

# The Little Red Hen

## Activity Cards 1



The Little Red Hen Activity Cards

## Punctuation and Grammar

- Complete the **Capital Letters and Full Stops Activity Sheet**.
- **Challenge!** Can you correct a piece of writing by adding in capital letters and full stops so it makes sense?



The Little Red Hen Activity Cards

## Phonics

- The **/c/ Sound Family Activity Sheet**.
- **Challenge!** Can you write a sentence with some of the words you have written?



The Little Red Hen Activity Cards

## Comprehension

- Use the **Predict Activity Sheet** to write or draw three things that you think will happen in the story.
- **Challenge!** Talk to a friend about your ideas. Do they think the same things will happen? How are your ideas different?



## Vocabulary

- Complete the **Syllable Sort Activity Sheet** using the **Syllable Sort Cards**.
- **Challenge!** How many words can you think of with 3 syllables in? Make a list on a whiteboard. Try thinking of people's names, animals, food, drink, places or things in the classroom to help you.



## Imagine

- Complete the **Imagine Activity Sheet**.
- **Challenge!** Can you explain your answer using the word 'because'?



## Digital

- Play **The /c/ Sound Family PowerPoint Game**.
- **Challenge!** Write down the /c/ words from the game in 3 groups: words with 'c', words with 'ck' and words with 'k'.



## Reading Task

- Look at the front cover of the book and read the blurb. Read up to and including page 5.



# The Little Red Hen: Activity Plan 1

## Reading Skill:

1e. Predict what might happen on the basis of what has been read so far.

To guess what will happen from the front cover, the blurb and the first part of a story.

## Vocabulary and Key Phrases:

Perseverance, blurb, cover, story, fiction, grains, wheat, friends, sleepy, lazy, noisy.

**Prior Learning:** These guided reading sessions are aimed for use with year 1 in the autumn term.

**Reading Task:** Look at the front cover of the book and read the blurb. Read up to and including page 5. Children discuss new words and make predictions.

## Reading Questions

### What is the title of this book?

- The title of this book is 'The Little Red Hen'.

### Do you think this is a story (fiction) or an information book (non-fiction)? Why?

- Example answer: I think this is a fiction book because it has drawings of characters on the front instead of photographs.

### Where can we find out what this book is about?

- We can find out what this book is about by looking at the blurb.

### After Reading the Blurb

#### What do you think this book will be about?

- Example answer: I think this book will be about a hen and some other animals.

#### Where do you think this story will be set?

- I think this story will be set on a farm.

#### What does 'perseverance' mean? Where can we find out?

- Example answers: 'Perseverance' means to keep trying.
- We could find out in a dictionary.

#### p.1 What sort of story is this? Which words tell you that?

- This is a traditional tale. The words 'Once upon a time' tell me that.

#### Can you think of any other stories that are set on a farm?

- I can think of 'The Enormous Turnip', 'Farmer Duck' and 'What the Ladybird Heard'.

#### p.1 Predict which other animals might live on the farm before we turn the page.

- Example answer: I think there might be a duck, a cat, a dog, a sheep, a cow and a pig on the farm.

#### Deeper Reading:

##### Does the start of this story remind you of any others you have read?

- Example answer: This story reminds me of 'The Enormous Turnip' because the old man asks others to help him.

##### How does that story end? Do you think this will end in the same way?

- Example answer: 'The Enormous Turnip' ends with all the characters pulling the turnip out of the ground together. I think this story will end the same, with all the animals helping the Little Red Hen.

#### Finish one of these sentence starters:

##### I wonder if...; I wonder what...; I wonder why...; I wonder who...; I wonder how...

- Example answer: I wonder if the other animals will help the Little Red Hen.

## Related Activities

**Punctuation and Grammar:** Children complete the [Capital Letters and Full Stops Activity Sheet](#).

**Challenge!** Children correct a paragraph of writing, adding in capital letters and full stops so it makes sense.

**Phonics:** Children complete [The /c/ Sound Family Activity Sheet](#).

**Challenge!** Children write a sentence with some of the /c/ words they have written. ✓

**Comprehension:** Children write or draw their predictions on the [Predict Activity Sheet](#).

**Challenge!** Children compare their ideas with those of a partner and discuss the similarities and differences between their predictions.

**Vocabulary:** Children complete the [Syllable Sort Activity Sheet](#) using the [Syllable Sort Cards](#).

**Challenge!** Children think of words with 3 syllables in them and make a list on a whiteboard. ✓

**Imagine:** Children complete the [Imagine Activity Sheet](#).

**Challenge!** Children explain their answer, using the conjunction 'because' in their response.

**Digital:** Children play the [/c/ Sound Family PowerPoint Game](#).

**Challenge!** Children write down the /c/ words from the game in 3 groups: words with 'c', words with 'ck' and words with 'k'. ✓

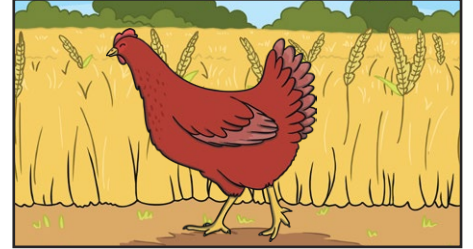
# Capital Letters and Full Stops

## Part A

A sentence starts with a capital letter and ends with a full stop.

1. Read each sentence and add the capital letter and full stop.

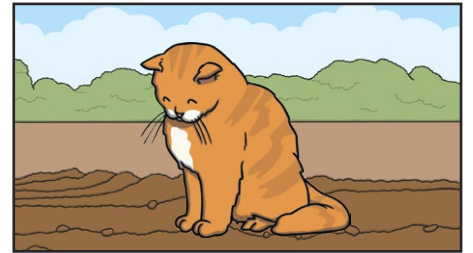
the hen was red



the duck was noisy



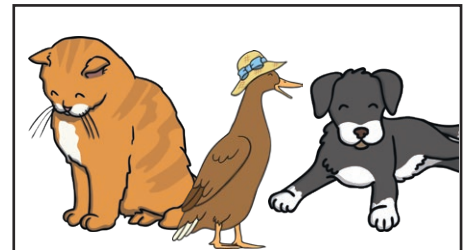
the cat was sleepy



the dog was lazy



they were all friends



2. Can you write these words in the right order to make a sentence with a capital letter and a full stop?

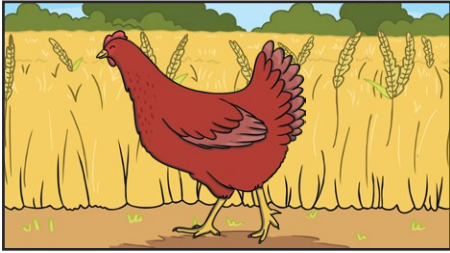
the grains ground on some were



# Capital Letters and Full Stops

A sentence starts with a capital letter and ends with a full stop.

Write your own sentence to go with each picture.



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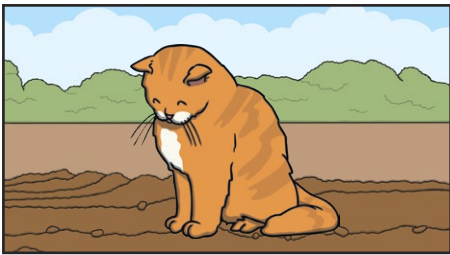
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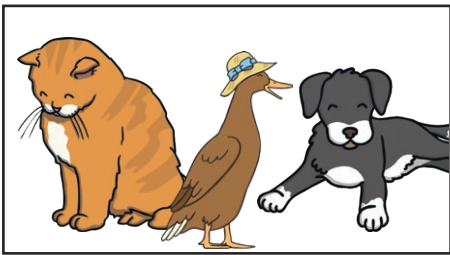
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## ★ Challenge Task ★

**Can you correct this piece of writing?**

the dog lived on a farm he was black and white his job was to help the farmer with the sheep he liked to rest in the sun the dog was friends with a sleepy cat

# Capital Letters and Full Stops Answers

## Part A

1. Read each sentence and add the capital letters and full stops.

The hen was red.

