



TITLE: THE LITTLE RED HEN
LEVEL: E



INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book is about a Little Red Hen who wants help making bread."
- "Turn to pages 2 and 3. The Little Red Hen said, 'Who will help me plant the wheat?' And the duck and the pig and the cat all said, 'Not I.' So she said, 'Then I will plant the wheat myself.'"
- "Turn the page. She said, 'Who will help me cut the wheat?' Are they going to help?"
- "Now turn the pages and look at what else she needed help with."
- "Turn to page 12. Is she going to let them help eat the bread?"
- "Turn back to the beginning and read about the Little Red Hen."

READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level E Prompting Guide for a list of desired reading behaviors and suggested actions to take.

DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- Discuss why the Little Red Hen didn't share her bread.
- Talk about other versions of the story students may have heard.

FOLLOW-UP TEACHING

Based on your observations of students' reading, select one or two teaching points that will be most helpful to all students. You might:

- Have students locate the word *myself*. Make the word *myself* with magnetic letters. Show students how you can break the word into two parts. Slide *my* to the left, then add *self*.
- Practice reading together to make it sound like talking.



You Will Need:

- Pocket chart
- Word cards (*black, blink, clap, class, flap, flea, place, plus, slam, sleep*)

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson, students listen for consonant cluster sounds.

Steps:

The  icon indicates that some of the resources needed to complete these steps are available for download at pioneervalleybooks.com/pawprints-resources.

1. Explain to students that they are going to listen for sounds in parts of words.
2. Place the following words in random order in the pocket chart: *black, blink, clap, class, flap, flea, place, plus, slam, sleep*.
3. Point to the words, and ask students what they notice about all of the words. (Each word begins with two consonants, and the second letter is *l*).
4. Say the words together, and ask if students can hear the two sounds at the beginning of the words.
5. Have students sort the words so that the words that start the same are together in the pocket chart.

SUPPORTING ENGLISH LANGUAGE LEARNERS

Consider what additional challenges the lesson might present for English language learners.

- Make sure that students are familiar with the story of the Little Red Hen.
- You may want to practice several language structures, such as, *I will eat the bread myself*.

For the Lesson Extension Activity for this book, go to pioneervalleybooks.com/pawprints.