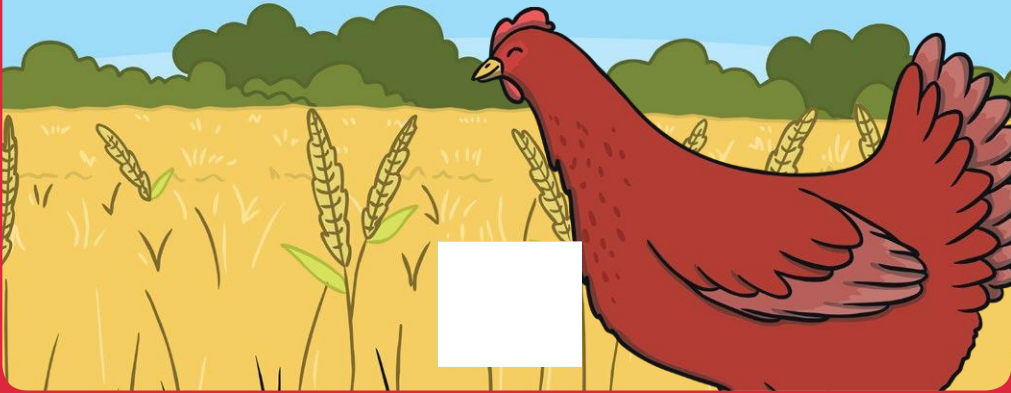


# The Little Red Hen

## Activity Cards 3



The Little Red Hen Activity Cards

## Punctuation and Grammar

- Play the **Adding -ing or -ed Game** with a partner.
- **Challenge!** Can you write sentences with the **-ing** or **-ed** words you have made?



The Little Red Hen Activity Cards

## Phonics

- Complete the **Words Ending in -y Activity Sheet**.
- **Challenge!** Can you solve the riddle to find a new **-y** word?



The Little Red Hen Activity Cards

## Comprehension

- Complete the **Pick a Path Activity Sheet**.
- **Challenge!** Write your own true and false sentences about the story. Can your friend find the true ones?



## Vocabulary

- Complete the **Animal Action Words Activity Sheet**.
- **Challenge!** Write your own sentences and circle the verbs you have used.



## Sorry!

- Complete the **Sorry! Activity Sheet**.  
**Challenge!** Swap with a friend and find all the capital letters and full stops they have used in their work.



## Digital

- Take it in turns in your group to play the **Say What You See Challenge** on a computer or interactive whiteboard.
- **Challenge!** Can you write a sentence to go with the illustration you have revealed?



## Reading Task

- Talk about the story and read it again. Discuss the most important parts and the different characters. Look at how the Little Red Hen feels and how she changes in the story.



# The Little Red Hen: Activity Plan 3

## Reading Skill:

1b. Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

To understand the main events of the story and discuss the importance of the characters and title.

## Vocabulary and Key Phrases:

Main character, good character, bad character, determined, perseverance, author, title.

**Prior Learning:** Children will have read the story and become familiar with the sequence of the events.

**Reading Task:** Recap and read the story again. Discuss key events and how the different characters feel and behave. Look at how the Little Red Hen changes in the story.

## Reading Questions

**Is there a good/bad character in the story? Who is it? How can you tell? Find the words/sentences that tell you this.**

- The good character is the Little Red Hen because she is trying really hard to make some bread and she doesn't give up. The words/sentences that tell me this are "Then I will do it myself".
- The bad characters are the dog, the cat and the duck. I can tell because they don't help the Little Red Hen at all and still want to eat her bread at the end. The words that tell me this are "Not I".

**How/why does the main character change as the story goes on?**

- Example answer: The Little Red Hen changes because she decides at the end of the story to eat the loaf of bread all by herself.

**Find the words that show that the main character has changed.**

- The words that show the main character has changed are "No. I will eat it myself!"

**What happens in the story?**

- Example answer: The Little Red Hen finds some grain and plants it. None of the animals help her. She waits for it to grow then she cuts it down and takes it to the mill to be ground into flour. The animals still won't help her. She bakes a loaf of bread all by herself. She eats the loaf all by herself too.

**Can you think of a different title for this story?**

- Example answer: A different title could be 'The Hard-Working Hen and the Lazy Animals'.

## Deeper Reading:

**Can you think of one word to describe the Little Red Hen or her actions? Why do you think that?**

- Example answers: determined/hard-working/perseverance/tired/strong
- I think that because she has to work so hard all through the story and does all the really difficult jobs all by herself and doesn't give up.

**How would you feel if you were the Little Red Hen in the story?**

- I would feel very sad and disappointed that nobody would help me.

**What do you think is the most important part of the story? What is the author trying to get us to think about in this part?**

- Example answers: I think the most important part of the story is when the Little Red Hen keeps doing all the hard jobs all by herself. I think the author is trying to get us to think about how important it is to try hard and not give up.  
Or
- I think the most important part of the story is when the Little Red Hen doesn't share her loaf of bread. I think the author is trying to get us to think about sticking up for yourself when other people are unkind to you. The other animals learnt a lesson about helping others.

## Related Activities

**Punctuation and Grammar:** Children play the **Adding -ing or -ed Game** in pairs.

**Challenge!** Children write sentences with the -ing or -ed words they have made. ✓

**Phonics:** Children complete the **Words Ending in -y Activity Sheet**.

**Challenge!** Children solve the riddle to find a -y word. ✓

**Comprehension:** Children complete the **Pick a Path Activity Sheet**.

**Challenge!** Children write their own true and false sentences about the story and see if a friend can identify the true ones.

**Vocabulary:** Children complete the **Animal Action Words Activity Sheet**.

**Challenge!** Children write their own sentences and circle the verbs they have used. ✓

**Sorry!** Children complete the **Sorry! Activity Sheet**. They draw the dog, cat or duck and write a speech bubble to apologise to the Little Red Hen.

**Challenge!** Children swap with a friend and locate the capital letters and full stops.

**Digital:** Children take it in turns to complete a slide on the **Say What You See Challenge**. (Adult support recommended.)

**Challenge!** Children write a sentence to go with the illustration they have revealed. ✓

# Guided Reading Order of Teaching – Option 1

This option will work well with KS1 and KS2 children. Using the same text with each group and one **Activity Plan** to last the week.

## Teacher Focus

On day 1, you will need to allow an extra long session. Share the section of the text specified on the **Activity Plan 1** with the whole class and discuss the Reading Questions. (*Note the deeper reading questions will be focused on during group guided reading.*) The children will then be familiar with the text so that they can move on to completing the tasks outlined in the timetable.

## Independent

Throughout the rest of the week, rotate the carousel of suggested activities from the **Activity Cards**; each group will work on a different activity each day.

**Note** – With option 1, each pack is intended to last a whole week. On week 2, the order will be repeated but with **Activity Plan 2** and so on.

## Suggested Timetable

There are four core activities for KS1 and three core activities for KS2 which are always on every **Activity Plan** and are also on the activities shown to the right. In addition, there are two extra activities which may change throughout each plan and the teacher can then choose to use these instead.

