Book, lesson plans and resources created in the context of the completion of the Foundation Course delivered by the Sydney Institute for Community Languages Education (SICLE)

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सानो रातो कुखुरी र मिठो सेल रोटी

(The Little Red Hen and the Delicious Sel Roti)

Written by: Anu Thapa

लेखक: अनु थापा

एक समयको कुरा हो।
सुन्दर गाउँमा रहेको एउटा सानो फार्ममा धेरै जनावरहरू
सँगै बस्दै थिए
कुकुर, बिरालो, हाँस, बाख्रा र मेहनती सानो रातो
कुखुरी।

Once upon a time, in a beautiful village there was a small farm.
On the farm lived many animals together; a dog, a cat, a duck, a goat, and a hardworking little red hen.

एक बिहान कुखुरी खेतमा हिँड्दै थिइन्।
अचानक उनले जमिनमा धानको सानो दाना भेट्टाइन्।
“वाह!” कुखुरी खुशी हुँदै भनिन्।
“यसबाट त हामी स्वादिलो सेल रोटी बनाउन सक्छौँ!”

One morning, the little red hen was walking through the field.
Suddenly she found a small grain of rice on the ground.
“Wow!” said the hen happily.
“With this rice, we can make delicious Sel Roti!”

कुखुरीले साथीहरूलाई सोधिन्,
“कसले मलाई धान रोप्नन मद्दत गर्छ?”

The hen asked her friends,
“Who will help me plant this rice?”

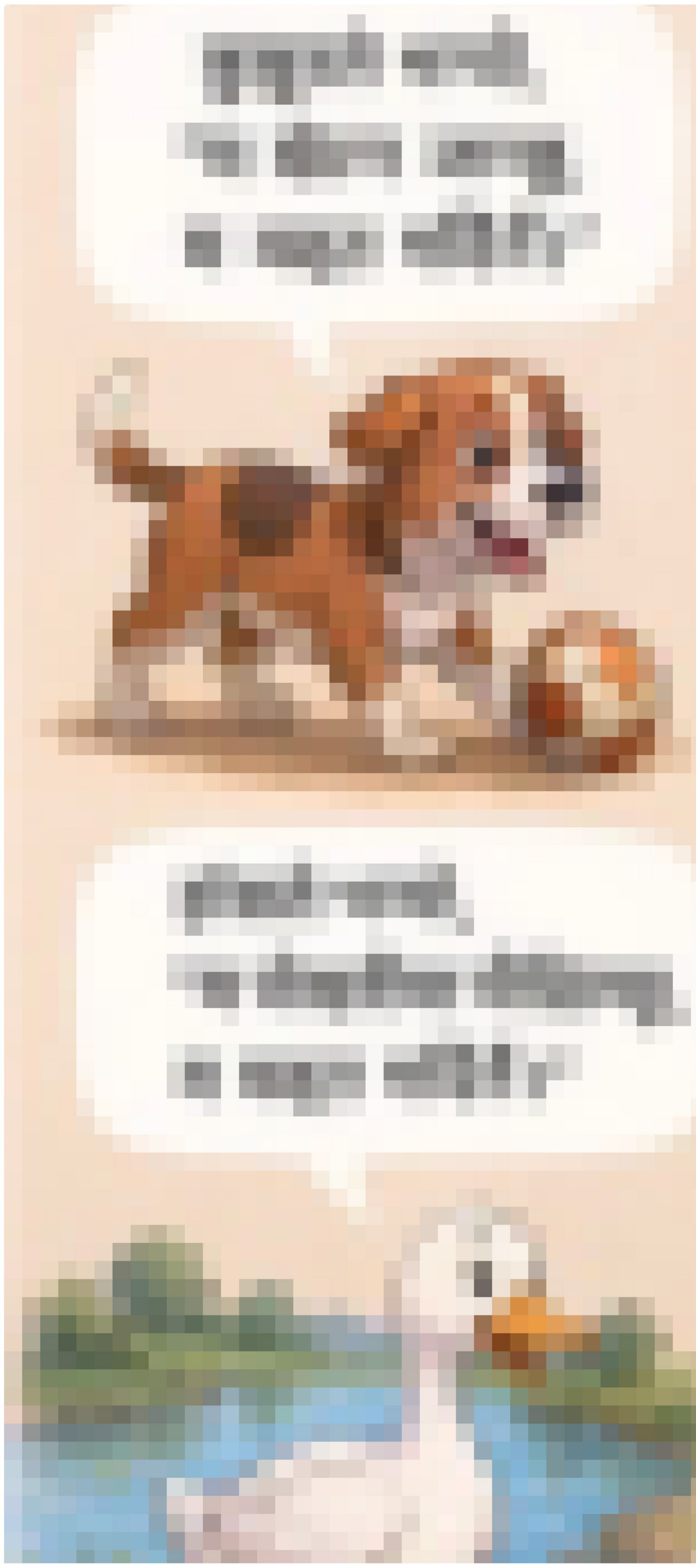
The dog said,
“I want to play. I will not help.”
The cat said,
“I want to sleep. I will not help.”
The duck said,
“I want to swim in the pond. I will not help.”
The goat said,
“I want to eat grass. I will not help.”

