



The Boy Who Cried Wolf

1

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “The Boy Who Cried Wolf”
- ✓ Identify character, plot, and setting as basic story elements
- ✓ Describe the characters, plot, and setting of “The Boy Who Cried Wolf”
- ✓ Identify fables as one type of fiction
- ✓ Identify characteristics of fables: short, moral, personification
- ✓ Explain in their own words the moral of “The Boy Who Cried Wolf”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Retell the fable “The Boy Who Cried Wolf” including key details (RL.1.2)
- ✓ Identify the moral of the fable “The Boy Who Cried Wolf” (RL.1.2)
- ✓ Identify the literary terms *characters*, *plot*, and *setting*, and explain those terms as they apply to the fable “The Boy Who Cried Wolf” (RL.1.3)
- ✓ Describe how the shepherd boy in “The Boy Who Cried Wolf” is lonely at the beginning of the fable (RL.1.4)

- ✓ Explain that “The Boy Who Cried Wolf” is fiction because it was made up to teach a lesson (RL.1.5)
- ✓ Perform the story “The Boy Who Cried Wolf” for an audience using eye contact, appropriate volume, and clear enunciation
- ✓ Identify new meanings for familiar words, such as *company*, and apply them accurately

Core Vocabulary

company, n. People who join you

Example: I always like to have company when I go for a walk in the park.

Variation(s): none

prank, n. A trick or practical joke

Example: I am going to play a prank on my brother by filling his shoes with rocks.

Variation(s): pranks

shepherd, n. Someone who guards, herds, and tends sheep

Example: The young shepherd had to follow the sheep wherever they went.

Variation(s): shepherds

startled, v. Surprised


Example: Jim was startled by the large spider on his bed.

Variation(s): startle, startles, startling

tended, v. Watched over or looked after

Example: The boy tended the sheep.

Variation(s): tend, tends, tending

| <i>At a Glance</i> | Exercise | Materials | Minutes |
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| | Essential Background Information or Terms | world map | |
| | Making Predictions About the Read-Aloud | | |
| | Purpose for Listening | | |
| <i>Presenting the Read-Aloud</i> | The Boy Who Cried Wolf | | 15 |
| <i>Discussing the Read-Aloud</i> | Comprehension Questions | | 10 |
| | Word Work: Startled | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
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| | Multiple Meaning Word Activity: Company | Poster 1M: Company | |
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The Boy Who Cried Wolf

1A

Introducing the Read-Aloud

10 minutes

Domain Introduction

Ask students if they like to listen to stories. Ask if they like to make up their own stories to tell their friends or family. Tell students that people have been enjoying listening to stories and making up stories to tell others for many, many years. Explain that over the next couple of weeks they will be hearing stories that different people made up long ago. People enjoyed telling and hearing these stories again and again, and then someone had the idea of writing them down so that they wouldn't be forgotten. Now the class will get to enjoy listening to them and may then be able to tell the stories to their own friends and family.

Tell students that because these stories were made up they are called fiction. Have students repeat the word *fiction*. Ask, "What do we call stories that didn't really happen but have been made up?" (fiction)

Essential Background Information or Terms

Explain to students that a storyteller named Aesop [EE-sop] lived in Greece a very long time ago. Have students repeat the name *Aesop*. (You may wish to point out Greece on a world map.) In Aesop's day, people did not have written storybooks, but they did have lots and lots of stories that they told aloud to one another. Aesop collected and told many of these stories. He became especially well-known for his fables. Like all fables, Aesop's fables were short and were intended to teach a lesson called "the moral of the story." Tell them that the stories they will hear in the next few days are among the many stories known as "Aesop's Fables."



Making Predictions About the Read-Aloud

◀ Show image 1A-1: Shepherd boy chuckling

Ask students to describe what is happening in the picture. Point out the shepherd and explain that someone who tends, or takes care of, sheep is called a shepherd. Have students repeat the word *shepherd*. Ask students to use the picture to make predictions about what happens in the fable.