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	<b>Shared class reading session with all groups.</b> <b>Phonics:</b> (KS1) or a non-core activity (KS2)	Teacher focus - recap/ re-read the section of the text identified on the <b>Activity Plan</b> and focus on answering the Deeper Reading questions.	<b>Punctuation and Grammar</b>	<b>Comprehension</b>	<b>Vocabulary</b>
Group 2	<b>Vocabulary</b>	<b>Phonics:</b> (KS1) or a non-core activity (KS2)	Teacher focus - recap/ re-read the section of the text identified on the <b>Activity Plan</b> and focus on answering the Deeper Reading questions.	<b>Punctuation and Grammar</b>	<b>Comprehension</b>
Group 3	<b>Comprehension</b>	<b>Vocabulary</b>	<b>Phonics:</b> (KS1) or a non-core activity (KS2)	Teacher focus - recap/ re-read the section of the text identified on the <b>Activity Plan</b> and focus on answering the Deeper Reading questions.	<b>Punctuation and Grammar</b>
Group 4	<b>Punctuation and Grammar</b>	<b>Comprehension</b>	<b>Vocabulary</b>	<b>Phonics:</b> (KS1) or a non-core activity (KS2)	Teacher focus - recap/ re-read the section of the text identified on the <b>Activity Plan</b> and focus on answering the Deeper Reading questions.
Group 5	Teacher focus - recap/ re-read the section of the text identified on the <b>Activity Plan</b> and focus on answering the Deeper Reading questions.	<b>Punctuation and Grammar</b>	<b>Comprehension</b>	<b>Vocabulary</b>	<b>Phonics:</b> (KS1) or a non-core activity (KS2)

# Guided Reading Order of Teaching – Option 2

This option will work well with KS1 children. This option uses a different text with each group and one **Activity Plan** to last the week.

## Teacher Focus

This option will work if your guided reading sessions are structured in such a way that only one group will have the text from this unit as their guided reading focus. On day 1, read the section of the text specified on **Activity Plan 1** with the focus group and discuss the Reading Questions. (This will take the whole session.)

## Independent

On the following days, the children will independently complete a different related activity from the **Activity Cards** each day, allowing the teacher to focus on a guided reading session with a different group using a different text.

**Note** – With option 2, each pack is intended to last a whole week. On week 2, the order will be repeated but with Activity Plan 2 and so on.

## Suggested Timetable

There are four core activities for KS1 and three core activities for KS2 which are always on every **Activity Plan** and are also on the activities shown to the right. In addition, there are two extra activities which may change throughout each plan and the teacher can then choose to use these instead.

Monday	Tuesday	Wednesday	Thursday	Friday
	Comprehension	Punctuation and Grammar	Vocabulary	Phonics: (KS1) or a non-core activity (KS2)

Teacher focus –  
Read the section of the text identified on the **Activity Plan** and answer the Reading Questions and the Deeper Reading Questions.

# Guided Reading Order of Teaching – Option 3

This option will work well with KS2 children. This option uses the same text with each group and one new **Activity Plan** each day .

## Teacher Focus

This option will work if the text is being looked at as a class text/book study. On day 1, share the section of the text specified on **Activity Plan 1** with the whole class and discuss the Reading Questions and the Deeper Reading Questions.

## Independent

On day 1, children complete one of the activities from the **Activity Cards**. There is the option for the whole class to complete the same activity or different groups to work on a different activity.

**Note** – With option 3, the teacher will pick up a new **Activity Plan** each day and repeat. It is suggested that the teacher ensures each child has an even coverage of the different types of activities they work on each day, e.g. comprehension one day and then punctuation and grammar the next, etc.

## Suggested Timetable

There are four core activities for KS1 and three core activities for KS2 which are always on every **Activity Plan** and are also on the activities shown to the right. In addition, there are two extra activities which may change throughout each plan and the teacher can then choose to use these instead.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Share the section of the text specified on <b>Activity Plan 1</b> with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p><b>Comprehension</b></p>	<p>Share the section of the text specified on <b>Activity Plan 2</b> with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p><b>Punctuation and Grammar</b></p>	<p>Share the section of the text specified on <b>Activity Plan 3</b> with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p><b>Phonics:</b> (KS1) or a non-core activity (KS2)</p>	<p>Share the section of the text specified on <b>Activity Plan 4</b> with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p>Choose from one of the non-core activities.</p>	<p>Share the section of the text specified on <b>Activity Plan 5</b> with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p><b>Vocabulary</b></p>

# Adding -ing and -ed

We can add the suffixes -ing or -ed to a verb.

Example:

ask + ing = asking

ask + ed = asked

- Put all the green cards in one pile and the orange cards in another pile.
- Play with a partner and take turns.
- On your turn, choose a green verb card and an orange suffix card.
- Put them together to make a word.
- Say your new word and write it on a whiteboard.
- Ask your friend to check your spelling.

wish

ing

wishing



★ Challenge Task ★

Can you use your new word in a sentence?

**jump**

**cook**

**farm**

**crack**

**heat**

**help**

**boil**

**plant**

**talk**

**walk**

**mix**

**roll**



**ing**

**ed**

**ing**

**ed**

**ing**

**ed**

**ing**

**ed**

**ing**

**ed**

**ing**

**ed**

# Adding -ing and -ed Answers

jumped, jumping  
cooked, cooking  
farmed, farming  
cracked, cracking  
heated, heating  
helped, helping  
boiled, boiling  
planted, planting  
talked, talking  
walked, walking  
mixed, mixing  
rolled, rolling

## ★ Challenge Task ★

### **Example answers:**

*The dog jumped higher than the cat.*

*The dog is jumping up and down.*

*The hen cooked the bread.*

*The farmer was cooking his food.*

*The man was farming.*

*He had farmed the land for 10 years.*

*The egg was cracking.*

*The egg cracked and a chick came out.*

*The loaf needed heating.*

*She heated it up.*

*Nobody helped the Little Red Hen.*

*The farmer was helping his friend.*

*The Little Red Hen boiled some water.*

*The water was boiling in the pan.*

*The Little Red Hen planted some grain.  
She found planting grain hard.*

*The dog saw the Little Red Hen walking to the mill.*

*He walked away.*

*The Little Red Hen talked to her friends.  
The duck was talking in a loud voice.*

*The Little Red Hen mixed the dough.  
She liked mixing.*

*The dough needed rolling.  
She rolled it by herself.*

# Animal Action Words

## Part A

In a sentence, a verb is the action word.

The dog **barked**.

The duck **quacked**.

The Little Red Hen **cut** the wheat.

1. Draw or write an animal to go with each verb.

jump



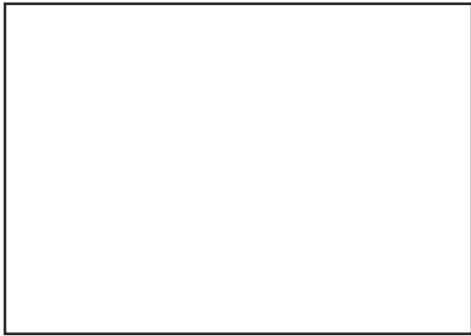
swim



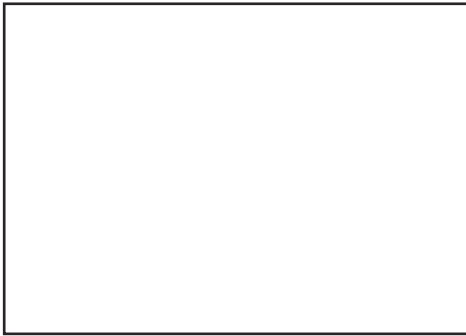
swing



dig



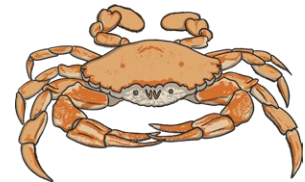
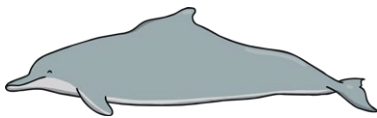
purr



hiss



2. Pick an animal.



How many verbs can you think of to go with it? How does it move? How does it sound? What does it do?

