

Little Red Hen

Objective

Students will read the story, “The Little Red Hen,” discuss all the different careers involved in providing our food and act out a play based on the story.

Background

Wheat farmers have many different jobs to do. At different times, a wheat farmer may be a machine operator, a mechanic, a salesperson, a businessperson, a banker, a bookkeeper or a manager. Some wheat farmers do all these jobs themselves, but most depend on help from a whole community of professionals.

What if every farmer had the same problem as the Little Red Hen? Most farmers prepare their fields, plant and water their own wheat. After that they are ready for some help. Custom harvesters bring in big machines called combines to cut and thresh the wheat. After that the farmer takes the wheat to the mill. There the miller grinds it into flour. Then it is ready for the baker to make it into bread. Growing the bread that we eat takes teamwork. When everyone helps out, no one is left, like the Little Red Hen, to do the work alone. And we all get to enjoy the finished product.

Wheat is the number one crop grown in Oklahoma. Most of the wheat grown here is hard red winter wheat. This is the kind of wheat that grows best in the weather we have in Oklahoma and in states like Kansas, Colorado and Texas. In the fall the farmer plants the wheat seeds. Rain, snow or sleet will water the tiny plants so they can stay alive during the winter. In the spring the warm sun shines, and the plants really start to shoot upwards. The plant is working to produce a tall plant with a head that will contain new seeds. When summer arrives the wheat turn a yellow gold color. Then it is ready to harvest. The harvested wheat is taken to the miller, who grinds it into flour. Then the wheat is ready to be baked into bread.

Procedures

1. Read the story, “The Little Red Hen,” included with this lesson.
 - Discuss the concept of cooperation and teamwork. How do you feel after you have helped with a family project like yard work, cleaning house or preparing a meal? What are some other examples of cooperation and teamwork at home or in the classroom?
2. Hand out copies of the worksheet included with this lesson.
 - Students will number the pictures on the worksheet to correspond with the story they just heard.
 - Read and discuss background and vocabulary while students color

Oklahoma Academic Standards

PRE-KINDERGARTEN

Speaking and Listening:
R.1,2,3,4; W.1. Reading and Writing Process: R; W. Critical Reading and Writing: R.2,3,4; W Economics: 1,2,3

KINDERGARTEN

Speaking and Listening:
R.1,2,3,4; W.1. Reading and Writing Process: R.1,3; W.1. Critical Reading and Writing: R.2,3,4; W Economics: 1,2,3

GRADE 1

Speaking and Listening:
R.1,2,3,4; W.1. Reading and Writing Process: R.1,2,3; W.1. Critical Reading and Writing: W.3

GRADE 2

Speaking and Listening:
R.1,2,3,4; W.1. Reading and Writing Process: R.1,2,3; W.1. Critical Reading and Writing: W.3

GRADE 3

Speaking and Listening: R.1,2,3; W.1. Reading and Writing Process: R.1,3; W.1. Critical Reading and Writing: W.3 Economics: 3

Materials

wooden art sticks for puppets

seed wheat

paper towels

paper plates

Ag in Your Community

Arrange for your class to visit a grain elevator in your area.

Vocabulary

bread—a baked food made of flour or meal

farmer—a person who cultivates land or crops or raises animals

flour—finely ground powdery meal of wheat or of any cereal grain or edible seed

harvest—the gathering of a crop

miller—a person who operates a mill, especially a person who grinds grain into flour

tractor—a vehicle that has large rear wheels or moves on tracks and is used especially for pulling farm implements

wheat—a cereal grain that can be made into a fine white flour used mostly in breads, baked goods (as cakes and crackers), and pasta (as macaroni or spaghetti) and that is used in animal feeds

the worksheets.

3. Assign parts for the play included with this lesson. Make sure each student has a part. Students may take turns reading the same part, if necessary. Copy the pictures included with this lesson onto cardstock.
 - Hand out art sticks and the printed picture associated with each student's part.
 - Students will color and the pictures and glue the art sticks to the back to make stick puppets.
 - Hand out copies of the play.
 - Students will read their parts and act out the play.
4. Discuss the moral of the story.
 - Students will each write his/her own moral to fit the story.
5. Discuss all the different jobs a farmer has to do, based on the list, the story and the play. Make a list on the board.
 - Students will work in groups to act out the different jobs a farmer has to do, based on the list you have made on the board.
6. Read different versions of "The Little Red Hen."
 - Students will name the author and illustrator of each book and discuss their roles.
 - Make a Venn Diagram or chart individually or as a class to show how the stories are alike and different. Charts should include characters, settings, and major events from the stories.
7. Students will write their own ending to the story of "The Little Red Hen." Would students decide to share the food with the other animals? Why or why not?
8. Discuss the responsibilities that students have in the classroom and at home.
 - Students will write essays or draw pictures to illustrate how they can help at home or in the classroom.

