

LP

# THE LITTLE RED HEN

WRITTEN BY  
KATHY GLEASON

ILLUSTRATED BY  
JAMIE POGUE





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SNAP! Learning®

4325 N. Golden State Blvd. #102

Fresno, Ca 93722

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# THE LITTLE RED HEN

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# INTRODUCTION

## Organization

Lesson plans for the K-1 books are organized into seven sections.



BR

### Before Reading

It is highly recommended that Structured Guided Reading lessons always begin with **high frequency word work** and **oral reading fluency practice** as described in the pages that follow.

BBK

### Building Background Knowledge

Teachers introduce the book by engaging students in a conversation about how the title and illustration on the cover of the book can tell the reader what the story or expository text is about. Students make a prediction. The teacher also explains the difference between fiction and non-fiction books.

Text

### Text Reading

During text reading, teachers do a Book Walk, provide a purpose for students to read on their own, and discuss a focus question.

Ret

### Retell

Retelling frames are provided for both fiction and nonfiction books.

# INTRODUCTION

Str

## Strategy Lesson

Every book has a strategy lesson. The strategy is taught within the context of the book. Teachers use a direct instruction model: teacher modeling, guided practice, independent practice, and time for sharing or reflection.

PA

## Phonological Awareness Lesson

Every book has a phonological awareness lesson.

The phonological awareness skill is taught in the lesson within the context of the book. Teachers use a direct instruction model: teacher modeling, guided practice, independent practice, and time for sharing or reflection.

Act

## Activity Pack

Extended activities and assessments are found in the Activity Packs bundled with the Structured Guided Reading kits.

Activity Packs also may be accessed from our website to view, project, and print.



## Structured Lessons

Lessons are structured, systematic, and predictable.

**Black font** or **white font** color indicates what the teacher says.

*Blue font color indicates a direction, an answer to a question, background knowledge for the teacher.*

## High Frequency Word Work

Ph  
WR

Take 3-5 minutes to teach high frequency word work using the word list found at the back of the student book. These words represent one group of Fry's 1000 Instant Words.

The number beside each word indicates its position within the 1000 words. As students move up reading levels, the group of words moves up the 1000 word list as well. This same group of words appears in each book at this level. The goal is for students to be able to read each word in the group in 1-2 seconds over the course of all the books published for these levels.

| HIGH FREQUENCY WORDS |              |
|----------------------|--------------|
| Group 13             | #301-325     |
| 301 body             | 316 complete |
| 302 music            | 317 room     |
| 303 color            | 318 knew     |
| 304 stand            | 319 since    |
| 305 sun              | 320 ever     |
| 306 question         | 321 piece    |
| 307 fish             | 322 told     |
| 308 area             | 323 usually  |
| 309 mark             | 324 didn't   |
| 310 dog              | 325 friends  |
| 311 horse            | 326 easy     |
| 312 birds            | 327 heard    |
| 313 problem          |              |

### Teach

Create flashcards for 2-3 words from the high frequency word list found at the back of the student book.

Place the cards on the table in front of students.

Please look at the cards on the table.

Select one of the words to say.

Listen to me say the word.

Model saying the word.

Say it together with me.

Say it one more time by yourself.

Have students write the selected word in the air with you.

Model by turning your back to the students and writing the word in the air from left to right while displaying the word card.

Have students practice writing with their index finger on the carpet, table, or hand. Repeat this process with the 2-3 selected words.

## Fun Word Practice Activities

1



Pour a layer of salt or sugar on a cooking sheet, tray, pan, or plate. Practice writing the words on it.

2



Spell out the words with plastic letters.

3



Write two sets of words on cards, turn them over, and play a matching game.

4



Write the word on a card, cut the letters apart, scramble the letters, and then reassemble the word.

5



Practice reading the words using Word Book 2000 flash-cards in the Mobl21 app.

## TEST High Frequency Word Work

**DIRECTIONS TO TEACHER:** Students read the words from their word list found at the back of their student book. As they read, place a "+" mark for each correctly read word and a "-" mark for each word read incorrectly. Students must read words automatically (1-2 seconds) to be counted as correctly read. To avoid frustration, stop the check after students miss 5 words. Record the score in the score box.