Write them on a whiteboard. Can your friend guess which animal you picked from your action words?

# Animal Action Words

## Part B

In a sentence, a verb is the action word.

The dog barked.                      The duck quacked.

The Little Red Hen cut the wheat.

**Put a circle around the verb that tells us what the character did in these sentences.**

The Little Red Hen lived on a farm.

She found some grains of wheat.

She asked her friends for help.

“Not I,” barked the lazy dog.

“Not I,” purred the sleepy cat.

“Not I,” quacked the noisy duck.

The Little Red Hen worked hard.

She planted the grains.

She cut the wheat.

She took it to the mill.

She carried the flour.

She baked the bread.

She ate the loaf by herself!

### ★ Challenge Task ★

On a whiteboard, write your own sentences and circle the verbs you have used.

# Animal Action Words Answers

## Part A

Accept any answers that make sense. Examples include:

jump – *kangaroo, frog, lamb*

swim – *fish, dolphin, whale, crocodile*

swing – *monkey, lemur*

dig – *mole, dog, fox, rabbit*

purr – *cat, kitten*

hiss – *cat, kitten, snake, goose*

dolphin – *splash, leap, zoom, swim, dive, jump*

parrot – *squawk, screech, talk, flap, fly*

crab – *crawl, scuttle, pinch, dig, scurry*

## Part B

The Little Red Hen **lived** on a farm.

She **found** some grains of wheat.

She **asked** her friends for help.

“Not I,” **barked** the lazy dog.

“Not I,” **purred** the sleepy cat.

“Not I,” **quacked** the noisy duck.

The Little Red Hen **worked** hard.

She **planted** the grains.

She **cut** the wheat.

She **took** it to the mill.

She **carried** the flour.

She **baked** the bread.

She **ate** the loaf by herself!

## Challenge!

On a whiteboard, write your own sentences and circle the verbs you have used.

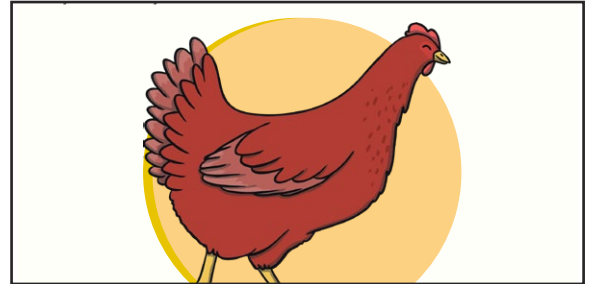
*Children's own responses.*

# Pick a Path

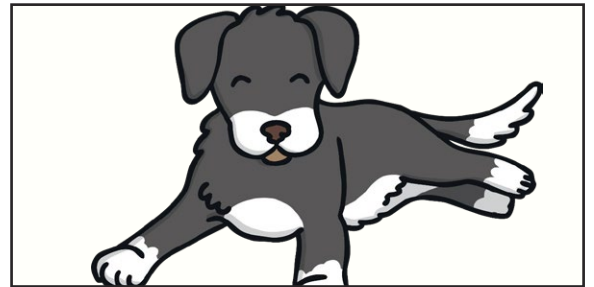
## Part A

1. Read each question about the story and choose 'yes' or 'no'.

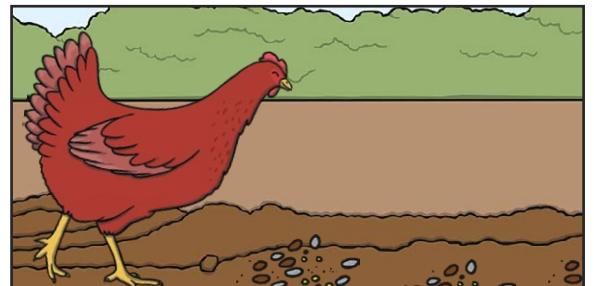
Is the Little Red Hen green?



Is there a dog in the story?



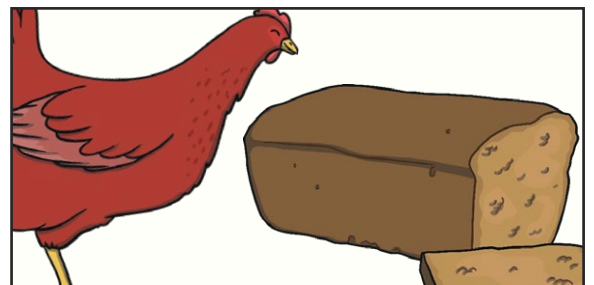
Does the Little Red Hen live in a zoo?



Does the cat make a cake?



Does the Little Red Hen eat a loaf of bread?



2. Can you think of your own questions to ask a friend? You could say your question or write it on a whiteboard. How much does your friend know about the story?

# Pick a Path

## Part B

Start at the pile of grain and read the stepping stones. Follow the **true** sentences to make a path to get the Little Red Hen to the tasty loaf of bread. If a sentence is **false**, try a different way. She can only move forwards, backwards, up and down. She cannot move diagonally.



The Little Red Hen found some sunflower seeds.

The Little Red Hen lived in a block of flats.

The Little Red Hen went to a shop and bought a loaf of bread.

This is a story about a superhero.

The Little Red Hen found some grains.

This is a non-fiction book.

The other animals said, "Not I!"

The Little Red Hen baked some bread all by herself.

The cat was sleepy.

The wheat was ground into flour at the mill.

The other animals did not help the Little Red Hen.

The Little Red Hen asked the dog to help her first.

The Little Red Hen is the bad character.

The dog was lazy.

The Little Red Hen found some sweets.

This is a book about trees.

The Little Red Hen asked a pig to help her.

A goat ate the bread.

The animals learnt a lesson about helping others.

The Little Red Hen shared the bread.

The other animals were kind.

The main character is a seagull.

This is a rhyming book.

### Challenge Task

Write your own true and false sentences about the story on a whiteboard. Ask a friend if they know which ones are true.

# Pick a Path Answers

## Part A

1. Read each question about the story and choose 'yes' or 'no'.

Is the Little Red Hen green? **no**

Is there a dog in the story? **yes**

Does the Little Red Hen live in a zoo? **no**

Does the cat make a cake? **no**

Does the Little Red Hen eat a loaf of bread? **yes**

## Part B



The Little Red Hen found some sunflower seeds.

The Little Red Hen lived in a block of flats.

The Little Red Hen went to a shop and bought a loaf of bread.

This is a story about a superhero.

The Little Red Hen found some grains.

This is a non-fiction book.

The other animals said, "Not I!"

The Little Red Hen baked some bread all by herself.

The cat was sleepy.

The wheat was ground into flour at the mill.

The other animals did not help the Little Red Hen.

The Little Red Hen asked the dog to help her first.

The Little Red Hen is the bad character.

The dog was lazy.

The Little Red Hen found some sweets.

This is a book about trees.

The Little Red Hen asked a pig to help her.

A goat ate the bread.

