

The Little Red Hen

THEME:
Helping



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Welcome to the World of BETWEEN THE LIONS!

BETWEEN THE LIONS is named for a family of lions—Theo, Cleo, Lionel, and Leona—who run a library like no other. The doors “between the lions” swing open to reveal a place where characters pop off the pages of books, vowels sing, and words come alive.

From the beginning, BETWEEN THE LIONS has been much more than a kids’ television show. Since the series premiered on PBS in 2000, it has made an enormous difference in helping young children learn to read. Developed along with literacy experts, the series features live action, puppets, animation, songs, and humor to introduce the joys of reading and to teach the basic skills children need to learn to read. The series also has an extensive Web site (pbskids.org/lions) where you’ll find more educational and fun activities.

Specifically designed for preschool and family child care settings, this BETWEEN THE LIONS Early Literacy Activity Guide offers a wide variety of activities to help make children’s first steps towards literacy enjoyable, exciting, and rewarding.



How to Use This Guide

Stories to Watch and to Read Aloud

Children become active viewers as they watch a story on the BETWEEN THE LIONS Web site and practice active listening as they respond to a read-aloud picture book.

Watch Together

"The Little Red Hen"

Who will help the little red hen make bread? Not her friends the little black dog, the big orange cat, and the little yellow goose! Children will enjoy chiming in with the animal characters as they watch this classic folktale with its timeless message about sharing, helping, and cooperation.



Watch the story with your children on the BETWEEN THE LIONS Web site at pbskids.org/lions/stories/littleredhen.html.

Read Aloud

The Little Red Hen (Makes a Pizza) by Philemon Sturges

When the Little Red Hen decides to make a pizza, her friends are too busy to help her. But they are not too busy to help her eat the delicious pizza pie! This humorous retelling of "The Little Red Hen" will inspire children to create their own version of the tale.

Look for *The Little Red Hen (Makes a Pizza)* at your local library or bookstore.



This guide provides a range of whole-group, small-group, and individual activities for teachers and child care providers. Select the activities that best suit your program, your schedule, and the developmental abilities of your children.

- **Preview “The Little Red Hen”** on the BETWEEN THE LIONS Web site at pbskids.org/lions/stories/littleredhen.html. Read *The Little Red Hen (Makes a Pizza)*. Mark the places you want to pause and ask children to predict what will happen next. The Watch the Show and Read Aloud sections provide activities and discussion questions for before, during, and after viewing and reading.
- **Encourage children to try** activities in different Learning Centers—Art, Dramatic Play, Science, Library, and Writing—throughout the week.
- **Extend the theme** with the whole-group activities in Helping Hands. Help children develop phonological awareness and concepts of print with activities in the Word Play and Sing a Song sections.
- **Gather theme-related books** from the Resources section and place them in the Learning Centers.
- **Make copies** of the Family Letter (pages 19–20) and The Little Red Hen Activity Sheet (page 21) to send home to families.



Theme: Helping

Children feel good about themselves when they help others and when others help them. The activities in this guide encourage children to explore the many ways they can be helpers at home, at school or family child care, and in their communities. As children practice helping others, they develop oral language skills. Recipes, charts, role-playing, and writing help them learn about letters, words, and concepts of print.

You can also use this Early Literacy Activity Guide to explore the other themes, such as:

- community and community helpers
- cooking
- folktales
- work and teamwork



Literacy Skills

The activities help children develop and practice a wide range of early literacy skills, including:

- active viewing and listening
- choosing books to look at alone and with a partner
- holding, handling, and caring for books
- understanding that we read English from left to right and from top to bottom
- making predictions
- retelling and acting out a story
- developing oral vocabulary
- comparing and contrasting
- playing with rhythm, repetition, and sequence
- associating the names of letters with their shapes and sounds
- associating spoken and written words
- listening to and identifying sounds in words
- identifying rhyming words
- clapping and counting syllables
- blending sounds to make words
- writing a thank-you card
- developing coordination and fine motor skills
- forming letters with different materials

The Building Blocks of Preschool Literacy

As preschool teachers and child care providers, everything you do to give children engaging and meaningful literacy experiences helps prepare them to enter kindergarten ready to learn to read and to write.

Enjoying and Understanding Books

Read to children every day. Share many different kinds of books that spark children's imagination and curiosity. Talk about what authors and illustrators do, and help children create their own books. During story time, guide children as they make predictions, ask questions, recall and retell stories in their own words, and relate stories to their own lives.

Building Vocabulary

Encourage children to learn new words by reading aloud and discussing books, explaining unfamiliar words, singing and acting out songs, poems, and nursery rhymes, and talking about daily activities.

Learning about Letters and Words

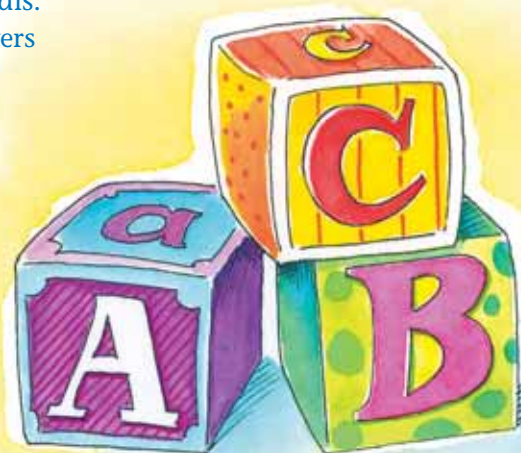
Help children recognize letters and the sounds letters make. Encourage children to shape letters with a variety of materials. Play games and sing songs with the letters in children's names.

Playing with the Sounds of Language

Give children the opportunity to hear and play with the different sounds of spoken language with songs, poems, and rhymes. Word play helps children understand that language is made up of words, that words are made up of beats or syllables, and that syllables are made up of separate sounds. This builds phonological awareness, which helps children become successful readers and writers.

Exploring Concepts of Print

Create a print-rich environment for children with books, charts, labels, and signs. As you read books aloud and teach children poems and songs, show them how we read from left to right and from top to bottom. Encourage children to recognize familiar labels and signs in their environment.



Active Viewing and Listening

Learn to Read— Watch TV?

Can a television show help teach children to read? Yes! *BETWEEN THE LIONS*, developed to help teach reading skills, is an educational tool that encourages oral language development, phonological awareness, and a love of reading.

Help children think and talk about what they are watching and learning by encouraging *active viewing*.

