

“Poultry in Motion” (The Little Red Hen Meets Chicken Little)

Grade Level: Kindergarten

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Length of Unit: Six lessons (approximately 35 minutes each)

I. ABSTRACT

This unit, integrating two of the Core Knowledge stories, along with two of the Core Knowledge sayings, allows students to use their reading and writing skills within each story. Specific skills include sequencing, comparison and contrasting, predicting, and identifying parts of a story.

II. OVERVIEW

A. Concept Objectives

1. Understands the sequence of a story. [**Colorado State Standard Language Arts 1A**]
2. Recognize literature as a record of human experiences. [**CSS Language Arts 6**]
3. Recognize characters, settings, and events in stories. [**CSS Language Arts 6A**]

B. Content from the *Core Knowledge Sequence*

1. **Language Arts:** Story of The Little Red Hen (p. 9)
2. **Language Arts:** Story of Chicken Little (also known as “Henny- Penny”) (p. 9)
3. **Language Arts:** Know parts of a story (for example, title, beginning, end) and their functions. (p. 7)
4. **Language Arts:** Understand and follow oral directions. (p. 8)
5. **Language Arts:** Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories. (p. 8)
6. **Language Arts:** Distinguish fantasy from realistic text. (p. 8)
7. **Language Arts:** Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing “boat” as “bot”). (p. 8)
8. **Language Arts:** Sayings and Phrases (p. 10)
 - a. Do unto others as you would have them do unto you.
 - b. Look before you leap.
9. **Math:** Compare objects according to time (p. 18)
 - a. Sequence events: before and after; first, next, last.

C. Skill Objectives

1. Students will actively participate in reciting the sayings.
2. Students will illustrate their thoughts about the sayings.
3. Students will write a sentence about their illustrations.
4. Students will be able to use initial and final consonants in their writing.
5. Students will identify the characters, settings, and events in a story.
6. Students will compare and contrast the two stories using a Venn diagram.
7. Students will put story events in sequential order.
8. Students will predict what will happen next in a story.
9. Students will act out one of the stories using props.
10. Students will answer questions about the stories read on paper.
11. Students will actively participate in developing a story map.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Galdone, P. *Henny Penny*. New York, NY: Houghton Mifflin Company, 1968. 0-89919-225-4.
 - 2. Hirsch, E.D., Jr. & Holdren, J. *What Your Kindergartner Needs To Know*. New York, NY: Dell Publishing, 1996. 0-385-31841-3.
 - 3. McQueen, L. *The Little Red Hen*. New York, NY: Scholastic Inc., 1985. 0-590-41145-4.
- B. For Students
 - 1. Writing and sounding out words.
 - 2. Writing thoughts onto paper.
 - 3. Definition of author and illustrator.
 - 4. Structure of a sentence.

IV. RESOURCES

- A. *The Little Red Hen*, by Linda McQueen (Lesson Two, Lesson Three, Lesson Six)
- B. *Henny Penny*, by Paul Galdone (Lesson Five, Lesson Six)
- C. *What Your Kindergartner Needs To Know*, by E.D. Hirsch, Jr. (Lesson One, Lesson Four)

V. LESSONS

Lesson One: Do unto others

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Recognize literature as a record of human experiences.
 - 2. Lesson Content
 - a. Saying: “Do unto others as you would have them do unto you.”
 - b. Understand and follow oral directions.
 - c. Use letter sound knowledge to write simple words and messages, consistently representing initial and final consonants (for example, writing “boat” as “bot”).
 - 3. Skill Objective(s)
 - a. Students will actively participate in reciting the saying.
 - b. Students will illustrate their thoughts about the saying.
 - c. Students will write a sentence about their illustration.
 - d. Students will be able to use initial and final consonants in their writing.
- B. *Materials*
 - 1. A copy of the saying “Do unto others as you would have them do unto you” (from *What Your Kindergartner Needs To Know* by E. D. Hirsch and John Holdren) written on chart paper
 - 2. One piece of story book newsprint paper per student
 - 3. Pencils – one per student
 - 4. Crayons – one box per student
 - 5. One copy of Appendix A per student
- C. *Key Vocabulary*
 - 1. Unto – to do to someone
- D. *Procedures/Activities*
 - 1. Display the chart of “Do unto others as you would have them do unto you” and read the saying to the students, pointing to the words as you read.
 - 2. Have the students join you in reading the saying the second time.
 - 3. Discuss this saying with the students. Possible discussion questions are:

- a. What do you think this saying means?
 - b. Tell me in your own words what this saying means to you.
 - c. Why do you think it is important to be nice to others?
4. Ask students if they know what “unto” means. Accept all answers, but also give the correct definition.
 5. Ask the students if they can think of a time when they were nice to someone and then that person was nice in return.
 6. Ask the students how this made them feel.
 7. Now, ask the students if they can think of a time when they were not so nice to someone and then that person was not so nice in return.
 8. Ask the students how this made them feel.
 9. *Today you are going to draw a picture of what this saying, “Do unto others as you would have them do unto you” means to you. I want you to think about a time when you were nice to someone. I want you to think about how that made you feel. How did it feel when they were nice in return? After you draw your picture, I want you to write a sentence about how it felt when someone was nice to you.*
 10. Give the students each a piece of storybook paper, a pencil, and some crayons.
 11. Have the students draw a picture about what it means to “Do unto others as you would have them do unto you.”
 12. When they have finished drawing their picture, have the students write one or two sentences about how they felt when someone was nice to them. Remind the students that they need to sound out their words.
 13. Circulate around the classroom, monitoring student’s work.
 14. As you go around the classroom, write the translation for what the students write underneath their work.
 15. If there is time have the students share their work with the class.
 16. After everyone has finished, end the lesson by reciting the saying, “Do unto others as you would have them do unto you.” The student’s papers may be collected. You may choose to have the students illustrate all of the Core Knowledge sayings and combine them into a book for the end of the year.
 17. *Tomorrow we will read a story about a Little Red Hen and her friends. We will find out if they nice to each other or not.*
- E. *Assessment/Evaluation*
1. Teacher observation
 2. Use checklist from Appendix A for writing

Lesson Two: The Little Red Hen

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Recognize characters, settings, and events in stories.
 2. Lesson Content
 - a. Story of the Little Red Hen
 - b. Understand and follow oral directions.
 - c. Knows parts of a story.
 - d. Tell in his or her own words what happened in stories, or parts of stories, and predict what will happen next in stories.
 - e. Distinguish fantasy from realistic text.
 3. Skill Objective(s)
 - a. Students will identify the characters, setting, and events in a story.

- b. Students will predict what will happen next in a story.
 - c. Students will actively participate in developing a story map.
- B. *Materials*
- 1. A copy of the story of *The Little Red Hen*
 - 2. A copy of Appendix B, made into a transparency
 - 3. Transparency pens
 - 4. Overhead projector
 - 5. A copy of the saying “Do unto others as you would have them do unto you” on chart paper from previous lesson
 - 6. Construction paper – one piece per student
 - 7. Crayons – one box per student
 - 8. A copy of Appendix C for the teacher
- C. *Key Vocabulary*
- 1. Predict – foretell; prophesy
 - 2. Character – a person in a novel or play
 - 3. Setting – period or place of a story
 - 4. Events – things that happen
- D. *Procedures/Activities*
- 1. Direct the student’s attention to the chart paper with the saying from yesterday.
 - 2. *Can anyone remind the class what this saying means?*
 - 3. Recite the saying “Do unto others as you would have them do unto you” together.
 - 4. *Today we are going to read the story of The Little Red Hen.*
 - 5. Show the class the book cover. Ask one student to come up and point to the author’s name. *Can anyone tell me what the author does in the book?* (Writes the words.)
 - 6. Ask another child to come up and point to the illustrator’s name. *Can anyone tell me what the illustrator does in the book?* (Draws the pictures.)
 - 7. *Before we begin our story today, we are going to predict what we think will happen by looking at the pictures. What does the word predict mean?* Accept all answers, but also give the correct definition, which is to foretell.
 - 8. Begin the story by going through the book, page by page. Ask the students to look at each picture and predict what is happening on each page.
 - 9. After predicting what is happening on each page, read the story aloud to the students.
 - 10. When you have finished reading the story, ask the students if they think the hen and her friends treated each other like they would want to be treated. Possible discussion questions are:
 - a. How did The Little Red Hen’s friends act? Were they being nice to The Little Red Hen?
 - b. How did The Little Red Hen treat her friends in return? Did she treat them fairly? Why or why not?
 - c. How would you have treated her friends if you were The Little Red Hen?
 - d. Was this a real story or a made up story? Could this story really happen?
 - 11. *Now we are going to create a story map for the story we just read.* Have the students sit where they are able to see the overhead projector. Put up the story map (Appendix B) transparency on the overhead. Explain to the students that you will be completing the story map together.
 - 12. *First we are going to talk about the characters in the story. Does anyone know what the word character means?* Accept all answers, but also give the correct definition, which is a person in a novel or play.