The duck was noisy.

The cat was sleepy.

The dog was lazy.

They were all friends.

2. Can you write these words in the right order to make a sentence with a capital letter and a full stop?

*Some grains were on the ground.*

## Part B

Write your own sentence to go with each picture.

Accept any sentences that make sense, start with a capital letter and end with a full stop.

## Challenge!

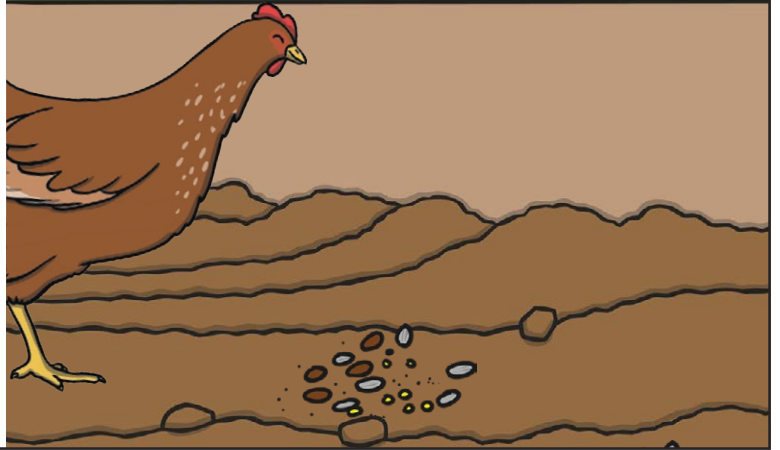
Can you correct this piece of writing?

The dog lived on a farm. He was black and white. His job was to help the farmer with the sheep. He liked to rest in the sun. The dog was friends with a sleepy cat.

# Imagine

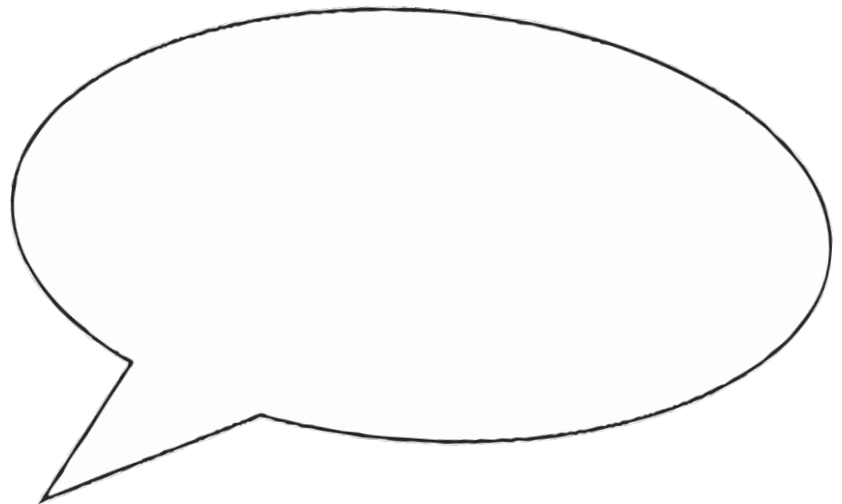
One day, the Little Red Hen found some grains of wheat on the ground.

“Who will help me plant these grains of wheat?” the Little Red Hen asked.



Imagine you are one of the animals from ‘The Little Red Hen’. How would you reply to this question?

Draw your character here and write your answer in the speech bubble.



## ★ Challenge Task ★

Explain your idea to your group using the word ‘because’.

# Predict

Draw or write three things that you think will happen in the story.

1

2

3

★ ★  
★ **Challenge Task** ★

Talk to a friend about your ideas.

Do they think the same things will happen?

How are your ideas different?

# Syllable Sort

## Part A

A syllable is a beat. Say each word and clap the beats as you hear them.

dog – 1 syllable

chicken – 2 syllables

animals – 3 syllables



1. Sort the **Syllable Sort Cards** into three groups:

1 syllable

2 syllables

3 syllables

2. Use the blank cards to write some of your own words.  
Sort them into the right group.

# Syllable Sort

## Part B

A syllable is a beat. Say each word and clap the beats as you hear them.

dog – 1 syllable

chicken – 2 syllables

animals – 3 syllables



Look at these sentences. Write how many syllables are in each word in the box under each one.

Once upon a time, there was a Little Red Hen.

--	--	--	--	--	--	--	--	--	--

She had an orange beak and fluttering feathers.

--	--	--	--	--	--	--	--	--

She lived on a beautiful farm with some

--	--	--	--	--	--	--	--

other animals.

--	--

### Challenge Task

How many words can you think of that have 3 syllables? Make a list on a whiteboard. Try thinking of people's names, animals, food, drink, places or things in the classroom to help you.



# Syllable Sort Answers

## Part A

1. Sort the Syllable Sort Cards into three groups.

**1 syllable:** dog, farm, duck, hen, cat, friends, bread, wheat

**2 syllables:** windmill, farmer, noisy, sleepy, lazy, planted

**3 syllables:** animals, hard-working, unhelpful, harvesting, afternoon, difficult

2. Use the blank cards to write some of your own words. Sort them into the right group.

Children's own responses. (Spelling does not need to be accurate but must reflect the number of syllables the child has counted.)

## Part B

Look at these sentences. Write how many syllables are in each word in the box under each one.

Once upon a time, there was a Little Red Hen.

She had an orange beak and fluttering feathers.

She lived on a beautiful farm with some

other animals.

# Syllable Sort **Answers**

## **Challenge**

Example answers:

*Matilda 3*

*Mohammed 3*

*Aleena 3*

*elephant 3*

*computer 3*

*spaghetti 3*

*lemonade 3*

*cereal 3*

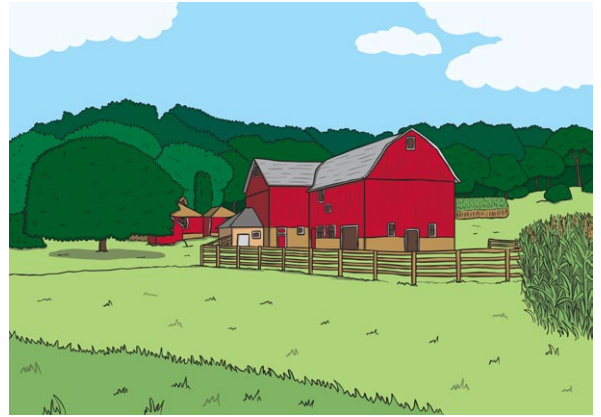
*butterfly 3*

(Spelling does not need to be accurate but must reflect the number of syllables the child has counted.)