- **Before viewing**, tell children something about the story to capture their interest and to introduce unfamiliar words and ideas.
- **While viewing**, show children that *you* are engaged by laughing, singing, and reading the words on the screen aloud. Encourage children to sing along, sway, and clap to the music.
- **Pause occasionally** and ask children to talk about what they just watched and to guess what will happen next.
- **Ask open-ended questions**, such as, *What did you think of the show? What part did you like best?*
- **After viewing**, read aloud the featured book or another book with similar themes.
- **Watch the story** more than once. Children enjoy the repetition and often learn something new at each viewing.



Read Aloud Tips

Reading books aloud is the foundation of early literacy. While listening to stories, children learn book language and structure, new concepts, and new words.

- **Read the book several times** before sharing it with children. Mark the places where you would like to pause to ask questions or explain unfamiliar words.
- **Talk about the cover.** Point out the title, author, and illustrator. Look at and talk about the art.
- **Create a context.** Share a related personal experience, look at the pictures together, or ask children to predict what might happen in the story.
- **Read slowly** so children can understand and enjoy the rhythm of the words and explore the pictures. Hold the book so that everyone can see it.
- **Add drama** to your reading by using different voices and simple props. Don't be afraid to be silly or dramatic!
- **Ask open-ended questions** after reading to help children think about, remember, and discuss the story.

Watch the Show

You will need

- Computer with Internet connection
- “The Little Red Hen” pbskids.org/stories/littleredhen.html
- package of flour
- stalks or grains of wheat
- metal bowl and spoon, or mortar and pestle
- flannel board and felt characters; stuffed animals or cutout stick figures

Before Watching

Before viewing “The Little Red Hen,” tell children something about the show to capture their interest. Make connections between the show and children’s lives. Introduce new words, ideas, or concepts.

Introduce BETWEEN THE LIONS

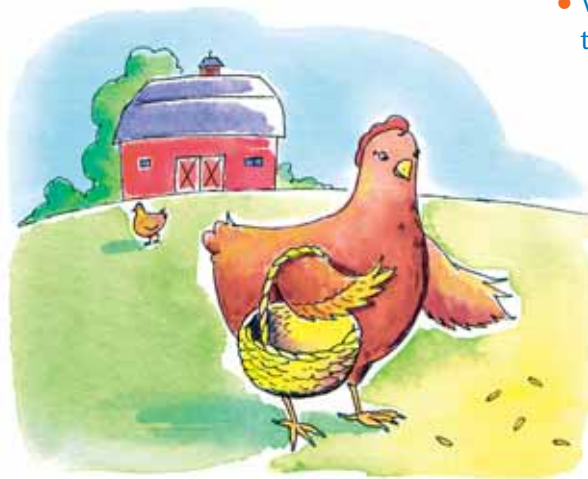
Tell children that they will be watching a show from a TV series called BETWEEN THE LIONS. Ask children if they have ever seen the show, and invite them to share what they know about it. Explain that the show is about a family of lions who lives in a library and loves to read and to talk about books.

Children will

- practice active viewing and listening skills
- make predictions
- express ideas and opinions
- read environmental print
- relate book experiences to own lives
- retell a story in the correct sequence
- build oral vocabulary

Preview the Story Explain that the story is called “The Little Red Hen.” It’s about a little red hen who asks her animal friends to help her make bread. Ask,

- Have you ever helped to cook or bake something?
- Who did you help? What did you cook or bake?
- What did you do to help?
- What are some other things that you do to help?





As You Watch

Gather children around the screen. Encourage active viewing to keep children focused and engaged.

- Pause the story when the little red hen asks who will help her plant the wheat and who will help her bake the bread. Ask children to predict what the little red hen's friends will say.
- Pause the story when the little red hen asks her friends if they will help her eat the bread. Ask, *What do you think the friends will say? What do you think the little red hen will do?*

After Watching

Talk about the Story Ask open-ended questions that invite children to share their thoughts and opinions.

- What did you think of the story? What part did you like best?
- Why do you think the little black dog, the big orange cat, and the little yellow goose didn't want to help the little red hen? What were they doing while the little red hen was working?
- What do you think the friends will do the next time the little red hen asks them to help? Why do you think that?
- What would you do if your friend asked you to help make something?

Retell the Story Retelling a story helps children develop storytelling skills and recognize basic story structure and sequence. Model how to retell the story with props such as a flannel board and felt characters, stuffed animals, or cutout stick figures. Then encourage children to retell the story on their own.

To help children recall the correct sequence, review the four steps that the little red hen takes to make the bread: 1) *plant* the grains, 2) *cut* the wheat, 3) *grind* the wheat into flour, and 4) *bake* the bread. Use hand motions to demonstrate each action. Encourage children to act out and say the steps with you.

Take It Further Show children a package of flour and ask them if they know what it is. Point to and read the label. Explain that in the story the little red hen takes the *wheat* to a *mill* where a machine *grinds* it into *flour*. Tell children that you can also grind wheat into flour by hand. If possible, demonstrate by using a metal bowl and spoon or mortar and pestle. Invite children to help.



Read Aloud

You will need

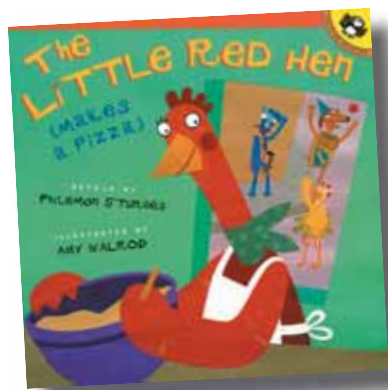
- *The Little Red Hen (Makes a Pizza)* by Philemon Sturges
- apron and/or chef's hat (optional)
- chart paper, markers
- large, precut circle

Before Reading

Prereading activities build background knowledge, spark children's interest, and prepare them for listening.

Introduce the Book Show the cover. Point to the words as you read the title and the names of the author and illustrator aloud. Talk about what an author and an illustrator do. Point to each character and ask, *What is (s)he doing?* Ask children to guess what the story will be about. Ask, *Who has eaten pizza? What does it taste like?*

Take a Picture Walk Explain the meaning of the word *ingredients*. Ask, *If we were going to make pizza, what ingredients do you think we might use?* Point to some of the different ingredients featured in the illustrations and ask children which ones they think the little red hen will use to make her pizza.



Children will

- listen to, enjoy, and discuss a modern version of a folktale
- talk about what authors and illustrators do
- make predictions
- express ideas and opinions
- use a graphic organizer to compare two stories
- build oral vocabulary

As You Read

To set the mood, you may want to wear an apron and a chef's hat. Use a different voice for each character. Encourage children to make predictions and to repeat the recurring phrases.

