

The Little Red Hen Study Guide

Objectives

The Little Red Hen is a wonderful story and show geared for grades Pre-Kindergarten through Second Grade. This study guide aims to reinforce the educational and social values discussed in the show. **This guide is great for teachers and parents alike.** Included are: discussion topics, puppet making crafts, English language worksheets, song lyrics, as well as a recipe to make your own bread just like the Little Red Hen and Yellow Button did. All of these activities aim to satisfy the Arizona Curriculum Common Core Standards as well as English Language Learners standards in a variety of ways.

Arizona Common Core Standards

Speaking and Listening, Reading, Standards:

K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

1.SL.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

2.SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

K.RL.3. With prompting and support, identify characters, settings, and major events in a story.

Science Communication and History of Science as a Human Endeavor:

K.1.4.PO 1. Communicate observations with pictographs, pictures, models, and/or words.

(Optional baking directions if students draw pictures or discuss what happens with bread dough before and after it's been baked)

K.2.1.PO 1. Give examples of how diverse people (e.g., cooks) use science in daily life.

(Optional baking direction if students begin by discussing baking and cooks)

Beginning Theatre Standards in the Arts for Kindergarten through Grade 2:

1.1.PO 102. Cooperate in the dramatic process. (*Retell the story using your own puppets.*)

1.4.PO 102. Retell a story including its **theme**, **setting**, storyline, plot, and physical descriptions of the character. (*Retell the story using your own puppets.*)

3.2.PO 101. Demonstrate respectful audience behavior. (*Attending the show.*)

3.2.PO 104. Justify the perception of a performance and critique its production elements. (*Discussion topics for after the show.*)

3.5.PO 103. Explain and justify personal preferences for specific elements and/or moments in dramatizations. (*Discussion topics for after the show and retelling the story using your puppets.*)

English Language Learners Standards

Pre-Emergent: A student at this level has no ability or a very limited ability to communicate in English.

Emergent: A student at this level is able to respond using isolated words, strings of nouns and verbs, and functional phrases with linguistic support.

PE.2.10. Repeating rhyming words and short familiar rhymes and songs using accurate pronunciation as well as expressive phrasing and intonation.

E.2.10. Reciting rhyming words and short familiar rhymes and songs using accurate pronunciation as well as expressive phrasing and intonation, with instructional support.

The Story

The story of *The Little Red Hen* is over 500 years old. Our adaptation of the story had its debut performance in 1990 at the Firehouse Theater, The Great Arizona Puppet Theatre's first theatre. It is written by Nancy Smith, with puppets designed and built by Ken Bonar (the founders of GAP). This classic story tells the tale of a Little Red Hen who lived with a cat, a dog, a mouse, and her little chick named Yellow Button. The Little Red Hen does chores throughout her house but no one will help her except for her chick. So, when it came time to eat the bread that she and Yellow Button worked hard to bake, no one else was allowed to share until they promised to help with the work later.

The Characters

Little Red Hen

Yellow Button

Cat

Dog

Mouse

Discussion Topics for Before the Show

The Little Red Hen is a great story that students enjoy hearing over and over again. Consider reading the story to your class before seeing the puppet show. Here are a few questions to get your class discussing a few of the topics presented in the show. (If you choose to do the bread baking activity - found below - before seeing the show as well, that would be a great time to discuss these topics.)

- Where does flour come from? (The bread in the story is made from wheat. Wheat is a special kind of grass that grows 2 to 4 feet tall. When the wheat begins to bend from the weight of the

heads and turns a golden color, people harvest, or cut, the wheat. The kernels of grain are then ground up to make flour.)

- What's the different between the words "flower" and "flour"?
- What kinds of things can be made with flour?

Bake Some Bread

Objectives: Students can learn a lot from baking (math, science, and life skills such as patience) also, baking in small groups or as a whole class will reinforce one of the messages in *The Little Red Hen* about the importance of teamwork and sharing in the effort of chores. If all the students work together to bake a loaf of bread, then they can all enjoy eating it later! Below you will find a recipe from delish.com for Honey Oat Quick Bread. This is a very simple recipe that requires little mixing and little clean up. However, you may use any recipe you'd like (find an even easier option under resources below). If you have access to a bread maker and want to use that as an even easier option, feel free! This activity can be done before or after seeing the puppet show.

Materials:

- 2 tablespoons old-fashioned rolled oats or quick-cooking (not instant) oats, for pan and topping
- 1 cup old-fashioned rolled oats or quick-cooking (not instant) oats
- 1 1/3 cups whole-wheat flour, or white whole-wheat flour
- 1 cup all-purpose flour
- 2 1/4 teaspoons, baking powder
- 1/4 teaspoon baking soda
- 1 1/4 teaspoon salt
- 8 ounce (scant 1 cup) nonfat or low-fat plain yogurt
- 1 large egg
- 1/4 cup canola oil (extra for pan coating or have a cooking spray)
- 1/4 cup clover honey or other mild honey
- 3/4 cup nonfat or low-fat milk
- Mixing Bowl
- Mixing Spoon
- Access to an oven
- 9x5 loaf pan

Baking Directions:

1. Position rack in middle of oven; preheat to 375 degrees F. Generously coat a 9-by-5-inch (or similar size) loaf pan with cooking spray. Sprinkle 1 tablespoon oats in the pan. Tip the pan back and forth to coat the sides and bottom with oats; set aside another 1 tablespoon oats for garnishing the loaf.