# Syllable Sort Cards



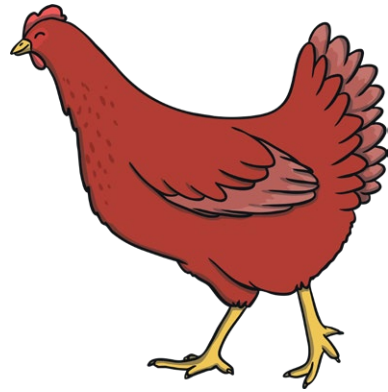
**dog**



**farm**



**duck**



**hen**

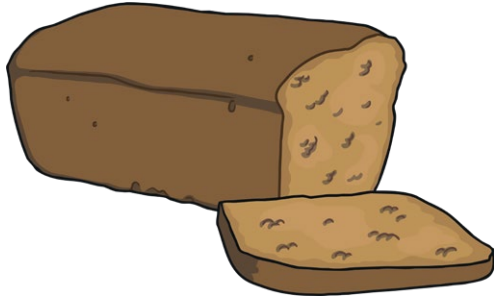


**cat**

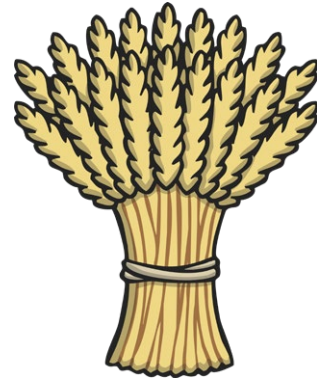


**friends**

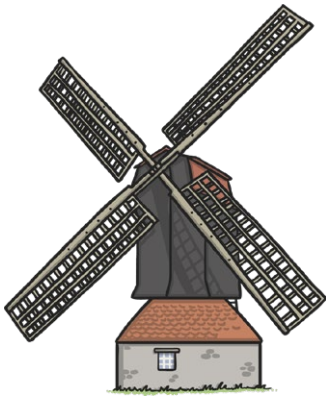
# Syllable Sort Cards



**bread**



**wheat**



**windmill**



**farmer**



**noisy**



**sleepy**

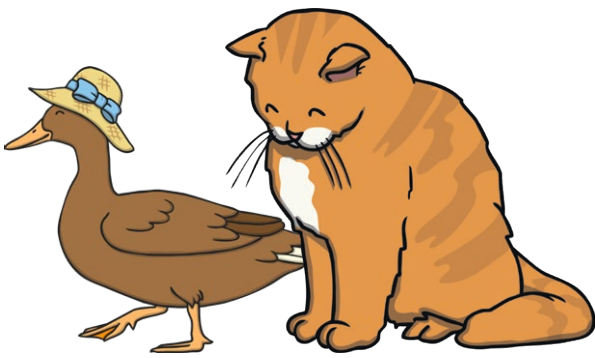
# Syllable Sort Cards



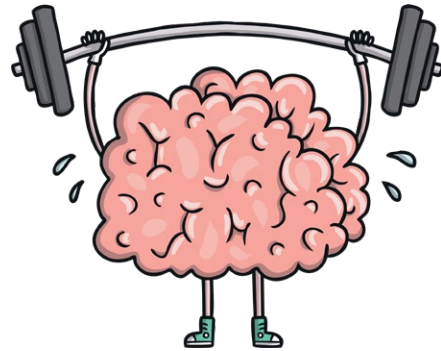
**lazy**



**planted**



**animals**



**hard-working**



**unhelpful**



**harvesting**

# Syllable Sort Cards



**afternoon**



**difficult**



# Syllable Sort Cards

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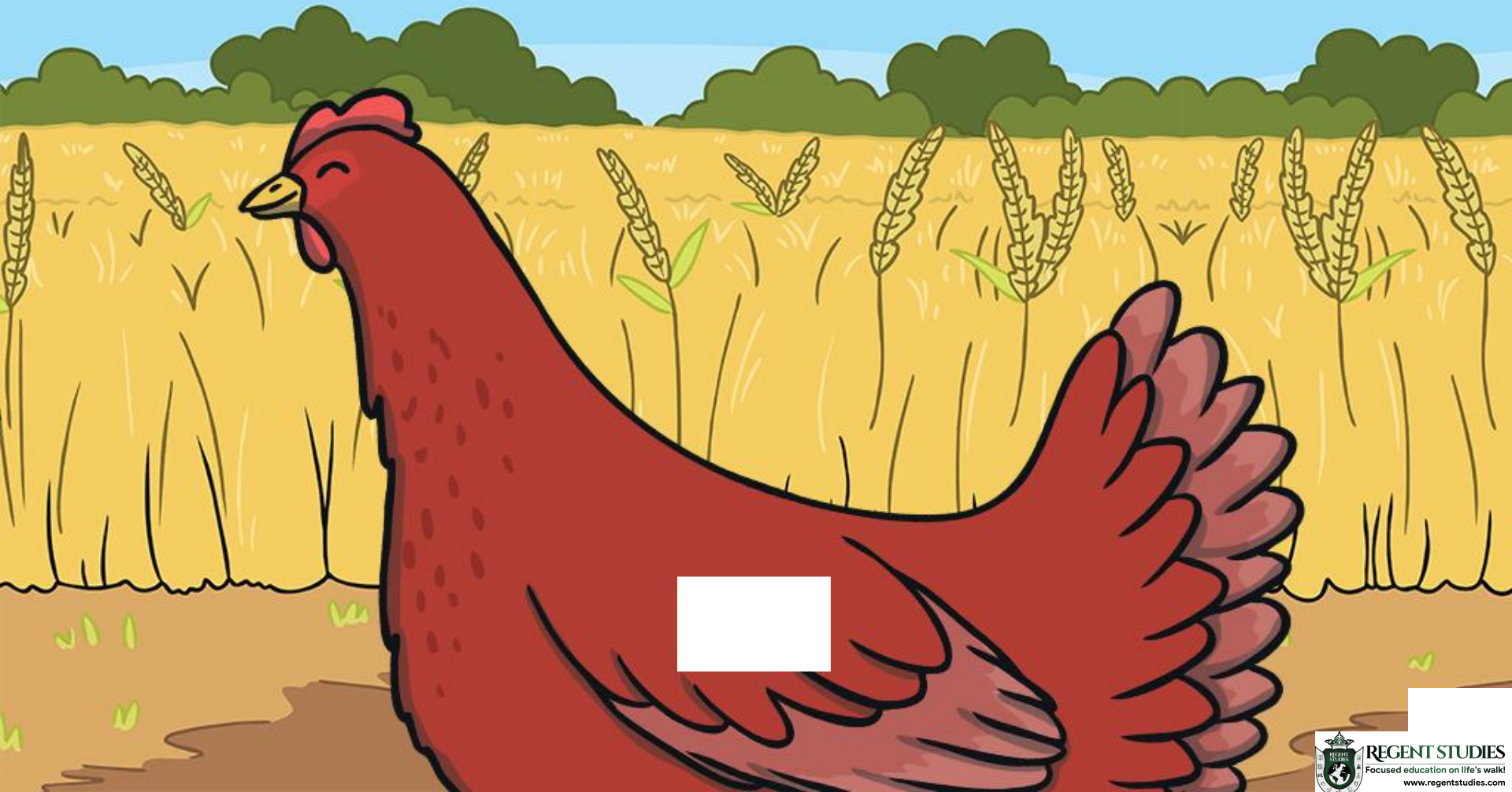
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# Guided Reading

