

# A VÖRÖS TYÚKOCSKA

## THE LITTLE RED HEN



**Tanári segédanyag meséléshez és a korai angol nyelvi  
fejlesztéshez**

**Teaching material for storytelling and early English  
language development**

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## Bevezető

Ez a mesélési ötlettár azzal a céllal jött létre, hogy „A kis vörös tyúkocská” című mese kamishibai papírszínházi feldolgozásához olyan átfogó segédeszközt nyújtson az óvodapedagógusok számára, amely játékos és élményszerű módon segíti az angol nyelv bevezetését az óvodáskorú gyermekek mindennapjaiba. Az ötlettár tartalmát a holisztikus nyelvoktatás alapelvei mentén alakítottuk ki, különös figyelmet fordítva arra, hogy a gyermekek természetes nyelvsajátítási folyamatát támogassuk mondókák, ismétlések, gesztusok és zene segítségével. Ugyanakkor ez a megközelítés lehetőséget teremt arra is, hogy az ötlettárat bármely, gyerekekkel foglalkozó szakember, pedagógus haszonnal forgassa.

Az angol nyelv játékos bevezetése az óvodában kiemelkedően hatékony, hiszen ebben az életkorban a gyermekek különösen fogékonyak a nyelvi ingerekre. Az angol nyelvi környezetben zajló élményszerű tevékenységek – pl. dalok, mondókák, mozgásos játékok, történetmesélés vizuális eszközökkel, mint a kamishibai – lehetőséget teremtenek arra, hogy az angol nyelvet a gyermekek természetes módon sajátítsák el. Ezek az eszközök mind hozzájárulnak ahhoz, hogy a gyermekek könnyedén, szorongás nélkül, örömmel elmerüljenek az angol nyelvben. Az ilyen típusú élménypedagógiai megközelítés segíti a gyermekek nyelvi önbizalmának kialakítását, miközben természetes módon tanulják meg az idegen nyelv hangzásvilágát, ritmusát és alapvető szerkezeteit. Így később a formális oktatás során már szilárd alapokra építhetnek, és könnyebben boldogulhatnak a nyelvi készségeket igénylő helyzetekben.

Fontos kiemelni, hogy az óvodás kor az egyik legmeghatározóbb időszak a nyelvsajátítás szempontjából, hiszen a gyermekek ebben az időszakban az anyanyelvüket is intuitív módon, utánzással és ismétléssel tanulják. Az idegen nyelvek esetében hasonló mechanizmusok érvényesülnek: ha ebben a korban találkoznak egy másik nyelv hangjaival, kiejtési sajátosságaival és ritmusával, azt a természetes nyelvtanulási folyamat részeként könnyedén beépíthetik a mindennapi kommunikációjukba.

Emellett a nyelvi készségek fejlesztése az óvodai korban nemcsak kognitív, hanem szociális és érzelmi szempontból is jelentőséggel bír. A mesélés, különösen a kamishibai technikával kiegészítve, lehetőséget nyújt a gyermekek számára, hogy aktívan bekapcsolódjanak a történetbe, érzelmileg azonosuljanak a szereplőkkel, és fejlődjön szókincsük, hallás utáni értésük, valamint beszédprodukciónk. A kamishibai, mint vizuális és interaktív eszköz, kiválóan illeszkedik a gyermekek életkori sajátosságaihoz, hiszen egyszerre nyújt vizuális élményt és ösztönöz kreatív részvételre.

Végezetül, különös figyelmet fordítottunk arra, hogy a nyelvoktatás támogassa a gyermekek hangképző szervrendszerének fejlődését. Az óvodás korban a hangképző szervek rugalmassága lehetővé teszi, hogy a gyermekek a más nyelvek hangjait közel anyanyelvi kiejtéssel sajátítsák el, ami hosszú távon nagy előnyt jelenthet számukra az idegen nyelvek tanulásában.

Ez az ötlettár tehát nemcsak egy történetfeldolgozási segédanyag, hanem egy olyan komplex módszertani eszköztár, amely a gyermekek nyelvi, érzelmi és kognitív fejlődését is támogatja, miközben az angol nyelv alapjait játékosan, élményszerűen fekteti le.

## Ajánlott tevékenységek

Az ötlettárban az egyes kamishibai képekre lebontva közöljük az ötleteket, hogy könnyebb legyen követni. Különbséget tettünk az első felolvasáshoz, illetve a második vagy harmadik meseolvasáshoz javasolt tevékenységek (*Further ideas*) közt. Ahol szükséges, a tevékenységeket nyelvi szint szerint bontjuk le. A dokumentum második részében található olyan további tevékenységek (*Further project activities*), amelyek tovább mélyítik a mese megértését. A tevékenységeket a pedagógusok, nevelők természetesen szabadon variálhatják és kombinálhatják, sőt saját ötleteikkel is kiegészítheti a folyamatot.

