

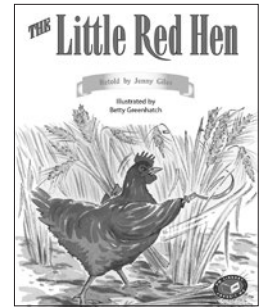
The Little Red Hen

PM Level 16

Orange

Text Type Narrative

Running Words 826



Preparing for Guided Reading

Orientation to the Text

- Write the words *Traditional tales* on a chart. Choose one of the familiar traditional tales and ask students to retell it in their own words. Ask one student to start the retelling, with the others taking turns to add to the tale.
- Ask if any students are familiar with the story of *The Little Red Hen*. Encourage them to retell it if they can.
- Discuss why some stories are retold over and over. Talk about what makes them popular and memorable.

Prior Knowledge

- Ask students to provide information about how bread is made. What are the ingredients? How is it baked?
- Talk about process involved in baking. Develop a list of vocabulary words related to baking, e.g. *stirring, mixing, rolling, sifting, kneading, baking, tasting*

Building the Balanced Reader

Vocabulary

Key Vocabulary

began, grow, wheat

Content Words

bake, barked, field, flour, grunted, oven, quacked, roll

Decoding

- Apply knowledge of syllables to break words into readable units.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including applying prior knowledge, thinking aloud, attending to details in illustrations, re-reading and reading on.

Focusing on the Story – Guided Reading

- Discuss the title page illustration. Talk about the characters and the setting.
- Read the title. Note that the story has been retold. Read the illustrator's name.
- Direct the children's attention to repetitive text structures that allow them to read more fluently.

- Study the illustrations closely and talk about the characters' actions. Note the busy manner in which the hen goes about her work.
- Revise the use of speech marks that indicate words spoken by the characters.
- Note the use of the word *Who* as the entry to the questions asked by the hen, and the question mark at the end of the question.
- Extend the text by staging the play. The children can make their own masks from templates or paper plates.

Comprehension

- What did the Little Red Hen find? (*Literal*)
- Why did the duck, the dog and the pig want to eat the bread? (*Inferential*)
- Why didn't the Little Red Hen give the other animals any of the bread? (*Inferential*)

Follow-up Activities

- Talk about the importance of helping other people. Encourage students to help at home by giving them cardboard mice with a long piece of wool attached as a tail. The children tie a knot in the mouse's tail every time they do something helpful at home. Encourage the children to accumulate as many knots as they can in one week. Discuss students' helpful activities at the end of the week. Make a chart listing the ways they helped.
- Talk about the animals in the story and the sounds they make. Students could record a variety of animal noises onto a recording device. Share the recording with another class and have students guess which animals the noises belong to.
- Use pipe cleaners to make the shapes of the animals in the story. Glue the animals to a sheet of thick cardboard. Retell the story of *The Little Red Hen* and attach it to the display.
- Students could make a picture sequence story. Fold a large strip of paper into four. Have students draw the four main events of the story in sequence.

The Little Red Hen

Date _____

PM Level 16

Orange

Learning Intentions

- We are learning to apply knowledge of syllables to break unfamiliar words into readable units.
- We are learning to integrate meaning, language structures and visual information as we read.

• _____

Success Criteria

- I can use my knowledge of syllables to assist me to decode unfamiliar words.
- I can use a variety of skills and strategies to understand what I read.

• _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up