Before moving to another title, test students using the High Frequency Word Checklist found in the student Activity Pack.

| # | +/-                      | Words |
|---|--------------------------|-------|
| 1 | <input type="checkbox"/> | a     |
| 2 | <input type="checkbox"/> | the   |
| 3 | <input type="checkbox"/> | my    |
| 4 | <input type="checkbox"/> | see   |

|   |                          |      |
|---|--------------------------|------|
| 5 | <input type="checkbox"/> | come |
| 6 | <input type="checkbox"/> | we   |

|    |                          |     |
|----|--------------------------|-----|
| 13 | <input type="checkbox"/> | and |
| 14 | <input type="checkbox"/> | in  |

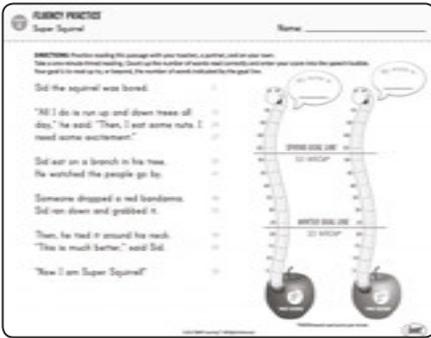
|    |                          |     |
|----|--------------------------|-----|
| 18 | <input type="checkbox"/> | me  |
| 19 | <input type="checkbox"/> | for |

| #  | +/-                      | Words |
|----|--------------------------|-------|
| 7  | <input type="checkbox"/> | at    |
| 8  | <input type="checkbox"/> | who   |
| 9  | <input type="checkbox"/> | what  |
| 10 | <input type="checkbox"/> | where |
| 11 | <input type="checkbox"/> | when  |
| 12 | <input type="checkbox"/> | how   |

Oral Reading Fluency

FI

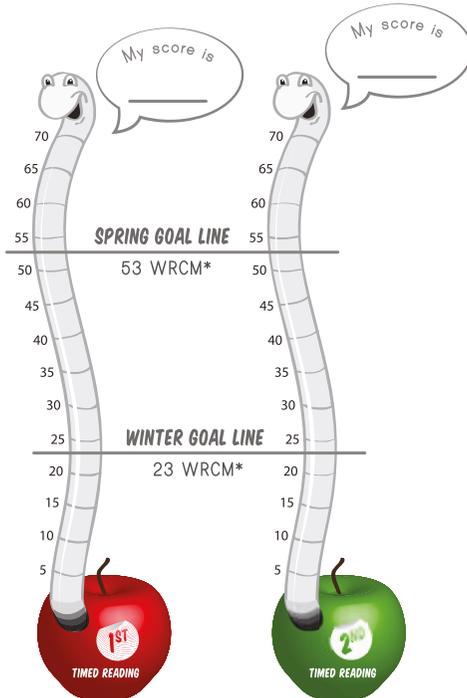
Continue with oral reading fluency practice after word recognition work.



The Activity Pack contains a passage taken from this book with numbered lines and two score worms.

The numbered lines help students count the number of words read correctly after a one-minute timed reading.

Each score worm contains a speech bubble to record the number of words read correctly after a one-minute timed reading.



The score worm is designed to work like a bar graph.

The goal lines indicate the approximate 50th %ile (Hasbrouck & Tindal, 2006) for this level book at two different times of the year.

\*WRCM=words read correct per minute

## Fluency Practice

*Using the passage in the Activity Pack, students practice oral reading fluency for 3-4 minutes daily.*

*Practice may include the following:*

***Choral Reading***

***Partner Reading***

***Independent Reading***

## Fluency Practice Assessment



*On the first day, administer a one-minute timed cold read.*

*At the end of one-minute, students make a mark in the passage at the last word read.*

*Using the numbered lines, students count the number of words read correctly (WRC) and record the WRC in the speech bubble for the first worm.*

*Students color in the worm up to the number of their score. Students set a goal for the next timed reading.*

*On subsequent days, administer a one-minute timed reading after 3-4 minutes of fluency practice. Students record the final score in the score bubble for the second worm.*

AI

Here's the title of this book.