### Általános ajánlások az angol nyelven történő meséléshez mint második nyelv tanításához:

- **Több mutogatás:** A vizuális és gesztusokkal kísért kommunikáció segíti a gyerekeket az új szavak megértésében. Mutassunk rá arra az állatra/tárgyra amiről éppen beszélünk.
- **Nagy, kifejező gesztusok:** A mozdulatok és mimika jobban leköti a figyelmet, és segíti a megértést. Ne féljünk gesztikulálni, nagy mozdulatokat végezni mesélés közben!
- **Ellenőrző kérdések:** Kérdezzünk rá egyszerű mondatokkal, hogy a gyerekek megértették-e a történet egy-egy részletét!
- **Megnyugtató mondatok:** Biztosítsuk a gyerekeket arról, hogy jól csinálják, és hogy nem baj, ha nem értenek mindent azonnal. Dicsérjük meg őket, amikor választ adnak a kérdésünkre!
- **Lassú beszédtempó:** Az egyszerű, lassú beszéd könnyebben követhető a gyerekek számára. A szövegértés elősegítése mellett támogatja a gondolkodási készségek fejlődését is.
- **Tiszta artikuláció, megfelelő hangnem és hangszín:** A pontos kiejtés és érthető beszéd megkönnyíti a nyelv befogadását és elsajátítását.
- **Differenciálás:** A differenciálás olyan pedagógiai eszköz, amely támogatja a gyermekeket abban, hogy pozitív tanulási élményeket szerezzenek. Azáltal, hogy a képességeikhez és tudásszintjükhöz igazított feladatokat kapnak, növekszik az önbizalmuk, hiszen sikerélményhez jutnak. Különösen az idegen nyelv oktatásában fontos figyelembe venni a gyermekek közötti nyelvi tudásszintbeli különbségeket, és ennek megfelelően segíteni a fejlődésüket, biztosítva, hogy minden gyermek a saját tempójában haladhasson.

Ezek az alapelvek segítenek abban, hogy a gyermekek számára érthetőbbé és élvezetesebbé tegyük az angol nyelven való mesélést, miközben játékos módon támogatjuk nyelvi fejlődésüket.

## Introduction

This teaching material for storytelling and early English language development has been created to provide a comprehensive tool for preschool educators to adapt a classic folktale, “The Little Red Hen” using the kamishibai technique. It aims to introduce English to preschool children in a playful and engaging manner. The content of the guide has been designed on the principles of holistic language education, with a special focus on supporting children’s natural language acquisition process through rhymes, repetitions, and creative games.

The playful introduction of English in preschool is highly effective, as children at this age are particularly receptive to linguistic stimuli. Experiential activities in an English language environment - such as songs, rhymes, movement games, storytelling with visual aids like Kamishibai - provide opportunities for children to acquire English in a natural way. These tools help children get immersed in the language easily, without anxiety, and with joy. This type of experiential pedagogical approach fosters children’s linguistic confidence while enabling them to naturally learn the sounds, rhythms, and basic structures of the foreign language. This approach allows them to build a strong foundation, which later supports them in more formal educational settings and helps them navigate situations requiring language skills with ease.

It is important to highlight that preschool age is one of the most crucial periods for language acquisition. During this time, children learn their native language intuitively through imitation and repetition. The same mechanisms apply to foreign languages: if children are exposed to the sounds, pronunciation, and rhythm of another language at this age, they can easily integrate these elements into their everyday communication as part of their natural learning process.

Additionally, the development of language skills during preschool is not only significant from a cognitive but also from social and emotional aspects. Storytelling, especially when complemented with the kamishibai technique, offers children the opportunity to actively engage with the story, emotionally connect with the characters, and develop their vocabulary, listening comprehension, and speaking skills. Kamishibai as a visual and interactive tool perfectly aligns with the developmental needs of children, providing both a visual experience and encouraging creative participation.

Finally, special attention has been given to supporting the development of children’s speech organs. During preschool years, the flexibility of children’s speech organs allows them to acquire the sounds of other languages with near-native pronunciation, which can be a significant advantage for them in learning foreign languages in the long run.

Thus, this guide is not just a tool for processing a story but a comprehensive methodological toolkit that supports children’s linguistic, emotional, and cognitive development while laying the foundations of English in a playful and engaging manner.

## Suggested activities

In the activity bank, we have broken down the activities by the slides of the kamishibai to make it easier to follow. A distinction has been made between the activities suggested for the first reading and those suggested for the second or third reading (*Further ideas*). Where appropriate,

activities are divided according to language proficiency levels. In the second part of this document, further activities (*Further project activities*) are offered to deepen the understanding of the story. Feel free to mix and match these activities or come up with your own ideas to enhance the process.