13. *Who were the characters in this story? (The Little Red Hen, the cat, the dog, and the pig.) (Story characters may vary depending on the version of the story that was read)*
 14. As the students are telling you the characters, write the names in the story map under “characters.”
 15. *Now I want us to talk about the setting of the story. Who can tell me what the word “setting” means? Accept all answers, but also give the correct definition, which is period or place of a story.*
 16. *What was the setting in this story? (The Little Red Hen’s house, her garden, the flourmill.)*
 17. As the students are telling you the setting, write the places in the story map under “setting.”
 18. *Now we are going to talk about the events in the story. Who can tell me what the word “event” means? Accept all answers, but also give the correct definition, which is things that happen.*
 19. *What were the events in this story? (The Little Red Hen planted the wheat in the garden, she took care of her garden, she cut and threshes the wheat, she took the wheat to the mill, she made the loaf of bread, she baked the loaf of bread, she ate the loaf of bread.)*
 20. As the students are telling you the events in the story, write them in the story map under “events.”
 21. After you have finished filling out the story map completely, quickly review the three parts again.
 22. *Today you are going to draw a picture of the characters and the setting of the story. I want you to include all of the characters from the story in your picture. I would also like you to draw the setting. Pass out construction paper and crayons to the students.*
 23. As the students are working, you may go around the room and observe the pictures the students are drawing. You may stop and ask some of the children the following questions:
 - a. Who is this character?
 - b. Tell me about the setting.
 - c. Was this character helpful in the story?
 24. As you are observing the students, fill out Appendix C, anecdotal notes for the teacher.
 25. You may collect the student’s drawings, or send them home with the students.
- E. *Assessment/Evaluation*
1. Teacher observation
 2. Appendix C – anecdotal notes

Lesson Three: The Saga of The Little Red Hen

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understands the sequence of a story.
2. Lesson Content
 - a. Story of The Little Red Hen
 - b. Understand and follow oral directions.
 - c. Knows parts of a story.
 - d. Tell in his or her own words what happened in stories, or parts of stories, and predict what will happen next in stories.
 - e. Sequence events: before and after; first, next, last.

3. Skill Objective(s)
 - a. Students will actively participate in reciting the sayings.
 - b. Students will identify the characters, settings, and events in a story.
 - c. Students will put story events in sequential order.
 - d. Students will act out one of the stories using props.
- B. *Materials*
1. A copy of the story of *The Little Red Hen*
 2. A copy of the saying “Do unto others as you would have them do unto you” on chart paper from previous lesson
 3. Props for students to act out the story such as aprons, spoons, bowls, bread pans, wheat made from paper
 4. One copy of Appendix D per group
 5. Chart paper
 6. Markers for teacher to write with
- C. *Key Vocabulary*
1. Sequence – order; series of things belonging next to one another
- D. *Procedures/Activities*
1. Direct the student’s attention to the chart with the saying from the previous lesson.
 2. *Class, let’s recite our saying together.*
 3. Show the students a copy of *The Little Red Hen*. *Who can tell me the name of the book we read yesterday?*
 4. *Who were the characters in this story? What was the setting in this story?* If the students are having a hard time remembering, show them the pictures from the book.
 5. *Today we are going to put the events from this story in sequence. Can anyone tell me what the word sequence means?* Accept all answers, but also give the correct definition, which is order; series of things belonging next to one another.
 6. *We are going to put the events of the story in order together. I will write the story sequence up on the chart paper.* Have the students sit where they are able to see the chart paper.
 7. *Now, what happened first in the story of The Little Red Hen?* (The Little Red Hen planted the wheat.) (If the students are having a hard time remembering, show them the pictures for the story).
 8. *What happened after The Little Red Hen planted the wheat?* (She watered it and cared for it; and the wheat grew.)
 9. *What happened next?* (She cut the wheat.)
 10. *What did The Little Red Hen do after she cut the wheat?* (She took it to the mill to be turned into flour.)
 11. *What happened after she came back from the mill?* (She made and baked the bread.)
 12. *What happened last?* (She ate the bread all by herself.)
 13. *Did anyone help The Little Red Hen with any of these jobs?* (No.)
 14. *Now I am going to put you into groups of four. When you get into your groups, you are going to choose your props.* Show the students where the props are. *After you have chosen your props, you are going to act out the story of The Little Red Hen.*
 15. *What should you do before you start acting out the story?* (Choose props and give each person a part.)
 16. *Do you need to act out all of the events that we listed from the story?* (Yes.) *Do they need to be in the right sequence?* (Yes.)

