4th Grade Learning Guide ELA
Note to Parents: The learning guides can be translated using your phone!

How to Translate the Learning Guides:

1. Download the Google Translate app
2. Tap "Camera"
3. Point your camera at the text you want to translate
4. Tap "Scan"
5. Tap “Select all”

How to Use This Learning Guide:

There are 3 core parts to this learning guide.

First: Parents/students are provided with the text/story that can be read.
- In grades levels K-2, the text is found at the end of the learning guide.
- In grades levels 3 -5, the texts are found at the start of each lesson.

Next: Parents/students are provided with an overview of what will be learned and are provided supports to help with learning (vocabulary, questions, videos, websites).
- Vocabulary words in bold are the most important for understanding the text.

Finally: Parents/students are provided with the activities that can be completed using the text/story.
- Directions for the activities are provided and the directions for the choice board activities tell students how many tasks to complete.
- For choice boards, students should pick activities that interest them and that allow them to demonstrate what they have learned from the text/story.
- The Answer Key and Modifications Page are at the end of the Learning Guide to support your child.
- The Modifications Page includes Language Development resources for Newcomers.
Grade: 4  Subject: English Language Arts

Topic: *The Little Red Hen* by Florence White Williams

Access the text online [HERE](#) or [Embedded HERE](#)

**What Your Student is Learning:**

Your student will read the fictional text, *The Little Red Hen*. While working with this text, your student will practice the following skills:

- Finding the main idea (theme) and supporting details in the text to describe setting
- Building their vocabulary knowledge in context
- Writing a summary of their reading that states and supports a theme
- Compare and contrast text to gain a deeper understanding of the theme
- Establish a situation and write to narrate

**Background and Context for Parents and Guardians:**

- Students will read in this folktale that Red Hen works hard, despite others, and is rewarded in the end.
- They will learn how characters in a story interact with each other.
- They will be asked to cite evidence (details) to describe a story’s characters and their actions.
- They will be asked to compare and contrast information about a text presented in a different medium.
- They will also learn to use context clues to build their vocabulary around this topic.

**Ways to support your student:**

- Word Study- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.

<table>
<thead>
<tr>
<th>distribute</th>
<th>slender</th>
<th>inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>idle</td>
<td>brisk</td>
<td>vigorous</td>
</tr>
<tr>
<td>bewilder</td>
<td>snippy</td>
<td>glee</td>
</tr>
<tr>
<td>cunning</td>
<td>luxury</td>
<td>anticipation</td>
</tr>
</tbody>
</table>

- Introduce the text by reading the title *The Little Red Hen*, and looking at the pictures
- Discuss what makes the story a legend or folktale (a cultural story passed on through generations)
- Read the text aloud with your child.
- After reading, ask questions about the text. These questions could include:
  - What did you think the text was mostly about?
  - What do you think the author wanted you to know about the topic? That is an interesting point. What made you think that?
  - What challenges (problems) do the characters experience? How are the problems solved?
  - What lesson do the characters learn from this text?
What is the theme of this text?

### Online Resources for Students:

#### Videos:
- A different version of *The Little Red Hen*: [https://www.youtube.com/watch?v=E92ayYE9GzA](https://www.youtube.com/watch?v=E92ayYE9GzA)
- Scholastic's *The Little Red Hen*: [https://www.youtube.com/watch?v=GLzna0Hrsco](https://www.youtube.com/watch?v=GLzna0Hrsco)

#### Power Library:
*Power Library* is the online portal to all that Pennsylvania libraries offer. This is the place to find 24/7 access to newspapers, magazines, journals, historical documents and photos, online databases, and eBooks. Research a subject. Learn about your family history. Locate a title. Explore career options. It's all here at POWER Library.

Link: [https://sites.google.com/philasd.org/sdppowerlibrary/home](https://sites.google.com/philasd.org/sdppowerlibrary/home)

#### Building Background Knowledge:
*Building Background Knowledge*: This article explains and provides support on why background knowledge is key to student’s being able to read with comprehension.