### **General recommendations for teaching English through storytelling as a second language:**



- **More pointing:** Visual and gesture-based communication helps children understand new words. Point to the animal or object you are talking about to reinforce their understanding.
- **Big, expressive gestures:** Movements and facial expressions capture attention and aid comprehension. Do not hesitate to use large gestures during storytelling to make the experience more engaging.
- **Apply check questions:** Ask simple questions to confirm whether children have understood specific parts of the story.
- **Reassurance sentences:** Reassure children that they are doing well and that it's okay if they don't understand everything immediately. Praise them whenever they respond to a question or make an effort.
- **Slow speaking speed:** Speaking slowly and simply makes it easier for children to follow and understand the language. As well as promoting listening comprehension, it also supports the development of thinking skills.
- **Clear articulation, tone, and voice:** Precise pronunciation and clear speech make language easier to grasp and learn.
- **Differentiation:** Differentiation is a pedagogical tool that helps children gain positive learning experiences. By providing tasks tailored to their abilities and knowledge levels, their confidence grows as they achieve success. In foreign language education, it is particularly important to consider differences in language proficiency among children and support their progress accordingly, ensuring that every child can advance at their own pace.

These principles make English storytelling more comprehensible and enjoyable for children while playfully supporting their language development.




# Activities while reading



The frame is closed	
<p><b>Introductory rhyme</b></p>	<p><i>Come sit around, Now it's story time! With pictures that move and tales that fly, It's magic time now, This is kamishibai.</i></p>
<p><b>Introduction of the story</b></p> <ul style="list-style-type: none"> <li>• using a hen puppet</li> <li>• saying a riddle</li> <li>• music</li> </ul>	<p><b>Using a hen puppet:</b> Puppet is hiding behind the kamishibai frame. Pretend to be surprised by the noises coming from behind the kamishibai frame.</p> <p><b>Hen:</b> [in a changed voice while looking behind the frame] <i>Hello children. Cluck, cluck, cluck.</i></p> <p><b>Teacher:</b> [to the children in your own voice] <i>Could you hear this? What was this?</i></p> <p>[Hen pokes her head out, then pulls it back quickly.]</p> <p><i>Did you see that? Was this an animal? What kind of animal was it?</i> [asking questions to elicit the name of the animal.]</p> <p><i>I've got a story about this little hen.<sup>1</sup> Do you want to hear my story?</i></p> <p>Hide the puppet again. It can come out later during storytelling.</p> <p><b>Saying a riddle:</b> Instead of a puppet, you can introduce the story with a <u>riddle</u> about a hen:</p> <p><i>Red comb and beady eyes, Fluffy wings that help me fly, Tiny beak and feet to scratch, I live on a farm and I lay eggs.</i></p> <p><b>Music:</b> You can play the short tune of “<i>Old McDonald had a farm</i>” on a recorder or electronic device.</p>




<sup>1</sup> Children may come up with the word chicken for the animal. In this case, it is worth clarifying at this point that this story is about a hen who is a “mommy chicken.”



Open the frame	
<p><b>Slide 1</b></p> <ul style="list-style-type: none"> <li>identifying the Little Red Hen's home</li> <li>recognising animals and their habitats</li> <li>counting animals</li> <li>talking about the foods of the Little Red Hen</li> </ul> 	<p><b>Identifying the Little Red Hen's home:</b></p> <p>Point to the farm: <i>This is the Little Red Hen's home.</i></p> <p><u>Further ideas:</u></p> <p><b>Recognising animals and their habitats:</b> During the second or third reading, point to the animals: <i>What animal is this?</i> [eliciting the names of the animals in the picture] <i>Where do they live?</i> [eliciting the habitats of the animals]</p> <p><b>Counting animals:</b> Point to the animals and get the children to count them.</p> <p><b>Talking about the foods of the Little Red Hen:</b> There are different bugs and worms in the picture. Point to them, rubbing your belly and saying: <i>Yummy! Look here are the bugs and worms, chickens love to eat them. These are the favourite foods of the Little Red Hen.</i></p>
<p><b>Slide 2</b></p> <ul style="list-style-type: none"> <li>showing planting</li> <li>asking about the seed</li> <li>pointing to the Little Red Hen's friends</li> </ul> 	<p><b>Showing planting:</b> One hand: the palm is facing up Other hand: all 5 fingers are touching and pointing to the middle of the other hand's palm</p> <p><b>Asking about the seed:</b> <i>Can you see the seed?</i> [pointing to the seed] - <i>It's in the beak.</i> [pointing to the beak]</p> <p><i>Can you see the bread?</i> [pointing to the bread in the bubble] <i>The Little Red Hen wants to bake bread from the seed.</i></p> <p><b>Pointing to the the Little Red Hen's friends:</b></p> <p><i>This is the pig. This is the dog. This is the cat. They are the Little Red Hen's friends.</i></p>
<p><b>Slide 3</b></p> <ul style="list-style-type: none"> <li>miming a cat</li> <li>extra lines</li> <li>preparing headbands</li> </ul>	<p><b>Miming a cat:</b> Change your voice to a very thin cat-like voice, and make cat-like gestures, licking your paws, petting your hair with paws, and stretching.</p> <p><u>Further ideas:</u></p> <p><b>Extra lines:</b> You can say these extra lines in the role of the cat:</p>




