



GREAT ARIZONA PUPPET
THEATER
PRESENTS:
THE LITTLE RED HEN
STUDY GUIDE

Curriculum Tie-ins:

Language Arts Science

Art

Music

Performing Arts

Character: helping



The story of The Little Red Hen is over 500 years old! Our adaptation of the story had its debut performance in 1990 at the Firehouse Theater, Great Arizona Puppet Theater's first theater. It was written by Nancy Smith, with puppets designed and built by Ken Bonar, the founders of the theater. The children in your group should have a good time no matter what, but you can enhance the experience by using some of the suggestions and materials in this study guide before and after the show. Please let us know how your class enjoys the show and how useful you find the study guide. We'd love to hear suggestions on how we can improve the puppet show experience and the study materials. The activities enhance Language, Science and Arts curriculum and citizenship. We hope the children will have fun doing the activities and watching the show.

SUGGESTED ACTIVITIES BEFORE THE SHOW:

READ THE STORY:

There are many different versions of this old story. Find one or more picture books and read them out loud, comparing and contrasting the way the story can be told. One of the nice things about old stories is that they can be told in different ways. Below is a very short version of our adaptation.

THE LITTLE RED HEN

Once there was a Little Red Hen who lived with a cat - meow - a dog - woof woof - and a mouse - squeak squeak. The Little Red Hen had a fuzzy little yellow chick named Yellow Button - cheep cheep cheep. One morning the Little Red Hen woke up and announced, "Today is cleaning day. Who will help me clean the house?"

"Not I," said the Dog.

"Not I," said the Cat.

"Not I," said the Mouse.

"Fine," said the Little Red Hen. "Then I will clean it myself."

Then little Yellow Button popped up and said, "Cheep cheep, can I help? Can I help?"

"Well, of course you can, Yellow Button, come along!" replied the Little Red Hen.

While they were cleaning, the Little Red Hen found some wheat. "Oh, good!" she said. "We can plant this wheat and then it will grow and then we can take it to the miller and have it ground into flour and then we can make some bread. Kitty Cat, will you help me plant this wheat?"

"Not I," said the Cat.

"Fine," said the Little Red Hen. "Then I will plant it myself."

Then little Yellow Button popped up and said, "Cheep cheep, can I help? Can I help?"

"Well, of course you can, Yellow Button, come along!" replied the Little Red Hen.

And so the Little Red Hen and little Yellow Button planted the wheat and took it care of it and the wheat grew. Finally the wheat was ready to harvest and the Little Red Hen asked, "Mousie, will you help me cut this wheat and take it to the miller so it can be ground into flour?"

"Not I," said the Mouse.

"Fine," said the Little Red Hen. "Then I will cut it and take it to the miller myself."

Then little Yellow Button popped up and said, "Cheep cheep, can I help? Can I help?"

"Well, of course you can, Yellow Button, come along!" replied the Little Red Hen.

And so the Little Red Hen and Yellow Button cut the wheat and took it to the miller to be ground into flour. When they returned with the flour, it was time to make the bread. The Little Red Hen asked the dog, "Will you help me make the bread?"

"Not I," said the Dog.

"Fine," said the Little Red Hen. "Then I will make the bread myself."

Then little Yellow Button popped up and said, "Cheep cheep, can I help? Can I help?"

"Well, of course you can, Yellow Button, come along!" replied the Little Red Hen.

And so the Little Red Hen and little Yellow Button made the bread. When it was done, the Little Red Hen announced, "Now the bread is ready to eat."

"Can I help?" asked the Dog.

"Can I help?" asked the Cat.

"Can I help?" asked the Mouse.

"No!" said the Little Red Hen. "None of you would help when I found the wheat and planted it and took it to the miller to be ground into flour and made the bread, so now none of you can help eat it."

"That's not fair!" cried the Mouse.

"Yes, it is fair," replied the Hen. "Maybe next time you'll share in the work. Then we'll be happy to share the bread - now go!" The Cat and the Dog and the Mouse went away. The Little Red Hen admired the beautiful loaf of bread and said again, "Now the bread is ready to eat."

"Cheep cheep," said Yellow Button. "Can I help? Can I help?"

"Well, of course you can, Yellow Button, come along!"

And the Little Red Hen and Yellow Button ate the bread and it was very, very good. Later they did share some with the Cat, the Dog and the Mouse, but they had to promise to help clean up afterwards, and from that time on, they helped!

BEFORE THE SHOW

DISCUSS BREAD:

Ask the children - Where does bread come from? In the story of THE LITTLE RED HEN, the bread is made from wheat. Wheat is a special kind of grass that grows very tall - 2 to 4 ' tall. When the wheat begins to bend from the weight of the heads and turns a golden color, people harvest, or cut, the wheat. The kernels of grain are ground up to make flour.

