

The Fox and the Little Red Hen

Study Guide

Performance Sponsored by:

atlanta
Parent
MAGAZINE

peach94.9

Education Programs sponsored by:


THE COCA-COLA FOUNDATION






NATIONAL
ENDOWMENT
FOR THE ARTS

 GEORGIA HEALTH FOUNDATION, INC.

Center for Puppetry Arts
1404 Spring St. NW at 18th
Atlanta, GA USA 30309-2820
Admin.-404.873.3089
Ticket Sales-404.873.3391
Fax-404.873.9907
www.puppet.org
puppet@mindspring.com
Headquarters of UNIMA-USA



Arthur M. Blank Family Foundation • Atlanta Ronald McDonald House Charities • Equifax Inc. • Gary W. and Ruth M. Rollins Foundation
Gertrude and William C. Wardlaw Fund • The Goizueta Foundation • The Jim Cox, Jr. Foundation • Junior League of Atlanta • The Livingston Foundation
Mary Alice and Bennett Brown Foundation • Pitulloch Foundation
Publix Supermarkets, Inc. • The Rich Foundation • Thomas and Mabel Dorn Reeder Foundation • Wachovia Foundation

A Note from the Education Director

Welcome to the Center for Puppetry Arts and our production of *The Fox and the Little Red Hen*. The Center has been a cherished educational resource in Atlanta since 1978. We look forward to serving you during the 2002-2003 school year.

The Fox and the Little Red Hen study guide was designed to enhance student learning before and after your visit to the Center for Puppetry Arts. This delightful rhyming puppet play is the perfect accompaniment to a thematic unit on the farm, autumn, or children's literature and folklore. Listed below are just a few of the Language Arts and Fine Arts Georgia Quality Core Curriculum Standards (GA QCCs) that can be met by bringing your class to a performance of *The Fox and the Little Red Hen*.

Grade: Kindergarten

Subject: **Language Arts**

Strand: Oral Communication

#2 – Topic: Listening/Speaking

Standard: Listens to a variety of literary forms, including stories and poems.

Subject: **Language Arts**

Strand: Written Communication

#22 – Topic: Reading

Standard: Recognizes rhyming words (e.g., CVC words, word families, etc.)

#38 – Topic: Literature

Standard: Experiences traditional and contemporary literature through a variety of media.

Subject: **Fine Arts**

Strand: Theatre Arts

#15 – Topic: Connections

Standard: Recognizes art forms of drama, music, dance and visual arts.

#19 – Topic: Critical Analysis and Aesthetic Understanding

Standard: States personal reactions to dramatic presentations.

#20 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Names the role of the audience.

- #21 – Topic: Critical Analysis and Aesthetic Understanding
Standard: Demonstrates awareness of and uses school, community, and professional resources for theatre experiences.

Here are a few of the Fine Arts Georgia Quality Core Curriculum Standards (GA QCCs) introduced when you bring your class to one of our Create-A-Puppet Workshops where students will construct their own Sly Fox Hand Puppet:

Grade: Kindergarten

Subject: **Fine Arts**

Strand: Visual Arts

- #3 – Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
Standard: Uses a variety of art materials and techniques to model, construct, and compose original artworks.
- #4 – Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
Standard: Demonstrates proper care and safe use of art materials and tools.
- #5 – Topic: Connections
Standard: Applies concepts and ideas from another discipline and its topics as sources of ideas for own artworks.



Here are a few of the Character Education, Social Studies and Fine Arts Georgia Quality Core Curriculum Standards (GA QCCs) that can be reinforced by taking your students through our international puppetry museum:

Grade: Kindergarten

Subject: **Character Education**

Strand: Citizenship

- #7 – Topic: Citizenship
Standard: Tolerance: the allowable deviation from a standard. Indulgence for beliefs or practices differing from or conflicting with one's own.

Subject: **Social Studies**

Strand: History

- #18 – Topic: Culture
Standard: Recognizes that different cultural groups have different characteristics.

Subject: **Social Studies**

Strand: Civics

- #2 – Topic: People
Standard: States ways in which people are alike and different.



Subject: **Fine Arts**

Strand: Visual Arts

- #12 – Topic: Critical Analysis and Aesthetic Understanding
Standard: Describes and compares subjects and themes of artworks.
- #15 – Topic: Critical Analysis and Aesthetic Understanding
Standard: Offers ideas about what art is and who artists are.