	<p><i>I'm Miss Cat! I sleep all day. Help plant the seed? No, no... that's not my way!</i></p> <p><b>Preparing headbands:</b> Before the second or third reading, prepare animal headbands with the children, assign the children to the roles (more children can be the same animal depending on the size of the group), and encourage them to say the lines of the character. Make sure to teach them the original response of the animals (“I won’t.”).</p>
<p><b>Slide 4</b></p> <ul style="list-style-type: none"> <li>• miming a dog</li> <li>• extra lines</li> </ul> 	<p><b>Miming a dog:</b> Change your voice to a deeper dog-like voice, bark between words, and furrow your eyebrows.</p> <p><u>Further ideas:</u></p> <p><b>Extra lines:</b> You can say these extra lines in the role of the dog:</p> <p><i>I'm Mr Dog! I woof all day. Help plant the seed? No, no... that's not my way!</i></p>
<p><b>Slide 5</b></p> <ul style="list-style-type: none"> <li>• miming a pig</li> <li>• extra lines</li> <li>• using an instrument to show the passing of time</li> <li>• giving instruments to the children</li> <li>• action song</li> </ul> 	<p><b>Miming a pig:</b> Change your voice to a pig-like voice, and say “oink, oink” between words.</p> <p><b>Using an instrument to show the passing of time:</b> Choose an instrument, and whenever the Little Red Hen says the words “<i>I will do it myself.</i>” in the story, play the instrument to show the passing of time.</p> <p><u>Further ideas:</u></p> <p><b>Extra lines:</b> You can say these extra lines in the role of the pig:</p> <p><i>I'm Mr Pig! I munch all day. Help plant the seed? No, no... that's not my way!</i></p> <p><b>Giving instruments to the children:</b> Before the second reading, give instruments to the children to indicate the passing of time. Allow them to play the instrument at appropriate times.</p> <p><b>Action song:</b> During the third reading, instead of the instruments, teach children an action song with the following movements for the activities :</p> <p>[to the tune of “Here we go round the mulberry bush”] <i>This is the way we plant the seed, plant the seed, plant the seed,</i></p>

	<i>This is the way we plant the seed before making bread.</i>
<p><b>Slide 6</b></p> <ul style="list-style-type: none"> <li>pointing to the wheat</li> <li>action song</li> </ul> 	<p><b>Pointing to the wheat:</b></p> <p>Look at the children from behind the frame and ask them: <i>Can you see the gold wheat? Oh look, it's here.</i> [pointing to the wheat]</p> <p><u>Further ideas:</u></p> <p><b>Action song:</b> For the second and third reading, teach children to imitate cutting wheat by grabbing the imaginary wheat with one hand and cutting it with the other (as if you had a sickle in your hand) while singing:</p> <p>[to the tune of "Here we go round the mulberry bush"] <i>This is the way we cut the wheat, cut the wheat, cut the wheat,</i> <i>This is the way we cut the wheat before making bread.</i></p>
<p><b>Slide 7</b></p> <ul style="list-style-type: none"> <li>talking about feelings</li> <li>using an instrument to show the passing of time</li> <li>actions song</li> </ul> 	<p><b>Talking about feelings:</b> Point to the Little Red Hen: <i>Look! Is she happy?</i> [eliciting children's responses] - <i>No. She's sad. Very sad.</i> [reinforcing the name of the feeling]</p> <p><b>Using an instrument to show the passing of time:</b> When you finished reading the slide, use an instrument to show the passing of the time.</p> <p><u>Further ideas:</u></p> <p><b>Action song:</b> For the second and third reading, teach children to imitate harvesting by collecting the wheat in your arms and tying it in sheaves while singing:</p> <p>[to the tune of "Here we go round the mulberry bush"] <i>This is the way we harvest wheat, harvest wheat, harvest wheat</i> <i>This is the way we harvest wheat, before making bread.</i></p>
<p><b>Slide 8</b></p> <ul style="list-style-type: none"> <li>asking questions</li> <li>using an instrument to show the passing of time</li> <li>using drama</li> </ul>	<p><b>Asking questions:</b> Before continuing reading, point to the mill and ask the children: <i>Do you know what this building is? This is a mill.</i></p> <p>After reading the Little Red Hen's question ("Cluck Cluck, who will help me carry the wheat to the mill?"), ask the children: <i>What do you think? What will the cat say?</i></p> <p>After the children's replies, carry on reading the replies of the other two animals.</p> <p><b>Using an instrument to show the passing of time:</b></p>