Extra Reading

Ada, Alma Flor, and Leslie Tryon, *With Love, Little Red Hen*, Atheneum, 2005.

Auch, Mary Jane, and Herm Auch, *The Princess and the Pizza*, Holiday House, 2003.

Dobson, Christina, *Pizza Counting*, Charlesbridge, 2003.

Finch, Mary, and Elisabeth Bell, *Little Red Hen and the Ear of Wheat*, Barefoot, 2001.

Galdone, Paul, *The Little Red Hen (Folk Tale Classics)*, HMH, 2011.

Kimmelman, Leslie, and Paul Meisel, *The Little Red Hen and the Passover Matzah*, Holiday House, 2010.

Lackey, Jennifer D.B., *The Biography of Wheat (How Did That Get Here?)*, Crabtree, 2007.

Levenson, George, *Bread Comes to Life*, Tricycle, 2008.

Levenson, George, *Wheat Comes to Life: A Garden of Wheat and a Loaf to Eat*, Tenspeed, 2004.

Pinckney, Jerry, *The Little Red Hen*, Dial, 2006.
Reed, Janet, *Everyone Eats Bread*, Red Bricklearning, 2003.
Sturges, Philemon, and Amy Walrod, *The Little Red Hen (Makes a Pizza)*, Puffin, 2002.
Wellington, Monica, *Pizza at Sally's*, Dutton Juvenile, 2006.

Ag Career: Grain Farmer

Job Description: Grain farmers grow grains such as corn, wheat and rye. Many grain farmers own their land and work for themselves. Some farms are owned by large corporations that hire farm managers to oversee the operation.

Grain farmers grow crops used for animal feed or as food for people. Because grain farming is highly mechanized, farmers invest heavily in equipment, land, and buildings. Grain farming is outdoor, seasonal work. Farmers are busiest during planting and harvesting times. At other times of the year, they may work at jobs away from the farm.

Grain farmers must know the best way to prepare fields and understand the varieties of grain they plan to grow. They select planting times and the depth at which seeds should be planted. In addition, they plan methods of controlling weeds, insects, and disease.

The grain is generally stored after the harvest. Some farmers have their own storage facilities. Some take their harvest to terminal grain elevators located near railroads or other means of transportation. At the grain elevator farmers are given a receipt for the grain. They can exchange the receipt for cash when the grain is sold. Farmers try to store their harvest and sell it when prices go up.

Education: Almost all large grain farms are heavily mechanized and require good management skills. As a result, many grain farmers are college trained. Many four-year colleges offer programs in agriculture. Two-year colleges also offer useful courses. Interested students should take courses in crop production, business administration, and marketing.

The Little Red Hen

One morning the Little Red Hen was pecking in the barnyard when she came across some grains of wheat. “I think I’ll plant these grains and grow some wheat,” she said. “Then I can bake some bread!”

So the Little Red Hen gathered up the grains of wheat. “Who will help me plant this wheat?” she asked her friends.

“Not I!” mooed the cow.

“Not I!” grunted the pig.

“Not I!” bleated the lamb.

So the Little Red Hen planted the grains of wheat all by herself.

With the help of the sun and rain, the wheat grew and grew until it was tall and golden.

“Who will help me cut the wheat?” asked the Little Red Hen.

“Not I!” mooed the cow.

“Not I!” grunted the pig.

“Not I!” bleated the lamb.

So the Little Red Hen cut the wheat all by herself.

“Who will help me take the wheat to the mill so the miller can grind it into flour?” asked the Little Red Hen.

“Not I!” mooed the cow.

“Not I!” grunted the pig.

“Not I!” bleated the lamb.

So the Little Red Hen carried the wheat to the mill all by herself.

When the Little Red Hen returned from the mill with the sack of flour, she asked, “Who will help me bake some bread?”

