



# Read Aloud:

## *The Little Red Hen (Makes a Pizza)*

Standard Connection:  
 ELA.RL.PK4.1-7,9-10  
 ELA.SL.PK4.1-4,6  
 ELA.L.PK4.1, 1c, 4, 6

### Enduring Understanding(s):

- A friend is someone we care for and want to spend time with.
- Friends like to do things together and enjoy each other's company.
- Friends usually share and help one another.
- Friends may have conflicts that can cause complex feelings. Usually, friends work together to resolve these problems; a possible solution may be to spend time apart.

### Essential Question(s):

- How do you deal with and express complex feelings in productive and creative ways?
- How do you maintain your sense of self, while compromising and collaborating when necessary?

Materials	Vocabulary	
<ul style="list-style-type: none"> <li>• <i>The Little Red Hen (Makes a Pizza)</i></li> <li>• vocabulary word picture cards</li> </ul>	<p><b>apron:</b> a protective garment worn over one's clothes</p> <p><b>cupboard:</b> a closet with shelves for dishes, cups, and food</p> <p><b>delicious:</b> tastes very good</p> <p><b>mozzarella:</b> cheese used on pizza</p> <p><b>dough:</b> mix of flour and water</p> <p><b>knead:</b> to press dough with the hands</p>	<p><b>topping:</b> a layer of food items spread over the sauce on pizza</p> <p><b>fetch:</b> get something</p> <p><b>rummage:</b> look for something</p> <p><b>sip:</b> drink a little</p> <p><b>delicatessen:</b> store that sells meats and cheeses</p> <p><b>pizza slicer:</b> a kitchen tool used to cut pizza</p>
Books		

## First Read

**Preparation:** *Set up materials*

### Children will:

- listen to a story read aloud
- demonstrate increasing levels of sustained and focused engagement
- show a steady increase in the number of words in listening vocabulary
- develop an understanding of main events

<p>“The title of this book is <i>The Little Red Hen (Makes a Pizza)</i>. The author is Philemon Sturges - he wrote the words. The illustrator is Amy Walrod - she created the pictures.”</p>	<p><b>Show front cover.</b></p>
<p>“This must be Hen. She’s mixing something in a bowl - maybe it’s pizza <b>dough</b>. I wonder who these animals are. Let’s read the book and find out.”</p>	<p><b>p. 1</b></p>
<p>“A <b>cupboard</b> is a closet where you store dishes, cups, or food.”</p>	

“Hen <b>rummaged</b> through her drawer - she moved things around as she looked - but she didn’t have a pizza pan. None of Hen’s friends has a pizza pan for her to use. What do you think she will do?”	p. 2
“Hen <b>fetches</b> - got - a pizza pan at the <b>hardware store</b> . She’s bringing it home.”	
“Flour is an important <b>ingredient</b> in pizza. Pizza <b>dough</b> , which is used to make the pizza crust, is made from a mix of flour and water.”	p. 5
“I wonder if Dog, Cat, or Duck will help Hen. Her friends wouldn’t help her. What do you think Hen will do?”	Children respond.
“Hen <b>fetches</b> the flour herself from the <b>supermarket</b> .”	p. 8
“Hen needs <b>mozzarella</b> cheese for her pizza, but she doesn’t have any. I wonder what she’ll do?”	p. 9
“She asked her friends to help her. When she asked her friends to help her before, they didn’t. What do you think her friends will do this time?”	p. 10 Children respond.
“Hen purchased <b>mozzarella</b> cheese at a <b>delicatessen</b> - a store that sells cheeses and meat.”	p. 12
“Hen is wearing an <b>apron</b> - a covering for her clothes so she doesn’t get dirty while she’s cooking.”	p. 15
“The pepperoni, olives, and mushrooms are <b>toppings</b> - food items that go on the pizza. Hen is resting after her hard work, and she’s <b>sipping</b> - drinking just a little bit - of her chickweed tea. The pizza smelled <b>delicious</b> - like it would taste really good.”	pp. 18-19
“Why do you think Dog, Duck, and Cat finally decided to help Hen?”	pp. 26-27 Children respond.
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>• How were the duck, the cat, and the dog helpful to the Little Red Hen?</li> <li>• How were they not helpful?</li> </ul>	

