

**Little Red Hen**  
**ELD Kindergarten Lesson Plan**  
Mary Bybee—Parkview Elementary

## **Lesson 1**

### Introduce Vocabulary:

wheat, plant, cut, beat, take, mill, bake, eat, bread  
characters—little red hen, cat, goose, dog

### Word Study:

Have the students look for ways to sort the words. Have them classify “name the way they sorted” two different ways to sort –Some things they may notice: rhyming words (wheat, eat, beat), (take, bake), beginning sound, ending sound, words we know and don’t, etc.

### Access Background Knowledge:

#### **KWL:**

**Know**—Ask students what they know about wheat. What is made with wheat? Tell partner what you like to eat that is made with wheat. Record what students know.

**Want to Know**—Guide students to wondering about how wheat grows and how it is turned into bread. Write questions about the process of making wheat into flour.

If doing a KWL on wheat is too much for your language group, you can do it on plants growing or being a leader

### Set a Purpose for Reading:

Tell the students that in the story the little red hen finds some grains of wheat and decides to plant them so that she can grow more wheat to make bread. Tell them that the vocabulary words are things that she does with the wheat. Have them listen for the vocabulary words and put them in the right order.

### Read Story:

Think aloud as you read. Have students make predictions about whether or not the characters will help. Each time they hear the word have them flap their wings like a hen.

### Conclude with a Purpose:

Have the students put the vocabulary words in the proper sequence of how the little red hen turned the wheat into bread. Go back to the text to verify they did it accurately.

Add what they learned to the KWL chart.

### *Supplies:*

vocabulary cards, pictures of vocabulary, character cards  
if possible real wheat and pictures/book of wheat and its processing, number cards to sequence vocabulary in story

## Lesson 2

### Play with Vocabulary:

Turn to each page in the book that shows what the vocabulary word is. Have students talk with a partner to decide an actions for each word: wheat (arm up with fingers open), plant (dig hole and drop seed), cut (fingers like scissors), beat (lift arms over head and bring down), take (act like throwing a sack over shoulder and going somewhere), mill (wind mill or grind hands), bake (open oven and put something in), eat (putting food in mouth)

As the class decides the best action, add picture of word to the board.

### Word Study:

Play with the words wheat, eat and beat. Have students in partners and have them work on a whiteboard with the eat pattern. Give each partner a handful of magnetic letters. They experiment with the letters to see if they can make an EAT pattern word. They should record words that they think are real words. Have students share out and you record these words on a chart.

### Access Background Knowledge:

Ask students to recall what the story was about. Review sequencing from lesson 1.

### Set a Purpose for Reading:

Explain what each vocabulary word means.

### Read Story:

Pause when students identify vocabulary words. After the little red hen says "Then I will do it myself," do the action together and have students tell their partner what is happening.

### Review Purpose:

Review all the steps the little red hen takes while doing actions .

### Supplies:

vocabulary cards, pictures of vocabulary, character cards

## Lesson 3

### Play with Vocabulary:

Play charades.

### Word Study:

Play with the words take and bake. Pass out magnetic letters to each student and have them come to the board with ake written. They try out the letter and the class decides if it makes a word. Record words that are and are not real on a T chart.

### Access Background Knowledge & Further Word Study:

Ask students to recall what the story was about. See if they can tell you what the animals say in the story.

What does the little red hen ask the other animals? (“Who will help me \_\_\_\_\_ the wheat?”)

What do they say? (“Not I!”)

Then what does she say? (“Then I will do it myself!”)

Put this dialogue up on sentence strips and practice reading it. Insert the vocabulary words into the sentence.

Set a Purpose for Reading:

Complete each sentence with the vocabulary words.

Read Story:

Choral read the characters’ parts together with expression.

Conclude with a Purpose:

Bring real grains of wheat and a wheat grinder or grinding stones and use the dialogue to ask the students who will help to grind the wheat. Teacher would model asking the question, “Who will help me grind the wheat?” and a chosen student would respond, “I will.” After that student gets a short turn at grinding the wheat, he or she would ask the question and chose another student.

*Supplies:*

vocabulary cards, pictures of vocabulary, character cards

sentence strips:

“Who will help me \_\_\_\_\_ the wheat?”

“Not I!”

“Then I will do it myself!”

For possible activities:

Grains of wheat and grinder

Puppets of hen, dog, cat, and goose

## **Lesson 4**

Play with Vocabulary:

Review vocabulary words and actions.

Access Background Knowledge & Word Study:

Ask students to recall what the story was about. Ask them to tell their partner something one of the characters says. You may have the dialogue cards from the day before up for support.

Teach the students that when someone talks, the author writes down what the character says using quotation marks.

Show the quotation smiley face.

Reread the quotations practiced in the last lesson. Highlight the quotation marks. (You can add on “asked the” and “said the” to make the quotation marks more obvious.

Set a Purpose for Reading:

Describe how quotation marks help you read the story.

Read Story:

Emphasize character voices while reading to make it clear when a character is talking.

Concluding with the Purpose

Have students describe to their partner what happened whenever you saw a quotation mark. Have them discuss why it makes reading more fun. Model examples and non-examples of expression.

*Supplies:*

vocabulary cards, pictures of vocabulary, character cards

quotation smiley face

sentence strips:

“Who will help me \_\_\_\_\_ the wheat?” asked the \_\_\_\_\_ .

“Not I!” said the \_\_\_\_\_ .

“Then I will do it myself!” said the \_\_\_\_\_ .

writing paper, pencils, and crayons

## **Lesson 5**

Play with Vocabulary:

On a T-char have students list everything the hen does in the story on the left side. You can do this as interactive writing. They can use the list of vocabulary if needed. Then have them tell you what the dog, cat and goose do (nothing). Talk about the importance of hard-work and being helpful.

Give each student a sentence strip and have them write one thing they do to be hard-working or helpful. Have them read it and post it on the board.

Writing from the Text:

Discuss why the animals didn't help and whether the little red hen was right to not share with them. Talk about being a good helper.

Have the students write about how they can help others or work hard. (You can give them the option or just stick with one idea depending on their language proficiency.)

Scaffold the writing as needed (using the prompt: I like to help \_\_\_sweep\_\_\_. OR I like to \_\_\_sweep\_\_\_. I can do it myself. etc.

### **Other Word Study Activities (Use in addition or substitute for others):**

Look at the sentences and identify words that start with w. Highlight them. Talk about the /w/ sound. Have the students listen for words that start with the /w/ sound. (who, will, watered, weeded, watched) Have students touch their lips when they hear a word that starts with /w/.

Play with the words mill and will. Find other words that rhyme, such as fill, hill, kill, bill. Write these words on a chart and students could write the words on white boards.

Look at the words cat and cut. Notice how the middle letter is different. Play with making other words by changing the middle or ending letter: cat, cut, cot, cab, cap, cup, cop, cub.

Discuss how the exclamation points help you read the story.