“Not I!” mooed the cow.

“Not I!” grunted the pig.

“Not I!” bleated the lamb.

So the Little Red Hen mixed the dough and kneaded it all by herself.

Before long she had baked a warm and tasty loaf of bread.

“Now who will help me eat the bread?” called the Little Red Hen.

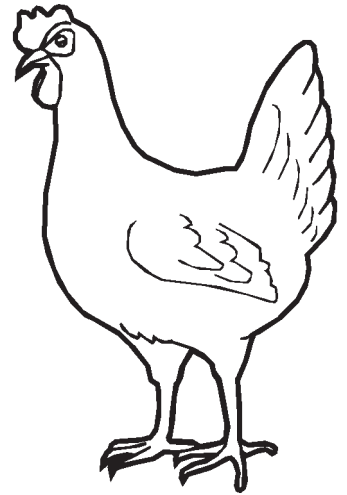
“I will!” mooed the cow.

“I will!” grunted the pig.

“I will!” bleated the lamb.

“Oh, no, you won’t,” said the Little Red Hen. “I planted the wheat. I cut the wheat. I took it to the mill to be ground into flour. And I baked this bread without any help from the three of you!”

Then the Little Red Hen took a bit of fresh butter, sat down under a shady tree, and ate the loaf of bread—all by herself!



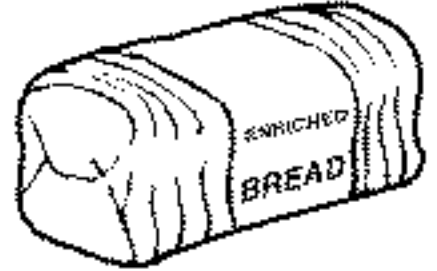
Name _____

Little Red Hen

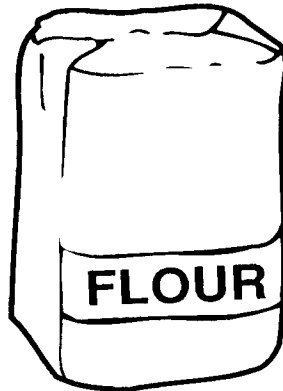
Number the pictures in the same order as in the story. Color the pictures.



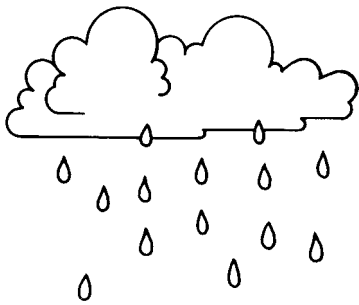
____ seeds



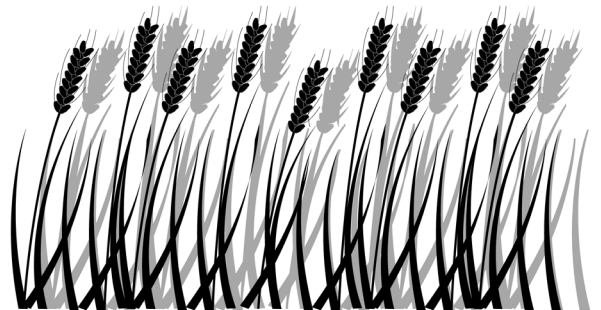
____ bread



____ flour



____ rain



____ plants

The Little Red Hen

(Characters: Farmer, Little Red Hen, Cow, Pig, Lamb)

ACT ONE

Farmer: It is summer in Oklahoma. The animals are in the barnyard, talking among themselves. In the corner of the barnyard, Little Red Hen discovers some golden grains of wheat.

Little Red Hen: My, my. Look what I have found. Barnyard friends, who will help me plant these wheat seeds?

Cow: Not I. I am too busy.

Pig : Not I. I have to hurry off..

Lamb: Not I. I have just too many things to do.

Little Red Hen: Then I will do it by myself.

ACT TWO

Farmer: It is fall now. The seeds have grown into wheat. The wheat is ripe and golden.

Little Red Hen: Barnyard friends, the wheat is ready to cut. Who will help me cut the wheat?

Cow: Not I. I need a nap.

Pig: Not I. I am lying in the mud.

Lamb: Not I. I am going for a run in the meadow.

Little Red Hen: Then I will do it myself.