17. Put the students into groups of four, direct them towards the props, and tell them to begin practicing acting out the story.
 18. *In fifteen minutes we will act out our story for the whole class.*
 19. Monitor the students as they are practicing. Make sure they are including all of the events from the story. If a group is having a hard time remembering all of the events, you may want to give them a copy of the book.
 20. When the fifteen minutes is up, bring the students back together. *Okay, time's up. Please come back and sit with your group.*
 21. *Before we share, let's talk about our behavior when others are sharing. Remember our saying? "Do unto others as you would have them do unto you." How would you like others to act while you are sharing? (No talking, hands in laps, sitting quietly, eyes on the people sharing, clap at the end.)*
 22. *Would anyone like to share first?* If no one volunteers, you may choose a group to go first.
 23. As each group is sharing, use the rubric (Appendix D) to evaluate each group.
 24. After everyone has finished sharing, have everyone take a bow and congratulate everyone on being such great actors.
 25. *Tomorrow we are going to learn a new saying and begin talking about a new story.*
- E. *Assessment/Evaluation*
1. Teacher observation
 2. Appendix D – rubric for acting out story

Lesson Four: Look Before You Leap

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Recognize literature as a record of human experiences.
 2. Lesson Content
 - a. Understand and follow oral directions.
 - b. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing "boat" as "bot").
 - c. Saying "Look before you leap."
 3. Skill Objective(s)
 - a. Students will actively participate in reciting the sayings.
 - b. Students will illustrate their thoughts about the saying.
 - c. Students will write a sentence about their illustrations.
 - d. Students will be able to use initial and final consonants in their writing.
- B. *Materials*
1. A copy of the saying "Look before you leap" (from *What Your Kindergartner Needs To Know* by E. D. Hirsch and John Holdren) written on chart paper
 2. One piece of story book newsprint paper per student
 3. Pencils – one per student
 4. Crayons – one box per student
 5. One copy of Appendix A per student
- C. *Key Vocabulary*
1. Leap – jump or spring forcefully
- D. *Procedures/Activities*
1. Display the chart of "Look before you leap" and read the saying to the students, pointing to the words as you read.
 2. Have the students join you in reading the saying the second time.

3. Discuss the saying with the students. Possible discussion questions are:
 - a. What do you think this saying means?
 - b. Why would you have to “Look before you leap?”
 4. Discuss the meaning of the word “leap.” *Who can tell me what the word “leap” means?* Accept all answers, but also give the correct definition, which is to jump or spring forcefully.
 5. Ask the students if they can think of a time when they had to “look before you leap.” What happened?
 6. *Today you are going to draw a picture of what this saying means. Can we think of some examples of what our picture might look like?* Allow the students to share what they think their pictures should look like. Give feedback if needed.
 7. Give the students each a piece of storybook paper, a pencil, and some crayons.
 8. *I want you to first draw a picture of the saying “Look before you leap.”* Allow the students time to draw their pictures. Circulate around the room, monitoring student’s work.
 9. When students have finished their pictures, ask them to write one or two sentences about the saying they are learning. Remind the students that they need to sound out their words.
 10. As you go around the classroom, write the translation for what the students write underneath their work.
 11. If there is time have the students share their work with the class.
 12. After everyone has finished writing you can end the lesson by reciting the saying “Look before you leap.” The student’s papers may be collected. You may choose to have the students illustrate all of the Core Knowledge sayings and then combine them into a book for the end of the year.
 13. *Tomorrow we will read the story of Chicken Little. We will see if she and her friends remember to look before they leap.*
- E. *Assessment/Evaluation*
1. Teacher observation
 2. Use checklist from Appendix A for writing

