

The Little Red Hen

by Paul Galdone

Teacher's Guide

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Synopsis

Paul Galdone's *The Little Red Hen* is a version of a classic folk tale about a determined, industrious hen and her three lazy friends: a dog, a cat, and a mouse, who "all live together in a little house." When the hen finds some grains of wheat in the garden, she asks her friends to help her plant, cut and take the wheat to the mill. They all refuse to help. The little red hen then asks for help in baking a cake. She is ignored. However, when the cake is baked, the three friends are ready to share. They are in for a big surprise when the hen explains that she will not share because they did not help. She enjoys the entire cake—all by herself.

Author Sketch

Celebrated author and illustrator Paul Galdone (ca. 1907-1986) was born in Budapest, Hungary, and immigrated to the United States in 1928. He was married and had two children. He studied art at the Art Students' League and the New York School for Industrial Design, then worked as a painter, sculptor, and illustrator of books for children, and as a staff illustrator in the art department for Doubleday & Company publishers in New York, where he was introduced to the art of making books. He went on to write and/or illustrate more than 300 children's books, many of them retellings of folk tales. During World War II, Galdone served in the U.S. Army Engineers.

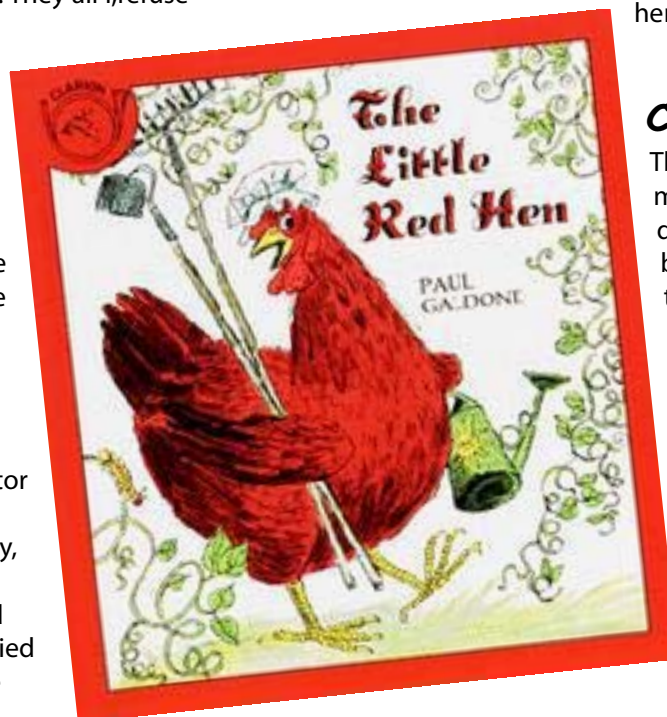
Timeline

- Beginning** The Little Red Hen lives in a house with her friends, a dog, a cat, and a mouse. She is industrious, but they are lazy.
- Middle** The Little Red Hen finds a sheaf of wheat, and she decides to make bread from it. She tries to get her friends to

help with the work involved, but they refuse.

Later The Little Red Hen finishes baking her delicious bread. Everyone wants to share now.

Finally The Little Red Hen decides that she, having done all the work, will be the only one to enjoy the finished product—so she eats the loaf all by herself!



Critic's Corner

The author and/or illustrator of more than 300 books for children, Paul Galdone is remembered for his humor and contemporary style. His retellings of tales like *The Little Red Hen* and *Three Billy Goats Gruff* have become classics of children's literature. During his lifetime, he won several Caldecott Honors and was recognized by *Booklist* and *School Library Journal*; he was posthumously given the 1996 Kerlan Award for his contribution to children's literature.

Selected Other Works by Paul Galdone

- Anatole* series of books (illustrator only, written by Eve Titus)
- The Monkey and the Crocodile, A Jataka Tale From India* (1969)
- Three Aesop Fox Fables* (1971)
- Henny Penny* (1979)
- The Gingerbread Boy* (1979)
- Three Billy Goats Gruff* (1973)
- Puss in Boots*
- Hans in Luck*
- The Greedy Old Fat Man*
- Paul Revere's Ride* (illustrator only, written by Henry Wadsworth Longfellow)

Bibliography

- "Paul Galdone Biography,"
en.wikipedia.org/wiki/Paul_Galdone
- "Paul Galdone at Houghton-Mifflin Books,"
<http://www.houghtonmifflinbooks.com/catalog/authorDetail.cfm?authorID=3709>
- "Paul Galdone Collection at the University of Connecticut,"
<http://www.lib.uconn.edu/online/research/spec/lib/ASC/findaids/Galdone/MSS19990041.html>