ACT THREE

Farmer: The wheat kernels are ready to go to the mill to be ground into flour.

Little Red Hen: Who will help me take the grain to the mill?

Cow: Not I. I am eating some grass.

Pig: Not I. I am too tired.

Lamb: Not I. I am playing with my friends.

Little Red Hen: Then I will do it myself.

ACT FOUR

Farmer: Little Red Hen comes back to the farm with the flour. She quickly begins to make some bread. The smell of fresh bread fills the barnyard. All the animals gather around the Little Red Hen.

Little Red Hen: How good my bread smells. Who will help me eat the fresh bread?

Cow: I will! It smells great!

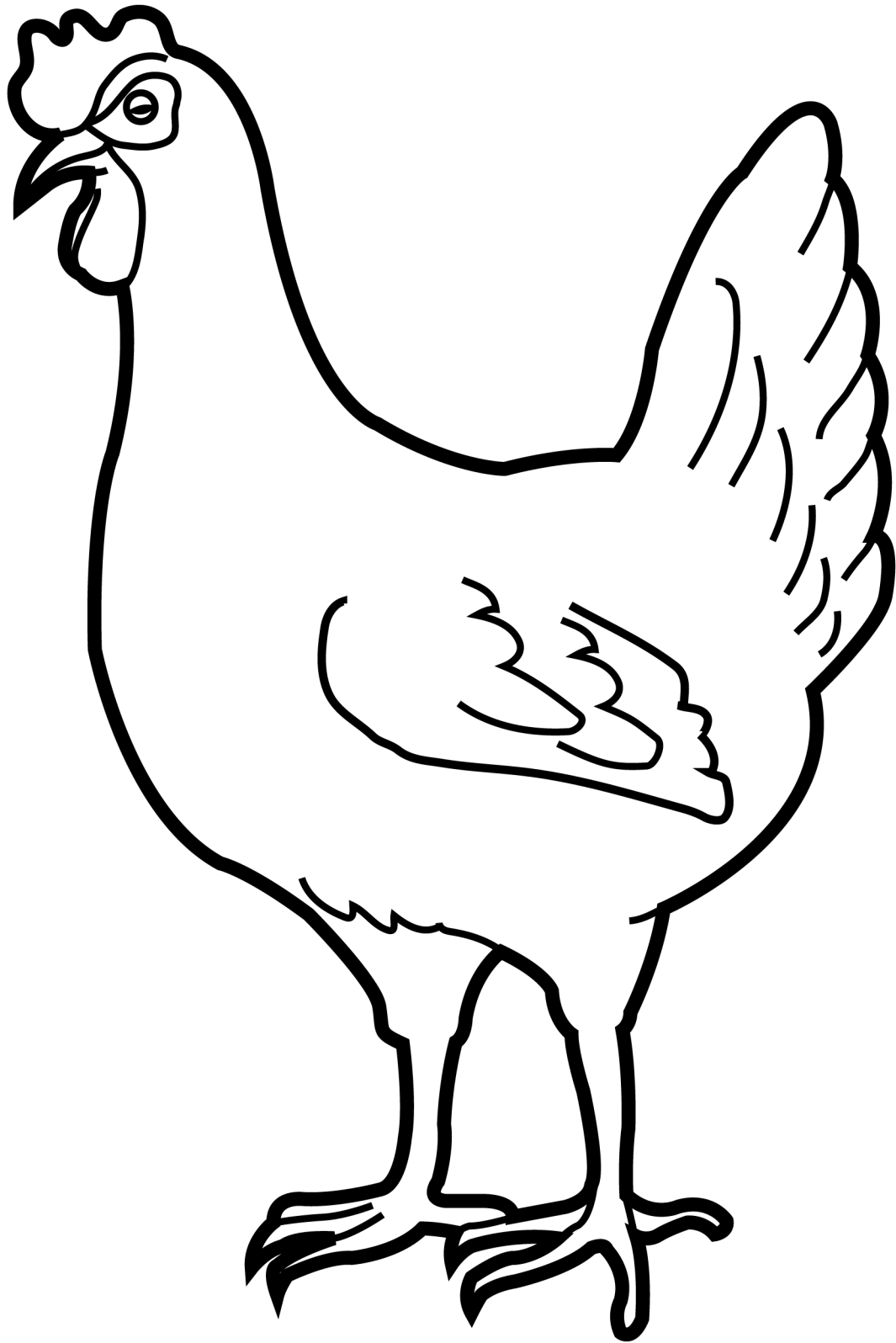
Pig: I will! I am always hungry.