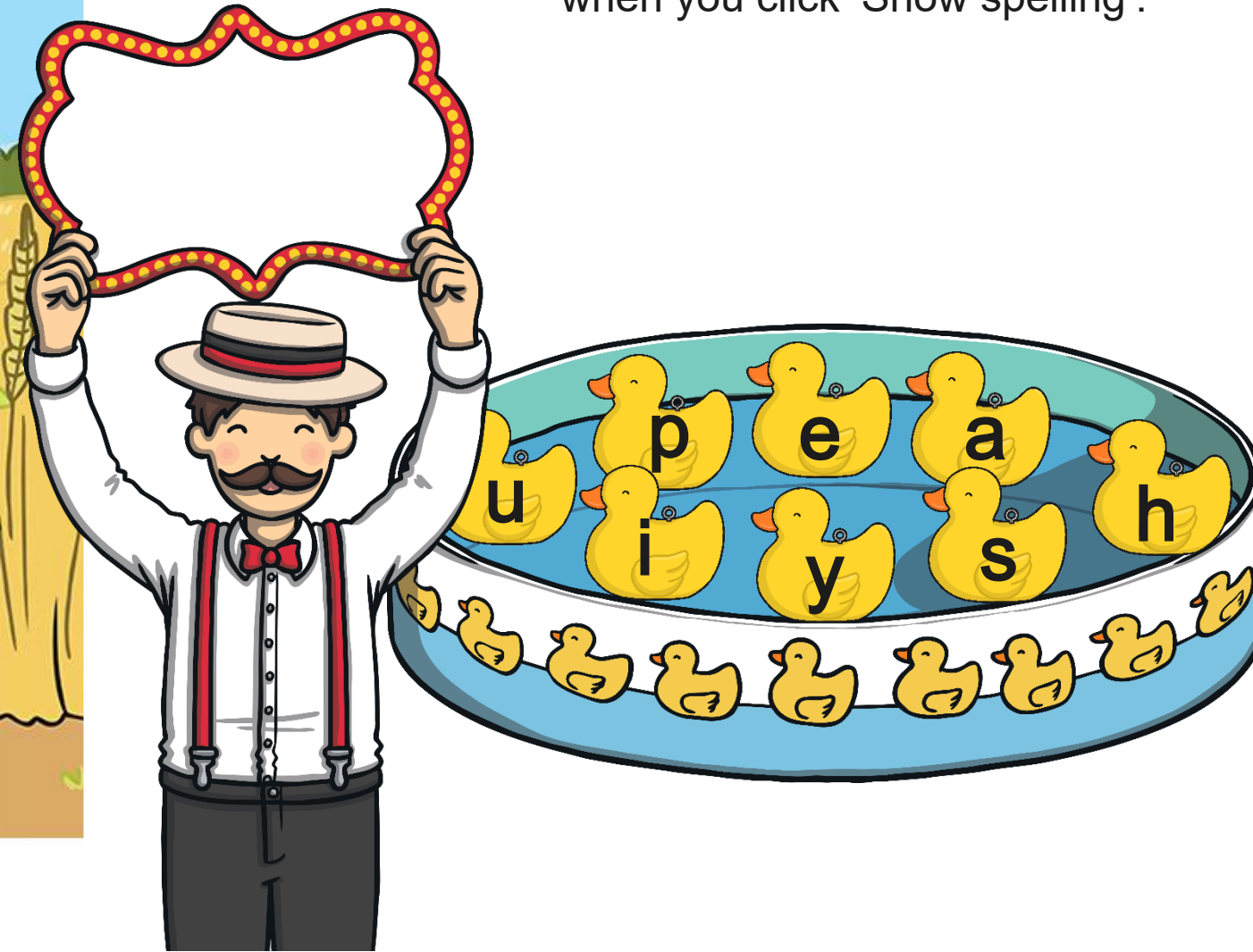
The Little Red Hen

# The /c/ Sound Family



# The /c/ Sound Family

Click on the ducks to spell out the word that appears when you click 'Show spelling'.

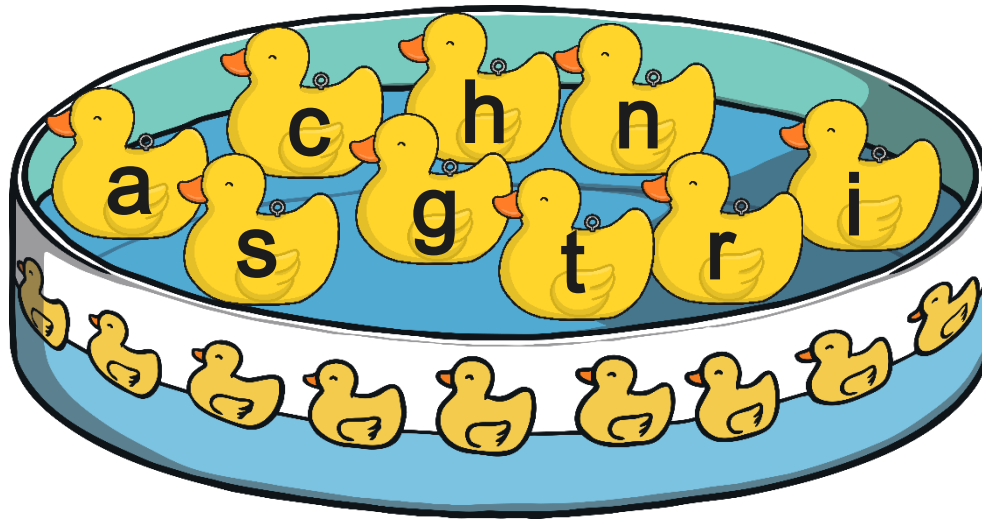


Click on the ducks to spell out the word that appears when you click 'Show spelling'.

incorrect letter

Show spelling

c r a s h i n g

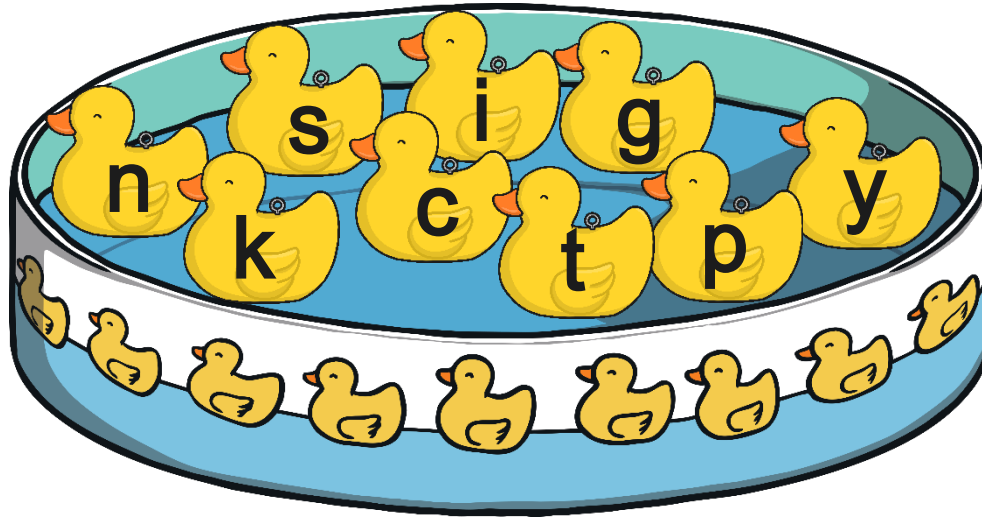


Click on the ducks to spell out the word that appears when you click 'Show spelling'.

incorrect letter

Show spelling

s i n k i n g



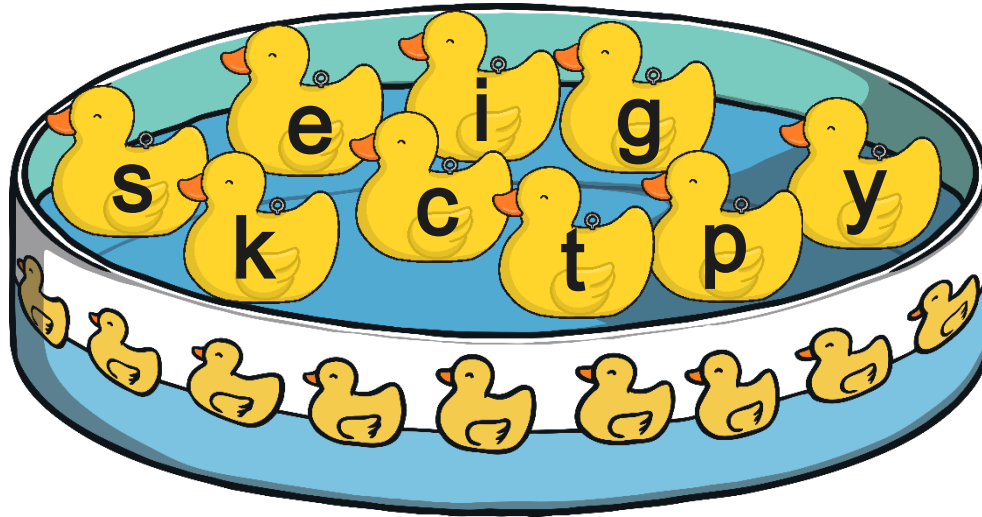


Click on the ducks to spell out the word that appears when you click 'Show spelling'.