कुखुरीले भनिन्,
“ठीक छ, म आफैं गर्छु।”

The little red hen said,
“That’s okay. I will do it myself.”

उनले धान रोपिन्, पानी हालिन धेरै दिनसम्म मेहनत गरिन्।
केही समयपछि चामल तयार भयो।
कुखुरीले फेरि सोधिन्,
“कसले मलाई चामल पिस्न मद्दत गर्छ?”
तर

So she planted the rice and worked very
hard for many days.
Soon the rice was ready.
The hen asked again,
“Who will help me grind the rice?”



But, The dog said,
“I want to play. I will not help.”
The cat said,
“I want to sleep. I will not help.”
The duck said,
“I want to swim in the pond. I will not help.”
The goat said,
“I want to eat grass. I will not help.”

कुखुरीले भनिन्,
“ठीक छ, म आफैं गर्छु।”

The little red hen said,
“That’s okay. I will do it myself.”

कुखुरीले चामल पिसिन्।

She ground the rice and made rice flour.

उनले ठूलो भाँडोमा चामलको पीठो, चिनी र पानी हालेर घोल बनाइन्।

Then she mixed the flour with sugar and water to make batter.

कुखुरीले भान्सामा तेल ताताइन्।
उनले गोलो गोलो घुमाउँदै सेल रोटी
पकाइन्।
भान्साभरि मिठो सुगन्ध फैलियो।

Next, the hen heated oil in the kitchen.
Carefully she poured the batter in a round shape and fried Sel Roti.
Soon the kitchen was filled with a sweet and delicious smell.

सुगन्ध सुंगेर सबै जनावरहरू दौडेर आए।
“वाह!” उनीहरूले भने।
“हामीलाई पनि सेल रोटी खान देऊ!”

When the animals smelled the delicious Sel Roti, they ran quickly to the kitchen.
“Wow!” they said.
“That smells so good! Please give us some Sel Roti too!”

कुखुरीले भनिन्,
“जब मैले मद्दत मागेँ, कसैले मद्दत गरेन।
त्यसैले यो सेल रोटी म आफैं खान्छु।”
जनावरहरूले त्यो दिन एउटा महत्वपूर्ण कुरा सिके
“हामीले सधैं सँगै सहयोग गरेर काम गर्नुपर्छ।”

The little red hen said,
“When I asked for help, no one helped me.
So now I will eat the Sel Roti myself.”
The animals felt a little ashamed.
That day they learned an important lesson:
We should always work together and help each other.