2. Thoroughly stir together whole-wheat flour, all-purpose flour, baking powder, baking soda and salt in a large bowl. Using a fork, beat together the remaining 1 cup oats, yogurt, egg, oil and honey in a medium bowl until well blended. Stir in milk. Gently stir the yogurt mixture into the flour mixture just until thoroughly incorporated but not over-mixed (excess mixing can cause toughening). Immediately scrape the batter into the pan, spreading evenly to the edges. Sprinkle the reserved 1 tablespoon oats over the top.

3. Bake the loaf until well browned on top and a toothpick inserted in the center comes out clean, 40 to 50 minutes. (It's normal for the top to crack.) Let stand in the pan on a wire rack for 15 minutes. Run a table knife around and under the loaf to loosen it and turn it out onto the rack. Let cool until barely warm, about 45 minutes.

You may either divide the students into groups if you have enough adult supervision to watch each group while measuring and stirring ingredients; or you may have the whole class help bake the bread - perhaps by bringing an individual student up to measure a different ingredient each or to stir the mix a couple times. While measuring the flour, discuss where flour comes from and what other things can be made with it (see discussion topics above).

Optional baking activities you can include to satisfy AZ Science Standards:

- Before beginning the baking process, have students discuss what they think that bakers and cooks do. Ask some of the following questions:
 - How do they measure ingredients?
 - Why is measuring ingredients important?
 - What kinds of things do cooks and bakers make?
 - What are some of the different ways they cook or bake various items?
- After making the bread dough, have students draw a picture of what their dough looked like. Ask them to describe how it felt and how it moved. Then, ask students to draw a second picture of what they think their bread will look like when it comes out of the oven. Talk about how the bread changed in both taste and appearance when it went from dough to bread.

Sing the Songs

Objectives: Students will learn the songs from *The Little Red Hen* (before or after attending the show). The songs help to build the concept of teamwork and also help develop vocabulary and speaking skills.

Activity: Teach the following songs to your students. If they learn some of the songs before attending *The Little Red Hen* they can sing along with the puppets!

<p><u>The More We Get Together</u></p> <p>The more we get together, Together, together The more we get together, The happier we'll be. For your friends are my friends And my friends are your friends The more we get together, The Happier we'll be.</p>	<p><u>Polly Wolly Doodle</u></p> <p>Oh I went down south For to see my Sal Sing Polly Wolly Doodle all the day. For my Sal she is a spunky gal, Sing Polly Wolly Doodle all the day! Fare thee well, Fare thee well, Fare thee well my fairy fae For I'm goin' to Louisiana For to see my Suzy Anna, Sing Polly Wolly Doodle all the day!</p>
<p><u>Put on your Old Gray Bonnet</u></p> <p>Put on your old gray bonnet With the blue ribbons on it While I hitch old Dobbin to the shay And we'll go up to Dover Through the fields of clover On our golden wedding day</p>	<p><u>Shortnin' Bread</u></p> <p>Mama's little baby loves shortnin', shortnin' Mama's little baby loves shortnin' bread Mama's little baby loves shortnin', shortnin' Mama's little baby loves shortnin' bread Put on the skillet, Put on the lid Mama's gonna make a little shortnin' bread! That's not all I'm gonna do Mama's gonna make a little coffee too Cause... Mama's little baby loves shortnin', shortnin' Mama's little baby loves shortnin' bread Mama's little baby loves shortnin', shortnin' Mama's little baby loves shortnin' bread</p>

<u>You Gotta Plant</u>	<u>Bumpin' Up and Down in my Little Red Wagon</u>
<p>You gotta plant when the spirit says plant, You gotta plant when the spirit says plant, When the spirit says plant, You gotta plant right away, You gotta plant when the spirit says plant.</p> <p>You gotta sleep when the spirit says sleep, You gotta sleep when the spirit says sleep, When the spirit says sleep, You gotta sleep right away, You gotta sleep when the spirit says sleep</p>	<p>Bumpin' Up and Down in my Little Red Wagon Bumpin' Up and Down in my Little Red Wagon Bumpin' Up and Down in my Little Red Wagon Won't you be my darlin'?</p> <p>One wheel's off and the axle's broken One wheel's off and the axle's broken One wheel's off and the axle's broken Won't you be my darlin'?</p> <p>Mama's gonna fix it with her little blue hammer Mama's gonna fix it with her little blue hammer Mama's gonna fix it with her little blue hammer Won't you be my darlin'?</p>

Vocabulary

Objectives: Some of the words in *The Little Red Hen* may be new to your students. Cover some of this vocabulary before and after the show to reinforce these new words and enhance their language skills. The more students understand during the show, the better experience they will have.

