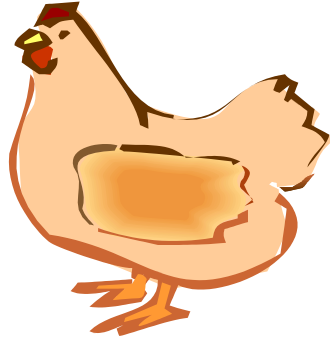


# The Little Red Hen



## Suggested Group Size

Individual, Small Group or Whole Group

## Objective

The children will respond accurately to teachers' questions using ordinal position words, and use ordinal position words verbally in storytelling.

## Activity

Children will learn about and use ordinal position words (e.g., first, second, third) through an updated version of a classic story.

## Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds

- **V. Cognitive Development and General Knowledge**
  - **A. Mathematical Thinking**
    - **A.a. Number Sense**
      - **A.a.6.** Shows understanding of and uses appropriate terms to describe ordinal positions
        - **A.a.6.a.** Child demonstrates the concept of ordinal position with concrete objects (e.g., children or objects).
        - **A.a.6.b.** Child names ordinal positions (e.g., first, second, third, fourth, fifth).

## Materials

- Stick puppet templates from Little Red Hen story (commercial or use those found at end of lesson plan), 1 per child
- Sticks for puppet templates (e.g., unsharpened pencils, paint stirrers, popsicle sticks)
- Index cards (4 x 6)
- Glue stick
- Little Red Hen sequence cards (found at end of lesson plan)
- Book: *The Little Red Hen* (traditional)

## Procedures

1. Ahead of time, (1) prepare the stick puppets and (2) mount sequence cards on index cards.

### Day 1

2. Read a traditional version of "The Little Red Hen."
3. After reading the traditional version of "The Little Red Hen", introduce the word "helpful" and initiate a discussion on what would have happened in the story if the Little Red Hen would have received help.
4. Tell the children that they are going to retell the story of the Little Red Hen.
5. Give each child a stick puppet character (cat, rat, dog, duck).
6. Emphasize the order of events and use ordinal numbers (e.g., first, second, third).
7. Add the appropriate sequence card (tape to chart paper or put in sentence strip holder) at the appropriate part of the story.

### Day 2

8. Remind children of the story from the day before. Props from Day 1 should be available again. The children will now retell the story.
9. Assist children in using ordinal numbers to retell. Encourage them to use the ordinal number (e.g., "What happened first, Juan?" "Fifth, they put the dough in the oven, what happened sixth?").

## Adaptations

- Write the story using each character's response (e.g., Instead of "We will help!" use "I will help," said the dog. "I will help," said the cat.).
- Use hand puppets instead of stick puppets.
- Use sequence cards with the traditional Little Red Hen story.

## Extensions

- Use ordinal numbers in interactions throughout the day.
  - Who was here first today? Who was second?
  - First, we're going to put soap on our hands. Second, we're going to turn on the water. Third, we're going to scrub them together under the water. Fourth, we'll dry our hands with a paper towel. Fifth, we will turn off the water with a paper towel.
- Read, compare, and contrast different versions of the Little Red Hen story. Chart using a graph or Venn diagram.
  - Are the characters the same in all versions of the story?
  - How is the artwork similar or different amongst versions of the story?
  - Is the text always the same in each version?
- Add related materials to classroom centers:
  - **Dramatic Play:** Include animal masks or costumes for retelling the story.
  - **Reading/Literacy:** Add variations of the Little Red Hen story by multiple authors. Include farm animal puppets that can be used to retell the story. Use flannel board characters to retell the story or create your own.

## Extensions (continued)

- **Science:** Bring in wheat for the sensory table, so children can examine and explore. If possible, bring in wheat grass, not just the seeds.
- **Math:** Add sequence cards from the Little Red Hen and Her Helpful Friends for children to put in order.
- **Cooking:** Make bread from scratch. Follow a recipe so children can use ordinal number words (e.g., first, second, third...).

## Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- responding accurately to teachers' questions using ordinal position words
- using ordinal position words verbally in storytelling.

## Related Standards for Four-Year-Olds

- **II. Approaches to Learning**
  - **A. Eagerness and Curiosity**
    - **A.1.** Shows curiosity and is eager to learn new things and have new experiences
  - **D. Planning and Reflection**
    - **D.1.** Shows initial signs of planning and learning from their experiences
- **III. Social and Emotional Development**
  - **B. Relationships**
    - **B.b. Peers**
    - **B.b.3.** Shows care and concern for others
- **IV. Language and Communication**
  - **A. Language, Communication, and Emergent Literacy**
    - **A.1.** Increases knowledge through listening
      - **A.1.a.** Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.
    - **A.2.** Follows multi-step directions
      - **A.2.a.** Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time.
  - **C. Vocabulary**
    - **C.2.** Shows increased vocabulary to describe many objects, actions, and events
      - **C.2.a.** Child uses a large speaking vocabulary, adding new words weekly.