incorrect letter

Show spelling

k i s s

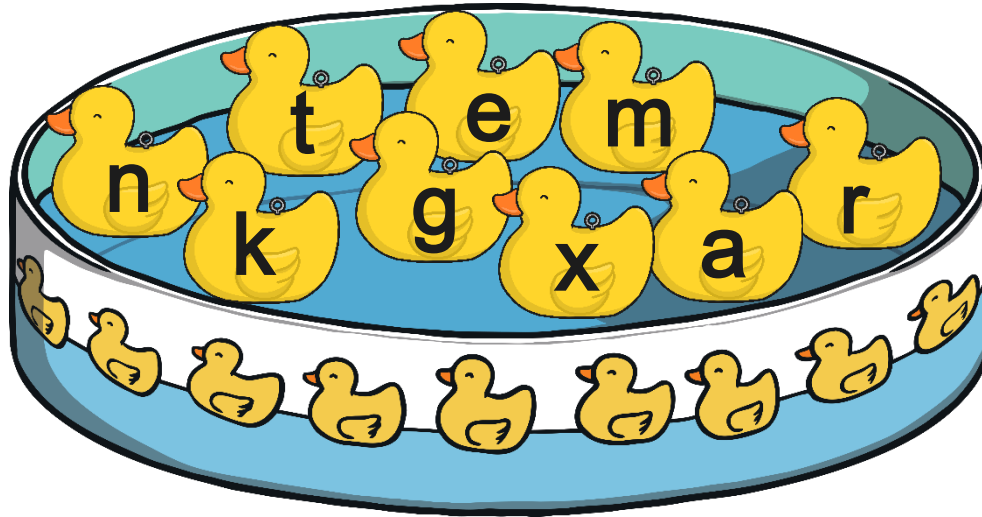


Click on the ducks to spell out the word that appears when you click 'Show spelling'.

incorrect letter

t a n k e r

Show spelling

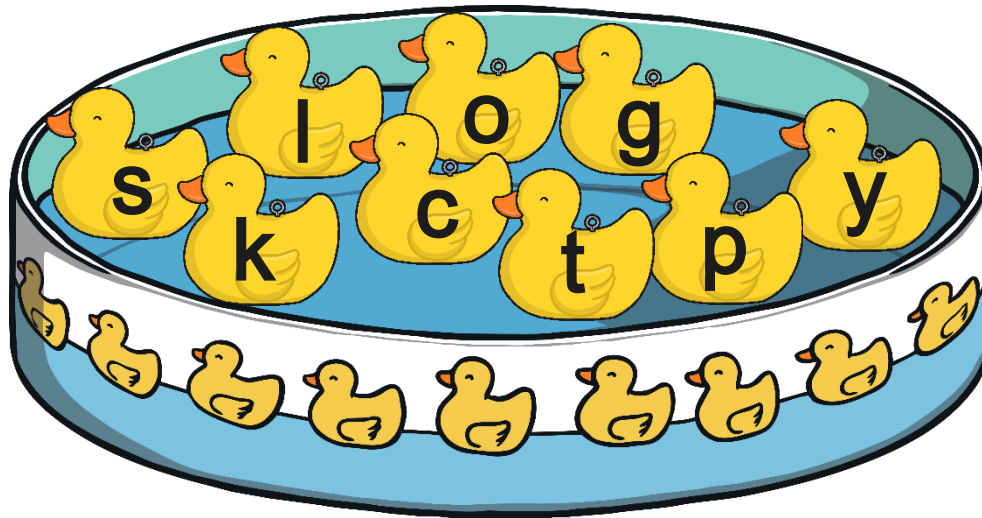


Click on the ducks to spell out the word that appears when you click 'Show spelling'.

incorrect letter

Show spelling

l o o k s

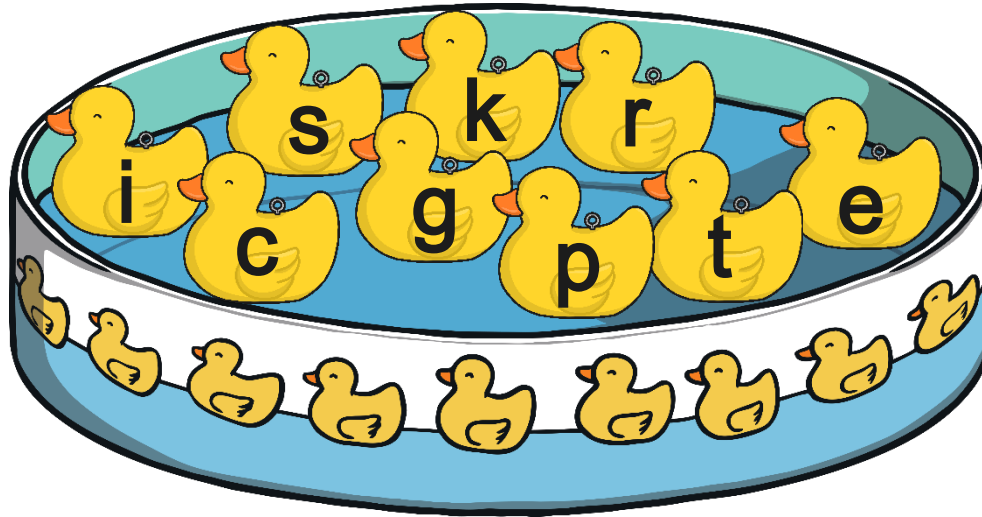


Click on the ducks to spell out the word that appears when you click 'Show spelling'.

incorrect letter

Show spelling

s t i c k e r

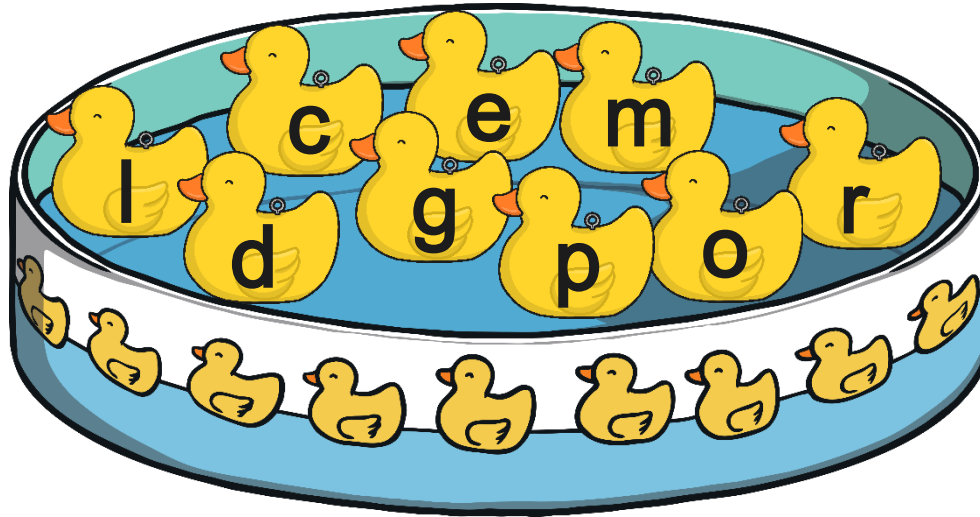


Click on the ducks to spell out the word that appears when you click 'Show spelling'.