*Point to the title.*

Please read it with me.

*Read title together.*

There's also an illustration on the cover of the book.

The title and illustration tell you what the story or expository text will be about.

AaA

What do you think this text is about? *Pause.*

CD

*Discuss students' predictions. Answers may vary. Confirm or clarify the subject of the text.*

F/NF

**For fiction say:**

A story has a setting, characters, and events.

CSE

It usually includes a problem and solution.

IS

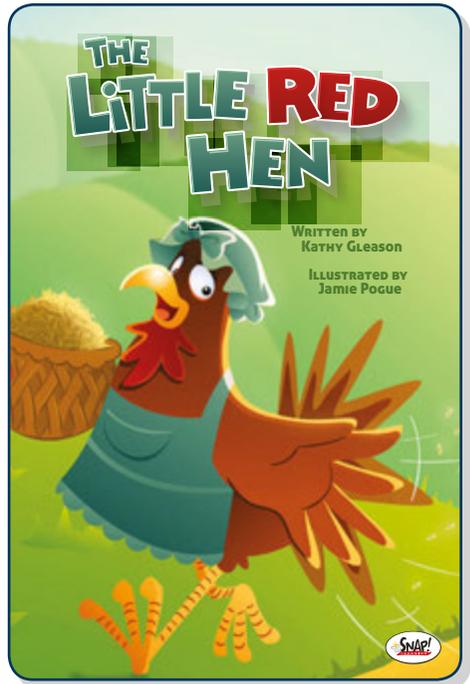
The illustrations aid your comprehension of the story.

TF

**For non-fiction text say:**

An expository text presents information.

It may have illustrations, photographs, headings, labels, diagrams, a glossary, or an index to aid your comprehension.



AaA

Wo  
Ph

IS

TF

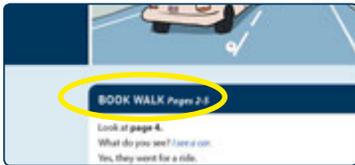
## Book Walk

At this level of text, the Book Walk becomes less supportive and encourages students to take more responsibility in the reading of the text. As the teacher, you must decide when to release support.

If students are having difficulty, continue the supportive Book Walk introduction until students are ready to read on their own.

### Steps

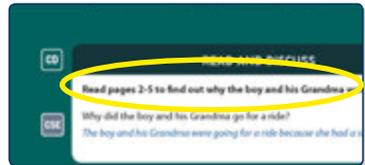
- 1 Do a **Book Walk** as indicated on each page (ex. Book Walk Pages 2-5).



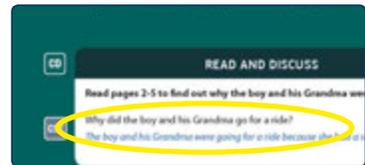
- 2 Stop at the **Read and Discuss** page.



- 3 Set a purpose for reading, "Read page \_\_\_\_ to find out \_\_\_\_."



- 4 Students read the pages on their own in a "small voice."
- 5 Ask the question on the Read and Discuss page.



- 6 Students share their answers.

### For English Learners

The Book Walk supports English learners through:

- Previewing vocabulary
- Explaining idioms
- Modeling syntax
- Reinforcing comprehension strategies
- Speaking in complete sentences

- 1 One day the Little Red Hen found some wheat seeds on the ground.

2

**BOOK WALK** *Pages 2-5*Look at **page 3**.What do you see? *A hen was looking at something.*

**BOOK WALK** Pages 2-5

Yes, that's the Little Red Hen, and she was looking at some wheat seeds she found.

What do you think she will do with them? *She will plant them.*

<sup>2</sup> “Who will help me plant these seeds?”  
asked the Little Red Hen.

4

**BOOK WALK** *Pages 2-5*

Look at **page 5**.