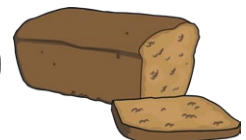
The animals learnt a lesson about helping others.

The Little Red Hen shared the bread.

The other animals were kind.

The main character is a seagull.

This is a rhyming book.





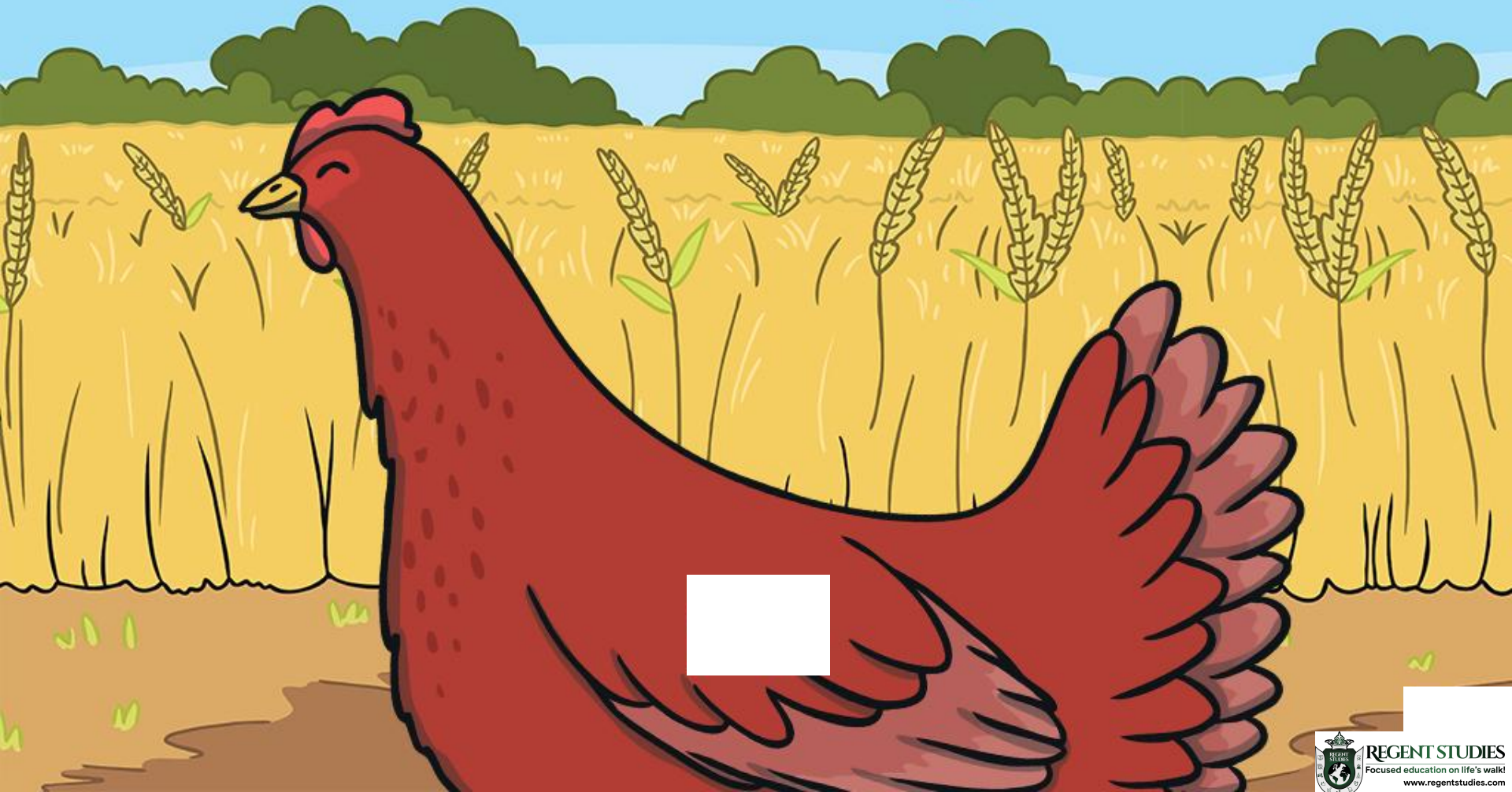


# Guided Reading

The Little Red Hen



# Say What You See Challenge



# Say What You See Challenge

Click on the panels to reveal the illustration behind.

Take it in turns to say what you see as the squares are taken away.

Each picture shows something from 'The Little Red Hen'.

Can you write a sentence on a whiteboard about the picture you have revealed?