- #16 – Topic: Historical and Cultural Context
Standard: Points out clues in selected artworks that determine time and place.

Thank you for choosing the Center for Puppetry Arts for your study trip. We hope that your students' experience here will live on in their memories for many years to come.

Sincerely,
Alan Louis
Education Director

P.S. - Don't forget our "Puppetry in the Classroom" adult education class especially for teachers on Wednesday, September 18, 2002 from 7 – 9 p.m. Fee: \$25, \$20 for Center Members. Includes all materials. To register call 404-873-3391. Space is limited.

About the Story

“Once upon a time, though I can’t say exactly when, there lived, away in the country, a Little Small Red Hen.” And so begins our story of *The Fox and the Little Red Hen*, adapted for the puppet stage by Alice Rhodes. Based on a rhyming book, *The Tale of the Little Small Red Hen*, published in 1910, this story has been a favorite of Ms. Rhodes since childhood. In fact, she was so inspired by the story that she wrote a new version (in rhyme) for her young audiences. In the second half of the show, Alice tells her new version of the story from the Fox’s point of view.

Style of Puppetry

The Fox and the Little Red Hen is performed with rod puppets and hand & rod puppets operated from behind a low wall known as a playboard. The playboard acts as a set piece and also partially conceals the puppeteers from the audience’s view. The Little Red Hen puppet is an example of a simple rod puppet. A main control rod supports the puppet’s body and also turns the puppet’s head from side to side. The Fox and his Wife are soft sculpted hand & rod puppets. To operate a hand & rod puppet, a puppeteer uses one hand inside the puppet’s head to control the puppet’s head and mouth movements. The puppeteer’s other hand holds the control rods that move the puppet’s hands and arms. Alice Rhodes performs all of the puppets’ voices live. She wears a cordless microphone to amplify her voice while performing.

Selected Bibliography

- Ada, Alam Flor. *With Love, Little Red Hen*. Atheneum Books for Young Readers, 2001.
- Barton, Byron. *The Little Red Hen*. HarperCollins Juvenile Books, 1997.
- Byron, May. *The Tale of the Little Small Red Hen*. The Platt & Nourse Co., 1918.
- Carle, Eric. *Hello Red Fox*. Aladdin Paperbacks, 2001.
- Cooper, Helen. *Pumpkin Soup*. Farrar Straus Giroux, 1998.
- Cronin, Doreen. *Click, Clack, Moo: Cows That Type*. Simon & Schuster Books for Young Readers, 2000.
- Galdone, Paul. *Henny Penny*. Clarion Books, 1968.
- Halley, Ned. *Farm*. Dorling Kindersley Eyewitness Books, 1996.
- Huneck, Stephen. *Sally Goes to the Farm*. Harry N. Abrams, Inc. 2002.
- Most, Bernard. *Cock-A-Doodle-Moo!* Red Wagon Books/Harcourt Brace & Co., 1996.
- Provensen, Alice and Martin. *The Year at Maple Hill Farm*. Aladdin Paperbacks, 2001 (reprint of 1978 edition).
- Scieszka, Jon. *The True Story of the 3 Little Pigs!* Puffin Books, 1996 (paperback edition of 1989 original).
- Sturges, Philemon. *The Little Red Hen (Makes a Pizza)*. Dutton Children’s Books, 1999.



Recommended Websites

<http://www.knowitall.org/gullah/tales/redhen/>

Read along with the Gullah Tales version of *The Little Red Hen*. Listen to the story in English or Gullah.

<http://www.antelope-ebooks.com/OLDNEW/HEN/START.HTM>

Visit Antelope Publishing’s website to read the story of *The Rooster, the Mouse and the Little Red Hen*, an electronic version of the 1920 original.

<http://www.usda.gov/news/usdakids/index.html>

Explore the United States Department of Agriculture for Kids website. Kids can even print a free George Washington Carver coloring book.

<http://www.kidsfarm.com/>

Kidsfarm.com is a place for young children to learn about farm animals, animal sounds, what grows on a farm, farm equipment and wildlife rehabilitation.

<http://www.agr.state.nc.us/cyber/kidswrld/general/barnyard/barnyard.htm>

Visit *Barnyard Palace*, an informative website for teachers and kids produced by the Teaching Animal Unit at the NCSU Veterinary Medicine College.

