

Unit 2

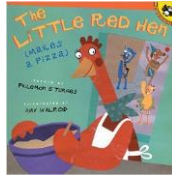


Week 1

The Little Red Hen Makes A Pizza Read Aloud

Standards:

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1-3
ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1-2
ELA.RL.LTC.PS.1



Materials:

- *The Little Red Hen Makes a Pizza*
- vocabulary word picture cards

Vocabulary:

- **apron:** something you wear when cooking to keep your clothes clean.
- **cupboard:** a cabinet where food or dishes are stored.
- **delicatessen:** a store that sells ready-to-eat foods.
- **delicious:** tasting very good.
- **dough:** a soft, thick flour mixture used to make baked goods.
- **fetch:** to go and get
- **knead:** to mix by pushing hard
- **mozzarella:** a mild cheese used on pizza.
- **pizza slicer:** a round knife on a wheel for slicing pizza
- **rummage:** search by moving things around.
- **sip:** to take a very small drink.
- **topping:** something sprinkled over food.

Preparation:

Set up materials.

First Read:

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teacher(s) will:

- Read with expression.

- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.
- Provide comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. "I'm thinking...."

"I have a new book to read today. The title is *The Little Red Hen Makes A Pizza*. The author is Philemon Sturges--he wrote the words. The illustrator is Amy Walrod--she created the pictures."

"This is Hen and it looks like she's busy mixing something in a bowl in her kitchen, probably the dough for the pizza crust. Outside Hen's kitchen window, we see her animal friends--cat, dog, and duck."

"Now, in this story, every time Hen starts to make some part of her pizza, she finds out that she doesn't have an important ingredient. Hen can't make her pizza unless someone goes to the store to buy what she needs. Let's read the story and find out how Little Red Hen solves this problem."

"She **rummaged** through her pan drawer--she moved things around as she looked. There were bread pans, cake pans, muffin pan."

"Hen **fetches**-- she got--a pizza pan at the **hardware store** and she's bringing it home."

Show cover, pointing to the title, author's, and illustrator's names.

Introduce the main characters, point to each as you name them

State the story problem.

p.1 Point to Hen while reading first page.

p.2 Point to different pans in the illustration while reading.

p.4 Point to pizza pan, mixing bowl and pizza slicer while reading.

p.5 Point to ingredients while reading.

*Comprehension aside: change in setting
Point to p.4*

<p>But when Hen gets home she saw that she did not have flour in the cupboard.</p> <p>“Hen fetches the flour herself from the supermarket. But when Hen gets <u>home</u> and looks in her fridge she doesn’t see any mozzarella cheese for her pizza.”</p> <p>“So Little Red Hen went to the delicatessen- a store that sells cheeses and meat....”</p> <p>“...and stirred and mixed and kneaded...”</p> <p>“Who will help me make the topping -the food that goes on the pizza?”</p> <p>“So she chopped and grated and grated and sliced.”</p> <p>“Pretty soon a delicious smell- a really good smell- drifted from the oven.”</p> <p>“And can you guess what the duck, the dog and the cat said?”</p>	<p><i>Point to p.5</i></p> <p><i>p. 8 Point to Hen and the shopping cart while reading.</i></p> <p><i>p. 9 Point to fridge while reading.</i></p> <p><i>Comprehension aside: change in setting</i> <i>Point to p.8</i> <i>Point to p.9</i></p> <p><i>p.12</i></p> <p><i>P.15 Point to stirring and kneading.</i></p> <p><i>p.17</i></p> <p><i>P.19 Point to the illustrations of chopping and grating while reading.</i></p> <p><i>pgs. 18 -19 Trace the illustration of the delicious smell as it leaves the oven and floats out the window.</i></p> <p><i>p.22 Model surprise.</i></p> <p><i>p.26 Children respond.</i></p>
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Discussion Questions(s):

- The Little Red Hen asked her friends repeatedly for help. The dog, cat, and duck didn’t help her. Why do you think that the Little Red Hen asked them to come and eat the pizza anyway? What would you have done? Why?
- Why do you think that the dog, cat, and duck decided to do the dishes after eating the pizza?

Second Read

Children will:

- Recall some main events when asked.
- Link characters' basic emotions to their actions.
- Use their own experiences to understand characters' feelings and motivations.
- Express the main idea of a story or other text in a way that shows increasing understanding.

Teacher(s) will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

"We have read this book before and we remember the title..."

"Everytime that Little Red Hen tries to make a pizza she discovers she is missing something that she needs. When LRH's friends refuse to help, she finds a way to fetch the ingredients herself. We will read this story again."

"When hungry Little Red Hen went to the **cupboard**- a cabinet where food is stored- she saw the can of tomato sauce on the shelf. She then had the idea to make a pizza. "

"Hardware stores sell tools, paint, cleaning supplies and garden materials. Little Red Hen was even able to buy a **pizza slicer**- a round knife on a wheel for slicing pizza"

"Flour is an important **ingredient** in pizza. Pizza **dough**, which is used to make the pizza crust, is made from a mix of flour and water."

Show the cover of the book.

Take children's responses. Read and underline the title.

Re-orient children to the book: turn to p. 6-7.

p.1 Point to can of tomato sauce.

*p.4 Point to **pizza slicer**.*

p.8

"A **delicatessen** or deli is a store that sells ready to eat foods like sandwiches, meats and cheeses."

p.12

"She made the **dough** by mixing flour, water, oil, salt and yeast.

p.15 Point to images of LRH making dough.