Reveal Answer

1

2

3

4

5

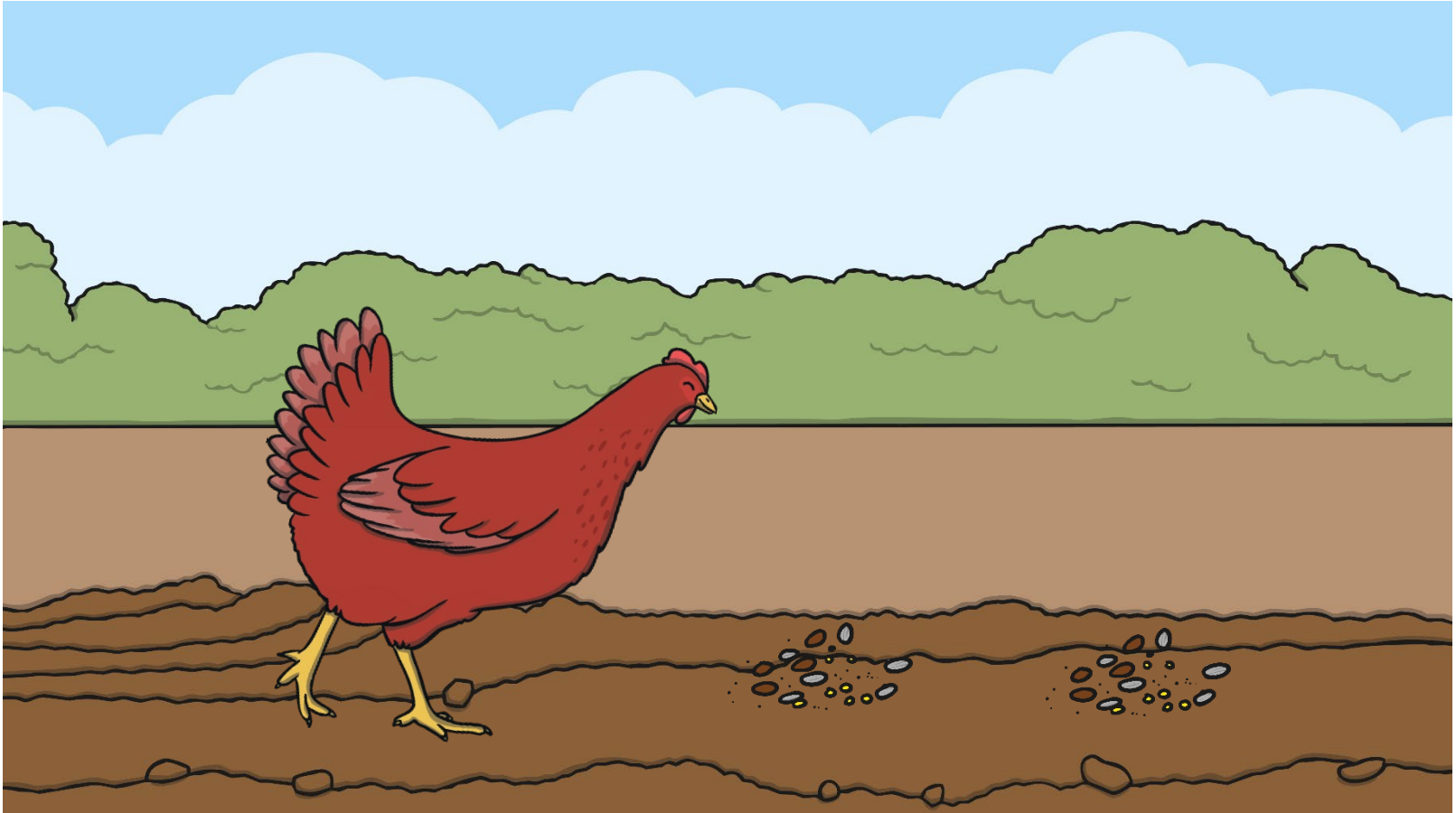
6

7

8

9

Here is an example sentence:



The Little Red Hen found some grain.

# Say What You See Challenge

Click on the panels to reveal the illustration behind.

Take it in turns to say what you see as the squares are taken away.

Each picture shows something from 'The Little Red Hen'.

Can you write a sentence on a whiteboard about the picture you have revealed?

Reveal Answer

1

2

3

4

5

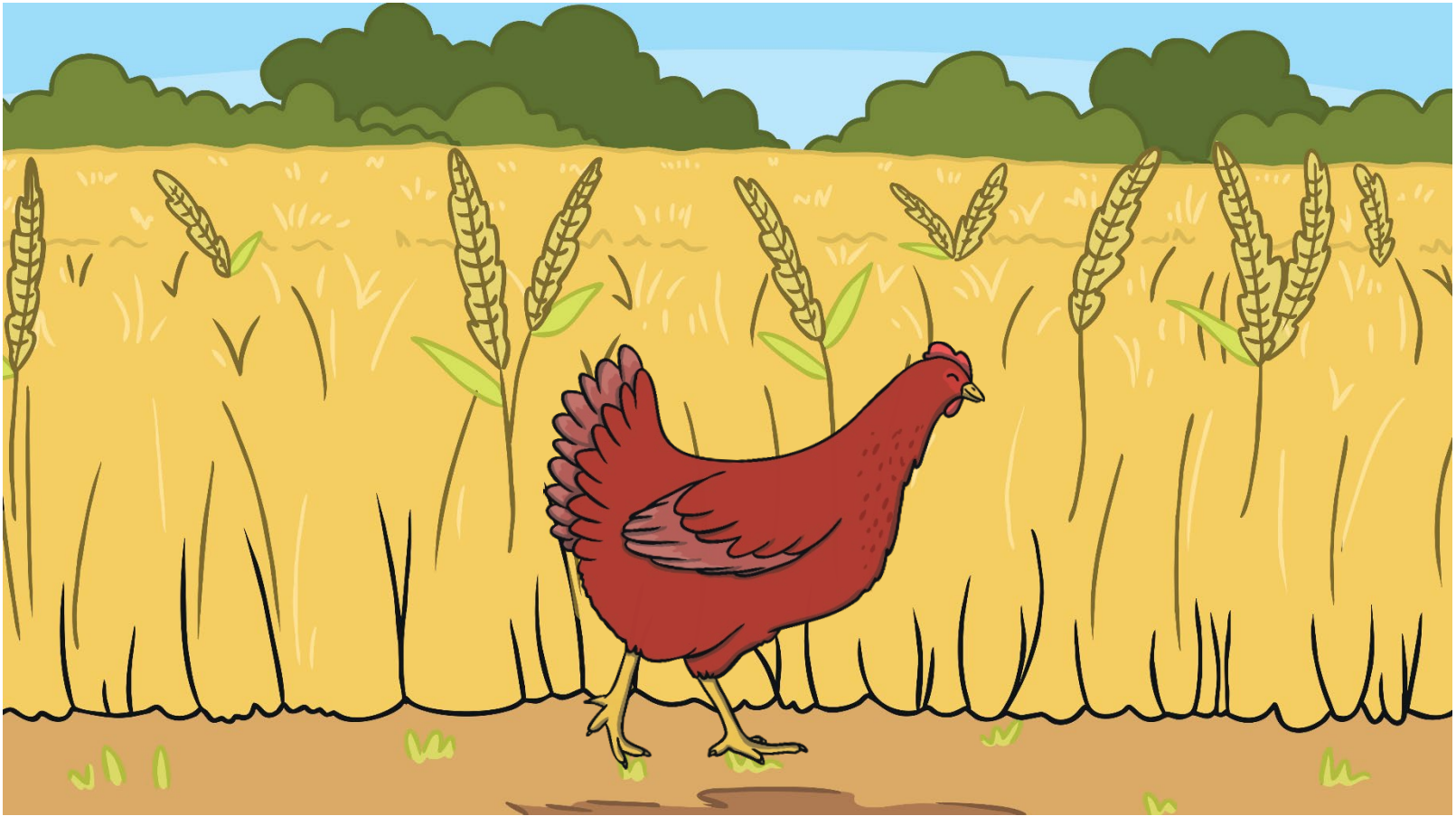
6

7

8

9

**Here is an example sentence:**



**The wheat grew strong and tall.**

# Say What You See Challenge

Click on the panels to reveal the illustration behind.

Take it in turns to say what you see as the squares are taken away.

Each picture shows something from 'The Little Red Hen'.

Can you write a sentence on a whiteboard about the picture you have revealed?

Reveal Answer

1

2

3

4

5

6

7

8

9

Here is an example sentence:



The flour was ready to be baked into bread.



# Say What You See Challenge

Click on the panels to reveal the illustration behind.

Take it in turns to say what you see as the squares are taken away.

Each picture shows something from 'The Little Red Hen'.

Can you write a sentence on a whiteboard about the picture you have revealed?