- Encourage children to chime in when the dog, the cat, and the duck say, "Not I" and when the little red hen responds.
- Use the pictures to explain the meaning of food words such as *mozzarella*, *pepperoni*, *anchovies*, and *pickled eggplant*. Use the pictures and hand motions to demonstrate the meaning of cooking words such as *stirred*, *mixed*, *kneaded*, *chopped*, *grated*, and *sliced*.
- When the little red hen asks her friends if they would like some pizza and if they will help do the dishes, ask children to predict what they will say.

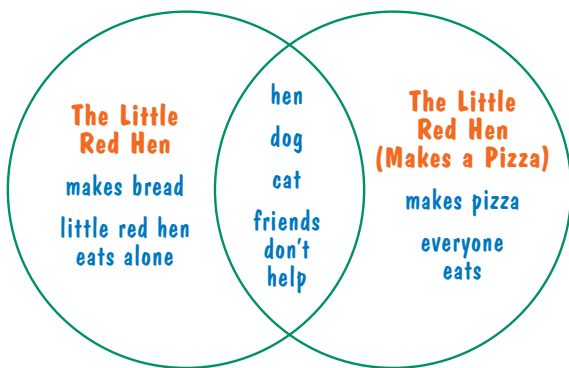
After Reading

Talk about the Book Ask open-ended questions that encourage children to think about what happened in the story. Ask follow-up questions that invite children to expand and explain their answers.

- What did you think of the story? What did you like best about it?
- Do you think the little red hen should have shared her pizza with her friends, even though they didn't help her make it? Why or why not?
- What would you have done if you were the little red hen?

Venn Diagram Ask children to compare the two different versions of the story. *In what ways are the stories alike? In what ways are they different?* Record their responses on a Venn diagram.

- Draw two overlapping circles.
- Put characteristics of each story in the corresponding circles. Put common characteristics in the middle section.



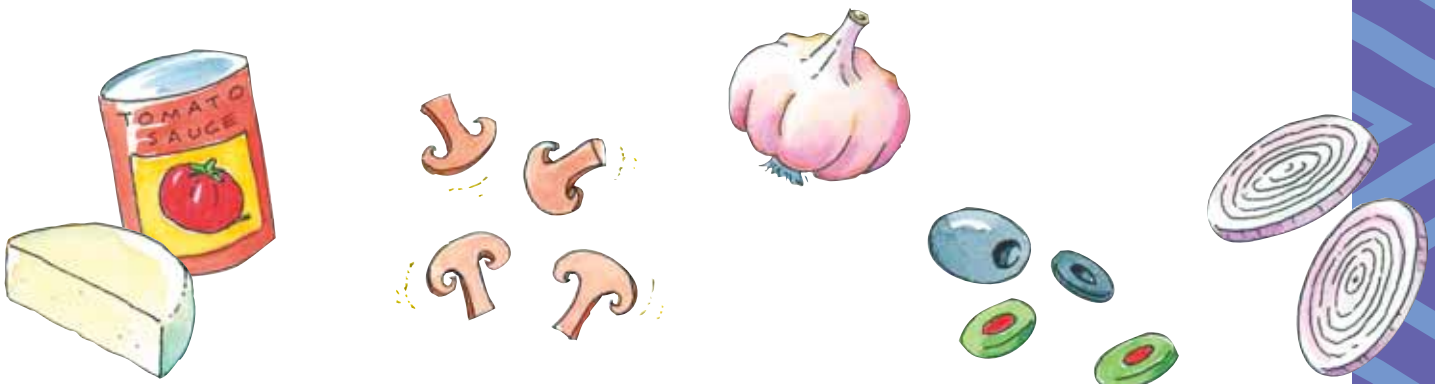
Use a Venn Diagram to show what is the same and what is different about the two stories.

Explore Words and Their Meanings

- Ask, *What are some of the toppings that the little red hen put on her pizza?* Show children the illustrations to help them remember and to clarify meanings. Talk about what these foods look and taste like.
- Create a pizza toppings chart. On a large, precut circle, write the question *What pizza topping do you like best?* Begin the chart with a sentence about your favorite topping (for example, *Marilyn likes pepperoni.*) Invite children to name their favorite pizza topping—or one they'd like to try—and add those sentences to the chart. Illustrate each topping with a simple picture.
- Read aloud the completed chart. Invite children to read their sentences with you. Does the class have a favorite pizza topping?

Take It Further

- Invite children to find their names on the chart.
- Invite children to point to and say any letters or words that they recognize.
- Point to the word *pizza* and say, *The word pizza begins with the letter p, which makes the /p/ sound. Can you find another letter p?*



Learning Centers

Children can do these activities in small groups, with partners, or independently. Invite children to explore the materials at each center. Name, explain, and think aloud as you model activities for children. Then encourage children to join in and interact with other children as they work and play.

You will need

- drawing and coloring supplies
- construction paper, scissors, glue
- clay or play dough

Art Art inspires children to express their thoughts and feelings and expands their vocabulary with words that describe color, line, shape, and texture. Children learn about concepts of print and letters when they sign their name to their artwork.

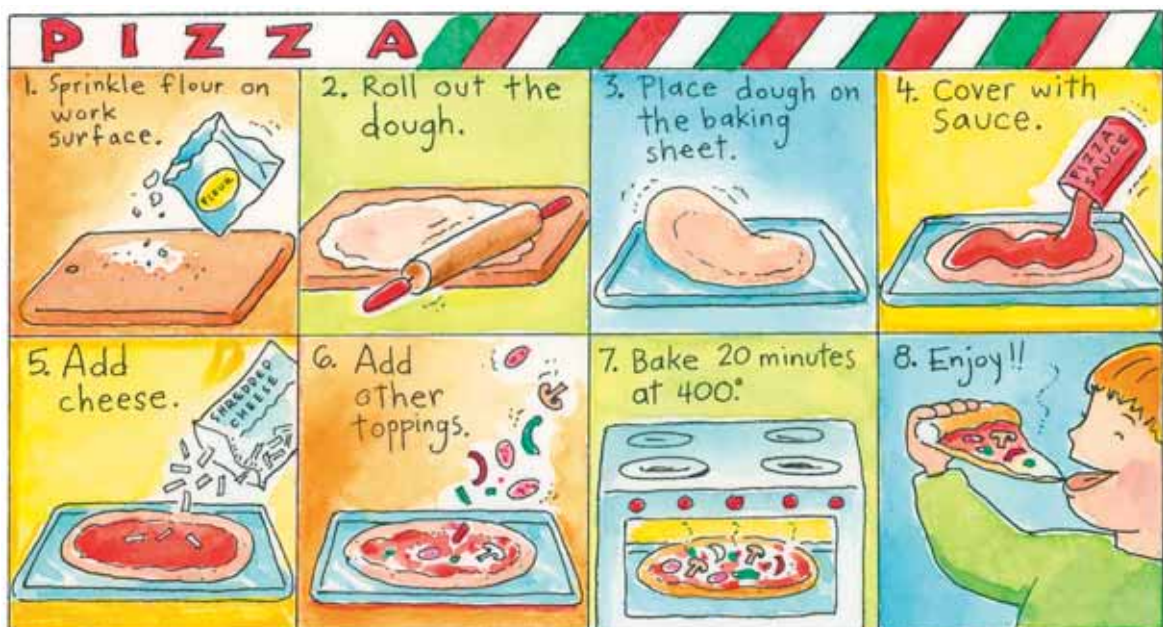
Character Art Invite children to draw and color pictures of their favorite story character(s). This will help them recall and retell the story. Talk to the children about their drawings. Help children label the characters.