What do you see? *A goose, a cat, and a duck were sleeping.*

Yes, the Little Red Hen wanted them to help her.

Do you think they did? *Answers may vary.*



CD

## READ AND DISCUSS

Read pages 2-5 to find out what the Little Red Hen needed.

DT

What did the Little Red Hen need?  
*She needed help planting the seeds.*

- <sup>3</sup> "Not I," said the lazy cat.
- <sup>4</sup> "Not I," said the lazy duck.
- <sup>5</sup> "Not I," said the lazy goose.
- <sup>6</sup> "Then I will plant them all by myself,"  
said the hen, and she planted the  
seeds in the ground.

**BOOK WALK** *Pages 6-9*

Look at **page 7**.

What do you see? *The hen walked away with the seeds.*



**BOOK WALK** *Pages 6-9*

Yes, she had to plant them herself.

- 7 Soon it was time to harvest the wheat.
- 8 “Who will help me harvest the wheat?”  
asked the Little Red Hen.
- 9 “Not I,” said the lazy cat.
- 10 “Not I,” said the lazy duck.
- 11 “Not I,” said the lazy goose.
- 12 “Then I will harvest the wheat all by  
myself,” said the hen, and she  
harvested it and put it in her sack.

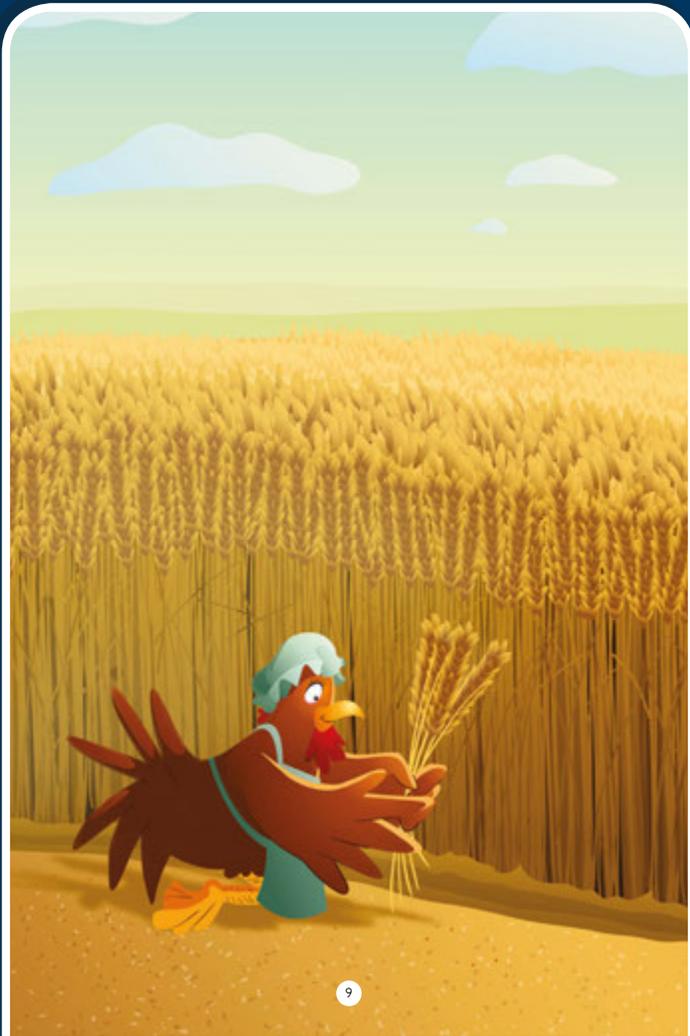
**BOOK WALK** Pages 6-9

Look at **page 9**.

What do you see? *The Little Red Hen had to pick the wheat.*

Yes, she had to do it by herself again.

Why did she do it herself? *Answers may vary. Her friends were lazy.*



CD

## READ AND DISCUSS

**Read pages 6-9 to find out what she needed to do after she planted the wheat seeds.**

CSE

What did she need to do after she planted the wheat seeds?