Related Reading

- Barton, Byron, *Little Red Hen*
- Carle, Eric, *Pancakes, Pancakes*
- Day, Alexandra, *Frank And Ernest*
- Delton, Judy, *Hired Help For Rabbit*
- Ehlert, Lois, *Growing Vegetable Soup*
- French, Fiona, *King Of Another Country*
- French, Vivian, *It's A Go-To-The-Park Day*
- Galdone, Paul, *Cat Goes Fiddle-I-Fee*
- Ginsburg, Mirra, *Across The Stream*
- Hillert, Margaret, *Not I, Not I*
- Hutchins, Pat, *Don't Forget The Bacon*
- Kuchalla, Susan, *All About Seeds*
- Llewellyn, Claire, *First Look At Growing Food*
- McQueen, Lucinda, *Little Red Hen*
- Medoff, Francine, *Mouse In The Matzah Factory*
- O'Connor, Jane, *Care Bears' Party Cookbook*
- Oppenheim, Joanne, *"Not Now" Said The Cow*
- Pallotta, Jerry, *Victory Garden Alphabet Book*
- Rey, Margret & Shalleck, Alan J., *Curious George Bakes A Cake*
- Sanchez, Isidro & Peris, Carme, *Garden*
- Stoeke, Janet M., *Minerva Louise*
- Thomas, Iollette, *Mermaid Janine*
- Yoaker, Harry, *View*
- Zemach, Margot, *Little Red Hen*

Themes and Motifs

- persistence
- cooperation
- responsibility

Goals and Objectives

- Predicting words in context
- Sequencing events
- Analyzing characters

Meaning Study

Building the background

1. Display pictures of a hen or bring in a hen in a cage. Have the students brainstorm what they think of when they hear the word, "hen." Record their responses.
2. Initiate a discussion of chores the students do to help at home. Use chart paper to record their responses. Bring in a sheaf of wheat and some ground flour. Give the students an opportunity to explore these. Discuss the process of turning wheat into flour. Have the students list foods made from flour.

Introducing the book

Present the book to the students. Display the cover. Have the students identify the title and the author. Generate responses concerning the characters and the possible setting based on the illustrated cover. List these responses. Share the back cover with the students. Add any additional comments to the response list. Based on this list, have the students predict what the story will be..

Prereading: Setting the purpose for reading

Have the children read to confirm their predictions and gain the meaning of the story.

Post Reading: Confirming, analyzing, synthesizing or evaluating the reading

1. Encourage the children to share their feelings about the story.
 2. Allow the students to confirm any predictions they might have made prior to reading the story.
- Initiate small group or whole class discussion of the story. Some of the following questions may help to start and/or guide this process:
1. What were the problems the little red hen had in the story?
 2. Why didn't the cat, dog and/or mouse help her?
 3. What were the cat, dog and mouse dreaming about?
 4. Who does the chores at your house?
 5. How do you help at home?
 6. What types of school activities do you do that involve the cooperation of others?
 7. How did the little red hen solve her problems?
 8. If you were the little red hen, what would you have done?
 9. What do you think the cat, dog and mouse learned from what the hen did? How else could the story have ended?

Predicting words in context

Use the cloze technique to have the students predict words within the context of the story. This strategy can be presented in two ways:

1. In the text, cover a whole word with a "Post-It" or a piece of construction paper. Have the students predict the "covered" word by using the context of the sentence and story and any picture clues. Remove the cover to confirm the prediction.
2. Make an overhead transparency from the text. Show the transparency on the overhead. Cover up one word at a time. Have the students read the page, predicting the covered word. Remove the cover to confirm their predictions. This may be done several times, covering- and uncovering different words each time.

Sequencing events

1. Have the students retell the story. As they do so, call attention to each separate event as you record it on a chart or the board. Example:
 - doing housework
 - planting wheat
 - tending the wheat
 - cutting the wheat
 - taking wheat to the mill
 - baking a cake
 - eating the cake
2. Have the students fold a sheet of 12 inch-by-18 inch paper into four sections. Have the students write the name of the story and the author in the top left hand box. Number the remaining boxes, front and back, from 1-7. In each box, have the students write an event and illustrate it.

Analyzing characters:

Initiate a discussion of the four characters in this story. Have the students brainstorm words that describe each character.