Link: [https://www.readingrockets.org/article/building-background-knowledge](https://www.readingrockets.org/article/building-background-knowledge)

---

NOTE: There is a parent/guardian-friendly answer key at the end of this packet that you can use to help your student.
Florence White Williams (1895–1953) was an artist and illustrator, and is most famous for her retelling of the folktale “The Little Red Hen.” This story is an old folktale, meaning it has been passed down orally from generation to generation. The story most likely came from Russia, but it became popular in the United States in the 1940s. As you read, identify details that reveal the traits of the characters.

A Little Red Hen lived in a barnyard. She spent almost all of her time walking about the barnyard in her picketty-pecketty fashion, scratching everywhere for worms.

She dearly loved fat, delicious worms and felt they were absolutely necessary to the health of her children. As often as she found a worm she would call “Chuck-chuck-chuck!” to her chickies.

When they were gathered about her, she would distribute choice morsels of her tid-bit. A busy little body was she!

A cat usually napped lazily in the barn door, not even bothering herself to scare the rat who ran here and there as he pleased. And as for the pig who lived in the sty — he did not care what happened so long as he could eat and grow fat.

One day the Little Red Hen found a Seed. It was a Wheat Seed, but the Little Red Hen was so accustomed to bugs and worms that she supposed this to be some new and perhaps very delicious kind of meat. She bit it gently and found that it resembled a worm in no way whatsoever as to taste although because it was long and slender, a Little Red Hen might easily be fooled by its appearance.

Carrying it about, she made many inquiries as to what it might be. She found it was a Wheat Seed and that, if planted, it would grow up and when ripe it could be made into flour and then into bread.
When she discovered that, she knew it ought to be planted. She was so busy hunting food for herself and her family that, naturally, she thought she ought not to take time to plant it.

So she thought of the Pig — upon whom time must hang heavily and of the Cat who had nothing to do, and of the great fat Rat with his idle hours, and she called loudly:

“Who will plant the Seed?”

[10]

But the Pig said, “Not I,” and the Cat said, “Not I,” and the Rat said, “Not I.”

“Well, then,” said the Little Red Hen, “I will.”

And she did.

Then she went on with her daily duties through the long summer days, scratching for worms and feeding her chicks, while the Pig grew fat, and the Cat grew fat, and the Rat grew fat, and the Wheat grew tall and ready for harvest.

So one day the Little Red Hen chanced to notice how large the Wheat was and that the grain was ripe, so she ran about calling briskly: “Who will cut the Wheat?”

[15]

The Pig said, “Not I,” the Cat said, “Not I,” and the Rat said, “Not I.”

“Well, then,” said the Little Red Hen, “I will.”

And she did.

She got the sickle from among the farmer’s tools in the barn and proceeded to cut off all of the big plant of Wheat. On the ground lay the nicely cut Wheat, ready to be gathered and threshed, but the newest and yellowest and downiest of Mrs. Hen’s chicks set up a “peep-peep-peeping” in their most vigorous fashion, proclaiming to the world at large, but most particularly to their mother, that she was neglecting them.

[20]

Poor Little Red Hen! She felt quite bewildered and hardly knew where to turn.

Her attention was sorely divided between her duty to her children and her duty to the Wheat, for which she felt responsible.

So, again, in a very hopeful tone, she called out, “Who will thresh the Wheat?”

But the Pig, with a grunt, said, “Not I,” and the Cat, with a meow, said, “Not I,” and the Rat, with a squeak, said, “Not I.”

So the Little Red Hen, looking, it must be admitted, rather discouraged, said, “Well, I will, then.”

[25]

And she did.

Of course, she had to feed her babies first, though, and when she had gotten them all to sleep for their afternoon nap, she went out and threshed the Wheat. Then she called out: “Who will carry the Wheat to the mill to be ground?”

Turning their backs with snippy glee, that Pig said, “Not I,” and that Cat said, “Not I,” and that Rat said, “Not I.”
So the good Little Red Hen could do nothing but say, “I will then.” And she did.

Carrying the sack of Wheat, she trudged off to the distant mill. There she ordered the Wheat ground into beautiful white flour. When the miller brought her the flour she walked slowly back all the way to her own barnyard in her own picketty-peckety fashion.

[30]
She even managed, in spite of her load, to catch a nice juicy worm now and then and had one left for the babies when she reached them. Those cunning little fluff-balls were so glad to see their mother. For the first time, they really appreciated her.