COMMUNITY LANGUAGES TEACHING PROGRAM - LESSON PLAN

GROUP: Age: 8-12 years Number of students: 15 children Language level: Intermediate	

LESSON AIM / FOCUS		
LEARNING OUTCOME: At the end of this lesson, • Students will identify and use key animal vocabulary from the story (chicken, goat, duck, dog, cat,). • Students will answer simple comprehension questions about the characters and events. • Students will participate in communicative activities to practise speaking, listening, and vocabulary recall. • Students will engage confidently in group tasks using modelled sentence structures.	**TOPIC: (The Little Red Hen and the Delicious Sel Roti)** **KEY CONCEPT**: Understanding characters and vocabulary through shared reading.	**LANGUAGE FEATURES**: Vocabulary: Chicken, Goat, Duck, Dog, Cat, Rice) Grammar: simple present tense (“The hen finds rice.”) Question forms (“Who helped the hen?”) Pronunciation focus: initial consonant sounds (ch-, g-, d-, k-)
SUCCESS CRITERIA: Students are able to: • Correctly name the animals from the story. • Use the target vocabulary in spoken sentences. Answer comprehension questions about the story (e.g., where they live, what they eat). • Participate actively in at least one communicative activity.		

RESOURCES :
Book: The Little Red Hen and the Delicious Sel Roti
- Animal flashcards
- Matching cards for memory game
- “Who Am I?” clue cards

WHAT WILL THE TEACHER DO? WHAT WILL STUDENTS DO?	TIME

STEP 1: INTRODUCTION
At the beginning teacher will introduce the book to the student. By showing the cover page of the book teacher can discuss about the book for example:
  ○ “What do you think this story is about?”
  ○ “Which animals do you see in the story?”
• Re-reads the book aloud, emphasising animal vocabulary.
• Points to each animal and models pronunciation.
Students will:
• Listen and respond to questions.
	5 -10 minutes

• Identify animals as the teacher points to them. • Repeat vocabulary aloud.	
STEP 2: BODY **Activity 1: Picture Flashcard Guessing Game** Teacher: Holds up flashcards and gives clues such as: • "This animal swims." • "This animal says quack." Students: Guess the animal and say the word aloud. **Activity 2: Memory Match Game** Teacher: • Places picture and word cards face down such as picture of hen and the hen word) • Models how to flip and match. Students**:** • Work in pairs to find matching pairs. • Say the word each time they flip a card. **Activity 3: Who/What am I? Circle game** Teacher reads clues from the story: • "I want to sleep." • "I want to play." • Asks: "Who am I?" Students: • Guess the character. • Use full sentences: "You are the cat."	25 minutes
STEP 3: CONCLUSION Teacher will reviews vocabulary by showing flashcards again. By asking open ended questions: "What animals were in the story?" "What happened first in the story?" Leads a quick revision of the animals in the book: "Chicken, goat, duck, dog, cat!" Where as students will respond to questions, retell one event from the story.	20 minutes
STEP 4: ASSESSMENT Observe students during activities to check correct vocabulary use. Note which students can answer comprehension questions. Listen for accurate pronunciation and sentence use. Record how many students met the success criteria.	
STEP 5. EVALUATION/ REFLECTION Reflect on student engagement during the reading and activities. Consider whether students used vocabulary confidently. Identify students needing extra support with pronunciation or comprehension. Plan next lesson: sequencing the steps of making Sel Roti.	

COMMUNITY LANGUAGES TEACHING PROGRAM - LESSON PLAN 2

GROUP: Age: 8-12 years Number of students: 15 children Language level: Intermediate	

LESSON AIM / FOCUS

LEARNING OUTCOME: At the end of this lesson, students will be able, • To identify and sequence the main steps involved in making Sel Roti as presented in the story The Little Red Hen and the Delicious Sel Roti. • Students will understand and use simple time connectives such as first, next, then, and finally to describe the order of events. They will also develop confidence in recognising and acting out key verbs from the story, supporting their comprehension through movement and hands-on activities.	**TOPIC: The Little Red Hen and the Delicious Sel Roti** **KEY CONCEPT**: Understanding and sequencing the steps of making Sel Roti.	**LANGUAGE FEATURES**: Vocabulary: find, plant, water, grind, mix, cook **Grammar**: simple present tense for describing actions ("She plants the rice.") **Time connectives**: first, next, then, finally **Pronunciation focus**: verb beginnings

SUCCESS CRITERIA:

Students are able to correctly identify the steps of the Sel Roti process and place them in the correct order. They can use simple time connectives to describe the sequence and demonstrate understanding of key verbs through actions. Students participate actively in the activities and show comprehension through matching, acting, and sequencing tasks.

