



# Dubs READS!

read – engage – ask – discuss – share

## GUIDE FOR ASSEMBLY

TITLE: The Little Red Hen

We encourage you to put the *Dubs READS! logo label* on the front cover of your book, and the *UW Speech & Hearing Sciences* label on the back cover so others will know where to find our resources when the book is shared!

Is intended for the page that says:	Question text:	This question is meant to:
"The goose was a gossip. She chatted with the neighbors all..."	1. "A Gossip" is someone who likes to talk about other people.	Teach the child new vocabulary. Make connections to the story.
"The cat was very vain. She brushed her fur..."	2. "Vain" means caring too much about how you look.	Teach the child new vocabulary. Make connections to the story.
"He napped on the front porch swing all day long."	3. Uh oh! What happened to the milk and cookies?	Let the child explore the illustrations. Make inferences.
"...and took out the trash. She mowed the lawn raked..."	4. How do you think Hen feels when she has to do...work?	Let the child explore the illustration. Take a character's perspective.
"One morning on her way to the market, the little red hen found ..."	5. Grains are like seeds. What happens when you plant seeds?	Connect world knowledge to the story. Teach new concepts.
"When the grains of wheat began to sprout, the Little Red Hen cried, look..."	6. Hen is so excited! Do the others look excited?	Teach key elements of the story. Explore the illustrations for meaning.
"By the end of the summer, the wheat had grown tall. And ..."	7. What do you think the hen will do next?	Let the child make predictions based on patterns.
"Then I will cut and thresh it myself said the little Red Hen."	8. Have you ever had to do a lot of work all by yourself?	Allow the child to make connections to their life.
"When all the wheat had been cut and threshed, the little ..."	9. What clues show us the dog is sleepy? The cat is vain?...	Let the child explore the illustrations. Reinforce vocabulary learned.
"Then I will take it myself said the Little Red Hen. And she did. The miller ground the wheat ..."	10. "Ground" or "grind" means to smash up into pieces. The miller turned the grain into flour.	Teach the child new vocabulary. Make connections to the story.
"Then all by herself, she pushed the bag home in the wheelbarrow."	11. This image prompts your child to describe what the character is thinking.	Take a character's perspective. Add information to the story.
"Not I, Said the goose. Not I said the cat. Not I, said the dog" Picture of all three sleeping.	12. They still won't help! What do you think Hen will do?	Let the child make a prediction based on the pattern of the story.
"and shaped it into a nice plump loaf. Then she put the loaf in..."	13. Have you ever made something in the kitchen?	Allow the child to make connections to their life.
"the smell of the baking bread soon filled the air..."	14. How do we know that the bread smells good?	Let the child make inferences based on the illustrations.
"when the little red hen took the freshly baked loaf of bread out of the oven, she said..."	15. They didn't say "not I" Why do you think they said something different?	Identify key elements of the story. Let the child make inferences.
" who brought the flour home and baked this loaf of bread? I did. I did it all by myself..."	16. Why do you think Hen decided not to share her bread?	Let the child explore the illustrations. Draw conclusions based on what we know.
"And that is exactly what she did."	17. Do you think the others will help the hen next time? Why?	Make predictions about possibilities that go beyond the story's end.