Lamb: I will! What a great snack!

Little Red Hen: Oh, no! You cannot help me eat this bread. I had to plant the wheat and take it to the mill. Then I made the bread all by myself. I did all of the work. Now I will eat the bread—ALL BY MYSELF!

Farmer: And she did.

The Little Red Hen

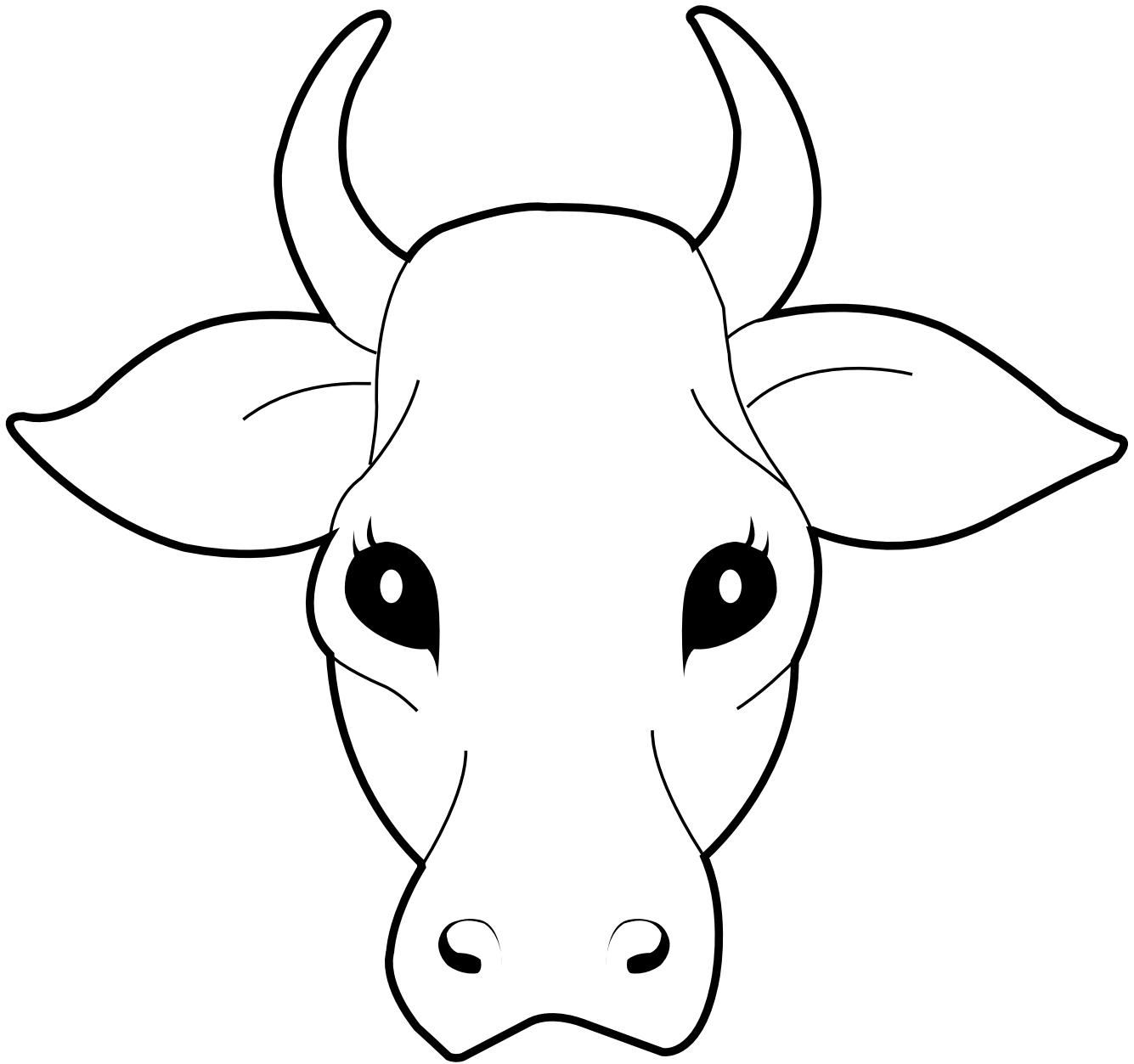


Farmer

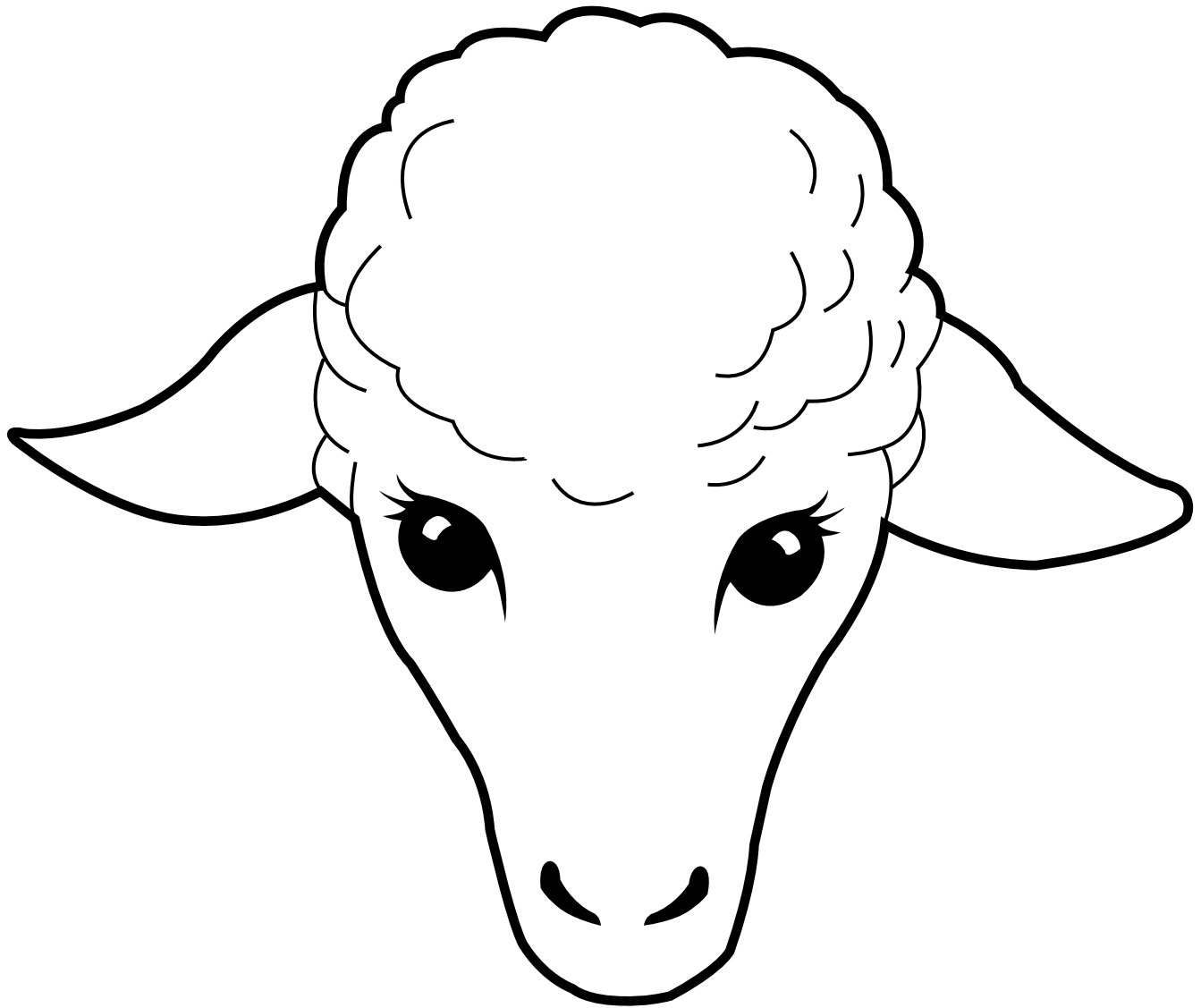


Oklahoma Ag in the Classroom is a program of the Oklahoma Cooperative Extension Service, the Oklahoma Department of Agriculture, Food and Forestry and the Oklahoma State Department of Education.

Cow



Lamb



Pig