	<p>When you finished reading the slide, use an instrument to show the passing of the time.</p> <p><u>Further ideas:</u></p> <p><b>Using drama:</b> For the second or third reading, you can enhance your storytelling by using movements, gestures, and facial expressions. Show a disappointed face and imitate carrying the cut wheat alone with difficulty.</p>
<p><b>Slide 9</b></p> <ul style="list-style-type: none"> <li>• asking questions</li> <li>• action rhyme</li> </ul> 	<p><b>Asking questions:</b> Continue reading until the Little Red Hen asks: “Cluck Cluck, who will help me make the dough?”</p> <p>Then look at the children and ask them while raising your hands in a questioning manner: <i>What do you think the dog said?</i></p> <p>After the children’s replies, carry on reading the replies of the other two animals. Please note that in the story the order of the animals’ replies is the same each time (cat, dog, and pig). However, feel free to change the order at the different slides, and let the children guess what the cat, the dog, or the pig said.</p> <p><u>Further ideas:</u></p> <p><b>Action rhyme:</b> Before continuing reading, look at the children from behind the theatre frame and ask them: <i>Can you show me how the mill goes?</i> Do arm circles with the children while saying this rhyme: <i>Turn the wheels round and fast, fast, fast (faster) and stop.</i> Speed up the movement, and then suddenly stop.</p>
<p><b>Slide 10</b></p> <ul style="list-style-type: none"> <li>• talking about feelings</li> <li>• using an instrument to show the passing of time</li> <li>• using drama</li> <li>• action song</li> </ul> 	<p><b>Talking about feelings:</b> Point to the Little Red Hen: <i>Look! Is she happy?</i> [eliciting children’s responses] - <i>No. She’s angry. Very angry.</i> [reinforcing the name of the feeling]</p> <p><b>Using an instrument to show the passing of time:</b> When you finished reading the slide, use an instrument to show the passing of the time.</p> <p><u>Further ideas:</u></p> <p><b>Using drama:</b> For the second or third reading, after reading the text, look at the children and imitate making the dough with your hands. Ask the children to join in. As a second step, you can also encourage them to make the dough <i>angrily</i>.</p> <p><b>Action song:</b> For the second and third reading, teach the children how to make</p>

	<p>the dough with your hands while singing:</p> <p>[to the tune of "Here we go round the mulberry bush"]  <i>This is the way we make the dough, make the dough, make the dough.</i>  <i>This is the way we make the dough before baking bread.</i></p>
<p><b>Slide 11</b></p> <ul style="list-style-type: none"> <li>• illustrating how hot is the oven</li> <li>• using an instrument to show the passing of time</li> <li>• counting the loaves of bread</li> <li>• action song</li> </ul> 	<p><b>Illustrating how hot is the oven:</b></p> <p>Before continuing reading, point to the oven, look at the children, and say this while waving hands imitating it is hot because of the oven: <i>This is the oven. Oh, it's very hot in the oven. Can you feel it?</i></p> <p><b>Using an instrument to show the passing of time:</b></p> <p>With your chosen instrument, show the passing of the time.</p> <p><u>Further ideas:</u></p> <p><b>Counting the loaves of bread:</b></p> <p>For the second reading, count how many loaves of bread you can see altogether.</p> <p><b>Action song:</b></p> <p>For the second and third reading, show the children how to put the bread into the oven with your hands while singing:</p> <p>[to the tune of "Here we go round the mulberry bush"]  <i>This is the way we bake the bread, bake the bread, bake the bread.</i>  <i>This is the way we bake the bread before eating it.</i></p>
<p><b>Slide 12</b></p> <ul style="list-style-type: none"> <li>• asking questions</li> <li>• using drama</li> </ul> 	<p><b>Asking questions:</b></p> <p>After reading the Little Red Hen's question ("Cluck Cluck, who will help me eat the bread?"), ask the children: <i>What do you think? What will her friends say?</i></p> <p>After the children's replies, carry on reading the replies of the animals.</p> <p><u>Further ideas:</u></p> <p><b>Using drama:</b></p> <p>Before continuing reading, look at the children and smell into the air as if you are smelling the freshly baked bread in the room.</p> <p>While reading the replies of the animals, clap with your hands and make happy facial expressions to express the happiness of the animals.</p>

	Then fold your arms in front of your body pretending to be the angry Little Red Hen while reading “Cluck Cluck, you won’t.”
<p><b>Slide 13</b></p> <ul style="list-style-type: none"> <li>• pointing to the bubbles</li> <li>• talking about feelings</li> <li>• using drama</li> <li>• music</li> </ul> 	<p><b>Pointing to the bubbles:</b></p> <p>Point to the bubbles and shake your head while reading the lines.</p> <p><b>Talking about feelings:</b></p> <p>Ask the children: <i>Are the Cat, the Dog, and the Pig happy now?</i> [eliciting children’s responses] Then imitate the sad animals who did not get any of the bread with a facial expression showing disappointment: <i>No, they are sad. Very sad.</i> [reinforcing the name of the feeling]</p> <p>After showing a sad face, ask the children: <i>Are these animals good friends?</i> [eliciting children’s responses]</p> <p><u>Further ideas:</u></p> <p><b>Using drama:</b></p> <p>As you are reading the text, imitate each part of the procedure from planting the seed to baking the bread. Encourage the children to join in.</p> <p><b>Music:</b></p> <p>At the end, close the story with the help of the recorder or some electronic device again, playing the short tune of “Old McDonald had a farm.”</p>