After this really strenuous day Mrs. Hen retired to her slumbers earlier than usual — indeed, before the colors came into the sky to herald the setting of the sun, her usual bedtime hour.

She would have liked to sleep late in the morning, but her chicks, joining in the morning chorus of the hen yard, drove away all hopes of such a luxury.

Even as she sleepily half opened one eye, the thought came to her that to-day that Wheat must, somehow, be made into bread.

She was not in the habit of making bread, although, of course, anyone can make it if he or she follows the recipe with care, and she knew perfectly well that she could do it if necessary.

[35]
So after her children were fed and made sweet and fresh for the day, she hunted up the Pig, the Cat and the Rat.

Still confident that they would surely help her some day she sang out, “Who will make the bread?”

Alas for the Little Red Hen! Once more her hopes were dashed! For the Pig said, “Not I,” the Cat said, “Not I,” and the Rat said, “Not I.”

So the Little Red Hen said once more, “I will then,” and she did.

Feeling that she might have known all the time that she would have to do it all herself, she went and put on a fresh apron and spotless cook’s cap. First of all she set the dough, as was proper. When it was time she brought out the moulding board and the baking tins, moulded the bread, divided it into loaves, and put them into the oven to bake. All the while the Cat sat lazily by, giggling and chuckling.

[40]
And close at hand the vain Rat powdered his nose and admired himself in a mirror.

In the distance could be heard the long-drawn snores of the dozing Pig.

At last the great moment arrived. A delicious odor was wafted upon the autumn breeze. Everywhere the barnyard citizens sniffed the air with delight.

The Red Hen ambled in her picketty-peckety way toward the source of all this excitement.

Although she appeared to be perfectly calm, in reality she could only with difficulty restrain an impulse to dance and sing, for had she not done all the work on this wonderful bread?

[45]
Small wonder that she was the most excited person in the barnyard!

She did not know whether the bread would be fit to eat, but — joy of joys! — when the lovely brown loaves came out of the oven, they were done to perfection.
Then, probably because she had acquired the habit, the Red Hen called: “Who will eat the Bread?”

All the animals in the barnyard were watching hungrily and smacking their lips in anticipation, and the Pig said, “I will,” the Cat said, “I will,” the Rat said, “I will.”

But the Little Red Hen said,

“No, you won’t. I will.”

And she did.

THE END

“The Little Red Hen” by Florence White Williams (1918) is in the public domain.

Notes

1. way
2. Distribute (verb) : to divide and give out in shares
3. small bites of food
4. a pigpen
5. Slender (adjective) : thin or skinny
6. Inquiry (noun) : a question; the act of asking for information
7. Idle (adjective) : lazy or inactive
8. Brisk (adjective) : moving or acting with quickness and energy
9. to separate seeds from a plant
10. Vigorous (adjective) : involving physical strength, effort, or energy
11. Bewilder (verb) : to confuse completely
12. Snippy (adjective) : sharp or rude
13. Glee (noun) : joy, delight
14. Cunning (adjective) : being sneaky to achieve something
15. Luxury (noun) : a state of great comfort or a wealthy lifestyle
16. Anticipation (noun) : nervous excitement for something that is happening soon
Tic-Tac-Toe Choice Board 1: *The Little Red Hen*

**Directions:** Read the text *The Little Red Hen*. Choose 3 activities from the choice board below. You should complete at least one activity from each row.

<table>
<thead>
<tr>
<th>Row 1</th>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Skim and scan at the pages of <em>The Little Red Hen</em></td>
<td>Read the first paragraphs of the story. Stop and make 3 predictions about what will happen next.</td>
<td>Word Study: Read the Vocabulary Chart</td>
</tr>
<tr>
<td></td>
<td>Write: ● 3 things that interested you ● 3 questions you have about the story ● 1 prediction you have about the story</td>
<td>Write: ● 3 predictions of what will happen in the story</td>
<td>1. Find the sentence where the author uses each word. 2. Choose two of the words. 3. Write a sentence with each word you chose</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Row 2</th>
<th>Activity 4</th>
<th>Activity 5</th>
<th>Activity 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>After reading <em>The Little Red Hen</em>, find evidence for the theme: hard work is rewarded. What evidence in the text supports the theme that hard work is rewarded?</td>
<td>Select one character from the story. How would you describe the character? Using a character web, identify character traits.</td>
<td>Identify the characters of the story. How do they react to the hen’s request for help? Complete the table.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Vocabulary Chart

