

# The Little Red Hen



## **About the book:**

*The Little Red Hen*  
illustrated by J. P. Miller

Publisher: Random House  
ISBN#: 0-375-82773-0

## **Nutrition Objectives**

- Identify whole grains and where they come from.

## **Physical Education Objectives**

- Participate as a team by working together.

## Activities

- Nutrition Activity #1: Grains Galore!
- Nutrition Activity #2: Rolling in Dough
- Physical Activity #1: Teamwork Races
- Physical Activity #2: Chicken House

## Lesson Handouts

- Recipe for play dough
- Evaluation

## Parent Newsletter

- Go for the Grain

## Intent of Lesson

Introduce students to the variety of grains in the MyPlate grains group and how whole grains are better for them. Help children recognize some steps in preparing a grain food product. Teamwork will be encouraged.

## Previewing (5 minutes)

Using MyPlate, discuss with the children the importance of making healthy food choices—and one of those is eating grains, especially WHOLE grains. Show examples of wheat kernels, white and whole wheat flours, and products or food model cards of foods made from wheat. Today's lesson is learning more about grains.

## Active Reading: (10 minutes)

In this lesson we are talking about wheat and reading the book, *The Little Red Hen*, illustrated by J.P. Miller.

## Summarizing (5 minutes)

### **Q: What steps did Little Red Hen do to go from wheat to bread?**

A: Plant, harvest, mill/grind, make dough, bake, taste.

### **Q: Where does wheat come from?**

A: It is grown in a field by farmers and/or ranchers.

### **Q: Do you know what food group it is in?**

A: The grain group.

### **Q: What do grains (i.e. wheat) do for our bodies?**

A: They help us get fiber in our diet (helps our tummies feel good), lots of vitamins for our skin and eyes, and minerals for our blood and muscles. They give us energy to run, play, and work.



**10-15 minutes**

**Equipment:**

- Whole Wheat Bread
- Examples of corn, popcorn, barley, oats, and wheat
- Printed labels or empty containers with **WHOLE** on the label

**Content Standards:**

- Science—Science as Inquiry, Basic Structure of Plants, Life Cycle

## Grains Galore

**Directions:**

1. Expose young children to different types of grains by showing examples of corn, popcorn, barley, oats, wheat, etc.

**Q: How are the samples the same? How are they different?**

A: Same: tan/gold color, small, very hard  
Different: shape, size

Remember Little Red Hen took her wheat to the miller to make the flour and then she made the bread from her flour.

2. Bring samples of whole wheat bread for the youth to taste. Tell students it is important to have whole grains in the foods they eat every day.

**Q: How can you tell if a bread is whole grain?**

A: Brown or darker, says **WHOLE** on the label.  
Show label samples.



**10-15 minutes**

**Equipment:**

- Play Dough
- Bowls
- Wooden Spoons
- Rolling Pins
- Measuring Cups
- Flour
- Leveling spatula
- Option: play dough ingredients and mixing supplies
- Option: frozen roll dough to shape and bake

**Content Standards:**

- Math—Measurement

## Rolling in Dough

**Directions:**

**Option 1:**

- **Station One:** Have children measure flour into bowls and mix with wooden spoons. (Older students can measure and count cups needed for recipes.)
- **Station Two:** Use play dough to demonstrate kneading and rolling dough.

**Option 2:** Make play dough as a simulation for mixing bread dough and rolling it.

- Measure ingredients into small Ziploc bags. (Premeasure ingredients, if desired.) Knead and roll into desired shapes.

**Option 3:** If oven is available, thaw frozen roll dough, shape, bake, taste.

## No-Cook Clay Dough

### Ingredients

- 3 cups flour
- 3 cups salt
- 3 tablespoons alum

### Directions

1. Measure flour, salt, and alum into a large Ziploc bag.
2. Seal and knead to mix dry ingredients.
3. Open bag and slowly add water, a little at a time.
4. Mix well by kneading the bag.
5. As mixture thickens, continue kneading the bag with your hands until it has the feel of clay.
6. Open the bag to test for moisture. If it feels too dry, add more water. If it is too sticky, add equal parts of flour and salt.
7. After mixing, you may add Kool-Aid or food coloring for colored clay.

Modified from: <http://teachnet.com/lessonplans/art/no-cook-clay-dough/>

**Flour**



**Salt**



**Alum**



**Ziploc bag**



**Water**





**10-15 minutes**

**Connection:**

The Little Red Hen asked for help from her friends but ended up doing all of the work herself. This activity points out that working on a task together decreases everyone's share of the work and the task still gets done.

**Equipment:**

- Cones or markers for baseline, midline and end line.

**Safety Concerns:**

Students will need to be able to move safely in personal and general space.

## Let's Work Together

**Activity Guide:**

1. Identify the baseline, midline, and far end line. Instruct all students to run across the room/area from the baseline to the far end line and back.

**Q: How does your body feel when you run fast?**

A: breathing hard, tired muscles, sweating

**Q: What if you ate junk food before you ran?**

A: Stomach may hurt, energy runs out quickly

2. Pair students. Student 1 lines up on the baseline; student 2 lines up on the midline.
3. In teams of 2, they will be required to do the same course but only run half of the room/area, i.e. relay race. Have one pair walk through the course to show the path.

- Student 1—runs baseline to midline, waits;
- Student 2—midline to far end line and back to midline;
- Student 1—midline back to baseline.