Reveal Answer

1

2

3

4

5

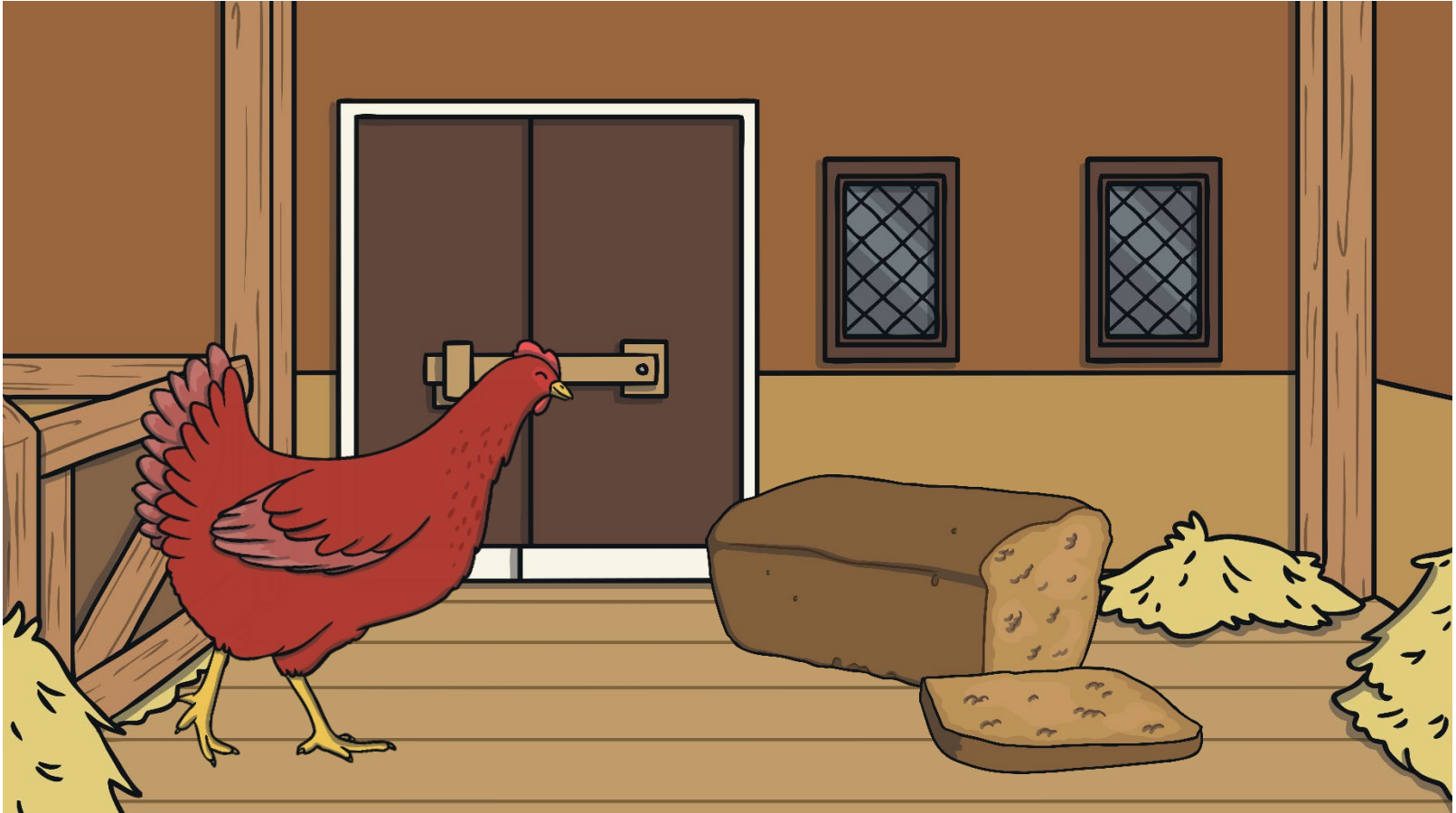
6

7

8

9

Here is an example sentence:



The Little Red Hen baked a tasty loaf of bread.

# Say What You See Challenge

Click on the panels to reveal the illustration behind.

Take it in turns to say what you see as the squares are taken away.

Each picture shows something from 'The Little Red Hen'.

Can you write a sentence on a whiteboard about the picture you have revealed?

Reveal Answer

1

2

3

4

5

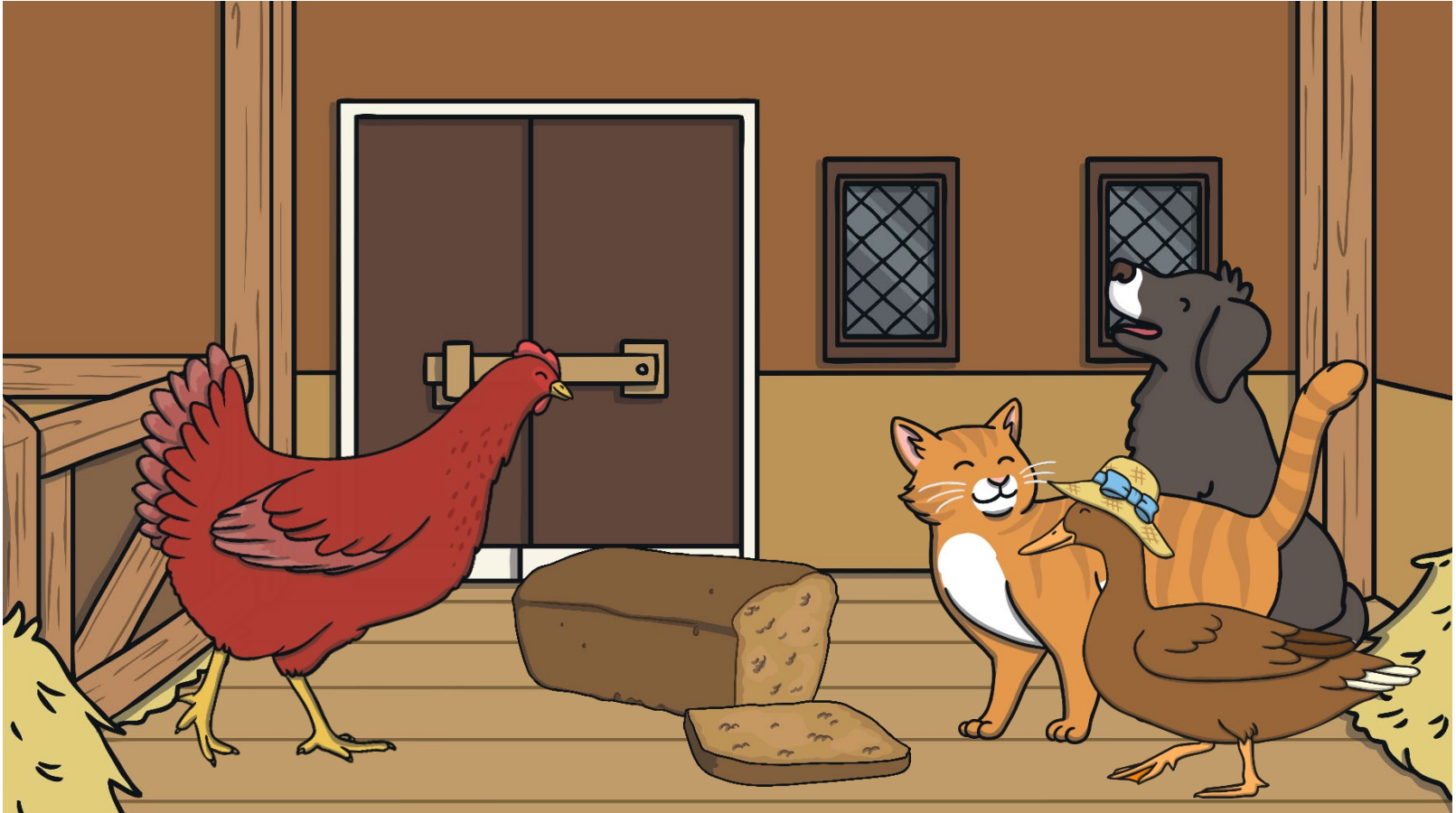
6

7

8

9

Here is an example sentence:



The other animals wanted to help the Little Red Hen eat the loaf of bread.

# Say What You See Challenge

Click on the panels to reveal the illustration behind.

Take it in turns to say what you see as the squares are taken away.

Each picture shows something from 'The Little Red Hen'.

Can you write a sentence on a whiteboard about the picture you have revealed?

