

DAY 1 THE LITTLE RED HEN: A FOLK TALE CLASSIC

by PAUL GALDONE

LESSON 2

COMPREHENSION FOCUS
Retelling
Beginning-Middle-End (B-M-E)

STANDARD CORRELATION
With prompting and support, retell familiar stories, including key details.



SEL CONNECTION
Perseverance

PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 11, 25, and 38.

Create the anchor chart template as shown; it will be completed during the lesson.

| B beginning | M middle | E end |
|----------------|-------------|----------|
| | | |

STEP
1

EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

Today we are going to use the B-M-E strategy. We will stop and think about what we read at the beginning, in the middle, and at the end of our story. We will think of key words to help us remember each part of the story and add it to our anchor chart. Thinking about what happened in each part of the story helps us retell the story in order.

STEP
2

INTRODUCE THE NEW BOOK

This is a traditional folktale that has been retold by many different authors. The little red hen wants to make bread. She needs help, but the other farm animals do not want to help her. Let's read to find out what happens.

STEP
3

READ AND DEMONSTRATE HOW TO USE THE STRATEGY

Read pages 2-11. *This is the beginning of the story. We've met the characters: the mouse, dog, cat, and hen. We also know the problem: the hen did all of the housework while the other characters were sleeping and being lazy. What are some key words that will help us remember this part of the story? Help students select key words to add to the anchor chart.*

Read pages 12-25. *This is the middle of the story. Let's think about what the hen wanted help with. Turn and talk with your partner. Help students select key words to add to the anchor chart.*



When someone doesn't give up when things are hard, we call that perseverance. Show a thumbs-up if you think the little red hen has a lot of perseverance!

Read pages 26-38. *This is the end of the story. The hen ate the cake all by herself. Sometimes characters learn a lesson in stories. What lesson do you think the mouse, dog, and cat learned at the end of this story? Turn and talk with your partner. Help students select key words to add to the anchor chart.*

STEP
4

INDEPENDENT PRACTICE

Download the activity sheet from pioneervalleybooks.com/st and have students draw a picture of what happened at the beginning, middle, and end of the story. Display the pictures on the wall.

| B beginning | M middle | E end |
|----------------|-------------|----------|
| mouse | planted | myself |
| dog | cut | ate |
| cat | ground | cake |
| hen | wheat | |
| sleeping | cake | |
| housework | | |

DAY 2 THE LITTLE RED HEN: A FOLK TALE CLASSIC

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LESSON 2

STEP
1

REVIEW THE BOOK

Use the student pictures and/or the anchor chart from Day 1 to retell the beginning, middle, and end of the story: *In the beginning, the hen did all of the work; in the middle, the hen grew wheat to make flour for a cake; at the end, the hen ate the cake all by herself.*

STEP
2

DICTATE THE SENTENCE(S)

The hen made a cake. She ate it.

STEP
3

INTERACTIVE WRITING

Let's write, The hen made a cake. She ate it. Repeat that with me. As students say the sentences with you, draw a line for each word in the first sentence on a piece of chart paper.

Have students help write the dominant sounds in each word in the first sentence. Use the ABC Wall Poster to create the sound-letter link. Share the marker with students and have them help write any familiar sight words on the chart. Demonstrate proper letter formation on a dry-erase easel. As one student writes a letter on the chart paper, have other students practice letter formation by writing it in the air. Every time you write a new word, have students repeat the sentence; this will help them remember the story.

After you write the first sentence, repeat the procedure with the second sentence, drawing a line for each word on the chart paper.

Reread both sentences. Display the chart paper next to the students' pictures from Day 1.

STEP
4

EXTEND AND CONNECT THE LEARNING

Have students work with a partner to retell a story from their book box. After reading fiction stories during small-group reading instruction, have them use the B-M-E strategy to retell the story.



This lesson uses the following edition of this book: *The Little Red Hen: A Folk Tale Classic* by Paul Galdone, published by Houghton Mifflin Harcourt (New York), copyright renewed 2001, original copyright 1979, edition published 2011, ISBN: 978-0-547-37018-7 (paper over board)

FOR INFORMATION ON OTHER LITERACY RESOURCES, VISIT pioneervalleybooks.com