RESOURCES:

Big Book: The Little Red Hen and the Delicious Sel Roti
Picture sequencing cards
Verb action cards
Cut-and-paste worksheet (pictures + verb labels)
Glue, scissors

WHAT WILL THE TEACHER DO? WHAT WILL STUDENTS DO?	TIME
STEP 1: INTRODUCTION The teacher will begin by briefly revisiting the story from Lesson 1, asking students what they remember about the hen and her work. The teacher then explains that today's focus is on understanding how Sel Roti is made in the story. Teacher will re-reads to focus the process: finding rice, planting, watering, grinding, mixing, and cooking. As each step appears, the teacher pauses to highlight the verb and asks students to repeat it aloud. This introduction prepares students for the sequencing work that follows. Students listen, respond to questions, and repeat the verbs as they appear in the story. They begin to recall the order of events and prepare for the activities.	5 -10 minutes
STEP 2: BODY **Activity 1: Picture Sequencing cards** • Teacher will give each group a mixed set of picture cards showing the steps of making Sel Roti. • Students will work together to arrange the pictures in the correct order. • Teacher will prompt students with guiding questions such as "What will happen first?" and "What will come after grinding?" • Groups will share their sequences with the class, and we will confirm the correct order together. **Activity 2: Act the Verb (Action-Based Verb Learning)** • Teacher will model each verb with a clear action: find, plant, water, grind, mix, cook. • Students will repeat each verb and copy the action. • Teacher will call out the verbs in random order, and students will respond by performing the correct action. • Students will then practise in pairs, taking turns saying a verb while their partner performs the matching action. **Activity3: Cut-and-Paste Verb Matching** • Teacher will provide students with a worksheet containing pictures of each Sel Roti step and separate verb labels. • Students will cut out the verbs and paste them under the correct picture. • Teacher will encourage students to check with a partner before gluing to support peer learning and discussion. • Students will have the option to number the steps (1–6) to reinforce their understanding of the sequence.	25 minutes

STEP 3: CONCLUSION To reinforce learning, the teacher will write the entire sequence on the board and ask students to read it together, using time connectives: "First, she discovers the rice. "Next, she plants it..." Students are asked to explain the step they can recall the easiest and why. To encourage knowledge, the teacher poses a few simple questions like "What happens before mixing?" and "What is the last step?" The session concludes with a quick review of the verbs using a brief whole-class action routine.	20 minutes
STEP 4: ASSESSMENT The teacher will assess students informally throughout the activities by observing their ability to place pictures in order, act out verbs correctly, and match verbs to pictures during the cut-and-paste task. Students who can confidently sequence the steps and use time connectives demonstrate achievement of the learning outcome. The completed worksheet will provide clear evidence of understanding.	
STEP 5. EVALUATION/ REFLECTION The teacher will reflect on how well students understood the sequence of events and whether the action-based approach supported their learning. Consideration is given to which verbs students found easiest or most challenging, and whether additional modelling or repetition is needed in future lessons. The teacher notes that the next lesson will build on this foundation by moving into simple roleplay and dialogue practice based on the story.	