<http://www.thepumpkinfarm.com/fun.html>

Visit the Swan Pumpkin Farm, Racine County, Wisconsin. Be sure to check out *Farmer Ken’s Fun and Games Page* where kids can carve their own virtual Jack O’lanterns!

<http://kiddyhouse.com/Farm/>

This website called *All About Farm Animals* offers excellent farm resources for teachers.

<http://www.moomilk.com/tour.htm>

Click here to find out everything you always wanted to know about how dairy cows give milk. Don’t miss the virtual tour called *The Story of Milk*.

Learning Activities

Make Your Own Homemade Butter

Preschool and Kindergarten: GA QCC Standards covered: Kindergarten, Social Studies, Core Skills (Information Processing): 22; Science (Activities/Tools): 4; Language Arts, Written Communication (Reading): 25.

Objective: Students will demonstrate coagulation as they separate the solid (butterfat) from a liquid (heavy cream) by making their own butter.

Materials: Heavy whipping cream, salt, baby food jars with lids, crackers, plastic knives, small paper plates, yellow food coloring (optional).

Procedure:

1. Fill baby food jars about halfway with heavy whipping cream.
2. Add a pinch of salt and one drop yellow food coloring (optional) to each jar.
3. Close jars tightly.
4. Give jars to students to shake. Butter will form after several minutes of vigorous shaking.
5. Pour off extra liquid from jars. Place butter onto paper plate.
6. Spread on crackers and enjoy!
7. Finally, ask students to reflect on the butter-making process. What caused the butterfat to separate from the whey and coagulate? Number the steps from start to finish on chart paper. Encourage students to use words that signal sequence relationships such as first, next and last. Have students draw a picture or write a sentence describing what happened at each step.

Comparing Two Versions of the Same Story

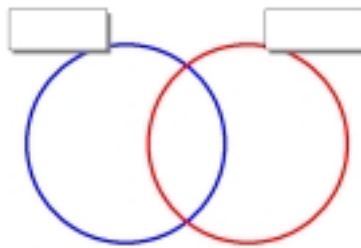
First and Second Grade: GA QCC Standards covered: First Grade, Language Arts, Oral Communication (Listening/Speaking): 2, 4, 7; Written Communication (Literature): 39; Second Grade, Language Arts, Oral Communication (Listening/Speaking): 2, 4, 8, Written Communication (Literature): 46.

Objective: Students will compare and contrast two printed versions of *The Little Red Hen* recalling the two versions of *The Fox and the Little Red Hen* presented by puppeteer Alice Rhodes at the Center for Puppetry Arts.

Materials: Copies of the books *The Little Red Hen* by Byron Barton and *The Little Red Hen (Makes a Pizza)* by Philemon Sturges, chart paper, colored markers.

Procedure:

1. First, read *The Little Red Hen* by Byron Barton and then read *The Little Red Hen (Makes a Pizza)* by Philemon Sturges.
2. On chart paper, make a simple Venn diagram (see illustration below). Label one circle “The Little Red Hen” and the other circle “The Little Red Hen Makes a Pizza.”
3. Ask students to recall details that are unique to each version and list them in the corresponding circle. Then ask students to think of elements that are the same in both versions. List these details in the space where the circles overlap. You may want to use three different color markers when filling in your chart – one for each circle and one for the overlap.
4. Display Venn diagram in classroom surrounded by student drawings depicting scenes from each of the two versions.



A New Twist on an Old Tale

Third and Fourth Grade: GA QCC Standards covered: Third Grade, Language Arts, Written Communication (Reading): 28; (Writing): 35, 41, 43, 44; (Literature): 45, 46;

Fourth Grade, Language Arts, Written Communication (Reading): 27; (Writing): 35, 39, 41, 43, 44; (Literature): 45, 46.

Objective: Students will write their own version of a familiar story from a different perspective.

Materials: *The True Story of the 3 Little Pigs!* by Jon Scieszka, computers with word processing software or paper and pencil.

Procedure:

1. Read *The True Story of the 3 Little Pigs!* by Jon Scieszka.
2. Discuss with students how this version of The Three Little Pigs is different from the traditional way the story is told.
3. Have students choose a familiar story and retell it from the perspective of a villainous character such as the Troll in *The Three Billy Goats Gruff*.
4. Have students use the writing process: prewriting, drafting, revising, editing and publishing.
5. Share stories with class and classes of younger students.