Play Pizza Invite children to make pizza with colored clay or play dough. Model how to roll a ball of clay between your

Children will

- develop fine motor skills
- use their imaginations to draw story characters
- use different art materials
- develop oral vocabulary

hands and flatten it to make a round pie shape. Children can form toppings with small balls or strips of clay. Talk to children about the different shapes and pizza toppings they are making. You can also help children cut paper circles for pizzas and top them with an assortment of cutout construction paper shapes. Children can use their pizzas in the Pizza Restaurant (see page 11).



Dramatic Play In dramatic play, children deepen their understanding of the world around them and use language to negotiate roles, describe what they are doing, and ask and answer questions. Literacy props such as labels and signs engage children’s early reading and writing skills.

Pizza Restaurant Help children name their restaurant and make a sign for it. Create menus out of construction paper. Print labels for the pizza toppings (cheese, pepperoni, onions, etc.) and drinks (milk, juice, etc.) the restaurant will offer. Attach the labels to the menus and draw a simple picture of each item. If possible, laminate the menus. Model how to order by telling the “waiter” what you want and pointing to the items on the menus. Invite children to take turns role-playing a waiter, a customer, and a chef.



Children will

- use imagination
- develop awareness of jobs
- develop understanding of functions of print
- develop oral vocabulary
- develop coordination and fine motor skills

Community Helpers Display books and photographs of community helpers. Invite children to role-play firefighters, police officers, nurses, doctors, teachers, and other helpers. Attach labels to the uniforms and equipment that the community helpers use. Talk to children about the helper they are role-playing—what they do, how they dress, what tools they use, etc.

You will need

- Pizza Restaurant:**
- chef’s hat, apron, pans, pizza boxes (you may want to ask a local pizza shop to donate these)
 - poster board, markers, construction paper, labels
 - clear, self-adhesive paper for laminating (optional)
 - books about pizza and pizza restaurants (see Resources)
- Community Helpers:**
- dress-up clothes and props (firefighters, nurses, mail carriers, etc.)
 - books and photographs about community helpers

Cooking Children learn new vocabulary words when they cook, as well as concepts of print and sequence when they match pictures to written words in recipes.

Make Pizza! Use the rebus recipe chart (see page 10) or your own favorite pizza recipe. Be aware of any food allergies.

- Read the recipe chart with children. Encourage children to identify any words or letters that they know.
- Emphasize the cooking action words from *The Little Red Hen (Makes a Pizza)* as you make the pizza.
- Encourage children to identify and read the labels on food cans, packages, and containers.

Children will

- use kitchen tools and simple measuring devices
- develop oral vocabulary
- “read” environmental print
- follow directions
- work cooperatively
- develop fine motor skills and coordination

You will need

- ingredients and equipment for making pizza
- pizza recipe chart

- Adapt the refrain from the story and recite it as you invite children to help you mix in the ingredients. Ask, *Who will add the salt?* Signal a volunteer helper to respond, *I will add the salt.* When the pizza is ready ask, *Who will help me eat the pizza?*

Learning Centers (continued)

You will need

- variety of nonfiction and fiction books about helping, work, and teamwork; other versions of “The Little Red Hen” story
- flannel board and felt characters or stuffed animals (red hen, black dog, orange cat, yellow goose)
- children’s Character Art pictures from the Art Center

Library Setting up an inviting and cozy place where children can look at books helps foster a love of reading. Include many different kinds of reading materials that relate to children’s interests and reflect their cultural diversity. Add props such as puppets, stuffed animals, and flannel boards. Encourage children to tell their own stories and act out stories they have heard.

Independent and Partner Reading When young children imitate adults and play at reading, they are engaging in book handling behaviors that are important first steps in learning to read.

- Include a variety of fiction and nonfiction books about helping, working, and teamwork (see Resources). Encourage children to select books that interest them.
- Demonstrate how to hold, handle, and care for books. Talk about the front, back, top, and bottom of a book. Show children where to begin reading and how to turn the pages. Encourage children to look at the words and the pictures.
- Read books that children select to a small group. Track print as you read to show children that in English we read from left to right and from top to bottom.
- Organize children into pairs. Have each pair select a theme-related book to look at and read together. Encourage children to take turns looking at the pages. Talk to children about their book. *What did you think of the book? Tell me some things about the story.*

Children will

- choose and look at books alone and with a partner
- learn how to hold, handle, and care for books
- learn that we read from left to right and from top to bottom
- develop oral vocabulary
- retell and act out a story through play
- act out a new story ending or sequel

Retell the Story Decorate the area with children’s Character Art pictures (see page 10). Encourage children to use a flannel board and felt characters, stuffed animals, puppets, or other props to retell or act out the story of “The Little Red Hen.” Children may also want to act out *The Little Red Hen (Makes a Pizza)*.

Change the Story Invite children to change the ending, act out a sequel, or make up their own version of the story featuring themselves as the characters. Read other versions of “The Little Red Hen” (see Resources) and talk about how they are alike and different.





Children will

- associate names of letters with their shapes
- develop fine motor skills
- use a variety of writing tools to shape and write letters
- understand that writing has a purpose
- learn about the functions of print
- write their names

Writing When children practice writing letters and words to express their ideas, they learn about concepts of print, the different functions of print, the alphabet, and phonics. Include a variety of writing materials and samples of different types of writing such as invitations, postcards, letters, lists, signs, and thank-you notes.

Letter Shaping Choose a letter from the alphabet and encourage a child to find it on an alphabet strip or poster. You may want to choose the letter *h* for *hen* and *help* or another letter that children are interested in learning. In the air and on paper, trace over the letter in both lowercase and uppercase. Review the sound the letter makes. Have children make both forms of the letter from a variety of materials. Children can also make the letters in their name.

