

"The Generous Little Red Hen"	
<p>Standards: R.2.K.d R.3.K.a R.3.K.b R.3.K.c</p>	<p>There once was a little red hen who wanted to build a nest box in her coop.</p> <p>"Who will help me get the wood chips?"</p> <p>"Not I," said the cow.</p> <p>"Not I," said the horse.</p> <p>"Not I," said the sheep,</p> <p>"Ok. I will do it myself," said the little red hen.</p> <p>And so she did!</p> <p>"Who will help me get the hay?"</p> <p>"Not I," said the cow.</p> <p>"Not I," said the horse.</p> <p>"Not I," said the sheep,</p> <p>"Ok. I will do it myself," said the little red hen.</p> <p>And so she did!</p> <p>"Who will sit in my cozy nest?"</p> <p>"I will," said the cow.</p> <p>"I will," said the horse.</p> <p>"I will," said the sheep.</p> <p>And all three animals joined the generous little red hen!</p>
<p>Session 1</p>	<p>Opening:</p> <p><i>The title of this poem is "The Generous Little..." [pause before finishing the full title]. You can read these next two words! You can tap them out and blend the sounds together to read them.</i></p> <p>Invite children to sound out "red" and "hen."</p> <p><i>Now we know the full title is "The Generous Little Red Hen." I wonder what the hen will do that is generous—extra kind and giving.</i></p> <p>Fluency:</p> <p>Teach the poem by modeling expressive reading, emphasizing the repeating lines.</p> <p>Invite children to chime in as you read it a second time, again emphasizing the repetition of phrases.</p> <p>Meaning Making:</p> <p><i>What story that we've read does this poem remind you of?</i></p> <p><i>How is the hen generous?</i></p> <p>Language Conventions:</p> <p><i>There is a type of punctuation in this text that gives us a clue that an animal is speaking.</i></p> <p>Point out the quotation marks and invite children to read the lines with different voices to show the dialogue.</p>

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in her coop.

“Who will help me get the wood
chips?”

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“Not I,” said the horse.

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“Ok. I will do it myself,” said the
little red hen.

And so she did!

“Who will help me get the hay?”

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red hen.

And so she did!

“Who will sit in my cozy nest?”

“I will,” said the cow.

“I will,” said the horse.

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And all three animals joined the
generous little red hen!

Session 2

Fluency:

Invite a child to track the print with a pointer as you read the poem one stanza at a time. Invite children to echo one stanza at a time.

Phonological Awareness:

We have learned how to stretch out all the sounds in words and to blend the sounds of words together. We can also change sounds or add sounds to make new words.

Say the word “hay,” and invite children to replace the /h/ with /s/.

What word do we have now?

Now say the word “hay” and change the /h/ to /d/. [day]

Continue by substituting the initial sound with /p/ and /l/.

Letter-Sound Awareness and Phonics:

There are a lot of digraph sounds in the words in this poem; we have learned the sounds /ch/, /sh/, /th/. These are digraph sounds.

Read the poem once through and invite children to raise their hands to identify the digraph sounds they hear as they come up.

Remember, digraphs are two letters that make one sound together.

Now let’s find words in this poem with digraphs.

Invite children to highlight digraphs in various words (sheep, chips, three, she).

Review each digraph sound again as children identify the digraphs.

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Session 3

In preparation for the lesson, write the following words on the whiteboard.
red, hen, nest, box, get, will, it, did, sit

Phonological Awareness:

Cover the poem so that children do not see the print.

I am going to say the sounds of a word and you will blend them together into a word.

Say “/c/--/ō/--/z/--/ē/” with a long pause in between each sound. *What word is that? It’s “cozy.”*

Repeat the same exercise with the words “little,” “three,” and “coop.”

Phonics:

There are many words in this poem that you all can read by using your knowledge of letters and sounds.

Show the words on the whiteboard, and invite children to read and tap each one. [red, hen, nest, box, get, will, it, did, sit]

Fluency:

Show the poem and invite four children to dramatize the action while the rest of the class reads the poem. The actors can recite their own lines.

Word Recognition:

“All” is a new high frequency word in this poem. It is also what we call a glued sound. Whenever you see the letters “a-l-l” together it sounds like /all/.

Another high frequency word in this poem is “do.” You already know “to” and that helps you know “do.” What sounds do you hear in “do?”

Extension

“Change one sound” Game: Distribute letter tiles and boards. Say “red” and invite children to build and read the word. Invite a child to suggest a new vowel for the medial sound. Invite children to change the vowel and read the new word. Repeat this with vowels and initial or final sounds. Some words may be nonsense words.