Reveal Answer

1

2

3

4

5

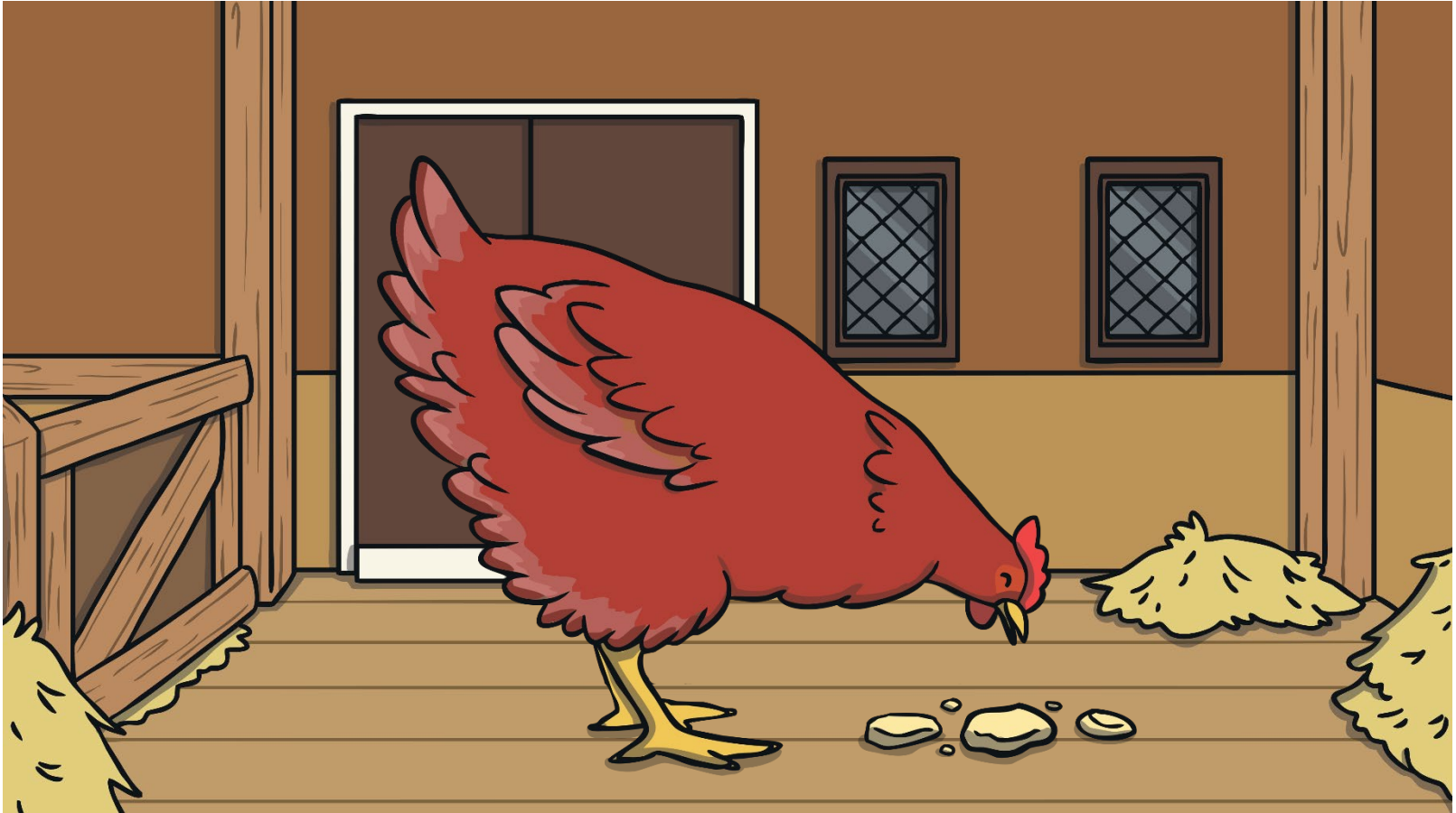
6

7

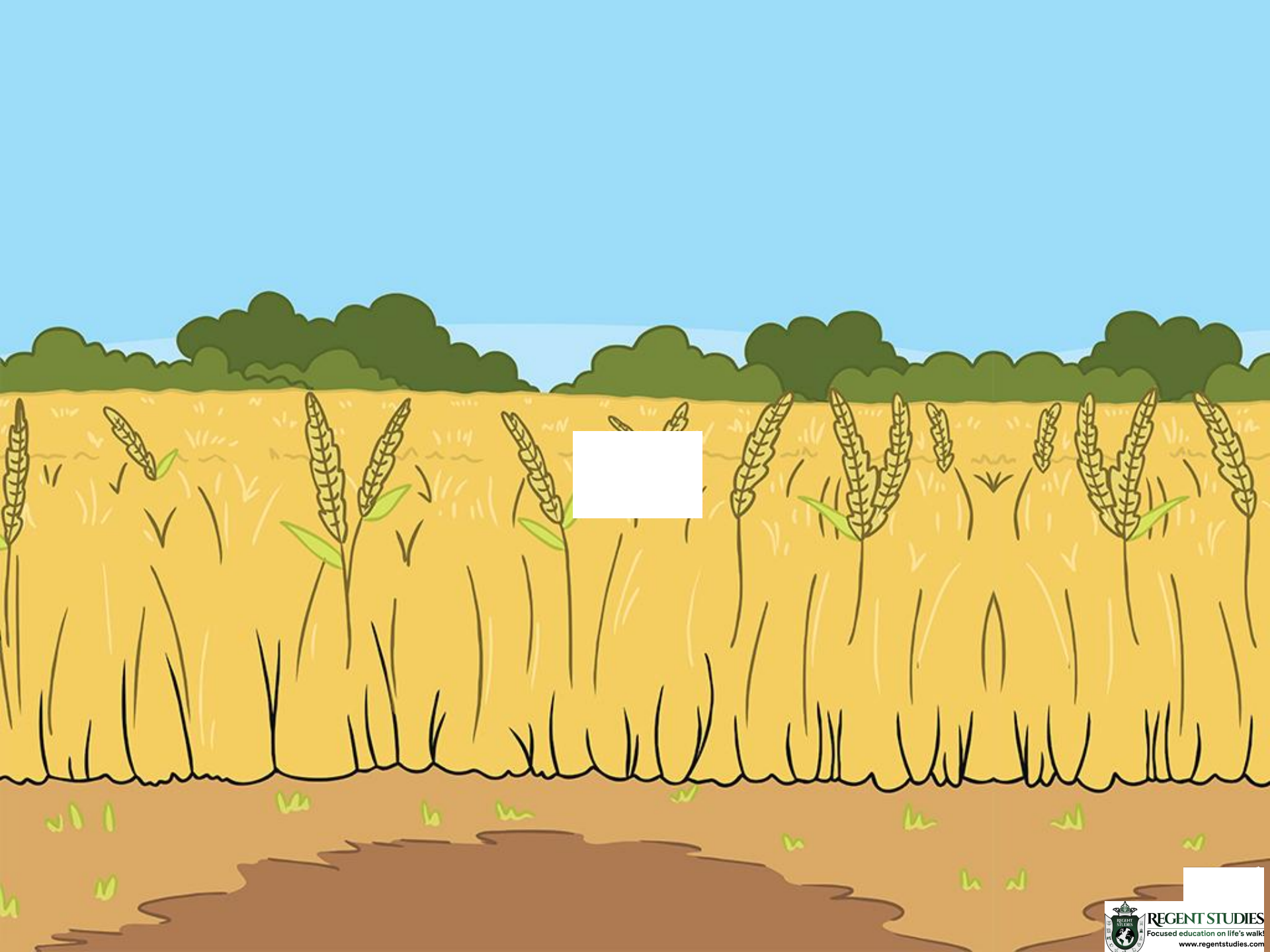
8

9

Here is an example sentence:



The Little Red Hen ate the bread all by herself.