Take It Further Display a large letter *H*. Show children the three straight lines that form the letter. Organize children into pairs. Have each pair work together to form the letter *H* with their bodies. Invite each pair to come to the front of the room and make the letter *H*.

Thank You! Explain that one way to let someone know how you feel about their help is with a thank-you card.

- Model the process by writing a thank-you card to someone who has helped you, preferably someone the children know. As you write, talk about the parts of a letter (greeting, message, and closing). Think aloud as you write your message. Write the helper's name and address on an envelope and show children how to put the card in the envelope.
- Encourage children to think about a friend or grownup who has helped them and whom they would like to thank. Children can draw and write or dictate their thank-you messages. Help them write their names at the end.
- Help children place their letters in an envelope and write their helper's name on it. Talk to children about how they can deliver their thank-you notes.

You will need

- alphabet strip or poster
- alphabet stamps and stencils
- play dough, Wikki Stix®, Unifix Cubes®, pipe cleaners, finger paints, clay (choose one or more)
- a large letter *H*
- stationery, envelopes, variety of paper and writing implements, including markers, pencils, colored pencils, crayons

Helping Hands

These theme-related whole-group activities build children's oral language skills and their understanding of concepts of print.

Job Chart

Ask, *What do we need to do to keep our space clean and neat? What do we need to do to keep our plants and animals happy and strong? What do we need to do to care for each other?* List children's job ideas on a chart, and illustrate each job with a photograph or simple drawing. (You may want to add jobs that children haven't named.) Rotate children's name cards on the job chart each week so that everyone gets a chance to try each job. Encourage children to find their names on the job chart and figure out what job they have. Talk about the importance of teamwork.

You will need

- construction paper, chart paper, crayons, scissors, glue or tape
- name card for each child (you may want to attach a photograph of each child to his or her card)

Children will

- appreciate the importance of helping
- develop self-esteem
- hear, clap, and count words in sentences
- recognize their names and the names of other children
- recognize familiar words and letters

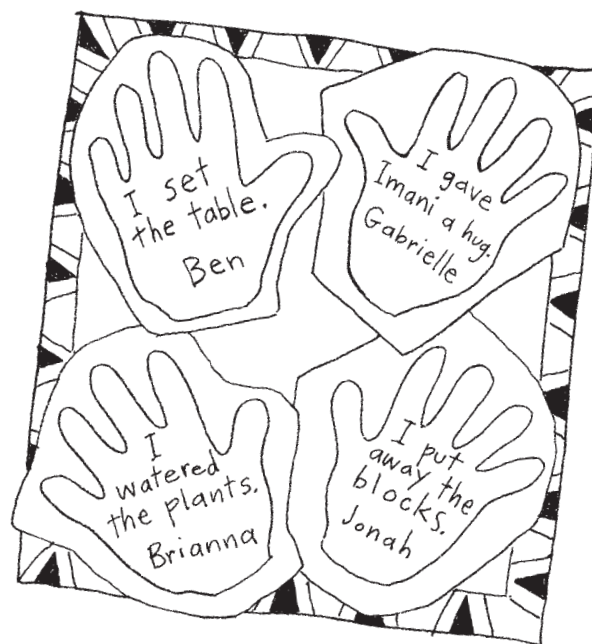
Take It Further

- Invite children to point to and say any letters or words they recognize.
- Read each sentence slowly and invite children to clap the words with you. Invite the child whose sentence you are reading to count the number of claps or words in the sentence.

Helping Hands Collage

Create a collage that shows the different ways the children help one another.

- Help children trace their handprints onto construction paper.
- Cut out the handprints and invite each child to dictate a sentence about one way he or she helps during the day. Track print as you read the dictation aloud. Help children write their name on their handprint.
- Use glue or tape to make a collage of all the helping hands. Write the title, "Helping Hands," in large letters.
- Invite children to find their hand on the collage and read it to the group. Applaud after each reading. After the last reading, have the class give themselves a hand!



Word Play

Clapping syllables, rhyming, and blending sounds to make words help build phonological awareness.

Clap the Syllables

Clapping the parts or syllables in names and words helps children listen for and hear the different sounds in words.

- Together, clap and count the beats or syllables in the pizza toppings chart (see page 9).
- Clap and count the beats or syllables in children's names.

Rhymes with Hen

Have children sit in a circle to play a rhyming game.

- Say, *I'm going to say some words. If a word rhymes with the word hen, I'd like you to cluck like hens.*
- Say the following words slowly: *pen, cat, men, ten, pizza.*
- After each word ask, *Does this word rhyme with the word hen? If it does, cluck like hens!*
- When you have finished ask, *What other words can you think of that rhyme with the word hen?*



Children will

- identify and generate rhyming words
- listen for similarities and differences in sounds
- hear sounds in sequence and blend together to make a word
- clap and count syllables in words and names

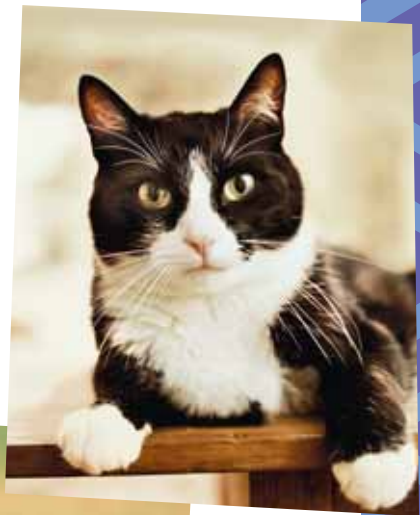
Guess the Animal

Tell children that you are thinking of an animal. Ask them to listen carefully to the word parts and see if they can guess the animal. Say the beginning and the ending sounds in the following words and have children guess what animal it is. Display a picture of the animal after the children have guessed.

/h/ /en/
/c/ /at/
/d/ /og/
/p/ /ig/
/d/ /uck/

You will need

- pizza toppings chart (see page 9)
- pictures of a hen, cat, dog, pig, and duck



Sing a Song

Singing songs is a great way to build early reading skills. The song “I Am a Pizza” by Peter Alsop gives children the opportunity to play with rhythm, repetition, and sequencing. It also gives them an opportunity to use the new words they learned from *The Little Red Hen (Makes a Pizza)*.

You will need

- pizza box
- markers, pointer, chart paper

Introduce the Song

Sing “I Am a Pizza” to children with joy and enthusiasm. Use hand motions to demonstrate the action in the song— ordering by phone; getting pizza out of the oven, into the box and into the car; and dropping the pizza on the ground. Sing the song a few times to help children learn it. Then invite them to sing with you.