Close the frame	
<b>Final rhyme</b>	<p><i>The story is done, The doors are shut. We had lots of fun But now we’re done!</i></p>

# Further project activities

In this section, we offer some enjoyable and interactive activities in the different kindergarten content areas:

1. Language and Literature
2. Environmental Education
3. Musical Education
4. Physical Education
5. Arts and Crafts
6. Mathematics

## 1. Language and Literature

### Matching activity: animal – habitat – food

Before reading the story, you can teach some farm animals, their habitats and their food to the children through the following matching activity.

- **Start with a brief introduction:** *Today we will be learning about farm animals, where they live (their habitat) and what they eat.*
- **Introduce the animals:** Use flash cards of animals, their habitats and foods. Show them to the children one by one. Say the word aloud, encouraging the children to repeat it after you. E. g.: *This is a cow. Can you say “cow”?*
- **Display the cards:** Lay out the animal, habitat, and food cards on the table or floor, mixing them up.
- **Demonstrate the activity:** Show flash cards with foods that match the animals. E.g.: *Cows eat grass.* and *Chickens eat corn.* Similarly, show pictures of where the animals live. For example, *The cow lives in a barn.* Get children to repeat it after you: *Barn.*
- **Do the matching:** Put the matching cards next to each other. Then, help the children match each animal to its habitat, using questions like:
  - *Where does the cow live?*
  - *Does the cow eat grass or corn?*
  - *Where does the chicken live?*
  - *What does the chicken eat?*
- **Encourage participation:** Ask children to come up and match the cards themselves. As they match, say the words aloud together to reinforce their learning.

## Teaching a rhyme

Teach children this simple and delightful rhyme to plant a seed together, using hand movements:

### *I plant a little seed*

<i>I plant a little seed in the cold-cold ground,</i>	[hands together tight as if holding something]
<i>Up comes the yellow sun big and round,</i>	[hands are lifted up high opening the fingers as if they are the sunrays]
<i>Down come the raindrops soft and slow,</i>	[move the fingers gently downwards as if they are raindrops]
<i>Out comes the little plant, grow-grow-grow.</i>	[hands together tight again, lift them up, arms together while opening the palms as if the arms were the stem and the palms the petals]

Variation: For gross motor movements, you can start standing, then touching the ground to plant the seed, then stretching up high while miming the sunrays, down again while miming the raindrops, and miming the growing plant with your arms and hands while gradually standing up again.

## Sequencing the scenes of the story

After getting familiar with the story, sequencing is a valuable activity for young children as it helps them understand the order of events, develop storytelling skills, and build comprehension of cause and effect.

Select 4–6 key scenes of the story, and get the children to put them in the correct order. You can either use simple and clear images of your own or you can use the kamishibai slides. Ensure the pictures are **large**, **colorful**, and **easy** to comprehend.

Possible scenes:

1. The Little Red Hen finds a wheat seed.
2. The Little Red Hen plants the seed.
3. The Little Red Hen asks for help to harvest the wheat.
4. The Little Red Hen bakes the bread.
5. The Little Red Hen eats the bread alone.

To help the children, use prompts like this:

*What happened first?*

*What did the Little Red Hen do after planting the seed?*

*What happened at the very end?*

## **Themes of the story**

The story of *The Little Red Hen* teaches us that it is important to work together and share responsibilities. The Little Red Hen asked her friends (the dog, the cat, and the pig) for help to plant the wheat, harvest it, and bake the bread. Her friends said, “Not I!” each time because they did not want to help. But when the bread was ready to eat, they all wanted to have a share of it. The Little Red Hen refused to share the bread because she did all the work alone.

**Help when you can.** - It is important to work together and help others if you want to have a share of the rewards.

**Hard work pays off.** - If you work hard, you will enjoy the results of your hard work.

**No work, no reward.** - If you do not help, it is not fair to expect to have a share of the benefits.

To help children understand the moral of the story and encourage them to think and speak out their thoughts, you can ask simple, direct, and engaging questions about different parts of the story. You may decide to use the mother tongue (L1) to discuss the themes of *friendship*, *mercy*, and *unconditional love*.

Although it is certainly easier to use L1 for a deeper discussion, we would like to encourage you to give the second language (L2) a chance here, too. With beginners, we recommend using the sandwich technique: Ask the question in L2, then in L1, and then in L2 again. You can further simplify the task by using Yes/No questions. When asking questions, point with your hands and use strong facial expressions, keep your English very simple and basic to help children get the point of the questions. Thus, children can understand the meaning while their listening comprehension skills also develop. With more advanced kids, you can use more complex open-ended questions.