*She needed to harvest the wheat.*

- <sup>13</sup> Then it was time to grind the wheat into flour.
- <sup>14</sup> “Who will help me grind the wheat into flour?” asked the Little Red Hen.
- <sup>15</sup> “Not I,” said the lazy cat.
- <sup>16</sup> “Not I,” said the lazy duck.
- <sup>17</sup> “Not I,” said the lazy goose.
- <sup>18</sup> “Then I will grind the wheat into flour all by myself,” said the hen, and she ground it into flour for baking.

**BOOK WALK** *Pages 10-13*

Look at **page 11**.

What do you see? *The Little Red Hen had to grind the wheat.*

**BOOK WALK** *Pages 10-13*

Yes, **grind** means she takes the seeds and smashes them until they are powder.

- 19 Next it was time to mix the flour and bake the bread.
- 20 "Who will help me mix the flour and bake the bread?" asked the Little Red Hen.
- 21 "Not I," said the lazy cat.
- 22 "Not I," said the lazy duck.
- 23 "Not I," said the lazy goose.
- 24 "Then I will mix the flour and bake the bread all by myself," said the hen, and she mixed it and baked it into bread.

**BOOK WALK** *Pages 10-13*

Look at **page 13**.

What do you see?

*No one helped the Little Red Hen make the bread.*



CD

## READ AND DISCUSS

Read pages 10-13 to find out who helped the Little Red Hen make the bread.

DT

Who helped the Little Red Hen make the bread?

*No one helped her make the bread.*

<sup>25</sup> Finally it was time to eat the warm and delicious bread.

<sup>26</sup> "Who will help me eat the bread?" asked the Little Red Hen.

<sup>27</sup> "I will!" said the hungry cat.

<sup>28</sup> "I will!" said the hungry duck.

<sup>29</sup> "I will!" said the hungry goose.

**BOOK WALK** *Pages 14-16*

Look at **page 15**.

What do you see?

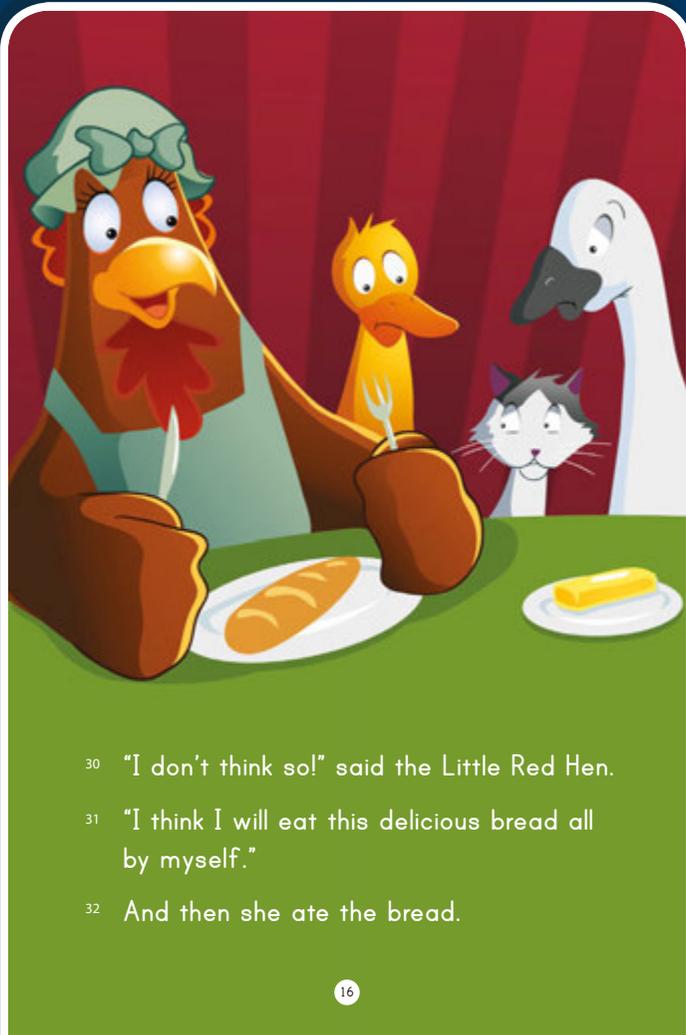
*The bread is ready, and everyone wants to eat it.*

**BOOK WALK** Pages 14-16

Make a prediction. Do you think the Little Red Hen will share the bread? *Answers may vary.*

Look at **page 16**.