**Q: How does your body feel? Was this easier or harder?**

A: breathing less hard, still have energy

**Q: What food did we talk about in Little Red Hen that gives you energy that lasts a long time?**

A: Grains

**Q: Do you think Little Red Hen's friends missed some fun?**

A: Answers will vary.



**15 minutes**

**Connection:**

Teamwork is needed for the hen to find shelter in her chicken house. Classroom spaces will accommodate this activity.

**Equipment:**

- View the demonstration of this activity at igrow.org. Go to <https://www.youtube.com/watch?v=p-rzlgEr1fg&list=UUj-Fmcdznus1l4O59us1BuQ>. "Chicken House".

**Safety Concerns:**

Students will need to be able to move safely in personal and general space.

## Chicken House

**Activity Guide:**

1. Create teams of 3 students. Two students face each other and hold hands with arms at shoulder level to make a "hen house".
2. The third student is their "hen" whom they protect. They allow him or her to enter the space between them by raising their arms and then lowering arms back down around the hen.
3. There is one extra "hen" without a house.
4. Upon the leaders signal, the hen must leave his or her house and move to another one. The hen without a house tries to get to an empty house before another hen gets there. Walk in small spaces, jog in larger spaces.
5. The hen without a house waits for the leader to call for a switch and tries to get a new house.



### Family Fun

For a family activity check out the book, *The Little Red Hen* by Diane Muldrow, from your local library. Read together and discuss the importance of grains in one's diet.

## Go for the Grain Make Half Your Grains Whole

The 2010 Dietary Guidelines for Americans recommend that most adults eat 6 ounces from the grain group each day. For children between the ages of 4 and 8, it is suggested that they eat 5 ounces each day. One-half of these grains should come from 'whole grains.'

One ounce from the grain group equals:

- 1 slice bread
- 1/2 cup cooked rice, pasta, or cereal
- 1 cup breakfast cereal
- 5 whole grain crackers

What are whole grains? Whole grains include the entire grain seed, usually called the kernel. The kernel consists of the bran, germ and endosperm. Whole grains are a source of nutrients, such as iron, B vitamins, and dietary fiber. Grains are a source of carbohydrates, which provide energy for your child to play and to complete their responsibilities at home and school.

It is advised that individuals consume more whole grains than refined grains. Examples of whole grains are:

- Whole wheat
- Whole oats
- Whole grain barley
- Oatmeal
- Brown or wild rice
- Bulgur
- Whole cornmeal

Examples of refined grains are:

- White flour
- White bread
- White rice

To determine if a grain product includes whole grains, read the food label and look for whole grains in the ingredient list.

Wheat flour and enriched flour are not considered whole grains. Foods labeled with the words "multi-grain," "stoneground," "100% wheat," "cracked wheat," "seven-grain" or "bran" are usually not whole grain products.

Color is not an indication of a whole grain. Bread can be brown because of molasses or other added ingredients. Read the ingredient list to see if it is a whole grain.



## Whole Grain Tips for Children

As with any food, set a good example for children by eating whole grains with your meals or snacks. Allowing children to select and prepare whole grain dishes will also encourage

them to enjoy these foods. It is also possible for older children to read the ingredient list on cereals and snack foods to determine if it contains whole grains.



## More Whole Grains in the Diet

With a little planning, it is possible to get more whole grains in your family's diet. Here are ways you can do so.

- Substitute a whole-grain product for a refined product, such as eating brown rice rather than white rice or whole wheat bread instead of white bread.
- Try whole wheat pasta in your favorite pasta dishes.
- Try rolled oats or crushed, unsweetened whole grain cereal as breading for baked chicken, fish, or veal cutlets.
- Create a whole grain pilaf with a mixture of barley, wild rice, brown rice, broth and spices.
- Use whole-grain bread or cracker crumbs in meatloaf.
- Use whole grains in mixed dishes, such as barley in vegetable soup or stews and bulgur wheat in casseroles.
- Try an unsweetened, whole grain ready-to-eat cereal as croutons in a salad.
- Enjoy 100% whole-grain snack crackers.
- Add whole-grain flour or oatmeal when making cookies or other baked treats.
- Popcorn, a whole grain, can be a healthy snack if made with little or no added salt and butter.

## Banana Split Oatmeal

**Servings:** 1

**Ingredients:**

- 1/3 cup dry oatmeal, quick-cooking
- 1/8 tsp. salt
- 3/4 cup very hot water
- 1/2 sliced banana
- 1/2 cup frozen yogurt, non-fat

**Directions:**

In a microwave safe cereal bowl, mix together the oatmeal and salt. Stir in water. Microwave

on high power for 1 minute. Stir. Microwave on high power for another minute. Stir again. Microwave an

additional 30 to 60 seconds on high power until the cereal reaches the desired thickness. Stir again. Top with banana slices and frozen yogurt.



**Nutrition Facts:** 150 calories; 1g total fat; 0g saturated fat; 0mg cholesterol; 290mg sodium; 30g carbohydrates; 4g dietary fiber; 4 g protein  
**Sources:** Nibbles for Health, Nutrition Newsletters for Parents of Young Children, USDA, Food and Nutrition Service  
<https://www.choosemyplate.gov/recipes/supplemental-nutrition-assistance-program-snap/banana-split-oatmeal>