Lesson Five: Chicken Little

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understands the sequence of a story.
 - b. Recognize characters, settings, and events in stories.
 2. Lesson Content
 - a. Story of Chicken Little
 - b. Understands and follows oral directions.
 - c. Knows parts of a story.
 - d. Tells in his or her own words what happened in stories, or parts of stories, and predict what will happen next in stories.
 - e. Distinguish fantasy from realistic.
 - f. Sequence events: before and after; first, next, last.
 3. Skill Objective(s)
 - a. Students will identify the characters, settings, and events in a story.
 - b. Students will put story events in sequential order.
 - c. Students will predict what will happen next in a story.
 - d. Students will answer questions about the stories read on paper.
- B. *Materials*
1. A copy of the story of *Chicken Little*

2. One copy of Appendix E per student
 3. A copy of the saying “Look before you leap” on chart paper from previous lesson
 4. Chart paper
 5. Markers for teacher to write with
 6. Pencils – one per student
- C. *Key Vocabulary*
1. Predict – foretell; prophesy
 2. Character – a person in a novel or play
 3. Setting – period or place of a story
 4. Events – things that happen
 5. Sequence – order; series of things belonging next to one another
- D. *Procedures/Activities*
1. Direct the student’s attention to the chart paper with the saying from yesterday.
 2. *Can anyone remind the class what this saying means?*
 3. Recite the saying “Look before you leap” together.
 4. *Today we are going to read the story of Chicken Little.*
 5. Show the class the book cover. Ask one student to come up and point to the author’s name. *Who can tell the class again what the author does?* (Writes the words.)
 6. Ask another child to come up and point to the illustrator’s name. *Who can tell the class again what the illustrator does?* (Draws the pictures.)
 7. *Before we begin our story today, we are going to take a picture walk through this book. We will look at all of the pictures and predict what is happening in the story. Who can remember what the word “predict” means.* Accept all answers, but also be sure the correct definition is given.
 8. Begin the picture walk by going through the book, page by page. Ask the students to look at each picture and predict what is happening on each page. Possible questions are:
 - a. What do you think is happening on this page?
 - b. Why do you think that is happening?
 - c. What do you think will happen next?
 9. After completing the picture walk, read the story aloud to the students.
 10. When you have finished reading the story, ask the students if they think that Chicken Little and her friends remembered to look before they leapt. Possible discussion questions are:
 - a. Was the sky really falling?
 - b. Why did Chicken Little think the sky was falling?
 - c. Did his friends believe that the sky was falling?
 - d. How did the fox trick Chicken Little and her friends?
 - e. How does the saying “Look before you leap” apply to this story?
 11. *Who were the characters in this story?* (Chicken Little, Henny Penny, Ducky Lucky, Goosey Loosey, Turkey Lurkey, Foxy Loxy.)
 12. *What was the setting in this story?* (The forest or country near Chicken Little’s home.)
 13. *Was this a real story or a make believe story?* (Make believe or fantasy.) *How do you know?* Accept all answers.
 14. *Let’s talk about the events in this story. What happened first?* (Chicken Little thought the sky was falling.)
 15. *What happened next?* (She was going to tell the king when she ran into Henny Penny.)

16. *Who did they meet next?* (Goosey Loosey.) (If students are having a hard time remembering, you may want to show them a copy of the book).
 17. *Who did they meet next?* (Ducky Lucky.)
 18. *Who did they meet after Ducky Lucky?* (Turkey Lurkey.)
 19. *Who did they meet next?* (Foxy Loxy.)
 20. *What happened last?* (Foxy Loxy took them all into his den.)
 21. *Today you are going to answer some questions about the story we read.*
 22. Have the students sit where they will be able to write. Pass out one copy of Appendix E per student and pencils.
 23. Read each question to the students, as well as the possible answers. Allow time for the students to answer each question before moving on. Monitor the student's work by circulating around the classroom.
 24. Collect the papers when finished.
 25. *Tomorrow we are going to compare the two stories we have read this week.*
- E. *Assessment/Evaluation*
1. Teacher observation
 2. Appendix E – question and answer