Was your prediction correct? *Answers may vary.*



- 30 "I don't think so!" said the Little Red Hen.
- 31 "I think I will eat this delicious bread all  
by myself."
- 32 And then she ate the bread.

16

CD

## READ AND DISCUSS

Read pages 14-16 to find out who helped her eat the bread.

DT

Who helped her eat the bread?  
*She ate it all by herself.*

ReT

CSE

The purpose of the Retelling Guide is to provide practice in retelling, through which the learner is likely to experience deeper levels of understanding and increased communicative competency.

### For English Learners

*Retelling has been found to significantly improve comprehension and sense of story structure while enhancing oral language proficiency. Language is supported through the use of sentence frames and a predictable structure.*

This story is about \_\_\_\_\_.

The story takes place \_\_\_\_\_.

The main characters are \_\_\_\_\_.

The problem in the story is \_\_\_\_\_.

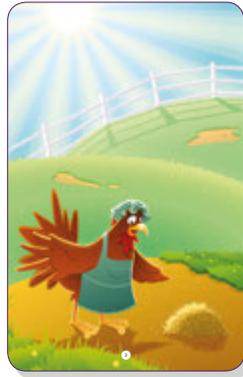
The problem is solved \_\_\_\_\_.

CSE

We are going to learn how to **use questioning to help us understand the text.**

Good readers ask questions to help them understand what the author is trying to say. Before reading, they ask themselves what they know about the topic or what they want to know. During reading, good readers ask questions about the author's statements. After reading, they ask questions about what else they would like to know about the topic.

## Model



Turn to **pages 2 and 3.**

*Hold up the book so students can see the illustration.*

*Read the text.*

I see the Little Red Hen looking at some seeds and I wonder what she is going to do. I read the text and question what will happen.

What can you do to help you understand the text better?

*Students should respond with a complete sentence.*

*We can ask questions to help us understand what the author wrote and what the text is about.*

Let's read **page 2 together.** *Read page together.*

## Guided Practice

Turn to **pages 10 and 11**.

Read the text.

What question can you ask now? *Pause.*

What do you think the Little Red Hen will do with the flour? *Pause.*

- <sup>13</sup> Then it was time to grind the wheat into flour.
- <sup>14</sup> "Who will help me grind the wheat into flour?" asked the Little Red Hen.
- <sup>15</sup> "Not I," said the lazy cat.
- <sup>16</sup> "Not I," said the lazy duck.
- <sup>17</sup> "Not I," said the lazy goose.
- <sup>18</sup> "Then I will grind the wheat into flour all by myself," said the hen, and she ground it into flour for baking.



How does questioning help you understand the text?

*Questioning helps me understand what the author wrote and what the text is about.*

Let's read **page 10** together. *Read page together.*

## Independent Practice



Try it on your own.

Turn to **pages 14 and 15**.

What will you do first?

*I will read the text and ask a question.*

What question did you ask?

*Did students read the text and ask a question?*

*If not, say:* OK, let's try it again. Good readers always read the text and ask questions in their mind.

What do good readers do?

*Good readers read the text and ask questions in their mind.*

## Share and Reflect

How can questioning help you as a reader?

*Questioning can help me understand what the author wrote and what the story is about.*

# PHONOLOGICAL AWARENESS / PHONICS AND WORD RECOGNITION

Ph  
APh  
WR

Today you are going to **change the beginning sound (onset)** of the words I say to create a new word. Good readers can change the onset of a word to create new words with the same ending (rime).

These new words belong to the same word family as the first word. They are also rhyming words. This helps us to be better readers because we can use known words to read unknown words.