Questions to help you work through the story:

### **1. When the Little Red Hen asked for help planting the seeds (Slides 3-5):**

- *Why do you think the Little Red Hen asked her friends for help?*
- *Would you have helped the Little Red Hen? Why?*
- *How do you think she felt when no one wanted to help her? Was she happy or sad?*

### **2. When the Little Red Hen harvested the wheat (Slides 6-7):**



- *Do you think harvesting the wheat is hard work?*
- *Why do you think the friends did not want to help harvest the wheat?*
- *How do you think the Little Red Hen felt doing the job alone?*

### **3. When the Little Red Hen made the bread (Slide 12):**

- *Do you think it is fair to let one person do all the work?*
- *How would you feel if you worked hard but no one helped?*

### **4. When the Little Red Hen ate the bread (Slide 13):**

- *Why did the Little Red Hen not share the bread with her friends?*
- *Do you agree with the Little Red Hen?*
- *Is it right not to share the bread with the others?*

### **5. Thinking about the whole story:**

- *What did the Little Red Hen teach her friends?*
- *Do you think the Cat, the Dog and the Pig will help the Little Red Hen next time?*
- *Is it important to help others when they ask for help?*

## **2. Environmental Education**

### **Visiting a local farm**

If possible, arrange a visit to a local farm before reading the story. By combining a real farm visit with the matching storytelling activity, children can see real farm animals, their habitats, and what they eat. Thus, children learn about animal life cycles through hands-on experiences.

### **Seed Selection**

After reading *The Little Red Hen*, you can extend the learning experience with a hands-on Montessori-inspired activity called *seed selection*. This activity not only reinforces the story's theme of hard work and teamwork but also engages children's fine motor skills, concentration, and early science exploration.

#### Materials needed:

- A variety of seeds (e.g., wheat, corn, beans, sunflower seeds, and lentils)
- Small bowls, trays, or compartments for sorting the seeds

- Tweezers or small tongs (optional, for an added fine motor challenge)
- A mat or tray to define the workspace (optional, following the Montessori practice)

Steps of the activity:

**1. Set up the space**

- Prepare a workspace where each child has a tray or mat. This creates a sense of order and focus.
- Arrange mixed seeds in a large bowl in the center of the table or on each child's tray.
- Place small bowls around the mat, one for each type of seed.

**2. Introduce the activity**

- Explain that the Little Red Hen found a wheat seed to make bread and that today, they will work like the hen by sorting seeds.
- Show them the different types of seeds, naming them as you go: wheat, corn, beans, etc.
- Demonstrate how to pick up one type of seed and place it in the correct bowl.

**3. Let the Children Try**

- Encourage each child to sort seeds at their own pace, emphasizing careful work and attention.
- If they get stuck or mix up the seeds, gently guide them back on track.

## **Baking bread on World Bread Day (16 October)**

Connecting the story of *The Little Red Hen* to World Bread Day creates a meaningful context for young learners to explore the importance of bread in daily life, celebrate a shared tradition, and make real-world connections to the story.

Steps of the activity:

- Use any bread recipe you like, and measure the ingredients beforehand.
- Give aprons to the children and gather them around a table. Use simple English instructions while you are making the dough together:
  - First, we need flour. Can you pour the flour into the bowl?*
  - Next, we add salt. Let's measure one cup of salt!*
  - Now, we add water. Who wants to stir? etc.*
- Encourage the repetition of phrases: "Pour the flour," "Mix the dough," and "Add the water."
- While working, ask questions to reinforce vocabulary and phrases:
  - What are we doing now?* (Encourage answers like "Mixing!" or "Rolling!")
  - What do we put in the bowl?* (Prompt responses like "Flour and water.")

### 3. Musical Education

#### Five Little Seeds

[To the tune of "Five Little Ducks"]

*Five little seeds went in the ground,  
The Little Red Hen looked all around.  
She asked her friends to help her grow,  
But they all said, "No, no, no!"  
So, she did it all alone,  
Worked so hard on her own!  
One by one, the seeds did grow,  
Now she has some bread to show!*

#### Sound effects with kitchen utensils

Collect different kitchen utensils to make sound effects. Distribute the utensils to the children and agree together on how and when to use them in the story. You can match the sounds of the utensils with the characters, you can use them to express different feelings, the passing of time, or you can also create a *soundscape* together: the sounds of the farm yard. Retell the kamishibai story enriching it with the sound effects of kitchen utensils at appropriate times.

### 4. Physical Education

These exercises combine physical movement with story elements, helping children develop fine and gross motor skills, build vocabulary, and working with the story in an enjoyable and interactive way.

#### Animal walks

Move like the animals in the story.

- *Hen*: Do the hen's steps placing one foot directly in front of the other in a straight line, saying "cluck, cluck, cluck," flapping arms.
- *Cat*: Do the cat back (arching your back upwards), saying "meow, meow, meow."
- *Dog*: Do the dog back (contracting your back downwards), saying "woof, woof, woof."
- *Pig*: Walk on all fours saying "oink, oink, oink," and when the teacher claps, lie on your back and begin to roll like being in mud.

