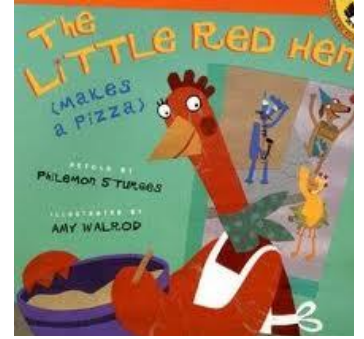# The Little Red Hen (Makes a Pizza)

Written by: Philemon Sturges
Illustrated by: Amy Walrod

The Little Red Hen is hungry again and decides to make a pizza. With no help from her busy friends and after many shopping trips to fetch some ingredients, she makes a lovely pizza. At the end of the day, her friends find time to help out the Little Red Hen!

Possible strategies for instruction:

Comprehension:

- **Use prior knowledge to connect with text:**
  - o Help students connect with text, think ahead, and become more engaged.
    - ▪ When you are hungry, what is your favorite food to eat?
    - ▪ Have you ever made homemade pizza?
    - ▪ What ingredients do you need to make pizza?
    - ▪ Tell about the last time you helped your mom or dad around the house? Did you want to help them? Explain why or why not.

- **Predict what will happen; use text to confirm, infer, and support with evidence:**
  - o Predict where the Little Red Hen will go shopping. This will help the student to read and understand some unfamiliar words such as hardware store, supermarket, and delicatessen.
    - ▪ Where will the Little Red Hen go to buy a pizza pan?
    - ▪ Where will the Little Red Hen go to buy flour?
    - ▪ Where will the Little Red Hen go to buy mozzarella cheese?
  - o Predict how the duck, dog, and cat will respond each time the Little Red Hen asks for help.
    - ▪ Who will help me make the pizza dough?
    - ▪ Would anybody like some pizza?
    - ▪ Who will help me do the dishes?

Accuracy:

- **Cross checking:**
  - o Do the pictures and/or words look right? Do they sound right? Do they make sense? Model this strategy as you come to various words in the story that are supported by the wonderful illustrations. The following is a list of suggested words to use with this strategy:
    - ▪ spied, tomato sauce, dough, grated, pepperoni, kneaded and floated

- **Chunk letters and sounds together:**
  - o There are many compound words in this story. Remind students that some words are made of two words put together to make a new word. Looking for the words within words and reading the individual words first will help students read the compound words. In this case, we are chunking words together to make bigger words. The following is a list of compound words in the story:
    - ▪ chickweed, hardware, cupboard, afternoon, myself, anybody, eggplant, and supermarket

Fluency:

- **Use punctuation to enhance phrasing and prosody:**
  - This story provides many opportunities to read phrases that ask questions, answer questions, and make statements. Model the strategy for reading the Little Red Hen's questions, explaining how your voice tone changes as you read a question. Then model the answers that the duck, dog, and cat give including the tone of voice each might use to answer the question. Be sure to point out the enthusiasm the animals show in their voice when they agree to eat pizza and clean up the kitchen. Finally, model both the Little Red Hen's greetings and her reaction to the animals' answers. These include the following comments:
    - very well then, good morning, excuse me, good evening, and hello

- **Reread text:**
  - This is a fun text for children to read several times to practice reading smoothly with expression because it provides opportunities to practice reading both questions and answers. The pictures support the story well, so the children will enjoy rereading the story to pick up details from both the text and the pictures. It would also be fun for students to pick one part of the Little Red Hen's day, practice reading that part several times during Read to Self, Partner Read and at home, and come together as a small group and read the whole story in a modified readers' theater.

Expand Vocabulary:

- **Tune into interesting words, and use new vocabulary in speaking and writing:**
  - Select 2-3 of the following words from the story to focus on:
    - spied, kneaded, rummaged, fetch, and delicatessen
  - Throughout the day have students rummage through their desk or backpacks, fetch you a pencil, or knead some play dough. Have the students say the words, add them to the word collector, and write the words during Word Work.

- **Use prior knowledge and context to predict and confirm meaning:**
  - Use prior knowledge about pizza to list pizza ingredients and discuss the unfamiliar vocabulary. The book lists the following ingredients that you may want to include:
    - mozzarella, anchovies, olives, mushrooms, pepperoni, pickled eggplant, and garlic
  - Use the pictures from the text and the context of the word to predict the meaning of the following words:
    - spied, kneaded, rummaged, fetch, and delicatessen

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.