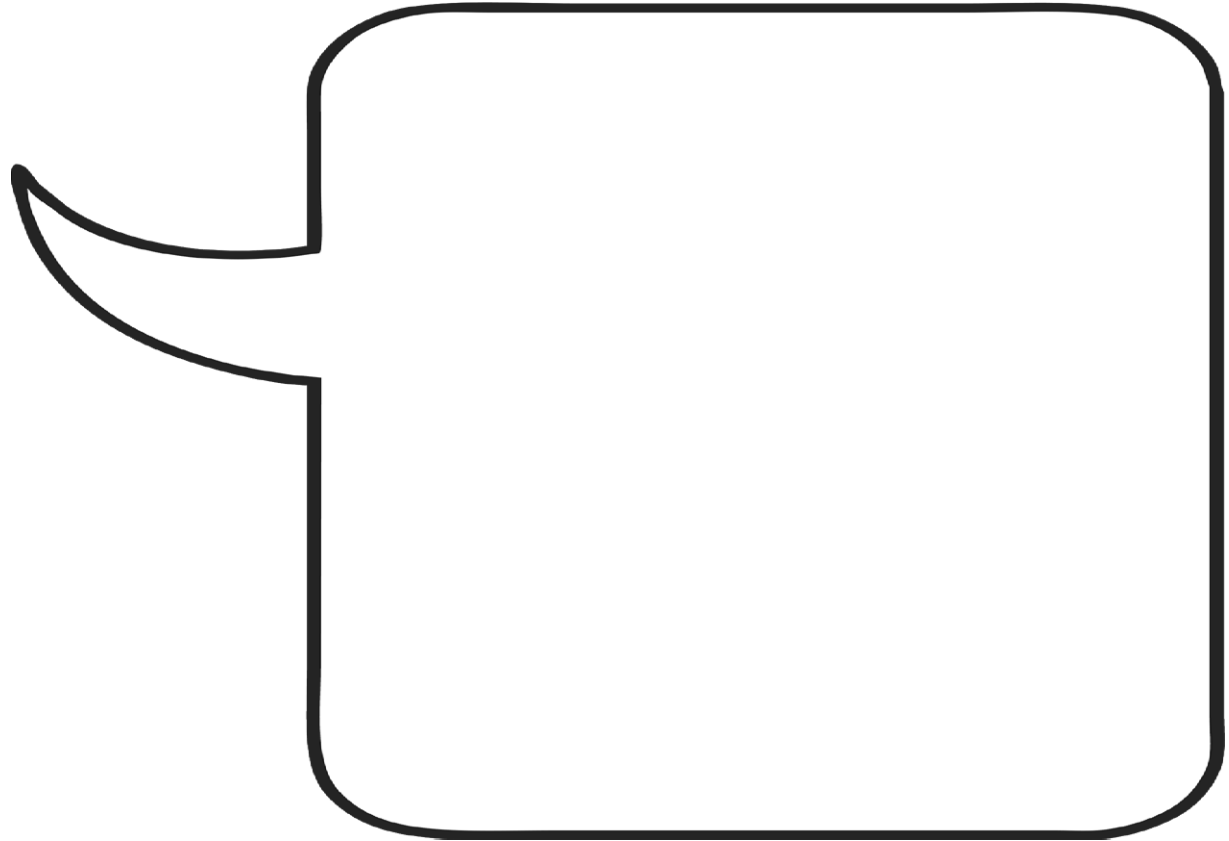
[White rectangular box]



# Sorry!

Imagine you are the dog, the cat or the duck. Draw your character.

In the speech bubble, write what you would say to tell the Little Red Hen that you are sorry and what you will do differently from now on.



★ ★  
★ **Challenge Task** ★ ★

Swap work with your friend. Use a coloured pencil to circle the capital letters. Use a different colour to circle the full stops.



# Words Ending in -y

## Part A

When a word ends in -y, it often makes the /ee/ sound. Read and say each of these words:

funny                  lumpy                  crunchy

1. Pick a word from the list below to finish each sentence from the story.

“Who will help me \_\_\_\_\_ this to the mill?”

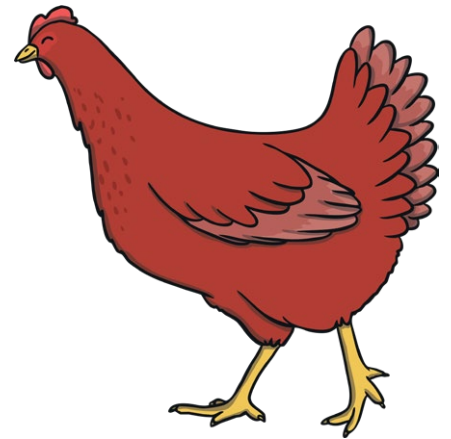
“Not I!” barked the \_\_\_\_\_ dog.

“Not I!” purred the \_\_\_\_\_ cat.

“Not I!” quacked the \_\_\_\_\_ duck.

The sack of wheat was very \_\_\_\_\_.

The loaf of bread was very \_\_\_\_\_!



lazy

heavy

noisy

sleepy

tasty

carry

2. How many real or nonsense words can you make that rhyme with **poppy**?

---

---

---

---

---

---

---

---

---

---



# Words Ending in -y

## Part B

When a word ends in -y, it often makes the /ee/ sound. Read and say each of these words:

funny                  lumpy                  crunchy

Finish this table by adding the right -y word or writing what the word means.

daisy	dirty	berry	party	bunny
-------	-------	-------	-------	-------

Word	Meaning
	A time when people celebrate something special with games and food.
sunny	
	Covered with something unclean, like mud.
smelly	
happy	
	A small fruit that grows on a tree or plant.
	Another name for a small rabbit.
	A wild flower with white petals and a yellow middle.

### ★ Challenge Task ★

Find the -y word to answer this riddle:

I need lots of cuddles and milk. I can make a bad smell! I can't talk so I cry when I need something.

What am I? I am a \_\_\_\_\_.

# Words Ending in -y Answers

## Part A

“Who will help me *carry* this to the mill?”

“Not I!” barked the *lazy* dog.

“Not I!” purred the *sleepy* cat.

“Not I!” quacked the *noisy* duck.

The sack of wheat was very *heavy*.

The loaf of bread was very *tasty*!

Word	Meaning
<i>party</i>	A time when people celebrate something special with games and food.
sunny	<i>A word to describe a day when the sun is out.</i>
<i>dirty</i>	Covered with something unclean, like mud.
smelly	<i>Something that smells bad.</i>
happy	<i>A nice feeling that makes you smile.</i>
<i>berry</i>	A small fruit that grows on a tree or plant.
<i>bunny</i>	Another name for a small rabbit.
<i>daisy</i>	A wild flower with white petals and a yellow middle.

### ★ Challenge Task ★

Find the -y word to answer this riddle:

I need lots of cuddles and milk. I can make a bad smell! I can't talk so I cry when I need something.

What am I? I am a *baby*.