## Model

Listen to this word **grind**

- I am going to separate the beginning sound(s) from the rest of the word:

/gr/

/ind/

- I am going to use a new beginning sound, or sounds, to make a new word. If I use the sound(s) /f/, my new word is **find**.

**f** + **ind** = **find**

- Do **grind** and **find** rhyme? *Pause.*
- Do they belong to the same word family? *Pause.*

## Guided Practice

Are you ready to make some more new words?

# grind

We will say the word together and separate the beginning sound(s) from the rest of the word.

**grind**

**/gr/**

**/ind/**

We are going to use new beginning sounds to make new words.  
Can you think of other sounds we can use to make a new word?

*Have students look at an alphabet chart to find letters that make words.  
Encourage use of blends. Below are letters that will make words.*

**b** **f** **h** **k** **m** **r** **w** **bl** *and* **gr**

Do they rhyme? *Pause.*

Do they belong to the same word family? *Pause.*

## Independent Practice

Find the word **grind** in sentence 13 of the text.

Make a new word from the word **grind** by separating the beginning sound(s) from the rest of the word. *Pause.*

Do your words rhyme? *Pause.*

Do they belong to the same word family? *Pause.*

## Share and Reflect

How can learning to make new words by separating the beginning sound(s) from the rest of the word help you become a better reader?

*Learning to separate the beginning sound(s) from the rest of the word can help us become better readers because it helps us read unknown words.*

CSE

**SUMMARY SENTENCE**

For fictional stories, students write a summary sentence about the story. Students write who the story is about, what the character did in the story, and why the character did it. An example is provided for students.

MI

For nonfiction, students write two facts learned from the book using a beginning frame.

DT

*I read a book about \_\_\_\_\_. I learned \_\_\_\_\_.*

Ph  
WR

**WORD FAMILIES PRACTICE**

This activity is tied directly to the phonics lesson in the lesson plan book.

Students write four or more words by separating the beginning sound or letter from the rest of the word. Students check the words written by saying each word and listening for the rhyme.

DT

**COMPREHENSION CHECK**

Students complete a multiple-choice comprehension check. There are six questions for students to answer.

CSE

**STORY STRUCTURE**

For fictional stories, students write a summary of the story by completing the frame for beginning, middle, and end of the story.

MI

IT

**TOPIC/DETAIL GRAPHIC ORGANIZER**

For nonfiction books, students identify the main topic and three key details to complete the graphic organizer.

# COLLEGE AND CAREER READINESS Standards

## Literary Text

- DT** Details in Text
- ReT** Retell
- CSE** Characters, Settings, and Events
- Wo Ph** Words and Phrases
- F/NF** Differences between Fiction/NonFiction
- AI** Author and Illustrator      **PoV** Point of View
- IS** Illustrations in Stories
- CC** Compare and Contrast
- TC** Text Complexity

## Writing

- I/E** Informational / Explanatory
- Nar** Narrative
- RoW** Range of Writing

## Foundational Skills

- PC** Print Concepts
- PhA** Phonological Awareness
- PhWR** Phonics and Word Recognition
- Fl** Fluency

## Informational Text

- DT** Details in Text
- MI** Main Idea      **ReT** Retell
- Rel** Relationships in Text
- Wo Ph** Words and Phrases
- TF** Text Features
- AI** Author and Illustrator      **IT** Illustrations and Text
- ID** Illustrations and Details
- RE** Reasons and Evidence
- CC** Compare and Contrast
- TC** Text Complexity

## Speaking and Listening

- CD** Collaborative Discussion
- AaA** Ask and Answer

## Language

- WM** Word Meaning

k-1

K-1

SNAP!

RIGBY\*

GLE\*

RR\*

FP\*

DRA\*

WORD  
COUNT

15

15

1.7

15

1

16

324

**\*Estimated Level**

**GLE:** Grade Level Equivalent

**RR:** Reading Recovery

**FP:** Fountas and Pinnell

**DRA:** Developmental Reading Assessment

