



Running words: 127

Book Summary

This story looks at how people can “earn” goods by providing a service. Red Hen makes some bread, which Dog and Duck want to share. Red Hen points out that they didn’t help make the bread, so they haven’t earned a share of it. Dog and Duck help Red Hen by washing her dishes and sweeping her floor. This earns them some bread. At the end of the story, Dog, Duck, and Cat all help Red Hen make some more bread, and so they earn their share of it.

Themes

Animals, birds, and insects;
Cooperation; Friends; **Financial Literacy**; Food; Problem solving

Features of the Book

- The link to financial literacy: goods and services
- The information contained in the illustrations
- content words for discussion: *help, make*
- phonics and phonemic awareness: consonant blends – *br, sh*; short vowel sounds – *help/red/smell*

Skills and Strategies

Can We Have Some Bread? introduces and reinforces the following skills and strategies:

- making inferences
- using prior knowledge
- making predictions
- discussing point of view
- determining the author’s purpose

Materials

- copies of the Sentence Strips reproducible for this book, cut and ready for use
- copies of the BM, pencils

Can We Have Some Bread?

by Ruby O’Brien

Introducing the Text

Begin by asking the students to think of times when they have done a task for someone. They might have provided a service, such as done some chores or helped to make, cook, or build something, and received something in return, such as goods, like a toy or a share of whatever was made.

- *What task did you do?*
- *What did you receive for doing the task?*
- *How did you feel after you received the item in exchange for the work?*

Discuss the idea that sometimes you have to perform a task (provide a service), in order to earn something in return (a good). It can also be a good feeling to earn a share in something that you helped make or do.

Reading the Text

Hand one book to each student. Ensure that the content words (*help, make*) are integrated naturally into the discussion. An understanding of these terms will help students appreciate the author’s purpose and the decisions Red Hen and the other characters make. Encourage the students to use the information in the illustrations and text to make predictions, then to revise or confirm these as you work through the book.

Cover

Together, read the title and the name of the author on the cover and the title page. Look at the illustrations.

- *What is Red Hen doing?*
- *What is she wearing?*
- *Why might Red Hen look happy?* (She is looking forward to eating the bread.)

Page 2

- *Where is Red Hen?*
- *Do you think she made the bread? Why/why not?* (Yes, she is wearing an apron in the kitchen, and the bread is steaming.)

Read the text together. Confirm that Red Hen has baked the bread and is pleased with it. Be sure to point out the steam coming off the bread, which shows it is still warm and fresh.

Page 3

- *What do you think Dog and Duck want?*

Read the text together. Confirm that Dog and Duck have asked for some bread.

Page 4

- *What do you think Dog and Duck are feeling now?* (They are unhappy because Red Hen isn’t going to give them any bread.)

Read the text together. Discuss why Red Hen hasn’t said whether she will share the bread, and why she asks Dog and Duck if they helped make the bread. (She is pointing out that if you want something, you have to earn it.) Ask the students to predict what will happen in the story. Will Dog and Duck find a way to earn some of Red Hen’s bread?

Page 5

- *Why are Dog and Duck looking happy again?* (Red Hen has suggested how they can earn some bread.)

Read the text together. Confirm that Red Hen is offering Dog and Duck a way to earn some bread.

Can We Have Some Bread?

Pages 6 to 9

- *What do Dog and Duck do to help Red Hen?*
- *What does Red Hen do after Dog and Duck help her?*
- *Was your prediction about Dog and Duck finding a way to earn some bread correct?*

Read the text together. Discuss why it would make Red Hen happy that Dog and Duck came up with their own ways to help her, instead of her having to ask them to do a task. (Their suggestions show that they really do want to earn some bread and that they understand why they need to do so.)

Pages 10 to 11

- *What do you think Cat wants?*
- *What happened to all the bread?*

Read the text together. Confirm that Cat would like some bread, but it has been eaten. Discuss Red Hen's idea to make more bread together. Ask the students to predict what Cat, Dog, and Duck will reply.

Page 12

- *Was your prediction correct? Did Cat, Dog, and Duck decide to help make more bread?*
- *How do you think everyone feels?* (They are happy to work together and share what they make.)

Read the text together. Discuss how eating something you helped make can taste even better than something someone made for you.

Revisiting the Text

- Revisit the list of tasks (services) that the students made at the beginning of the story. After having read the story, ask them if the characters felt the same way about helping make the bread as the students did about any projects they helped make.
- Find and list the “br” and “sh” consonant blends in the story. With the students, add any other words they know that contain these blends.
- Write the words “help”, “red”, and “smell” on the board, and with the students, create a list of other words that contain the short “e” sound.

Following Up

- Encourage the students to think of other ways they could help (services they could provide) around the classroom or their home to earn something in return (goods).
- Give the students copies of the BM for this story. They can answer the questions based on the story and their own ideas of ways to help Red Hen.