**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title:** The Little Red Hen | | | | |
| **Your name:**  Nicole Moore | **Age or Grade Level:**  1st Grade | | **Integrated Disciplines/Subjects:**  Drama | **Time frame for Lesson:**  30 minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html)  **FA 2.5.1 Students will dramatize ideas and events through structured improvisation.**  **FA 2.5.1.e Engage in creative play, using props, to tell a story.** | | | | |
| **Objectives:**  After learning about the story of The Little Red Hen, students will act out the story using props. | | | | |
| **Assessment:**  The students will be graded on participation regarding the activity. | | | | |
| **Materials:**  Script (attached)  Animal masks  Empty packet of seeds  Small gardening tools  Bag of flour  Loaf of bread | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:**  To get the class’s attention I will gather them at the front of the classroom and ask if they have heard the story of The Little Red Hen. I will briefly explain the story and then introduce the activity to the children. I will tell them that they will be playing the characters and will have lines to read, so they get to tell the story. | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** | | | | |
| **Teacher will do:**  First the teacher will follow the anticipatory set. Next she will assign students their parts. (Not every student will get a part. Will be able to do activity again later on)  The teacher will play the role of the narrator. She will help the students with their lines and aid them if needed while acting out the story.  Now the story is to begin. The teacher will start as the role of the narrator. | | **Student will do:**  The class will listen to the teacher explain the activity and will patiently wait for her to assign parts of the story.  The students who have parts will briefly go over their lines and ask for help from the teacher if needed. They will also decide what actions they will be doing.  Students with parts will wait for their turn when acting out the story. Students who are listening will sit quietly and watch their classmates act out the story. | | |
| **Closure:**  Once the story is finished the teacher will direct the class in a discussion on what the story was about and ask the class why the hen made the decision to eat the bread herself and why the other animals did not get bread and decide not to help. The teacher will then ask the class using a thumbs up/thumbs down, if they liked the activity. | | | | |
| **Differentiation:**  For students who are ELL, I will have a para help them if they need it for understanding the story or if they are unsure of something that they are to say (if they have a part). For students with a mental disability, a special education para or teacher can help them if they have trouble sitting still to watch, or if they need help hearing, or if they just need help understanding. | | | | |
| **References:**  <http://www.teacherspayteachers.com/Product/The-Little-Red-Hen-Script-626117> | | | | |
| **LESSON ANALYSIS**  *Review all of the previous sections of your lesson plan* ***and***  *complete item in the following section prior to teaching your lesson.* | | | | |
| **Content Knowledge:**  This lesson lets students learn through creative play using materials such as props to help tell a story. This also lets the children improvise because they get to act out their characters actions how they see fit.  **Teaching Methods/Strategies:**  Dramatization  Teacher led discussion  Listening to a story | | | | |
| **REFLECTION**  *After teaching the lesson, write a reflection to evaluate how you feel the lesson went (flow, timing, materials, etc.) and write a clear description about evidence of student learning. This description should directly refer to your plans for Assessment including your documentation strategies.* | | | | |
| *N/A* | | | | |

Updated by Dr. M. K. Felton

September 2014

THE LITTLE RED HEN

Created by Brenda Pritchett

Reader’s Theatre for young readers or easy Puppet Skit

Narrator: Once there was a little red hen that had 5 friends, a duck, a cat, a dog, a cow and a mouse. One fine spring day, the little red hen found some grains of wheat.

LR Hen: Who will help me plant these seeds?

Duck: Not I.

Cat: Not I.

Dog: Not I.

Cow: Not I.

Mouse: Not I.

LR Hen: Very well, I will plant them all by myself.

Narrator: One fine summer day the Little Red Hen went out to her garden.

LR Hen: Who will help me water and weed these plants?

Duck: Not I.

Cat: Not I.

Dog: Not I.

Cow: Not I.

Mouse: Not I.

LR Hen: Very well, I will do it all by myself.

Narrator: One fine Fall day the Little Red Hen went out to her garden.

LR Hen: Who will help me cut this wheat and take it to the mill?

Duck: Not I.

Cat: Not I.

Dog: Not I.

Cow: Not I.

Mouse: Not I.

LR Hen: Very well, I will do it all by myself.

Narrator: The Little Red Hen brought the flour home and one fine winter day

she decided to make some bread.

LR Hen: Who will help me make this bread?

Duck: Not I.

Cat: Not I.

Dog: Not I.

Cow: Not I.

Mouse: Not I.

LR Hen: Very well, I will do it all by myself.

Narrator: Soon the bread was in the oven and a wonderful aroma filled the air.

When it was done the Little Red Hen placed it on the table.

LR Hen: Who will help me eat this bread?

Duck: I will.

Cat: I will.

Dog: I will.

Cow: I will.

Mouse: I will.

LR Hen: Who helped me plant the seeds? Who helped me water and weed

the plants? Who helped me cut them and take them to the mill?

Who helped me make this bread?

Duck: Not I.

Cat: Not I.

Dog: Not I.

Cow: Not I.

Mouse: Not I.

LR Hen: Well then, I will eat this bread all by myself.

Narrator: And she did. THE END.