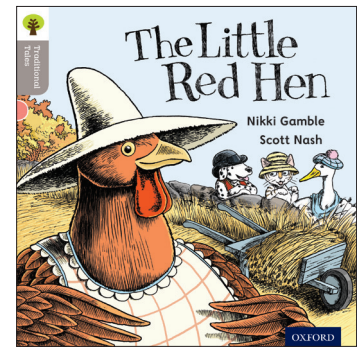


# The Little Red Hen

Written by Nikki Gamble and illustrated by Scott Nash

Teaching notes written by Teresa Heapy

Information about assessment and curriculum links can be found at the end of these Teaching Notes.



## Background to the story

- Traditional tales have been told for many years. They help to keep alive the richness of storytelling language and traditions from different cultures. These wordless stories, many of which will be familiar to the children, are the perfect introduction to reading and storytelling.
- ‘The Little Red Hen’ is a Russian folk tale. It has a similar moral to Aesop’s fable ‘The Ant and the Grasshopper’: if you work hard, you will be rewarded. In most versions the hen eats the bread alone at the end, but in this one, there is a final surprise!

## Group/Guided reading

### Introducing the story

- Look at the cover of the book and read the title to the children. Ask if any of the children have heard this story before. Ask: *What do you think might happen in this story?*
- Wordless stories are a perfect introduction to reading. Children can enjoy reading them with you/ in groups or by themselves. They allow children to access traditional tales before they are able to decode any text. They teach key skills including how to hold a book, which way to turn the pages and what key elements make a story, such as character and plot.

### Reading the extended story

- Read the extended story (on page 28 of the *Traditional Tales Handbook*) to the children. Use the eBook or the pupil book to show the images to the children as you read, and pause during the story to ask questions.
- Stop reading at the end of page 5 and talk about how the Little Red Hen is feeling. Ask: *What has the Little Red Hen done so far? Has anyone helped her? How are the dog, the cat and the duck feeling?*
- Pause at page 9 where the Little Red Hen is eating her bread. Ask: *How is the Little Red Hen feeling now? Have you ever worked hard for something and felt satisfied, like she does? How are the other characters feeling now?*
- At the end of the extended story, ask: *Why do you think the dog, the cat and the duck are helping the Little Red Hen? Do you think everyone is happy now they are working together?*

### Reading the story

- Ask the children to point to the title as you read it to them.
- Ask the children to turn the pages of the book and describe what they see in the pictures, telling the story together.
- Look at page 4 and talk about the picture. Ask: *Why does the Little Red Hen want the other characters to help her?*
- Look at page 8 and talk about what the Little Red is doing. Ask: *What do you think the Little Red Hen is baking? Do you think the other animals are interested now?*



## Returning to the story

- Look at page 6 and talk about what is happening. Ask: *What is Little Red Hen doing here?* Talk about how she is grinding the wheat to make flour. Ask: *Why do you think the other animals refused to help?*
- Look at page 10. Ask: *What do you think the Little Red Hen is saying to the other characters? What do you think they are saying to her?*
- Ask: *What did the Little Red Hen have to do to make the bread? Can you remember all the stages?*

## Storytelling

- Show the class the video of the storyteller performing the story on [www.oxfordprimary.co.uk/tradtales](http://www.oxfordprimary.co.uk/tradtales).
- Talk about how the storyteller uses rich and imaginative language to describe characters and events.
- Ask the children to think about how the storyteller uses her voice to add expression by varying her tone and the rhythm of the story. Discuss how the storyteller uses facial expressions to show emotions.
- Ask the class to discuss what they particularly enjoyed about the storyteller version of the story.
- Have a look at the storytellers' notes for information about the storytelling techniques used in the video.

## Drama

- Talk about the events in the story, using the story map as a prompt.
- Tell the children that in some versions of the story, each time the Little Red Hen asks the other animals for help they reply "Not I!", for example: "Who will help me plant the seeds?" asked the Little Red Hen. "Not I!" said the cat. "Not I!" said the dog. "Not I!" said the duck.
- Ask the children to think of repeated phrases that the cat, the dog and the duck could use when they refuse to help the Little Red Hen. Encourage them to think of a different phrase for each animal. Then think of a phrase that the Little Red Hen could use, for example "Then I will do it!"

## Writing

- Using the story map as a prompt, ask the children to draw their own picture of the Little Red Hen performing one of the tasks from the story. Encourage them to use bright colours.
- Encourage and help the children to write key words to caption their pictures. Ask them to write their name on their work.

## Links to the wider curriculum

### Science

- Make some bread, cakes or scones, using flour. Explore the texture of flour when it is dry, and when it is wet.

### Mathematics

- Use scales to weigh out the same weight of flour, sugar and butter, and talk about the different volumes of the ingredients. Discuss how some ingredients are heavier than others.

### Geography

- Find out how the bread that we buy from the shops is made – start the process with farmers growing wheat and follow it to the finished product in the shops.

### PSHE and Citizenship

- Discuss the importance of helping others and the rewards of working hard.

For more ideas on how to use this book in the classroom use the *Traditional Tales Handbook*.

**Oxford**  
**OWL**

#### For teachers

Helping you with free eBooks, inspirational resources, advice and support

#### For parents

Helping your child's learning with free eBooks, essential tips and fun activities



[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

# The Little Red Hen (Oxford Level 1) curriculum coverage chart

## Links to Oxford Reading Criterion Scale:

- Can hold books the right way up and turn the pages. (READ) [ORCS Pre-Reading Standard, 1]
- Listens attentively to stories and other texts as they are read aloud (at an age-appropriate interest level). (READ) [ORCS Pre-Reading Standard, 6]
- Can gain simple meaning from texts using illustrations, when not yet able to read the text itself. (D) [ORCS Pre-Reading Standard, 7]
- Shows curiosity about content of texts. (D) [ORCS Pre-Reading Standard, 9]

## ENGLAND The National Curriculum in England: Statutory framework for the early years foundation stage

### EYFS

The activities in this book develop all areas listed within the following Early Learning Goals: 01, 02, 03, 09, 10.

## SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – Early level

<b>Listening and talking</b>	I listen or watch for useful or interesting information and I use this to make choices or learn new things (LIT 0-04a) As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings (LIT 0-10a)
<b>Reading</b>	I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things (LIT 0-14a) I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)
<b>Writing</b>	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write (ENG 0-12a / LIT 0-13a / LIT 0-21a) Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-26a)

## WALES Foundation Phase Framework: Nursery

<b>Oracy</b>	Learners are able to listen and respond with growing attention and concentration (N_OraList.1) Learners are able to listen and join in with songs, rhymes and stories (N_OraList.5)
<b>Reading</b>	Learners are able to follow picture books and texts read to them and respond appropriately (N_ReadResp.2) Learners are able to make meaning from pictures in books (N_ReadStrat.8)
<b>Writing</b>	Learners are able to communicate by using symbols and pictures (N_WritMean.3) Learners are able to write letters, numbers and/or symbols randomly (N_WritMean.6)

## NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1

<b>Talking and listening</b>	Pupils can listen for information (L1_com_talk.1i) Pupils can follow short, straightforward instructions (L1_com_talk.1iv)
<b>Reading</b>	Pupils can show understanding of the meaning carried by print, pictures and images (L1_com_read.1) Pupils can talk about what they read and answer questions (L1_com_read.5)
<b>Writing</b>	Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2) Pupils can write personal and familiar words (L1_com_writ.4ii)