## **Related Standards for Four-Year-Olds (continued)**

- **IV. Language, Communication, and Emergent Literacy**

- **E. Conversation**

- **E.2.** Initiates, ask questions, and responds to adults and peers in a variety of settings

- **E.2.b.** Child provides appropriate information for the setting (e.g., introduces himself or herself, requests assistance, answers questions by providing name and address to a police officer or other appropriate adult).

- **F. Emergent Reading**

- **F.4.** Demonstrates comprehension of text read aloud

- **F.4.a.** Child retells or reenacts a story after it is read aloud.

- **F.4.b.** Child asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”).

Sequence Cards for the Little Red Hen



Plant the seeds.



Cut the wheat.

Sequence Cards for the Little Red Hen (continued)

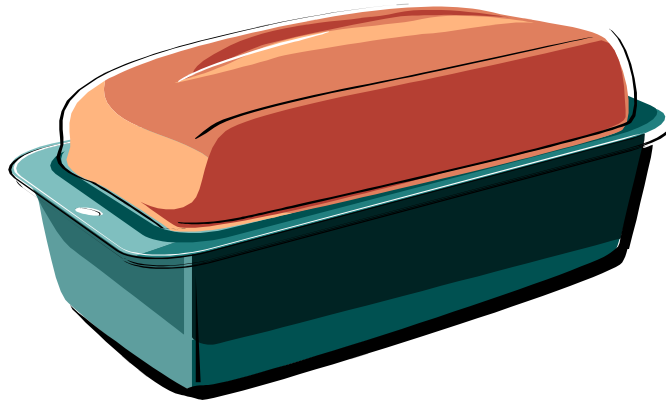


Grind the wheat into flour.

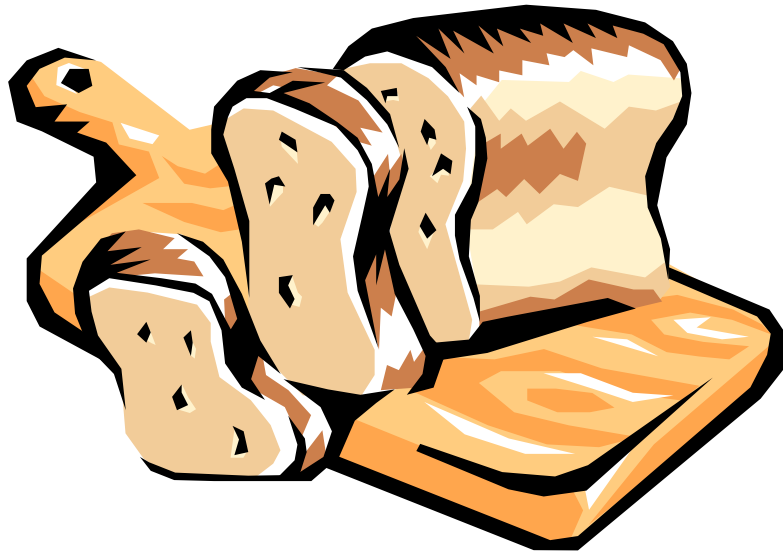


Make the dough.

Sequence Cards for the Little Red Hen (continued)



Put the dough in the oven.



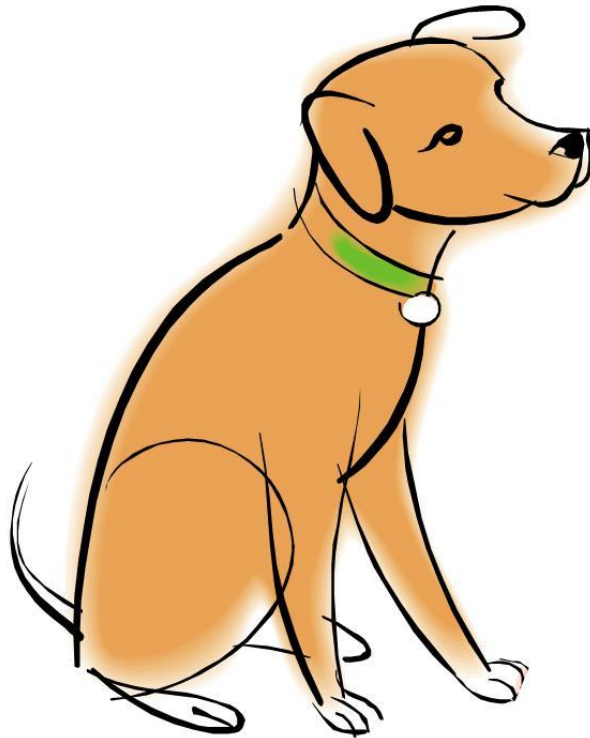
Share the warm and delicious bread!

Stick Puppet Templates for Little Red Hen Story Characters





Stick Puppet Templates for Little Red Hen Story Characters (Continued)



Stick Puppet Templates for Little Red Hen Story Characters (Continued)