COMMUNITY LANGUAGES TEACHING PROGRAM - LESSON PLAN 3

GROUP: Age: 8–12 years Number of students: 15 Language level: Intermediate	

LESSON AIM / FOCUS

LEARNING OUTCOME: At the end of this lesson, learners will be able to retell the story The Little Red Hen and the Delicious Sel Roti using descriptive language, identify and describe key scenes, and express character roles confidently through props and roleplay. Students will demonstrate understanding of character actions, feelings, and motivations by participating in structured retelling and performance activities.	**TOPIC:** The Little Red Hen and the Delicious Sel Roti **KEY CONCEPT:** Retelling the story using descriptive language and character roles.	**LANGUAGE FEATURES:** • Descriptive adjectives (tired, lazy, helpful, hungry, busy) • Action verbs (finds, plants, waters, grinds, mixes, cooks) • Sentence structures for retelling ("First she…", "Then the animals…", "Finally…") • Pronunciation focus: expressive intonation for storytelling

SUCCESS CRITERIA:

Students will be able to describe scenes from the story using adjectives and verbs, retell key events using simple descriptive sentences, and participate in a roleplay that demonstrates understanding of character roles and motivations. Students will show confidence in speaking and performing in small groups.

RESOURCES:

- Big Book: The Little Red Hen and the Delicious Sel Roti
- Scene picture cards
- Simple props (bowl, spoon, scarf, picture cards, toy animals)
- Character name cards

WHAT WILL THE TEACHER DO? WHAT WILL STUDENTS DO?	TIME

STEP 1: INTRODUCTION The teacher will begin by revisiting the main events of the story, asking students what they remember from the previous lessons. The teacher will briefly reread selected pages to refresh the storyline and highlight descriptive language used in the text. Students will listen, respond to questions, and begin thinking about how characters act and feel throughout the story. This introduction will prepare students for the descriptive and performance-based activities that follow.	5 -10 minutes
STEP 2: BODY **Activity 1: Describing the Scene** • Teacher will show students a series of key pictures from the story. • Students will describe what they see using adjectives and verbs (e.g., "The hen is tired", "The animals look lazy"). • Teacher will prompt students with questions such as "How does the hen feel here?" or "What is happening in this scene?" • Students will share their descriptions with a partner before sharing with the class. **Activity 2: Storytelling Circle (Collaborative Retelling)** • Teacher will display key pictures from the story in sequence to support students' retelling. • Students will sit in a circle and take turns retelling one part of the story using sequencing language such as *"First…", "Then…", "Next…"* and *"Finally…"* • Teacher will encourage students to include descriptive adjectives and action verbs when describing characters and events (e.g., *"The hardworking hen plants the wheat"*). • Students will listen carefully to their peers and build on the story until the complete narrative has been retold collaboratively. • Teacher will model expressive intonation and encourage students to use clear voices and storytelling expression throughout the activity. **Activity 3: Full Story Roleplay** • Teacher will assign character roles to students or allow them to choose. • Students will work in groups to act out the full story using simple descriptive sentences and actions. • Teacher will guide students to use expressive language and gestures to show character feelings and motivations. • Groups will perform their roleplay for the class, demonstrating their understanding of the story.	20 minutes
STEP 3: CONCLUSION To conclude the lesson, the teacher will invite students to reflect on which character they enjoyed acting and why. The class will discuss how descriptive language helped make the story more	

interesting and expressive. The teacher will highlight strong examples of descriptive sentences used during the activities and reinforce the importance of using adjectives and expressive voices in storytelling. The lesson will end with a brief whole-class retell, where students contribute one sentence each to rebuild the story collaboratively.

STEP 4: ASSESSMENT

The teacher will assess students informally through observation during the scene descriptions, prop retelling, and roleplay. Evidence of learning will include students' ability to describe scenes accurately, use descriptive language, retell events in order, and express character roles confidently. Participation and clarity of expression during the roleplay will also contribute to assessment.

STEP 5. EVALUATION/ REFLECTION

The teacher will reflect on how confidently students used descriptive language and whether the prop-based retelling supported their understanding of the story. Consideration will be given to which students needed more support with speaking or vocabulary, and whether additional modelling or visual aids may be helpful in future lessons. The teacher will note that the next lesson may extend into writing simple descriptive sentences or creating a class book version of the story.