Purpose for Listening

Tell students to listen carefully to the fable to find out if their predictions are correct.



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← Show image 1A-1: Shepherd boy chuckling

- 1 The shepherd boy tended or took care of the sheep.
- 2 How does the shepherd boy feel about tending the sheep? Do you think you would feel lonely if you were tending the sheep? Why or why not?
- 3 *Company* means to have someone to talk to. But *company* also means a business. What do you think is the shepherd boy's plan to get some company?
- 4 If there really wasn't a wolf, why would he say that?
- 5 A prank is a trick. Why does the shepherd boy play the prank again?
- 6 or surprised
- 7 Do you think the men will come and help the shepherd boy? Why or why not?
- 8 Why don't the men come to help? How do you think the shepherd boy feels now?
- 9 [Have students echo the moral and then discuss its meaning. Remind students that this read-aloud was short because fables are short.]

There was once a young **shepherd** boy who **tended** his sheep at the foot of a mountain near a dark forest.¹ It was lonely for him watching the sheep all day. No one was near, except for three farmers he could sometimes see working in the fields in the valley below.²

One day the boy thought of a plan that would help him get a little **company** and have some fun.³ He ran down toward the valley crying, "Wolf! Wolf!"⁴

The men ran to meet him, and after they found out there was no wolf after all, one man remained to talk with the boy awhile.

The boy enjoyed the company so much that a few days later he tried the same **prank** again, and again the men ran to help him.⁵

A few days later, a real wolf came from the forest and began to steal the sheep. The **startled**⁶ boy ran toward the valley, and more loudly than ever he cried, "Wolf! Wolf!"⁷

But the men, who had been fooled twice before, thought that the boy was tricking them again. So no one came to help the boy save his sheep.⁸

*Moral: If you often don't tell the truth, people won't believe you even when you are telling the truth.*⁹

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Were your predictions about what happens in the fable correct? Why or why not? (Answers may vary.)
2. *Literal* What is the shepherd boy doing at the beginning of the fable? (tending his sheep) How does he feel? (lonely)
3. *Inferential* What does the boy decide to do because he is lonely? (pretends that he sees a wolf to get company) What happens when a wolf really comes? (No one comes to help because they think the shepherd boy is tricking them again.)
4. *Literal* The people or animals in a story are called the characters of the story. Who are the characters in "The Boy Who Cried Wolf"? (shepherd boy, men, sheep, wolf)



◀ **Show image 1A-1: Shepherd boy chuckling**

5. *Evaluative* The beginning, middle, and end events of a story are called the plot of the story. Does this illustration depict the beginning, middle, or end of the fable? How do you know? (the middle, because the boy is calling for help, but there is no wolf)
6. *Evaluative* The setting of a story is where it takes place. What is the setting of this fable? (a field at the foot of the mountain near a dark forest) Could this fable have taken place in a different setting? (Answers may vary.)
7. *Evaluative* What do you think happens after the wolf came and no one helped the boy? (Answers may vary but could include that the wolf ate the sheep or scared the sheep away.)

8. *Evaluative* What could the boy have done differently to keep the sheep from being taken? (He should not have cried “Wolf!” when there was no wolf. He should not have lied; then maybe the men would have helped him when there really was a wolf.)
9. *Evaluative* All of Aesop’s fables, or stories, were meant to teach a moral, or a lesson, about how to behave. What is the moral of this fable? (“If you often lie, people won’t believe you even when you are telling the truth.”) [Accept paraphrasing by students, e.g., “Don’t lie.”] Is this an important lesson for you to remember? Why or why not? (Yes, because people shouldn’t tell lies.)
10. *Evaluative* Is this a true story or is it fiction? (It is fiction because it was made up to teach a lesson.)

[*Think Pair Share* activities encourage students’ active involvement in class discussions by having them think through their answers to questions, rehearse their responses silently and through discussion with a peer, and share their responses aloud with the class. It is recommended that you model the *Think Pair Share* process with another adult (or a student with strong language skills) the first time you use it, and continue to scaffold students to use the process successfully throughout the year.