Lesson Six: The Little Red Hen Meets Chicken Little

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understands the sequence of a story.
 - b. Recognize characters, settings, and events in stories.
 2. Lesson Content
 - a. Story of The Little Red Hen
 - b. Story of Chicken Little
 - c. Knows parts of a story.
 - d. Understand and follow oral directions.
 3. Skill Objective(s)
 - a. Students will compare and contrast the two stories using a Venn diagram.
 - b. Students will put story events in sequential order.
 - c. Students will identify the characters, settings, and events in a story.
- B. *Materials*
1. A copy of the story of *The Little Red Hen*
 2. A copy of the story of *Chicken Little*
 3. A copy of Appendix F; either made into a transparency or duplicated onto large chart paper
 4. Overhead projector and transparency pens or chart paper and markers
 5. A copy of the saying “Do unto others as you would have them do unto you” on chart paper from previous day
 6. A copy of the saying “Look before you leap” on chart paper from previous day
 7. One copy of Appendix F per student
 8. Pencils – one per student
- C. *Key Vocabulary*
1. Compare – express similarities in, liken to
 2. Contrast – comparison showing differences
- D. *Procedures/Activities*
1. Direct the student's attention to the two pieces of chart paper with the sayings written on them.
 2. *Class, let's recite our sayings that we have learned this week.*
 3. Recite the sayings together, pointing to the words as you say them.

4. *Who can tell me the names of the two books we have been talking about this week? (The Little Red Hen and Chicken Little.)*
5. *Today we are going to compare and contrast these two stories. First let's talk about those two words. Does anyone know what the word compare means? Accept all answers, but also give the correct definition, which is to express similarities.*
6. *Does anyone know what the word contrast means? Accept all answers, but also give the correct definition, which is show differences.*
7. *We are going to use this diagram to compare and contrast The Little Red Hen and Chicken Little. This is called a Venn diagram. Direct the student's attention to the diagram. Seat the student's where they are able to see the large diagram, but also able to write.*
8. *Pass out a copy of Appendix F and a pencil to each student.*
9. *We are going to fill in this diagram together. As I fill in the large diagram, I want you to fill in your own diagram.*
10. *Begin by explaining to the class how to fill in a Venn diagram. Direct the students to write the words "The Little Red Hen" over one of the circles, and the words "Chicken Little" over the other circle.*
11. *We will write things that are special about The Little Red Hen inside of this circle (point to the correct circle), and the things that are special about Chicken Little inside of this circle (point to correct circle).*
12. *Do you see this part in the middle where the circles overlap? (Point to this section of the diagram.) This will be where we write the things that are the same about the stories.*
13. *Let's begin by naming the things that are the same about these two stories. Who can tell me what was the same in these two stories? (Both had hens (chickens), both of the hens' had friends.) As you are listing the items on the diagram, be sure the students are also filling in their own diagram. You may want to monitor the student's work by circulating around the classroom.*
14. *Now, let's talk about what was special about the story of The Little Red Hen. Who can tell me what was special about this story? (This story had a cat, a dog, and a pig, the Little Red Hen was making bread, her friends would not help her, and she did everything by herself.)*
15. *Great! Now let's talk about what was special about the story of Chicken Little. Who can tell me what was special about this story? (Chicken Little thought the sky was falling, this story has a goose, a turkey, and a fox, her friends were very helpful, they went together to find the king, and the fox tricked them into his den.)*
16. *Now, I want you to look at the diagram you filled in. Does your diagram look the same as mine? Have the students self-check their papers.*
17. *Which part of the diagram has more things listed, the outside circles or the inside circle? (Outside.)*
18. *The outside circle does have more. We call these the differences. We call this inside circle the similarities.*
19. *I would like for you to take your diagrams home and share them with your families. You can share what you have learned about these two stories.*
20. *You may want the students to copy the sayings they have learned onto the back of their diagram to share with their families as well.*

E. *Assessment/Evaluation*

1. *Teacher observation*
2. *Appendix F*

VI. CULMINATING ACTIVITY

- A. Refer to Appendix E, quiz.
- B. If you have access to a bread machine, you can make bread with the class. Have the students help you at the start of class time. They can help mix the ingredients and put them in the bread machine. As the day continues, the students will smell the bread baking. Be sure to place the bread machine in a safe place away from the students.
- C. Using the books listed in the bibliography, you can use Venn diagram to compare and contrast the different versions of *The Little Red Hen* and *Chicken Little*.

