

LESSON PLAN
GRADE 2-4
All about the Little Small Red Hen

LESSON TITLE: Learning to write with Synonyms

OBJECTIVE: The students will use a thesaurus to make new word choices and enhance writing expression.

MATERIALS: Book, *All about the Little Small Red Hen*, several thesauruses, pencils, paper, crayons

LESSON PLAN

1. **ENGAGE:** Read only the book title to students, *All about the Little Small Red Hen*. Teacher asks, “What do you think this story is going to be about?”
Teacher asks, “How many adjectives are used to describe the hen in the title?”
Teacher asks, “What do we already know about the hen from just reading the title?”
Teacher asks. “Do you think we could change all the adjectives and keep the same meaning?”
2. Have students view the entire book, *All about the Little Small Red Hen*.
3. **TEACH:** Draw a t-chart on the board. Write *The Little Small Red Hen* on one side and Wicked Old Fox other side. Discuss the adjectives that describe these characters. Ask the students to think of different words that mean the same the thing as **Little, Small and Red** and write their response on the t-chart. Do the same for the adjectives **Wicked and Old** on the other side of the t-chart too.
4. Explain that these words on the t-chart are called synonyms. These are different words but they have the same meaning. Tell the students that exchanging an ordinary word for a synonym can make our writing sound more interesting and exciting without changing the meaning.
5. Model how to use the thesaurus.
6. Pass around the thesaurus and allow each student to find a synonym for the words above.
7. Now, rewrite the title of the book on the board using the synonyms from the t-chart. Ask the students if the meaning of the title changed. Ask students which title version they like best. Ask students if the synonyms enhanced the title. Ask students if they like having more word choices.
Original title: *All about the Little Small Red Hen*
Synonym title: *All about the Tiny Petite Crimson Hen*

8. **GUIDED PRACTICE:** Create a new title, Example: The Big Crazy Monkey. Make a new T-Chart on the board. Ask the students to look up the synonyms for these adjectives in the thesaurus and list their findings on the t-chart.

9. Call on students to come up to the board to rewrite the title using the synonyms, such as, The Gigantic Zany Monkey. See how many fun ways the students can rewrite the title.

10. **INDEPENDENT PRATICE:** Tell the students that they are going to write a story which must have a character with at least two adjectives and a noun. Remind students that all of characters they have already worked on today had at least two adjectives, the Little Small Red Hen, the Wicked Old Fox, and The Big Crazy Monkey.

Tell students to write their original character's name at the top of their paper. Then students will use the thesaurus to find synonyms and write the new character's name under the original name. Note: the students must write both versions at the top of their paper to receive full credit; this way the teacher will know the student used the thesaurus. The students will write a one page story and may illustrate after their story is completed.

11. **CLOSURE:** Call on volunteers to read their story to the class.

12. **ASSESSMENT:** Collect the students' stories and grade them based on:

- * The student wrote the original character's name and the revised character's name with synonyms on top of their paper.
- * The student used at least two adjectives for the main characters.
- * The student's story is at least one page long.

Quiz Key
All about the Little Small Red Hen

1. Where did the Little Small Red Hen live?
 - A. in a big chicken coop
 - B. in a little red barn
 - C. in a small cozy house**
 - D. in a house made of feathers

2. What did the Little Small Red Hen wear?
 - A. a blue dress and white shoes
 - B. an apron and a sunbonnet**
 - C. an apron and sunglasses
 - D. red pants and red boots

3. Which character wanted to eat the Little Small Red Hen?
 - A. the wicked old fox**
 - B. the wacky old bear
 - C. the wild old goose
 - D. the silly old pig

4. Why did the Wicked Old Fox tell Mother Fox to “Put on the big black pot”?
 - A. to cook eggs for supper
 - B. to cook potatoes for supper
 - C. to cook the hen for dessert
 - D. to cook the hen for supper**

5. Which group of words best describes the Wicked Old Fox’s personality?
 - A. friendly, honest, happy
 - B. trustworthy, nice, dependable
 - C. sly, sneaky, unfriendly**
 - D. cheerful, funny, jolly

6. What was the Little Small Red Hen doing when the Wicked Old Fox hid behind her door?
 - A. She was sleeping in her bed.
 - B. She was eating supper.
 - C. She was picking roses.
 - D. She was picking up sticks.**

7. How did the Wicked Old Fox catch the Little Small Red Hen?
 - A. He promised to be her best friend.
 - B. He caught her when she fell off the beam.**
 - C. He caught her when she fell out the tree.
 - D. He caught her when she answered the door.

8. What did the Little Small Red Hen have in her apron that helped her get away from fox?

- A. a hammer
- B. scissors**
- C. a needle
- D. a spoon

9. How did the Little Small Red Hen get out of the sack?

- A. She slid down the spoon.
- B. She punched a hole through the sack with the hammer.
- C. She cut a hole through the sack with the scissors.**
- D. She poked the fox with the needle.

10. What trick did the Little Small Red Hen play on the Wicked Old Fox?

- A. She put ants in his sack.
- B. She put glue in his shoes.
- C. She put feathers in his socks.
- D. She put big rock in his sack**

11. How heavy did the Wicked Old Fox describe the hen in his sack?

- A. He said the hen was as light as air.
- B. He said the hen was as light as a feather.
- C. He said the hen was as heavy as a horse
- D. He said the hen was as heavy as a goose.**

12. What happened when the Wicked Old Fox and Mother Fox put the rock in the pot?

- A. They had a very tasty meal.
- B. Cold water splashed on their clothes.
- C. Hot water splashed on them and they died.**
- D. The rock floated in the pot.