incorrect letter

Show spelling

c o l d e r

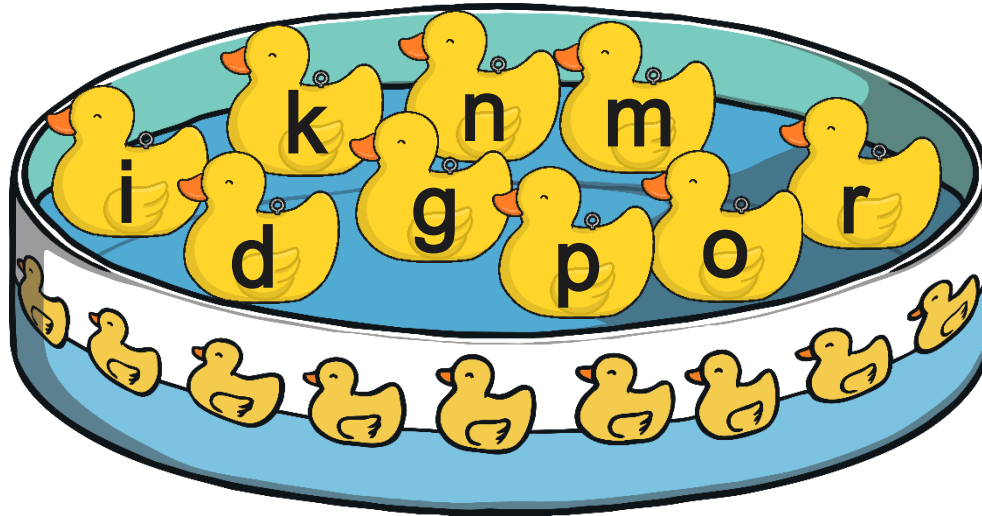


Click on the ducks to spell out the word that appears when you click 'Show spelling'.

incorrect letter

d r i n k

Show spelling



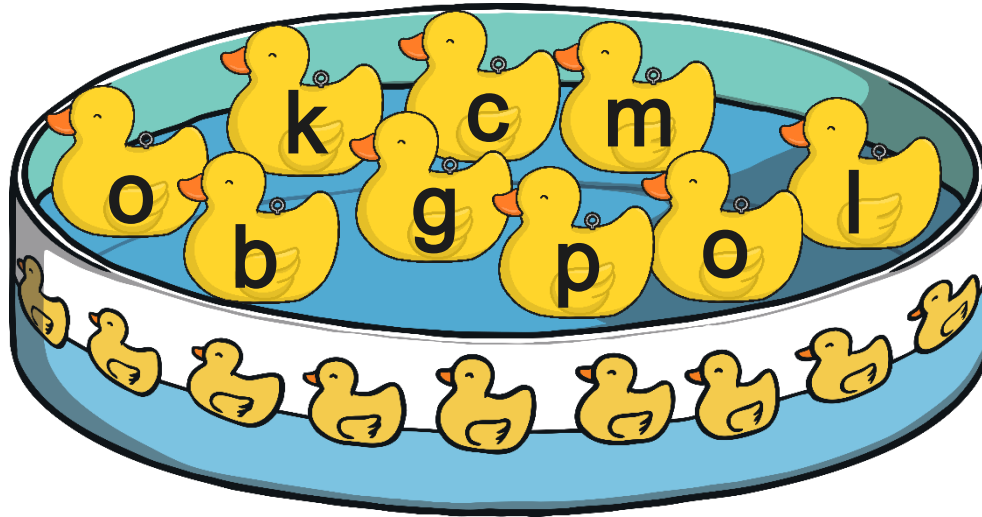


Click on the ducks to spell out the word that appears when you click 'Show spelling'.

incorrect letter

b l o c k

Show spelling

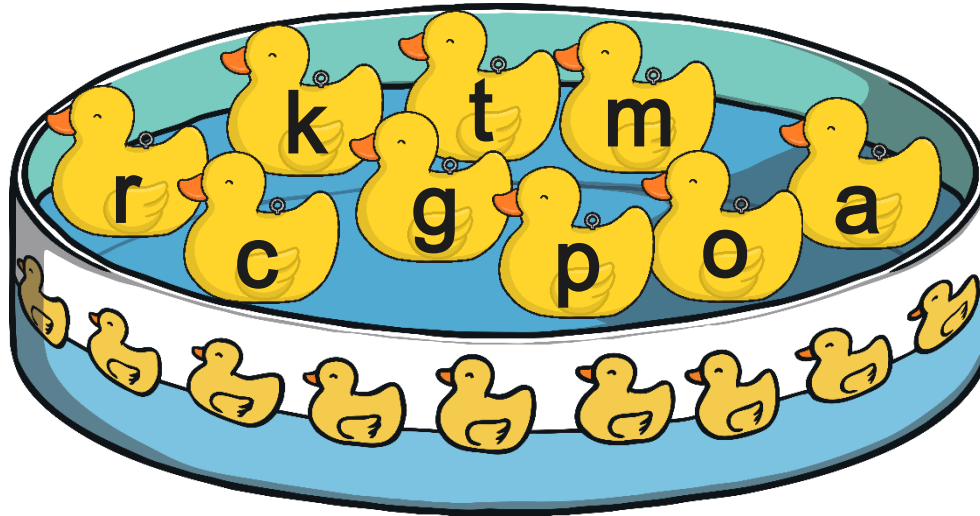


Click on the ducks to spell out the word that appears when you click 'Show spelling'.

incorrect letter

Show spelling

c a r t

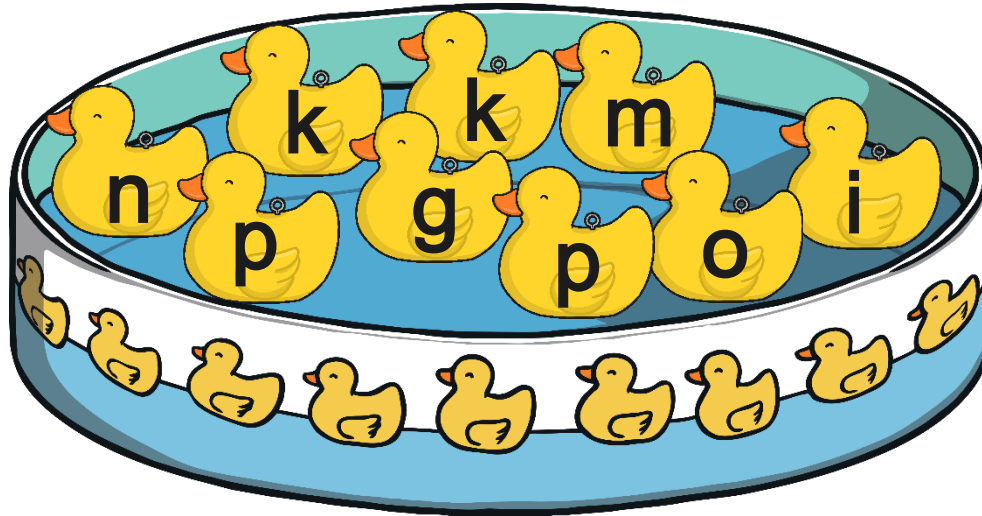


Click on the ducks to spell out the word that appears when you click 'Show spelling'.

incorrect letter

Show spelling

p i n k

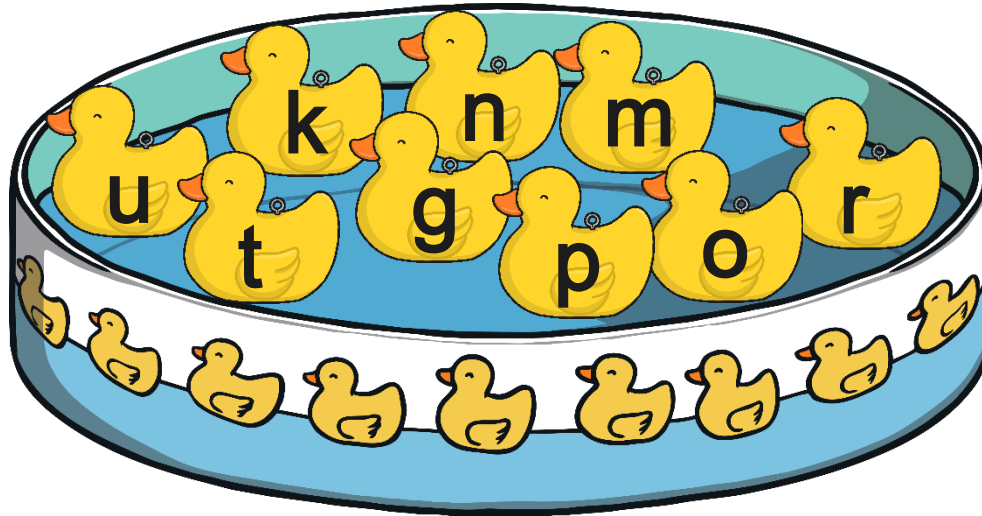


Click on the ducks to spell out the word that appears when you click 'Show spelling'.