Across the Curriculum

Writing

1. Assist the students in revisiting the text to determine the basic story pattern, noting the setting, characters, problem and solution. As a class, write a story using the same pattern and structure as *The Little Red Hen*. Have the students work in pairs. Each pair is to write and illustrate one page of the story to make a class big book.
2. Refer back to the list of chores the students do at

home (see the prior knowledge section). Have each student write a short story about the chores he/she does at home and what would happen if these were not done.

3. Show the students different types of invitations. Have them note what must be included:

- What?
- Where?
- When?
- Who?

Have the students fold a 9 inch-by-12 inch sheet of construction paper in half. Provide crayons, markers, colored pens, scraps of paper, glue and any other appropriate art media. Give the students an opportunity to create an invitation for the "We All Help" Celebration (see culminating activity).

Math

1. Bring in a cake mix, the other necessary ingredients, and the utensils needed to make a cake. Read the ingredients in the mix. Stress to the students that the basic ingredient for a cake is flour. Chart the directions on the box for all students to view. Assist the students in estimating, measuring, mixing and baking the cake. Stress the importance of following directions when baking.
2. Set up a center to allow students opportunities to experience measuring liquids and dry ingredients.
3. Give the students an opportunity to compose story problems using the characters and context of the story. These can be written on 3 inch-by-5 inch index cards. The problem can be written on the front of the card and illustrated on the back. The students can exchange cards and solve each other's problems. Introduce the ordinal terms: first, second, third, fourth, fifth, by charting and sharing the following poem with the students.

THE CHICKENS

Said the first little chicken,
With a queer little squirm,
"I wish I could find
A fat little worm."
Said the next little chicken,
With an odd little shrug,
"I wish I could find
A fat little slug."
Said the third little chicken,
With a sharp little squeal,
"I wish I could find
Some nice yellow meal."

Said the fourth little chicken,
With a small sigh of grief,
"I wish I could find
A little green leaf."
Said the fifth little chicken,
With a faint little moan,
"I wish I could find
A wee gravel stone."
"Now, see here," said the mother,
From the green garden patch,
"If you want any breakfast,
Just come here and scratch."
Anonymous

After reading the poem together several times, discuss the use of ordinal numbers. Make five cards (4 inch-by-5 inch), each containing one of the ordinal numbers, first through fifth. The students can take turns using the cards to demonstrate the proper order of these numbers.

Social Studies

1. Initiate a discussion of tasks we do by ourselves and those that are best accomplished through a group effort.
2. Discuss different types of occupations. Focus on the "helping" or service occupations. List these on a chart entitled "People Who Help Us." Invite parent and community members to discuss their work with the students.
3. Use resource materials to discover the areas of our country that produce wheat. Use a U.S. map to locate these. Discuss why these are good areas in which to grow grains.

Science

1. Discuss planting and caring for plants. Chart this information and post it in the science center. Provide the students with seeds (beans work well), potting soil and plastic glasses. Have them fill the glasses with potting soil and plant some seeds in the middle and some near the edge of the glass. Have each of the students care for his/her own plant. The growth of the plants can be recorded in a learning log or graphed on a chart. This activity can be extended by setting up experiments to observe how light and/or water, and lack of, affect the growth of plants.
2. Bring in a live hen for the students to observe. Provide the students with resource materials related to hens and chickens. Have the students note characteristics of hens. Record these and compare them to other types of birds that are familiar to

the students.

3. Provide various types of grains for students to explore: wheat, oats, rye, barley, etc. After examining these, give the students an opportunity to discuss the uses of each.

Health/Safety

1. Provide information and resources on wheat and flour and the products derived from both. Bring in different types of products for the children to observe and/or sample. Discuss how grains are used to produce food for all countries. Start a list of foods made with grains. This list may be started during class and completed at home.
2. Refer back to the illustration in the text that shows the little red hen working in the kitchen. Discuss safety measures that need to be taken when using kitchen utensils and appliances. Create a class chart of Kitchen Safety Rules. You may wish to make copies of this list to send home with the students to share with their families.

Drama/Creative Movement

1. Review how seeds grow. Play soothing instrumental music. Have the children pretend to be a seed growing into a plant.
2. Have the students divide into pairs and use the finger puppets to retell this story to each other. These can then be sent home to allow the students and their families to reenact the story.
3. Provide time for the students who have created character masks to practice dramatizing the story. The final dramatization can be part of the culminating activity.