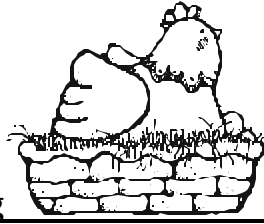
VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Checklist for writing, Lesson One and Lesson Four
- B. Appendix B: Story Map
- C. Appendix C: Anecdotal notes, Lesson Three
- D. Appendix D: Rubric for acting out story in sequence
- E. Appendix E: Quiz (2 pages)
- F. Appendix F: Venn Diagram

VIII. BIBLIOGRAPHY

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Appendix A – Poultry in Motion



Checklist for writing

Student name: _____

Date evaluated: _____

Did the student's writing include at least one sentence?

Yes ____ No ____

Did the student's writing include a correct sentence structure (capital at the beginning, period at the end, spaces between the words)?

Yes ____ No ____

Did the student's writing reflect the saying that was being illustrated?

Yes ____ No ____

Did the student use initial and final consonants in their words?

Yes ____ No ____

Comments:

Student's strengths/weaknesses:

Appendix B- Poultry in Motion



Story Map

Characters:

Settings:

Events:

Appendix C – Poultry in Motion

Anecdotal notes

Date: _____

Was the class able to remember what author and illustrator meant?

Were the students able to accurately identify the characters in the story?

Were the students able to accurately identify the setting of the story?

Were the students able to accurately identify the events of the story?

Were the students able to draw a picture identifying the characters and the setting?

Are there any students who were unable to identify the characters or setting in the story?

Are there any students who were quickly able to identify the characters or setting in the story?

Comments:

Appendix D – Poultry in Motion

Rubric for acting out story

Names of students in group:

Date: _____

- | | | |
|--|------------|-----------|
| 1. Did the students include all of the characters from the story? | Yes | No |
| 2. Did the students include all of the events from the story? | Yes | No |
| 3. Were the events from the story in the proper sequence? | Yes | No |
| 4. Did the students use props to act out their story? | Yes | No |
| 5. Was there a clear beginning, middle, and ending? | Yes | No |

Comments:

_____/5 pts.

Appendix E – Poultry in Motion

Quiz for The Little Red Hen and Chicken Little



Name: _____

Date: _____

1. What happened first in The Little Red Hen?

she went to the store she planted the wheat she took a nap

2. What did The Little Red Hen’s friends always say?

Not me Not I No way

3. What happened after The Little Red Hen cut the wheat?

she took it to her house she took it to the farm she took it to the mill

4. Did The Little Red Hen’s friends help her make the flour into bread?

Yes No

5. Who did The Little Red Hen share her bread with?

the cat the dog the pig nobody, she ate it herself

6. Who did Chicken Little want to go tell that the sky was falling?

the President

the king

the mayor

7. Who was one of the characters in Chicken Little?

doggy woggy

catty patty

ducky lucky

8. Who tricked Chicken Little and her friends?

foxy loxy

foxy boxy

foxy toxy

9. Was the sky really falling?

Yes

No

10. Were the stories of Chicken Little and The Little Red Hen:

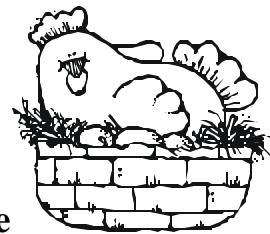
real

fantasy

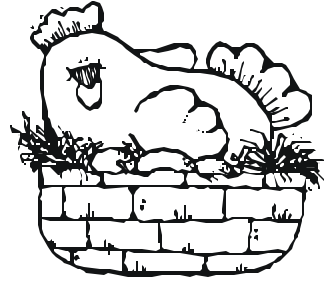
11. Which story was your favorite?

The Little Red Hen

Chicken Little



Appendix F – Poultry in Motion



Venn diagram
Compare/Contrast