"She spun the **dough** in the air so that it would get round and flat like a circle. She wore her **apron** so she wouldn't get dirty. "

p. 16

"The pepperoni, olives, and mushrooms are **toppings**--food that goes on the pizza.

p.19

Hen is resting after her hard work, and she's **sipping**--drinking just a little bit--of her chickweed tea. The pizza smelled **delicious**--like it would taste really good."

p.20

Discussion Questions(s):

- Why did the cat, the dog and the duck tell LRH that they could not help her?
- Have you ever asked a friend for help? What happened? How did you feel?

Third Read:

Children will:

- Reconstruct parts of the story
- Practice saying and using story-related vocabulary words
- Recall main events and characters in the story when prompted

Teacher(s) will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children's responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

"We have read this book twice and today we are going to talk about and tell the story together."

Hold up the book and show the cover. Underline and read the title. Comments during this read

*will be mostly be in response to what children say.
Use phrases such as "We remember..." or "What is happening here?" as you point to the action on the pages.*

p.1 Read page.

"The Little Red Hen was rummaging in her drawer...what did she find? Then she.....?"

p. 2

"So then what happened?"

p. 4

p. 5 Read page.

"So then what did Little Red Hen do?"
"And we remember what her friends said..."

p. 6-7

"How did Little Red Hen get the flour she needed?"

p. 8-9

"As soon as she got home she was wondering about another ingredient...."

p. 10-11

"So then what happened?"
"And her friends said..."

p. 13

"After Little Red Hen comes back from the delicatessen...?"

p. 15-16

"We know what is happening here..."

p. 17-18

"Then what happens?"

p. 19

"We remember what is happening....?"

p. 20

“And here...”	p. 22
“Little Red Hen was surprised.....”	p. 23-24
“And Little Red Hen then...?”	p. 25-26
“Here we remember....”	
“And then what happens?”	p.27-28
“We know what is happening here...”	p.29 Read page.

Discussion Questions(s):

- Why do you think the hen’s friends didn’t offer to help make the pizza?
- Why do you think the hen’s friends offered to wash the dishes after they ate the pizza?

Fourth Read:

Children will:

- Act out one or more scenes from the story
- Explore character motivations and emotions
- Recall main events from the story

With children, choose one scene to act out. Assign roles to children, or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Questions(s):

- How do you think that the Little Red Hen felt when she asked for help and her friends said no?
- If the hen had decided to make a _____, do you think her friends would help her? Why or why not?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: "I will be calling you in groups of three like Little Red Hen's three friends and you will respond by saying "I will' "</p> <p>"Damien, Emma, and Juan, you may be like the duck in <i>The Little Red Hen Makes Pizza</i>. Say, "I will", and go . . .</p> <p>"Amina, Safwan, Isaiah, you may be like the cat in <i>The Little Red Hen Makes Pizza</i>. Say, "I will", and then you may go . . .</p>	<p>Indirect</p> <ul style="list-style-type: none"> -exposure to well formed sentences -exposure to vocabulary through teacher use

Suggested Transition Activity Second Read	Literacy/Language Skills Supported

<p>Say: “I am going to dismiss you by the beginning sound in your name.</p> <p>“If your name begins with /m/ like mozzarella you may . . .”</p> <p>“If your name begins with: /p/ like pizza you may . . .”</p> <p>“If your name begins with: /d/ like dough you may . . .”</p> <p>“If your name begins with: /c/ like cat you may . . .”</p> <p>“If your name begins with: /f/ as in flour or fetch you may . . . etc.”</p> <p>Reminder to teacher- Do not show the picture or letter card. This activity is only about sound (phonological awareness).</p>	<p><u>Direct</u></p> <ul style="list-style-type: none"> -beginning sounds -vocabulary support <p><u>Indirect</u></p> <ul style="list-style-type: none"> -repeated exposure to well-formed sentence
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<p>Suggested Transition Activity</p> <p>Third Read</p>	<p>Literacy/Language Skills Supported</p>
<p>Say: “ I will dismiss you by the using the first letter in your name. I’m going to find names in our storybook that start with the same letter as your first name.”</p> <p>“If your name begins with D like delicatessen and duck, you may ...”</p> <p>“If your name begins with C like cupboard, you may . . .”</p> <p>“If your name begins with R, like rummage, you may . . .”</p> <p>NOTE: Use children’s name tags to provide instructional support for children who need it. If children do not identify the letter, show their nametag, repeating the name of the letter, and dismiss them.</p>	<p>Direct</p> <ul style="list-style-type: none"> -letter ID -vocabulary exposure <p>Indirect</p> <ul style="list-style-type: none"> -repeated exposure to well-formed sentences -letter names

<p>Suggested Transition Activity</p> <p>Fourth Read</p>	<p>Literacy/Language Skills Supported</p>

Say: "I will dismiss you using colors I find in the *The Little Red Hen Makes a Pizza*."

"If you are wearing something yellow like Duck's yellow feathers you may...."

"If you are wearing blue like Cat's fur, you may...."

"If you are wearing something red like LRH's red feathers you may...."

"If you are wearing something purple like LRH's purple mixing bowl you may...."

"If you are wearing something white like LRH's white apron you may...."

"If you are wearing something mint green like Duck's mint green rubber gloves you may...."

"If you are wearing something brown like Dog's brown fur you may...."

Direct

-vocabulary support
(clothing item names)
-category labels (clothing, colors, materials)

Indirect

-exposure to other vocabulary through teacher use (e.g., dismiss, wearing, get ready, etc.)
-repeated exposure to well-formed sentence ("If you are wearing....")