## Cross lateral movements

At this age cross lateral movements (e.g. touching the right hand to the left knee) are fundamental for early childhood development. They play a crucial role in developing the brain and body coordination.

- *Pretending to plant seeds*  
Squat and touch the ground with the opposite hand (right hand to left side, left hand to right side).
- *Pretending to be the Little Red Hen*  
Flap one arm like a wing while tapping the opposite knee with the other hand. Switch sides with each step or hop.
- *Gathering the wheat*  
Reach diagonally across the body to “pick” the wheat from one side and bring it down to an imaginary basket on the opposite side. Alternate hands and sides.
- *Pretend to turn a big millstone*  
Extend arms forward and make large circular motions horizontally as if your arms were two big millstones, crossing arms over each other with each turn.
- *Carrying the bread*  
While holding a loaf of bread in the one hand, march in a circle touching the opposite knee with the other hand at every second step.

## “Little Red Hen says” game

Similarly to the “Simon says” game, children must not follow the teacher’s instructions unless they hear “Little Red Hen says” at the beginning. For the instructions, you can use phrases from the story, e.g. ”cut the wheat,” ” make the dough,” etc.

## 5. Arts and Crafts

### The life cycle of a chicken

Make a poster about the hen's life cycle from the egg to the adult bird. When children are already familiar with the life cycle, give them the same cycle with gaps and flash cards representing the different stages:

- *This is an egg lying in the nest.*
- *When the egg hatches, a little chick comes out.*
- *This is a little chick with fluffy yellow feathers.*
- *This is a big hen with nice brown feathers.*

Ask the children to match the pictures to the correct places.

### Hen with fork-painted feathers

Children can decorate a pre-cut cardboard chicken shape with paint. They paint the feathers of the hen with a fork dipped in paint, and add eyes, beaks, crests and legs.



### Hen with wax feathers

Children decorate a pre-drawn shape of a hen. The older ones can cut out their own shapes, while the shapes can be pre-cut for the younger ones. First, children use a candle to draw wax stripes on the sheet. These will be the feathers of the hen. Then, they paint them with red, orange and carmine watercolours. After drying, they cut out the shape and glue it on a coloured sheet of paper. Finally, they add eyes, beaks, crests and legs.



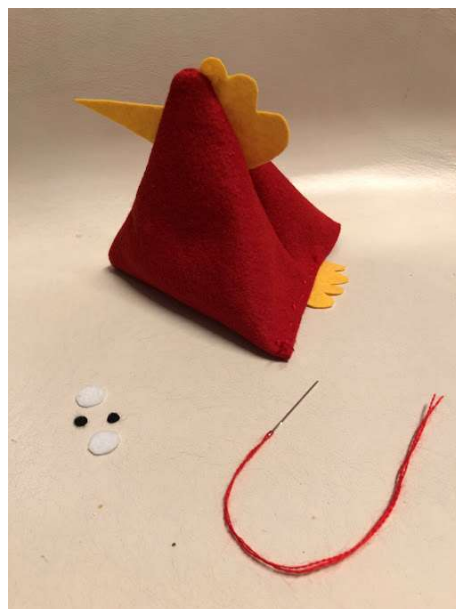


## Animal headbands

Children draw the characters of the story (Little Red Hen, Cat, Pig, and Dog) in a size small enough to fit on their foreheads. Then, the animal figures are cut out and glued onto a band that can be worn on their heads when dramatizing the story.

## Making the Little Red Hen of the group

On a rectangle shaped piece of red felt, children can try the basics of stitching – each child making a few stitches along the edge of the felt. Eyes, a beak, a crest, and tail feathers can be added, and the hen must be stuffed towards the end.





## 6. Mathematics

### Permutation game

In how many different orders can the Little Red Hen go to her friends to ask for help? Children should put the flashcards of Dog, Cat, and Pig in different orders to show the possibilities.

Eighteen flashcards are needed, six for each animal (dog, cat, pig), in order to enable children to select all the possible variations.

Dog	Dog	Cat	Cat	Pig	Pig
Cat	Pig	Dog	Pig	Cat	Dog
Pig	Cat	Pig	Dog	Dog	Cat

### Pattern game

Create a pattern using animal flash cards, and ask children to continue the pattern. Do the same with different patterns.

Variation 1: Children start their own patterns for the others to continue.

Variation 2: Children make their own patterns individually, repeating a given pattern three or four times.

## ***Köszönetnyilvánítás***

*Ez a módszertani ötletár nem jöhetett volna létre az Apor Vilmos Katolikus Főiskola vezetése és végzős hallgatói, valamint a Csimota Kiadó szakmai támogatása nélkül. Külön köszönetet mondunk az Angolpalánta Montessori Óvoda szakmai visszajelzéséért is, akik kipróbálták ezt a kamishibai mesét és az ötletár játékait az óvodásokkal.*

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