DISCUSS FLOUR:

Discuss the difference between the words "flower" and "flour."

What kinds of things can be made with flour?

ACTIVITIES:

Show children a stalk of wheat. Discuss how it is grown in a field.

Make bread using a quick bread recipe, measuring each ingredient together. Then bake and enjoy afterwards.

MORE THINGS TO DO BEFORE THE SHOW:

Practice the songs! The Little Red Hen is a sing-along show and it's a lot more fun when adults and children sing with the puppets. Most of the songs are well known and/or easy to learn. It's fun to practice them before the show. Below is a list of some of the songs in the show:

THE MORE WE GET TOGETHER
POLLY WOLLY DOODLE
PUT ON YOUR OLD GREY BONNET
SHORTNIN' BREAD
CAMPTOWN RACES
BUMPING UP AND DOWN IN MY LITTLE RED WAGON
BOOM BOOM, AIN'T IT GREAT TO BE CRAZY
DOWN BY THE BAY

VOCABULARY:

These words might be new to your students.

kernel	to grind, have it ground
wheat	flour
hoe	miller
favorite	bake
field	harvest
axle	

AFTER THE SHOW

DISCUSS THE STORY:

What did the cat, the dog, and the mouse say when the Little Red Hen asked for help?

When did they want to help?

Do you think the Hen should have let them eat the bread if they didn't help?

Who always wanted to help the Little Red Hen?

What are some ways you help your family? What are some ways you help your friends?
What are some ways you help at school?

The Little Red Hen and Yellow Button sang songs while they worked. Do you like to sing?
Do you ever sing while you work? Does music make working more fun?

ARIZONA ARTS STANDARDS

The following activities for before and after the show correspond with the related Arts Standards. Use each activity to help your students explore our show while exploring all the standards.

- A1) Creating Art
- A2) Art in Context
- A3) Arts as Inquiry

ACTIVITIES FOR BEFORE THE SHOW:

Discuss with students if they have heard the story of "The Little Red Hen". How is the story sometimes told differently? (A3)

Have students discuss other puppet shows they have gone to or seen on television and in the movies.

What did the puppets look like? How did they move? (A3)

Ask students to talk about theater audience behavior. Discuss the difference between behavior in a live theater vs. behavior at home watching television or out at a movie theater. Why must our behavior be different when the show is "live?" (A2)

Have the students stand up and act out the story of "The Little Red Hen" in pantomime while you narrate the action. (A1)

ACTIVITIES FOR AFTER THE SHOW:

Have students draw pictures of the puppet show. Have them share their pictures with the class describing the scene they have drawn and the characters in it. (A3)

Students can discuss what they thought about the performance. Which parts of the show did they like? Which parts did they not like? (A3)

Students can discuss what they think it would be like to be a puppeteer. Is this a job they would enjoy? What do they think are important things that a puppeteer can do? (A2)

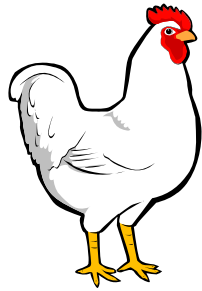
Students can retell the story of The Little Red Hen by making puppets from the pictures in this study guide. Color first, then cut, then tape sticks on the back to move the puppets. They can divide up into small groups and retell this classic fairytale. Allow the students to come up with a different way of telling the story. (A1)

Students can send their pictures and letters to the Great Arizona Puppet Theater. We love to hear from our fans! (A3)

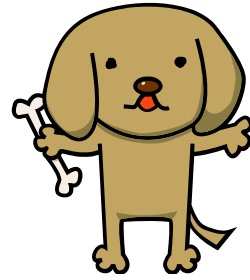
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Write in the first letter of each of these words:

_____EN



_____OG



_____AT



_____OUSE



Write in the first TWO letters of each of these words:

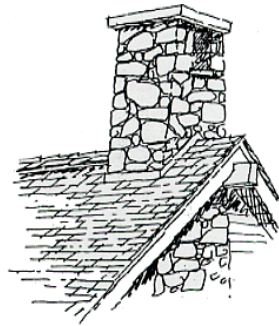
_____IC



_____ECK



_____IMNEY



MISSING LETTERS & SEQUENCING

Fill in the missing letters.
Then cut out the pictures and put in order of the story.

The Little Red Hen used a ____ ____ o o m to ____ ____ e e p.



They planted the w h e a ____ and took care of it.



The _____ e a t grew.



They took the wheat to the miller. He ground it into _____ o u r and gave it back to them in bags. They took the _____ o u r home.



_____ e l l o w Button helped her mother make bread.



They ate the _____ e a d.



Color the puppets, cut them out, then tape a straw or stick on the back to make them move! You can make them stiffer by gluing onto tagboard or construction paper before cutting.