<table>
<thead>
<tr>
<th>Word Study: Read the Vocabulary Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Find the sentence where the author uses each word.</td>
</tr>
<tr>
<td>2. Choose two of the words.</td>
</tr>
<tr>
<td>3. Write a sentence with each word you chose</td>
</tr>
</tbody>
</table>

### Table for Identifying Characters

<table>
<thead>
<tr>
<th>Character</th>
<th>What do they say?</th>
<th>What do they do?</th>
<th>What does this say about the character?</th>
</tr>
</thead>
<tbody>
<tr>
<td>set</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mlg</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Activity 1: Preview the Text

Skim and scan the pages of *The Little Red Hen*.

Pay attention to the pictures and the section headings.

#### Write 3 things that were interesting to you as you looked through the text:

*ELs: It is interesting that _____. I like that _____.

1. 

2. 

3. 

#### Write 3 questions you have about the text:

*ELs: Why ___? What ___? How ____?

1. 

2. 

3. 

#### Think Ahead: Write your prediction about the text:

*ELs: I think that ________.
**Activity 2: Preview the Text**

Read the first 4 paragraphs of the story. Stop and make 3 predictions about what will happen next.

<table>
<thead>
<tr>
<th>After reading the first paragraph, write 3 predictions you have about the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>
**Activity 3: Preview the Text**

**Word Study:** Practice reading the story vocabulary. Choose two words from each column. Write a complete sentence with each word you chose. Refer back to the text to check for meaning.

<table>
<thead>
<tr>
<th>Word 1:</th>
<th>Sentence:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word 2:</th>
<th>Sentence:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word 3:</th>
<th>Sentence:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word 4:</th>
<th>Sentence:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word 5:</th>
<th>Sentence:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word 6:</th>
<th>Sentence:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 4: Engage with the Text

After reading *The Little Red Hen*, find evidence for the theme: hard work is rewarded. What evidence in the text supports the theme that hard work is rewarded?

<table>
<thead>
<tr>
<th>Theme: Hard work is rewarded.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quote from the text</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Activity 5: Engage with the Text
Select one character from the story. How would you describe the character? Using a character web, identify character traits.
### Activity 6: Engage with the Text

<table>
<thead>
<tr>
<th>Character</th>
<th>What do they say?</th>
<th>What do they do?</th>
<th>What does this say about the character?</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pig</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Optional: Extension Activity

How would the ending change if the animals would have helped the hen?

Excerpt from story:
Small wonder that she was the most excited person in the barnyard!
She did not know whether the bread would be fit to eat, but — joy of joys! — when the lovely brown loaves came out of the oven, they were done to perfection.
Then, probably because she had acquired the habit, the Red Hen called: “Who will eat the Bread?”

All the animals in the barnyard were watching hungrily and smacking their lips in anticipation, and the Pig said, “I will,” the Cat said, “I will,” the Rat said, “I will.”
But the Little Red Hen said,
“No, you won’t. I will.”
And she did.
THE END

Rewrite the ending:
Optional Extension Activity: Genre Study

Watch the following video of the Chinese folktale *The Empty Pot*. Complete a Venn Diagram comparing and contrasting *The Little Red Hen* and *The Empty Pot*.

*The Empty Pot:* [https://www.youtube.com/watch?v=a9K-sAKdk2Y](https://www.youtube.com/watch?v=a9K-sAKdk2Y)
**Activity 9: Extended Writing**

**Narrative Activity:** Think about other legends or folktales. Use these stories as a model. Be an author; write your own folktale.

Directions- Write a folk tale that includes an important lesson.
**Activity 1: Preview the Text**

Skim and scan the pages of *The Little Red Hen*.

Pay attention to the pictures and the section headings.