In *Think Pair Share* activities, you will begin by asking students to **listen** to the question you pose. You will then allow students some time to **think** about the question and their response to the question. Next, you will prompt students to discuss their response in **pairs**. Finally, you will select several students to **share** their responses with the class. Directions to students are as follows.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

11. *Evaluative Think Pair Share:* Pretend that you live near the shepherd boy and hear the story of the wolf getting his sheep. What would you tell the shepherd boy if you had the chance to talk to him? (Answers may vary.)

12. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Startled

5 minutes

1. In the read-aloud you heard, "The *startled* boy ran toward the valley, and more loudly than ever he cried, 'Wolf! Wolf!'"
2. Say the word *startled* with me.
3. *Startled* means surprised, and often frightened, by something that happens suddenly.
4. I was startled by the bee that landed on my nose.
5. Think of a time when you were startled by someone or something. Try to use the word *startled* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "My baby sister's crying startled me when I was sleeping."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read a sentence. If I describe a situation in which someone is surprised or frightened, say, "_____ was startled." If I describe a situation in which someone is not surprised or frightened, say, "_____ was not startled."

1. The sound of the loud siren made the boy jump. (The boy was startled.)
2. The boy's father read a story to him before bedtime. (The boy/father was not startled.)
3. The girl's grandmother helped her comb her hair. (The girl/grandmother was not startled.)
4. The cat pounced from behind the tree and scared the bird. (The bird was startled.)
5. When the girl entered the room, her brother jumped out from behind the couch and shouted, "Boo!" (The girl was startled.)



Complete Remainder of the Lesson Later in the Day



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1_B

Extensions

20 minutes

On Stage

Tell students that you are going to read “The Boy Who Cried Wolf” again, and this time students will act out the fable. Ask students what characters will be needed. (shepherd/shepherdess, men/women, wolf, sheep) Designate students to be the various characters. You may include additional men/women and animals as characters to increase active participation.

Ask students what settings will be needed. (grassy field for shepherd and sheep, another field for men) Designate locations in the classroom for the two settings.

Encourage “characters” to listen carefully to know what actions to use, such as the men running to the shepherd. Also, talk about using facial expressions to show how the characters are feeling, such as the shepherd being startled.

You may also have the characters create some of their own dialogue that goes along with the story.

↔ Multiple Meaning Word Activity

Associated Phrase: Company

1. [Show Poster 1M: Company.] In the read-aloud you heard, “One day the boy thought of a plan that would help him get a little *company* and have some fun.” Here, *company* means to have someone to spend time with. [Have students hold up one, two, or three fingers to indicate which image on the poster shows this meaning.]
2. Now with your neighbor, talk about what you think of when you see this picture of *company*. I will call on a few of you to share your responses. Try to answer in complete sentences.

(This picture of company makes me think of talking to or playing with friends, having my grandparents visit, etc.) [Call on three or four students to share their answers.]

3. *Company* also means something else. *Company* means a group of people, such as a company of artists or firefighters. [Have students hold up one, two, or three fingers to indicate which image on the poster shows this meaning.]
4. With your neighbor, talk about what you think of when you see this kind of company. I will call on a few of you to share your responses. Try to answer in complete sentences. (When I see this kind of company, I think of the ballet I saw, the firefighters in my neighborhood, etc.) [Call on three or four students to share their answers.]
5. *Company* also means something else. *Company* means a business. [Have students hold up one, two, or three fingers to indicate which image on the poster shows this meaning.]
6. With your neighbor, talk about what you think of when you see this kind of company. I will call on a few of you to share your responses. Try to answer in complete sentences. (When I see this kind of company, I think of where my mom works, the buildings I pass on my way to school, etc.) [Call on three or four students to share their answers.]

Take-Home Material

Family Letter

Send home Instructional Masters 1B-1 and 1B-2.