Song Chart

Write the words to “I Am a Pizza” on chart paper or poster board. Draw or paste cutout pictures of some or all of the food items next to their names. As you read the song, use a pointer to point to each word. This helps children learn that print is read from left to right and from top to bottom and other concepts of print. Sing the song together and encourage children to move to the rhythm.

Children will

- understand that the words in a song are read from left to right and from top to bottom
- associate sounds with written words
- develop coordination
- build oral vocabulary

Take It Further

- Encourage children to substitute their favorite pizza toppings for the second and third verses of the song.
- Ask children if they can find the word *pizza* on the song chart.
- Invite children to point to any other words or letters that they recognize.



I Am a Pizza

I am a pizza
With extra cheese
From tomatoes
Sauce is squeezed
Garlic and mushrooms
Oregano!



I am a pizza . . . ready to go!

I am a pizza
Pepperoni
No anchovies
Or phony bologna
Onions and sausage
Order by phone!



I am a pizza . . . take me home!

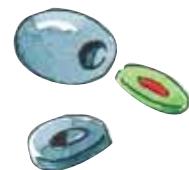
I am a pizza
Peppers on top
Out of the oven
Into the box
Into the car and,
Upside-down!



I am a pizza . . . dropped on the ground!

I was a pizza.
I was the best!
I was a pizza . . . now I'm a mess!

Written by Peter Alsop ©1983 Moose School Music (BMI) from his "Wha'd'ya Wanna Do?" CD. Check out more Peter Alsop songs at www.peteralsop.com.

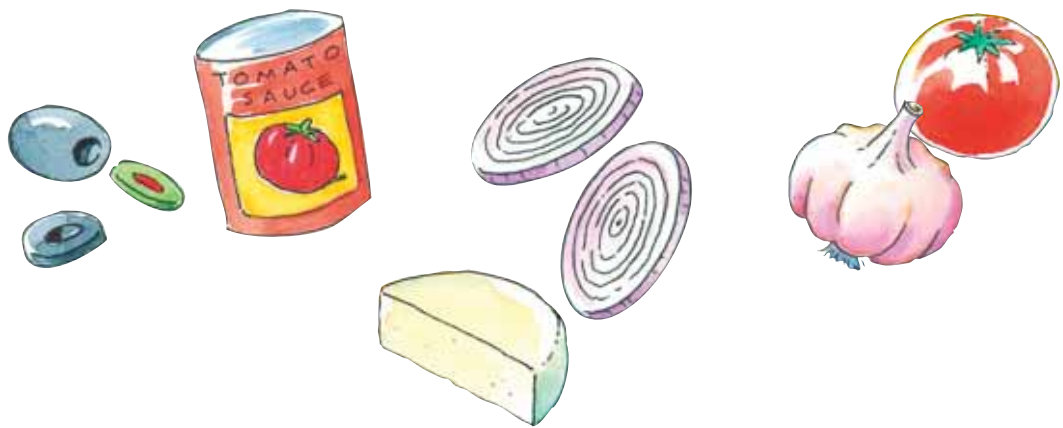


Family Connections

Encourage parents to ask their children about what they are doing and learning each day. Send home letters regularly that offer suggestions about how parents can support their children's learning. You can send home the letter on page 19 (English) and page 20 (Spanish), along with The Little Red Hen Activity Sheet (page 21). Try to host family get-togethers several times during the year to celebrate children's accomplishments and to promote a sense of community.

Family Potluck

Invite family members to a potluck supper. Ask each family to bring a favorite family dish and recipe. Encourage families to have their children illustrate the different stages of the recipe, or draw a picture of the family enjoying the dish. Collect the recipes and bind them together to make a cookbook.



Neighborhood Helpers

Invite family members to lead children on a walk through the neighborhood. Visit the places where community helpers work, such as the post office, fire station, health center, and library. If possible, ask one of the helpers to talk to the children about his or her job. Emphasize the importance of each job and why we are thankful for the people who help us.



Date _____

Dear Family,

This week we have been watching and talking about a story from BETWEEN THE LIONS, a PBS television show about a family of lions who lives in a library and loves to read. The story is a folktale about a little red hen who can't get her animal friends to help her bake bread. We also read a modern version of the folktale—*The Little Red Hen (Makes a Pizza)*—that gives the story a new twist.

We have been exploring how families, friends, and communities help each other. Here are some ways to explore this theme at home.

- Bake bread, make pizza, or prepare some other food together. Your child can help measure and mix the ingredients.
- Write a shopping list together. Have your child check off each item as you put it in the cart. Thank your child for helping you!
- Write or draw a thank-you card for a friend or family member.
- Watch the story “The Little Red Hen” on the BETWEEN THE LIONS Web site at pbskids.org/lions/stories/littleredhen.html.

You can watch BETWEEN THE LIONS at home with your child. Sing along with the songs and talk about the show. Visit the BETWEEN THE LIONS Web site (pbskids.org/lions) where you'll find lots of fun activities, songs, and recommended books.



Fecha _____

Apreciada familia:

Durante esta semana, estamos viendo y hablando sobre un cuento de BETWEEN THE LIONS, una serie de televisión en la cadena PBS que trata sobre una familia de leones que vive en la biblioteca y que tiene gran amor por la lectura. El cuento popular es sobre una gallinita roja que entre sus amigos animales no encuentra quién le ayude a hacer un pan. También leímos una versión moderna del cuento: *La gallinita roja (hace una pizza)*, en la que la trama cambia.

