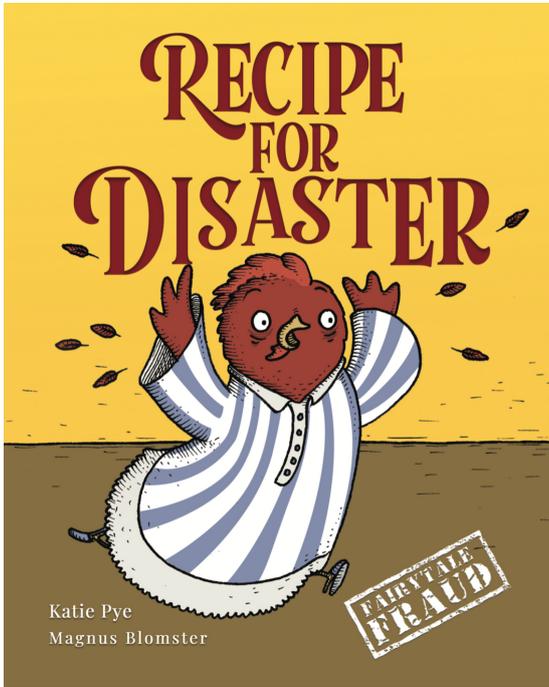


# RECIPE FOR DISASTER

# CLASSROOM GUIDE



36 Pages, Aprox 800 words

## Genre:

Action Adventure,, Folktale  
Retelling, Rhyming verse

## Age Level:

Read aloud. Most suited for ages 5 -8

## NZ Standards:

To be completed.

## Information about the book:

- Fairytale Fraud Story Series
- Author: Katie Pye
- Illustrator: Magnus Blomster
- Publisher: HeadStart Thinking

## Overview:

The Little Red Hen is in a flap. An important visitor is coming to Red Hen's Bakery and she has too much work to do. If only she would ask for help...

A fun retelling of *The Little Red Hen* with 'Behind the Scenes' extras that encourage children to ask for help when they need it.

## Help Vocabulary

- Problem
- Resolve

## Other new words/concepts

- Fraud
- Press
- Recipe for disaster
- Whimpered

## Additional Material

Recipe for Disaster has 'Behind the Scenes' material in the book with story questions, action ideas, key messages and memory mottos .

The Fairytale Fraud website also includes:

- A reflective 'fairytale journal' by the Little Red Hen
- A themed 'Helping Hand' template
- Extra questions about asking for help

**Teach children  
to ask for help**

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## GETTING READY TO READ

### 1. Introduce the concept and vocabulary:

- Have you heard of the saying: 'Recipe for disaster'?
- What do you think the saying means?
- What do you think a fraud is?

### 2. Connect children's past experience with the book

- What do you know about the traditional *The Little Red Hen* story?
- Look at the cover. Call attention to the title and art. What do you think the story is about?
- Read the copy. What do you think the disaster might be?

### 3. Be aware of the following text features:

- The book is in rhyming verse.
- New vocabulary words are introduced - see the list above



## READING THE BOOK

### Story questions

- Why did the little Red Hen wish she had help?
- What do you think Red Hen felt about the newspaper interview opportunity?
- How would Red Hen have felt to discover she had no flour?
- How do you think it felt to be Red Hen's friends? What could her friends have done to support her?
- Why do you think Red Hen didn't ask for help? What made her finally ask for help?
- What words or emotions would you use to describe Red Hen's life after she asked for help?

### Notice the emotions

- How did Red Hen's attitude about asking for help change throughout the story?

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## ASKING FOR HELP

- Mindfulness/reflection - Think about the help you already receive and what you might need help for.
- Class sharing - Offer for students to talk about their experiences asking for help. Share yours!
- Normalise asking - brainstorm heroes/role models that receive help.
- Practice asking for help - Role play great ways of asking and responding.
- Acknowledging help - Encourage students to thank people who help them.
- Reinforcing - Notice and reward people helping each other as a class or across the school.
- Practice scenarios - invent fun scenarios where different fairytale characters ask for help e.g. the Big Bad Wolf asks for help to catch the three little pigs. Discuss boundaries and polite ways to refuse to help.



## MUSIC

- Create a tune for the final line:  
*"I've a trick for each task.  
If I need some help  
I now simply...just...ask"*

## WRITING

- Alternate endings - What happens next for the gingerbread man?
- Write a 'thank you' note to someone who has given you help.
- Create a newspaper article about the gingerbread chase.
- Compare and contrast life before and after Red Hen asks for help.

## MATH

- Do age-appropriate math with muffins!  
How will the muffins divide between the friends.

## SCIENCE

- Learn about the process of growing wheat and making flour.

## ART

- Create an illustration to accompany your gingerbread chase article (see above).
- Create gingerbread men using different mediums.

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to ask for help**