Art

1. Have the students use shoe boxes to create a diorama of one of the scenes in the text. Provide clay or play dough, colored paper, crayons, markers, small boxes, glue, and any other materials that will lend themselves to this three dimensional art form. Have each student write a short description of the setting and action occurring in his/her project. These can be displayed for the entire class to enjoy.
2. Show the students pictures of different kinds of hens. Encourage them to make observations as to the physical features of these. Discuss how a hen could be drawn and what features would need to be included. Provide the students with large sheets of drawing paper, crayons, markers, and/or colored pencils. Encourage them to draw a large

hen. Real feathers could be glued to the finished drawings, if desired.

3. Let the children make finger puppets of the characters in this book. Use small circles (about 2 inches in diameter) of tag board or heavy construction paper. Supply various materials so the students can create the characters' faces. Have the students use tag board strips to make four rings to fit their fingers. Glue one character's face to each ring.
4. Divide the students into groups of four. Provide each student with a large paper bag and the materials necessary to make paper bag masks. In the groups, have each student choose one of the four characters from the story and design a mask to represent that character. Assist the students in cutting eyes in the masks. These can be used to dramatize the story in the culminating activity.

Music

1. Have the students sing "Oats, Peas, Beans and Barley Grow" and any other songs related to growing plants.
2. Use the tune for "Here We Go Round The Mulberry Bush" to create a song about the events that the little red hen lists as she reviews what she did. Assist the students in creating verses for each of the accomplishments. Example:

"This is the way I plant the wheat
Plant the wheat,
Plant the wheat,
This is the way I plant the wheat
So early in the morning."

After the students have had a chance to compose the words and become familiar with the song, actions can be added.

Evaluating the Reading Experience

- Keep a teacher's journal of those strategies that best helped the students understand the story.
- Record the children's behaviors and learning by jotting these on "Post-its." These comments can later be transferred to a journal containing daily comments on the students.
- Prepare a chart to record the completion of the projects for each of the students.
- Record the students' responses as they briefly retell the story or specific chapters.
- Collect a piece of each child's writing to evaluate.
- Develop a criteria for evaluating student work or refer

to established forms of evaluation to assess the projects and activities completed.

Culminating Activity

- Share the poem "The Mouse, The Frog, and the Little Red Hen" from *Side by Side, Poems to Read Together* collected by Lee Bennet Hopkins, Trumpet Club, New York, 1991, or any other version of this story. Have the students compare and contrast the two versions.
- Plan a cooperative activity entitled "We All Help" Celebration to have the students understand the concepts of working in small groups to achieve a goal. Discuss having a party to celebrate the completion of *The Little Red Hen*. Ask the students what would be needed for this celebration. Guide them to determine what cooperative groups are needed to:
 1. Select who will be invited and deliver the invitations (see Writing Activity 3)
 2. Provide, prepare and serve the food
 3. Prepare the room for the party
 4. Clean up following the eventAssign tasks to each member of the group. After the party, discuss how the cooperative effort made the party more enjoyable for everyone.

Vocabulary Test

Place the correct word listed below within the sentence it belongs.

housework

hoed

cozy

batter

mill

snooze

1. The cat, the dog, the hen, and the mouse all lived together in a _____ little house.
2. The mouse liked to _____ all day by the fireside.
3. So the little red hen had to do all the _____ .
4. The little red hen _____ the garden.
5. "Now, who will take this wheat to the _____ to be ground into flour?"
6. She poured the cake _____ into a shining pan and put it in the oven.

Comprehension Test

Write the letter of the description next to the matching character or object it describes.

- ___ 1. The dog
- ___ 2. The cat
- ___ 3. The mouse
- ___ 4. The hen
- ___ 5. The cake

- a. gets eaten by the hen
- b. likes to sleep all day on the soft couch
- c. likes to nap all day on the sunny back porch
- d. likes to snooze all day in the warm chair by the fireside
- e. has to do all the work

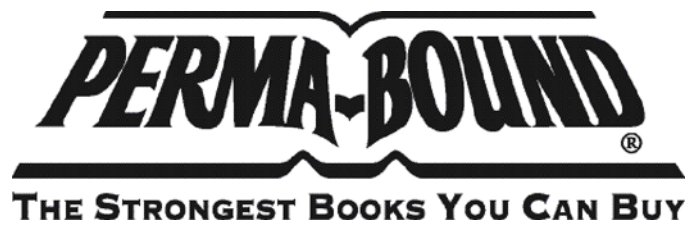
Answer Key

VOCABULARY TEST

1. cozy
2. snooze
3. housework
4. hoed
5. mill
6. batter

COMPREHENSION TEST

1. c
2. b
3. d
4. e
5. a



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