incorrect letter

t r u n k

Show spelling

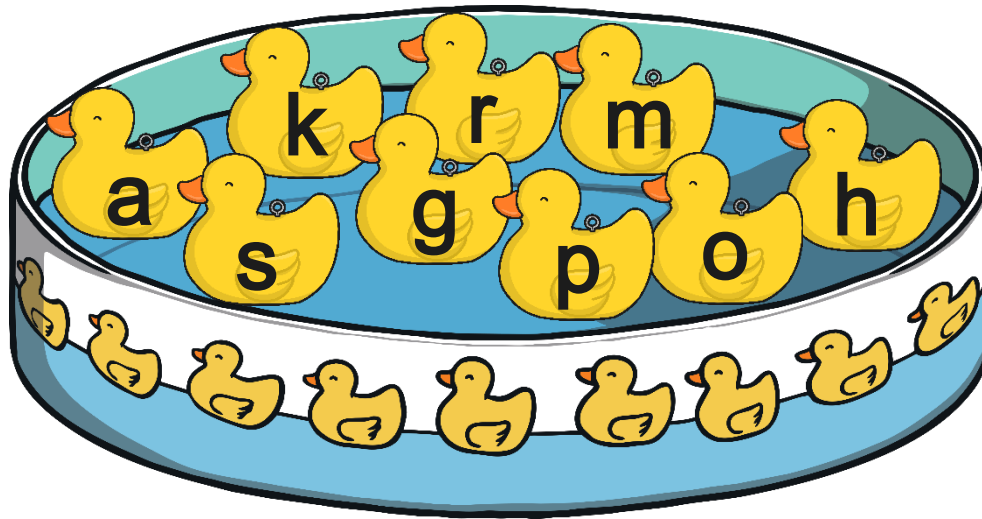


Click on the ducks to spell out the word that appears when you click 'Show spelling'.

incorrect letter

s h a r k

Show spelling

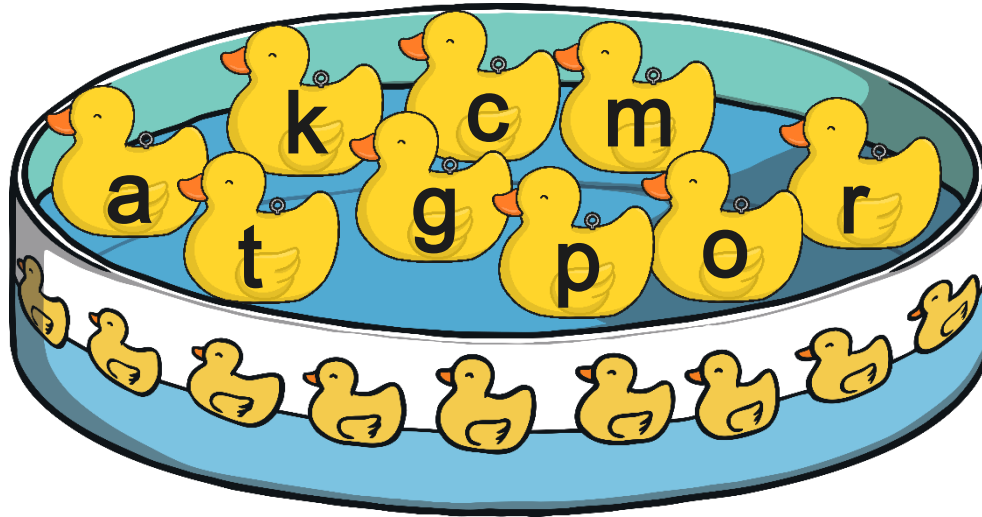


Click on the ducks to spell out the word that appears when you click 'Show spelling'.

incorrect letter

t r a c k

Show spelling

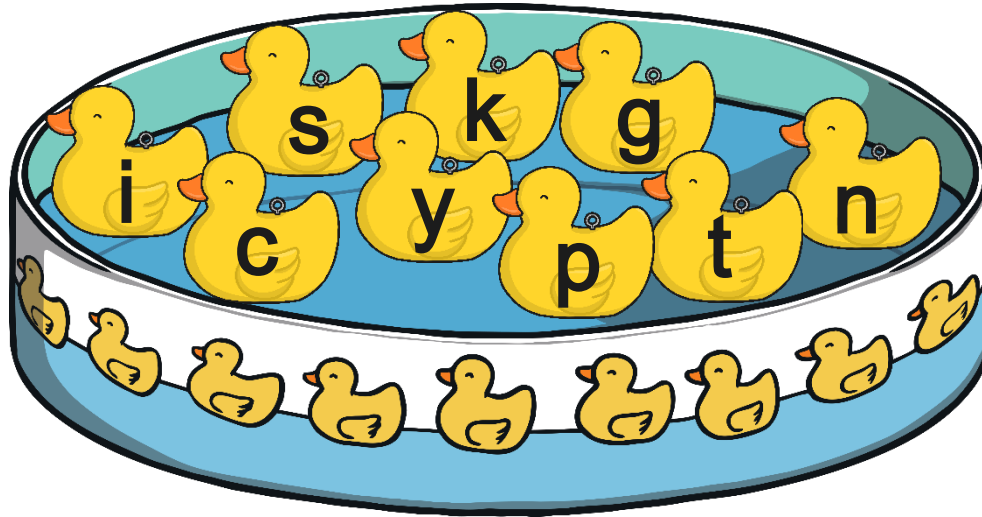


Click on the ducks to spell out the word that appears when you click 'Show spelling'.