**Write 3 things that stood out to you as you looked through the text:**

1. The Red Hen is the main character.

2. The other characters are the cat, rat and pig.

3. The Red Hen has kids. There are 5 chicks in the image.

**Write 3 questions you have about the text:**

1. What is the main lesson in the story?

2. What does the red hen do in the story?

3. How do the rat, cat and pig fit into the story?

**Think Ahead: Write your prediction about the text:**

I think the Red Hen will do something to feed and help her children. The cat, rat and pig will help the Red Hen.
**Activity 2: Preview the Text**

Read the first 4 paragraphs of the story. Stop and make 3 predictions about what will happen next.

<table>
<thead>
<tr>
<th>After reading the first paragraph, write 3 predictions you have about the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
</tr>
<tr>
<td>The cat, rat and pig will not be helpful to the hen. The author says they are lazy.</td>
</tr>
<tr>
<td><strong>2.</strong></td>
</tr>
<tr>
<td>The Red Hen is hard working. She will be working hard in the story.</td>
</tr>
<tr>
<td><strong>3.</strong></td>
</tr>
<tr>
<td>The Red Hen will do anything for her children. She will protect them from the cat, rat and pig.</td>
</tr>
</tbody>
</table>
Activity 3: Preview the Text

Word Study: Practice reading the story vocabulary. Choose two words from each column. Write a complete sentence with each word you chose. Refer back to the text to check for meaning.

<table>
<thead>
<tr>
<th>Word 1:</th>
<th>distribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence:</td>
<td>I will distribute the books to the kids in my class so we can read with the teacher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word 2:</th>
<th>idle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence:</td>
<td>When I am bored, I sit idle and think about all the things I wish I could do.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word 3:</th>
<th>slender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence:</td>
<td>My pencil is yellow, long and slender.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word 4:</th>
<th>luxury</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence:</td>
<td>When I grow up, I will work hard and live in luxury.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word 5:</th>
<th>inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence:</td>
<td>In Science class we learn using inquiry by asking a lot of questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word 6:</th>
<th>glee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence:</td>
<td>When we sang Happy Birthday to my mom, there was a lot of glee.</td>
</tr>
</tbody>
</table>
### Activity 4: Engage with the Text

After reading *The Little Red Hen*, find evidence for the theme: hard work is rewarded. What evidence in the text supports the theme that hard work is rewarded?

<table>
<thead>
<tr>
<th>Theme: Hard work is rewarded.</th>
<th>Quote from the text</th>
<th>What does it mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;She was so busy hunting for food for herself and her family that, naturally, she thought she ought not to take time to plant it.&quot;</td>
<td>The Red Hen was so busy hunting she doesn’t think she will have the time to plant the seed. She is a hard worker.</td>
<td></td>
</tr>
<tr>
<td>&quot;Well, then,&quot; said the Little Red Hen, “I will.”</td>
<td>The Red Hen decides to do the jobs even though she’s busy.</td>
<td></td>
</tr>
<tr>
<td><strong>After the cat, rat and pig say</strong> “I will” <strong>to eating the bread,</strong> “‘No, you won’t. I will.’ And she did.”</td>
<td>The Red Hen did not share her bread since the cat, rat and pig did not help with making it.</td>
<td></td>
</tr>
</tbody>
</table>
Activity 5: Engage with the Text
Select one character from the story. How would you describe the character? Using a character web, identify character traits.

- **Red Hen**
  - Fair: She doesn’t let the pig, rat and cat eat the bread because they didn’t help.
  - Good mother: She feeds her and takes care of the chicks.
  - Likes Teamwork: Tries to get help from the cat, rat and pig even though they say no.
  - Works Hard: grows the seed and makes bread
### Activity 6: Engage with the Text

<table>
<thead>
<tr>
<th>Character</th>
<th>What do they say?</th>
<th>What do they do?</th>
<th>What does this say about the character?</th>
</tr>
</thead>
</table>
| cat       | “Not I”           | Cat- had nothing to do  
“grew fat”  
turned their backs with snippy glee | bored  
did not help the hen even though he could  
rude |
| rat       | “Not I”           | great fat rat is idle  
“grew fat”  
turned their backs with snippy glee | bored and lazy  
rude |
| pig       | “Not I”           | “Time must hang heavily” 
“grew fat”  
turned their backs with snippy glee | has lots of time  
rude |
Optional: Extension Activity

How would the ending change if the animals would have helped the hen?