## Second Read

### Children will:

- recall some main events when asked
- link characters' basic emotions to their actions
- use their own experiences to understand the characters' feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

<p>“We read this book the other day, and we know the title is <i>The Little Red Hen (Makes a Pizza)</i>. Today we’re going to read the story again.”</p>	<p><b>Pause before you read the title so that children can chime in. Underline the title with your finger as you read it.</b></p>
<p>“The hen was hungry, and when she looked in her <b>cupboard</b> for something to eat, what did she spy that made her think of pizza?”</p>	<p><b>p. 1</b> <b>Point to the tomato sauce can.</b></p>
<p>“It wasn’t easy for the hen to make pizza. What difficulty did she keep having?”</p>	<p><b>p. 2</b> <b>Guide the children to recall that she didn’t have the necessary ingredients and tools.</b></p>
<p>“What did the hen need first?”</p>	<p><b>Children respond.</b></p>
<p>“She <b>rummaged</b> through her drawer and found that she needed a pizza pan. None of her friends had a pizza pan, so what did Hen do?”</p>	<p><b>Children respond.</b></p>
<p>“She <b>fetched</b> one herself at the _____, where Peter’s father bought paint like in <i>Peter’s Chair</i>.”</p>	<p><b>Pause to prompt children to chime in with “hardware store.”</b></p>
<p>“The hen looked in her cupboard for pizza ingredients, and she realized she needed flour. What did she do?”</p>	<p><b>Children respond.</b></p>
<p>“Her friends all said, no, they didn’t have any flour, so what did the hen do?”</p>	<p><b>Children respond.</b></p>
<p>“She purchased flour at a <b>supermarket</b>. She also purchased mozzarella cheese at a <b>delicatessen</b>.”</p>	<p><b>p. 12</b></p>
<p>“What part of the pizza did the hen make first?”</p>	<p><b>p. 18</b> <b>Model/define “chopping”, “slicing”, “grating,” and putting the pizza in the oven.</b> <b>Children respond.</b></p>
<p>“She made the dough by mixing flour and water. She spun the dough in the air so that it would get round and flat like a circle. She wore her <b>apron</b> so she wouldn’t get dirty. After making the dough, what did Hen do?”</p>	<p><b>pp. 15-18</b> <b>Children respond.</b></p>
<p>“She put lots of <b>toppings</b> on her pizza.”</p>	

<p>“How did the dog, the cat, and the duck know that the pizza was ready?”</p>	<p><b>pp. 22-23</b>  <b>Point to Hen yelling out the window and to the wavy lines going out the window that illustrate the delicious smell. Children respond.</b></p>
<p>“Hen told them, but they could also smell the <i>delicious</i> pizza. After they ate the pizza, what did the dog, the cat, and the duck do as friends?”</p>	<p><b>pp. 24-28</b>  <b>Close the read, summarizing children’s responses.</b></p>

**Discussion Question(s):**

- Why do you think the hen offered her pizza to the other animals even though they did not help her make it?
- What would you have done? Why?
- If the hen decided to make a \_\_\_\_\_, do you think her friends would help her? Why or why not?

**Third Read**

**Children will:**

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall the main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

**Discussion Question(s):**

- Why do you think the hen’s friends didn’t offer to help her make the pizza?
- Why do you think the hen’s friends offered to wash the dishes after they ate the pizza?

**Fourth Read**

**Children will:**

- act out one or more scenes from the story
- explore character motivations and emotions
- recall the main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

**Discussion Question(s):**

- Imagine if the dog, the cat, or the duck wanted to make a pizza. Do you think the hen would help? Why or why not?
- How could the hen be helpful to her friend(s)?