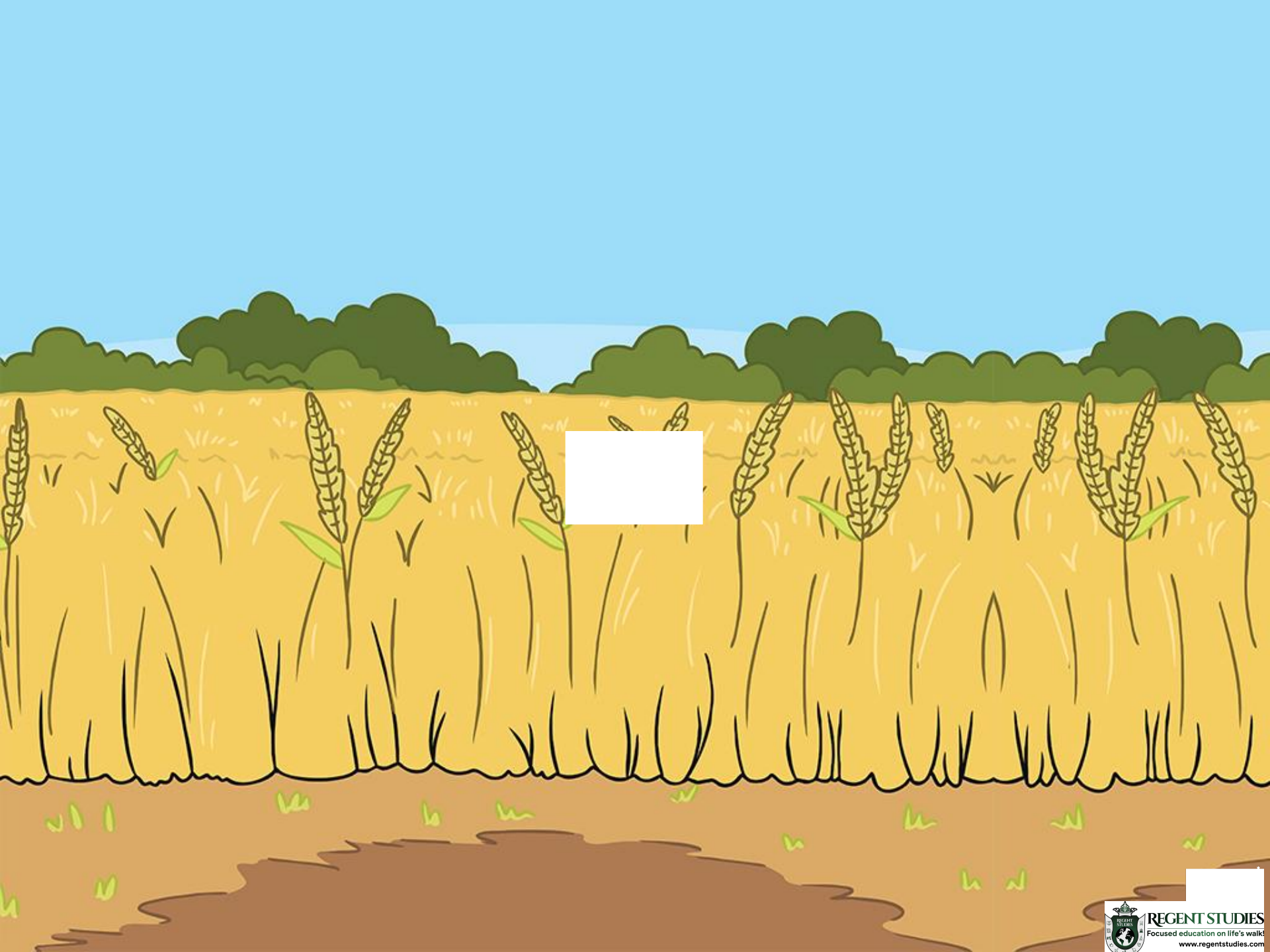
incorrect letter

Show spelling

t i c k i n g







[White rectangular box]

[White rectangular box]



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# The /c/ Sound Family

## Part A

The sound /c/ can be made in different ways.

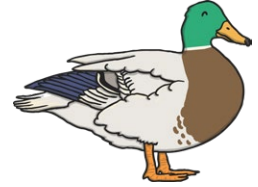
cat



kettle



duck



Choose the correct word to write with each picture.

skunk

chick

cup

milking

kid

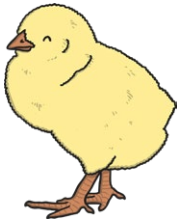
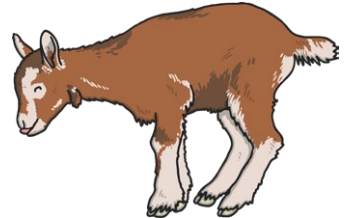
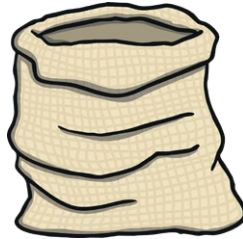
bucket

scarf

clock

sack

crab



Can you think of any other words with the /c/ sound?

# The /c/ Sound Family

## Part A

The sound /c/ can be made in different ways.

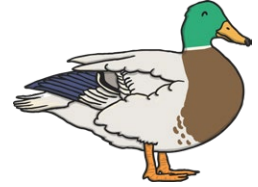
cat



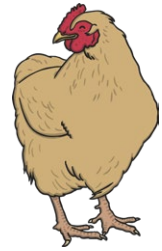
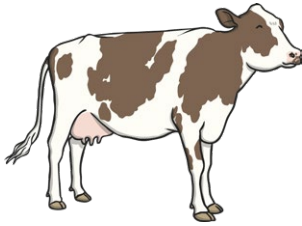
kettle



duck



Choose the correct word to write with each picture.



### Challenge Task

Can you write a sentence with some of the words you have written?  
Remember to use a capital letter and a full stop.

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# The /c/ Sound Family Answers

Choose the correct word to write with each picture.

skunk

chick

cup

milking

kid

bucket

scarf

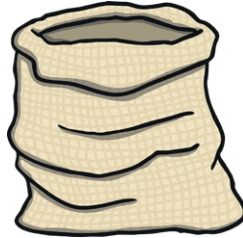
clock

sack

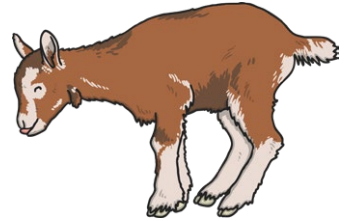
crab



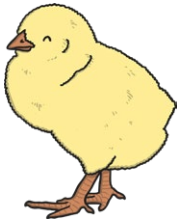
cup



sack



kid



chick



scarf



bucket



skunk



milking



clock

Can you think of any other words with the /c/ sound?

Example answers: *cow, keep, skill, sink, flask, trick, black*

# The /c/ Sound Family Answers

## Part A

The sound /c/ can be made in different ways.

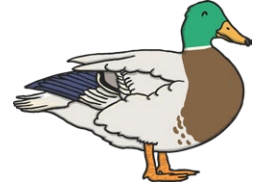
cat



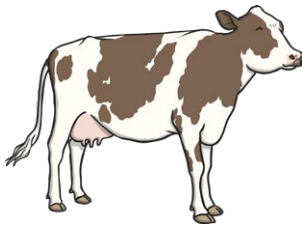
kettle



duck



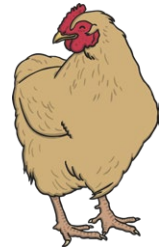
Choose the correct word to write with each picture.



cow



lock



chicken



pumpkin



leek



sock



king



rocket



clown

### Challenge Task

Can you write a sentence with some of the words you have written?  
Remember to use a capital letter and a full stop.  
Example answer: *The king fed a leek to his cow.*



# 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>

**blurb**

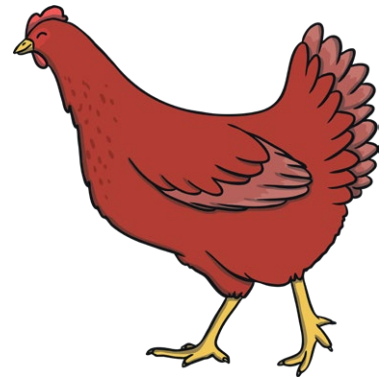
**cover**

**fiction**

**story**

perseverance

Little Red  
Hen



farm



friends

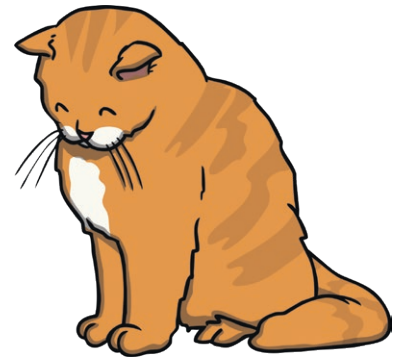


dog



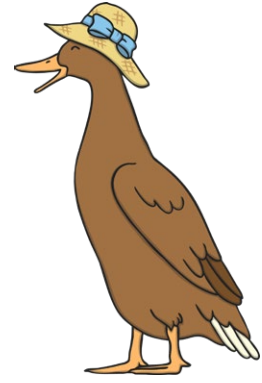
lazy

cat



sleepy

duck



noisy

grains



wheat