Excerpt from story:

Small wonder that she was the most excited person in the barnyard!

She did not know whether the bread would be fit to eat, but — joy of joys! — when the lovely brown loaves came out of the oven, they were done to perfection.

Then, probably because she had acquired the habit, the Red Hen called: “Who will eat the Bread?”

All the animals in the barnyard were watching hungrily and smacking their lips in anticipation, and the Pig said, “I will,” the Cat said, “I will,” the Rat said, “I will.”

But the Little Red Hen said,

“No, you won’t. I will.”

And she did.

THE END

Rewrite the ending:

The Little Red Hen turned to the cat, rat and pig and said “Thank you for helping me. Because of your help, I was able to feed my family and grow the seed to make wheat to bake bread. It is all of our hard work that made this bread. We will share.”

And they ate the bread together and celebrated their hard work. They went to bed with their bellies full and happy hearts.
Optional Extension Activity: Genre Study

Watch the following video of the Chinese folktale *The Empty Pot*. Complete a Venn Diagram comparing and contrasting *The Little Red Hen* and *The Empty Pot*.

**The Empty Pot**: [https://www.youtube.com/watch?v=a9K-sAKdk2Y](https://www.youtube.com/watch?v=a9K-sAKdk2Y)

---

**Venn Diagram**

- **The Empty Pot**
  - Characters are people
  - King gives the children a challenge
  - Honesty is rewarded

- **Both**
  - Ping and the Hen work hard planting their seeds.
  - Ping and the Hen are rewarded because of their hard work.

- **The Little Red Hen**
  - Characters are animals
  - Hen finds a seed
  - Hard work is rewarded
Activity 9: Extended Writing

**Narrative Activity:** Think about other legends or folktales. Use these stories as a model. Be an author; write your own folktale.

Directions- Write a folk tale that includes an important lesson.

---

Once upon a time there was a little girl named Sunshine. She was a happy little girl who made everyone happy because she was kind. One day she came ran into an angry man. The man was walking around yelling at people “Get out of my way!” “MOVE!!!!!” People around town were running away from the man because they were cared. The old man was coming upon an old woman with a cane. He had a mean look on his face. Before he could yell at the old woman, Sunshine stood in front of her. She offered the man a flower. “Here sir, I’m sorry you are having a bad day. Hope your day gets better.” The old stood back shocked. No one had ever showed him kindness. He began to cry and held the flower close. He stopped yelling and told Sunshine, “You are very kind. No one has ever been nice to me. I will be nicer now.” The lesson is that showing kindness to those who need it most can change them forever.
What if my child needs modifications?

- Choose up to 3 activities to complete from the choice board (Complete one activity a day)
- Before reading, look at the pictures from the story *The Little Red Hen* write or draw anything you know about the story
- Before reading, look at the pictures from the story *The Little Red Hen* write or draw up to 2 predictions (things you think will happen in the story)
- Use pictures to help with unknown vocabulary words
- After at least 2 readings of the text, write the main idea of the text using the sentence frame “The main idea of this text is ____________.” I learned _____________ and _________.
- Answer up to 2 comprehension questions on the theme “Hard Work Is Rewarded”.
- If you choose to complete the web, identify the main idea (the middle circle) and up to 2 key facts (Any of the other circles).

More Online Resources for Additional Support:

World news for students
Link: https://www.newsinlevels.com

Video lessons and activities for learning English
Link: http://www.usalearns.org

Additional Online Resources:
The International Children's Library has a multicultural collection of free digital books.
Link: bit.ly/interchildlibrary

StoryWeaver has a collection of read along stories.
Link: bit.ly/StoryWeaver2020

The British Council's Learn English Kids website has stories, videos and games for English Learners.
Link: learnenglishkids.britishcouncil.org
Cambridge has online activities for students learning English.
Link: bit.ly/CamEnglishActivities

The San Diego Zoo has online stories, videos, and activities.
Link: kids.sandiegozoo.org/stories

Colorín Colorado has many resources for parents.
Link: https://www.colorincolorado.org/families