_\_\_\_

Date \_\_\_\_\_

## Scrambled Sentence Order

**Directions:** Re-write the sentences putting the words in the correct order. Remember to start each sentence with a capital letter and end each sentence with a period or a question mark.

1. found the seeds hen wheat

\_\_\_\_\_

-----

\_\_\_\_\_

2. help wheat plant who me will this

\_\_\_\_\_

-----

\_\_\_\_\_

3. hen and planted the seeds the watered

\_\_\_\_\_

-----

\_\_\_\_\_

4. weeds she the pulled

\_\_\_\_\_

-----

\_\_\_\_\_

5. the the Hen wheat took to mill

\_\_\_\_\_

-----

\_\_\_\_\_

6. fun makes together working working

\_\_\_\_\_

-----

\_\_\_\_\_





# The Little Red Hen

First Grade

Name \_\_\_\_\_

Date \_\_\_\_\_

## Phonics

f	a	l	p
g	b	m	r
h	b	m	s
h	c	n	t
h	d	o	t
j	e	p	u
	f		w



# The Little Red Hen

First Grade

Name \_\_\_\_\_

Date \_\_\_\_\_

## Phonograms

Directions: Add consonants to word endings from the words, hen, dog, cat, and mouse to create new rhyming words.

Hen \_\_\_\_\_en \_\_\_\_\_en

\_\_\_\_\_en \_\_\_\_\_en

\_\_\_\_\_en \_\_\_\_\_en

Dog \_\_\_\_\_og \_\_\_\_\_og

\_\_\_\_\_og \_\_\_\_\_og

Cat \_\_\_\_\_at \_\_\_\_\_at

\_\_\_\_\_at \_\_\_\_\_at

\_\_\_\_\_at \_\_\_\_\_at

\_\_\_\_\_at \_\_\_\_\_at

Mouse \_\_\_\_\_ouse

\_\_\_\_\_ouse