Kernel	To grind, to have it ground
Wheat	Flour
Hoe	Miller
Favorite	Bake
Field	Harvest
Axle	Bread

Discussion Topics for After the Show

Objectives: By asking questions and discussing the topics covered in *The Little Red Hen* many of the themes as well as the arch of the story in general will be reinforced for students. Below are some questions as well as topics that you can discuss with students after watching the show.

- What did the cat, the dog, and the mouse say when the Little Red Hen asked for help?
- When did they want to help?
- Do you think the Hen should have let them eat the bread if they didn't help?
- Who always wanted to help the Little Red Hen?
- What are some ways you help your family? What are some ways you help your friends? What are some ways you help at school?
- The Little Red Hen and Yellow Button sang songs while they worked. Do you like to sing? Do you ever sing while you work? Does music make working more fun?
- Have students discuss what they thought of the performance. Which parts of the show did they like? Were there any parts they did not like?
- Have students discuss what they think it would be like to be a puppeteer. Is this a job they would enjoy? What do they think are important things that a puppeteer can do?

Retell the Story by Making Your Own Puppets

Objectives: Students will recreate their own Little Red Hen story using rod puppets that they can make themselves.

Materials:

- Printed copies of the puppet cut-outs found below
- Markers or Crayons
- Scissors
- Tape
- Craft sticks or straws
- Laminator (optional)

Activity:

1. Color the puppet: using the puppet cut-outs found at the end of this study guide, have students color each a dog, cat, mouse, hen, and chick using either markers or crayons.
2. Cut the puppets out.

3. Tape a stick on the back of the body to create your rod puppet. You may use craft sticks or straws. Also, the puppets will have a longer wear time (if you'd like to use them more than once or twice) if you laminate them after the students color and cut them out.
4. Divide your students into groups and have them recreate the story of *The Little Red Hen*. Discuss the concept of beginning, middle, and end with your class before dividing them up. Make sure you have also gone through all of the post-show discussion topics with your class as well. Depending on the age level of your class, students can write their own version of the story or act out the story with their puppets while someone else (another student or even you) reads along to the book. Take time to discuss the positives and negatives of each performance (a great way to do this is with the concept of "two stars and a wish" – two things you liked and one thing you wish happened).

Writing Activities

Activity: Below you will find various writing activities that you can print out and give to your students. These activities reinforce the vocabulary covered in the show and the study guide.

Resources

Arizona Department of Education – Core Curriculum and English Language Learners:

<http://www.azed.gov/english-language-learners/>
<http://www.azed.gov/standards-practices/>

Quick Bread Recipe:

<http://www.delish.com/recipefinder/honey-oat-quick-bread-recipe-9045>

Another Bread Recipe Option:

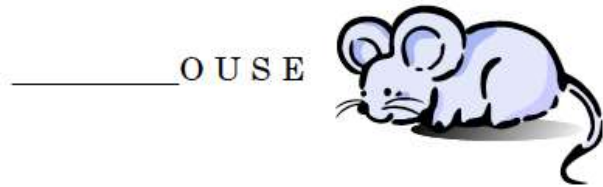
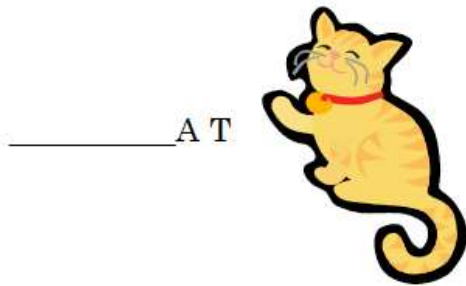
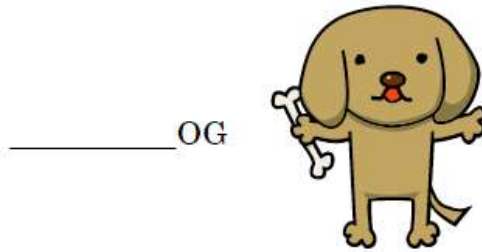
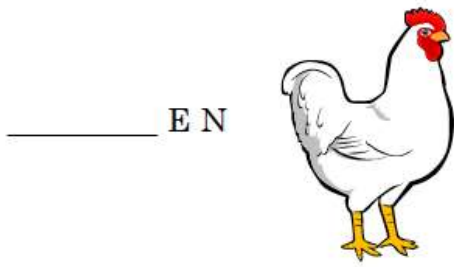
<http://simplekids.net/baking-bread-with-children/>

Great Arizona Puppet Theater:

<http://azpuppets.org/>

*We love hearing from you and your students!
Write to us at: 302 W Latham St Phoenix, AZ 85003
info@azpuppets.org*

Write in the first letter of each of these words:



Write in the first TWO letters of each of these words:



MISSING LETTERS & SEQUENCING

Fill in the missing letters.
Then cut out the pictures and put in order of the story.

The Little Red Hen used a ____ ____ o o m to ____ ____ e e p.



They planted the w h e a ____ and took care of it.



The _____ e a t grew.



They took the wheat to the miller. He ground it into _____ o u r and gave it back to them in bags. They took the _____ o u r home.



_____ e l l o w Button helped her mother make bread.



They ate the _____ e a d.