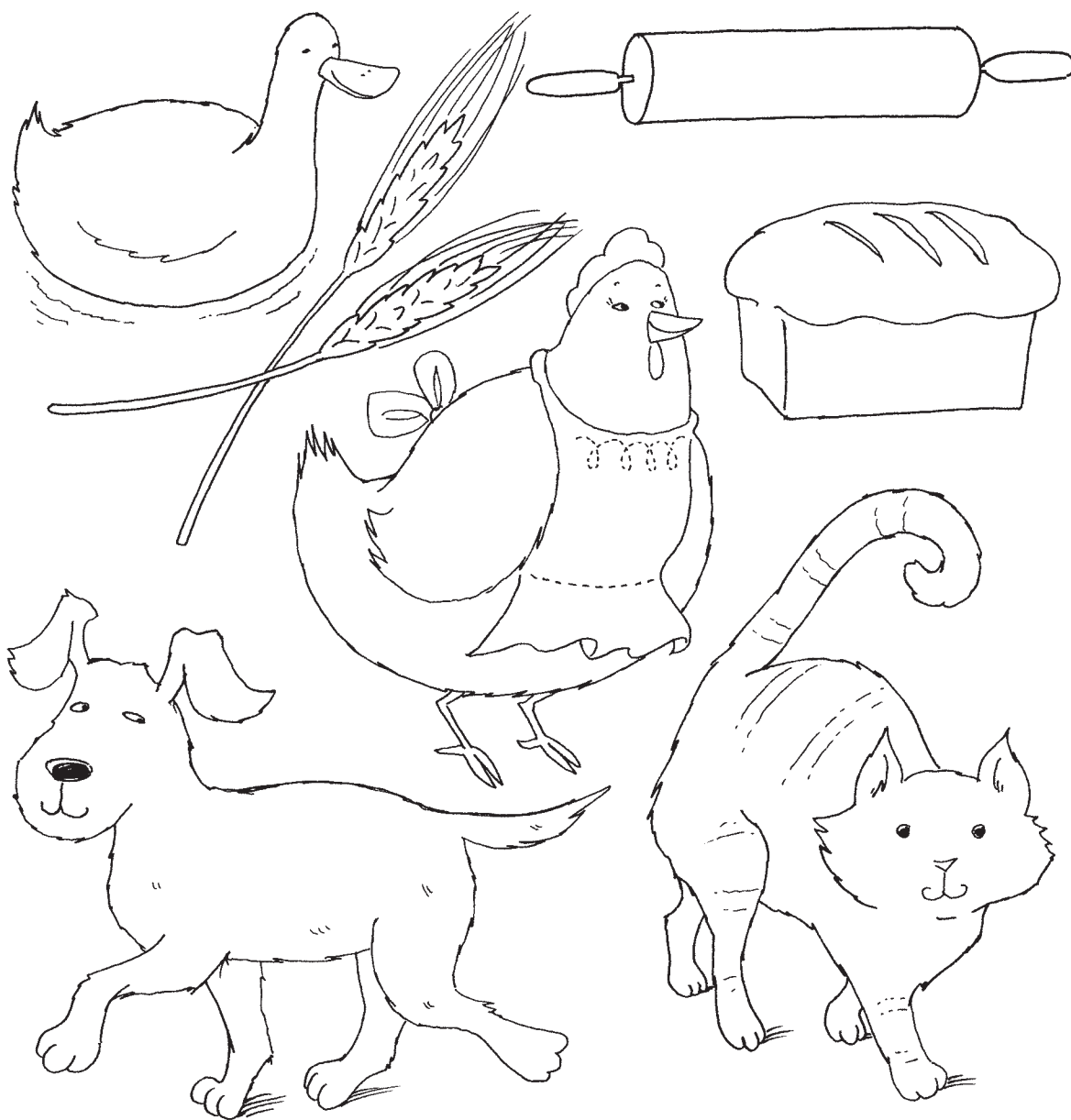
Hace días que estamos explorando la manera como las familias, los amigos y las comunidades se ayudan entre sí. He aquí algunas maneras de explorar este tema en casa con los niños.

- Juntos hagan un pan, una pizza o alguna otra comida. El niño puede ayudarlo a medir o a mezclar los ingredientes.
- Juntos hagan una lista de compras. Pídale al niño que vaya marcando cada artículo cuando lo ponen en el carrito. Agradézcale al niño su ayuda.
- Escriba o dibuje una nota de agradecimiento para un amigo o pariente.
- Vean el cuento “The Little Red Hen” en la sede en Internet de BETWEEN THE LIONS en **pbskids.org/lions/stories/littleredhen.html**.

Puede ver BETWEEN THE LIONS en casa con los niños. Canten cuando suenen las canciones y hablen sobre la trama del episodio. Visiten el sitio en inglés de BETWEEN THE LIONS en Internet (pbskids.org/lions). Encontrarán muchas actividades divertidas y una lista de libros que pueden disfrutar juntos.

The Little Red Hen

Look at and talk about the picture with your child. Ask your child to name the different animals and tell you the story of "The Little Red Hen." Then ask your child to draw a picture of how he or she helps at home.



Name _____

Resources

Folktales, Fables, Legends, and Myths

The Little Red Hen by Byron Barton
(HarperCollins, 1993)

A retelling for young readers. See also *The Little Red Hen* by Paul Galdone.

The Little Red Hen and the Ear of Wheat
by Mary Finch (Barefoot Books, 2001)

In this retelling, the little red hen's lazy friends pitch in to help her the next time she makes bread.

Rockabye Crocodile: A Folktale from the Philippines
by Jose Aruego and Ariane Dewey
(Greenwillow, 1993)

Two elderly boars take turns helping a mother crocodile care for her baby.

Stone Soup by Heather Forest (August House, 2000)

Two hungry travelers use a stone to make soup and demonstrate the benefits of teamwork.

Story Books

Kevin and His Dad by Irene Smalls
(Little, Brown, 1999)

While his mom is away, Kevin enjoys helping his father clean the house.

Little Nino's Pizzeria by Karen Barbour
(Voyager, 1990)

Young Tony proudly tells how he helps his father at their family pizzeria.

Mama Provi and the Pot of Rice by Sylvia Rosa-Casanova (Aladdin, 2001)

Mama Provi exchanges her chicken and rice for delicious bread, black beans, tea, and more.

Pete's a Pizza by William Steig (HarperCollins, 1998)

When Pete pouts because it's raining, his father cheers him up by turning him into a pizza pie!

Pizza: A Yummy Pop-Up by Jan Pienkowski
(Candlewick, 2002)

Pick tasty toppings from a rotating paper wheel that shows toppings fit for a lion.

Subway Sparrow by Leyla Torres (Farrar, 1997)

Although they speak different languages, the passengers on a train work together to rescue a trapped sparrow.

The Ugly Vegetables by Grace Lin
(Charlesbridge, 2001)

A girl and her mother grow Chinese vegetables, while their neighbors grow beautiful flowers. The girl thinks the vegetables are ugly but discovers that they make a delicious soup that all the neighbors want to try.

With Love, Little Red Hen by Alma Flor Ada
(Atheneum, 2001)

A series of letters describe how Goldilocks, Peter Rabbit and the Three Little Pigs help the Little Red Hen.

Concept Books

Feast for 10 by Cathryn Falwell (Clarion, 1995)

A counting book shows a mother and her children shopping and preparing for dinner.

Good Bread: A Book of Thanks by Brigitte Weninger
(North-South Books, 2003)

A girl bakes bread with her mother and describes the steps involved in baking bread.

Nonfiction Books

Bread, Bread, Bread by Ann Morris
(HarperTrophy, 1993)

Photographs show the different kinds of bread around the world.

Community Helpers from A to Z by Bobbie Kalman
(Crabtree, 1997)

An alphabet book introduces community service workers.

Everybody Works by Shelly Rotner and Ken Kreisler
(Millbrook, 2003)

Photographs show how everybody, including children, works in different ways.

Bread Comes to Life: A Garden of Wheat and a Loaf to Eat by George Levenson (Tricycle Press, 2008)

Color photos and rhyming text give a step-by-step tour of bread making, from planting the wheat seeds through harvesting and baking.



Songs, Poems, and Rhyming Books

Bread Is for Eating by David and Phillis Gershator (Henry Holt, 1998)

Mamita explains how bread is created in a song sung in both English and Spanish. Includes music and song lyrics.

Preschool to the Rescue by Judy Sierra (Gulliver Books, 2001)

A group of preschoolers save the day when a mud puddle traps a pizza van.

Resources for Teachers and Caregivers

Cooking

The Cooking Book by Jane Bull. (DK, 2002)
Easy and colorful recipes for children.

Kids' First Cook Book by The American Cancer Society (The American Cancer Society, 2000)
A collection of easy-to-make recipes and nutritious foods to eat.

The Kids' Multicultural Cookbook by Deanna Cook (Williamson Publishing, 1995)
Includes 75 recipes from around the world, plus fun food facts, games, and cultural traditions.

Pretend Soup and Other Real Recipes: A Cookbook for Preschoolers & Up by Mollie Katzen (Tricycle Press, 1994)
Recipes in this cookbook appear in words and in full-color pictures for young children.

Literacy

The Complete Book of Rhymes, Songs, Poems, Fingerplays and Chants by Jackie Silberg and Pam Schiller (Gryphon House, 2002)

Over 700 selections, arranged alphabetically by title.

Creating Readers: Over 1000 Games, Activities, Tongue Twisters, Fingerplays, Songs, and Stories to Get Children Excited About Reading by Pam Schiller (Gryphon 2001)

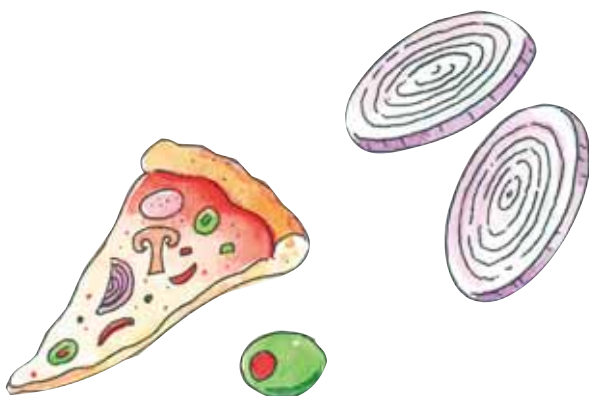
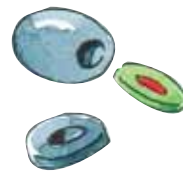
A compilation of resources for the preschool teacher and family day care provider. See also *Do You Know the Muffin Man?* and *Where is Thumbkin?* by the same author.

Preschool Literacy Collection edited by Lesley Mandel Morrow (IRA, 2009)

A series of six books on early literacy for preschoolers.

Starting Out Right: A Guide to Promoting Children's Reading Success by M. Susan Burns, Peg Griffin, and Catherine E. Snow, editors, the National Research Council (National Academy Press, 1999)

Offers hands-on activities to encourage children's interest in books and reading and to build oral language skills. Also available online at <http://www.nap.edu>.



Glossary

alliteration: The repetition of the same sound at the beginning of words, as in *Sally sells seashells by the seashore*.

book handling: Learning about the parts of a book, including the front and back covers, the text, and the illustrations, as well as how to hold, care for, and handle books.

book language: Words that describe the features of books, such as *author, illustrator, title, plot, character, setting, and dialogue*.

concepts of print: 1) The different ways we use written language, such as letters, recipes, labels, and stories; 2) the structure of written language, such as the space between words; and 3) the conventions of written language, such as the way we read from left to right and from top to bottom.

environmental print: The print at home or in the community, including labels on food products, store and road signs, and advertisements.

learning center: A small area in a classroom or family child care setting that is designed to allow children to explore materials as they play and learn by themselves or with others. Examples include art, dramatic play, library, and writing centers.

making predictions: To use information that you already know to guess what a story will be about or what will happen next.

modeling: An instructional approach in which the teacher thinks aloud and demonstrates a task before inviting children to perform it.

phonological awareness: The ability to hear, understand, and play with the different sounds that make up spoken words; the realization that sentences are made up of words and that words are made up of separate syllables.

rebus chart: Pictures replace key words in a song, poem, story, recipe, etc. Adults can then read the words as children “read” the pictures.

recall and retell: To remember and tell a story in your own words and in the correct sequence.

song or poem chart: A large chart with the words to a song or poem so teachers can point to each word as they read it to children.

story structure: The way stories are organized into a beginning, a middle, and an end.

track print: An instructional technique in which the teacher moves a finger or a pointer under the words from left to right and from top to bottom as she or he reads a book, song chart, or other text.

word play: Playing with the beginning, middle, and ending sounds of words to explore how sounds and words work.



Credits

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Karen Barss

Director, Educational Outreach

Sonja Latimore

Manager, Editorial Content

Cyrisse Jaffee

Editorial Project Director

Rhonda Berkower

Writer

Jill Mackay

Production Coordinator

Tyler Kemp-Benedict

Doug Scott

Designers

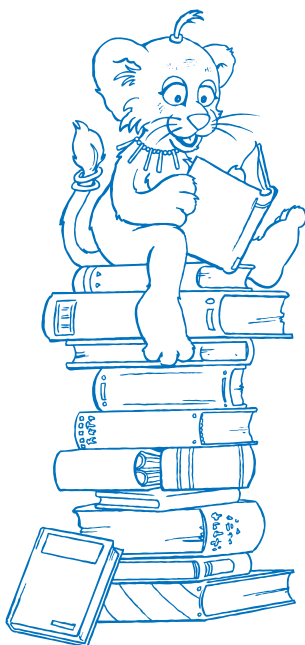
Mark Hoffman

Print Production

Michelle Figlar

Consultant

National Head Start Association



BETWEEN THE LIONS

Brigid Sullivan

Executive-in-Charge

Judith Stoia

Executive Producer

Christopher Cerf

Executive Producer for Sirius Thinking, Ltd.

Norman Stiles

Executive Producer for Sirius Thinking, Ltd.

Linda Rath

Curriculum Director

Beth Kirsch

Coordinating Producer/Project Director

Carol Klein

Supervising Producer

Mary Haggerty

Outreach Manager

Gay Mohrbacher

Outreach Coordinator

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