



The Wolf in Sheep's Clothing

5

☑ Lesson Objectives

Core Content Objectives

Students will:

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

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:

- ✓ Identify the moral of the fable “The Wolf in Sheep’s Clothing” (RL.1.2)
- ✓ Identify the literary term *characters*, and explain the term as it applies to the fable “The Wolf in Sheep’s Clothing” (RL.1.3)
- ✓ Explain that “The Wolf in Sheep’s Clothing” is fiction because it was made up to teach a lesson (RL.1.5)
- ✓ Explain the meaning of “a wolf in sheep’s clothing” and use in appropriate contexts (L.1.6)

- ✓ Prior to listening to “The Wolf in Sheep’s Clothing,” identify orally what they know and have learned about characteristics of fables
- ✓ Orally use determiners, such as *a* and *the*, and apply them accurately

Core Vocabulary

disguise, n. An outfit that helps to change your appearance or hide who you really are

Example: We did not recognize Sam because of the glasses and wig he used as a disguise.

Variation(s): disguises

fleece, n. A sheep’s coat of wool

Example: The sheep farmer carried the fleece to market.

Variation(s): none

flock, n. A group of animals or birds

Example: Judy could hear a flock of geese flying over her house.

Variation(s): flocks

pretend, v. To try to be or to act differently than what you actually are


Example: I think it is fun to pretend to be different characters that I have read about in books.

Variation(s): pretends, pretended, pretending

prowled, v. Walked or moved around quietly in search of prey to eat

Example: The new kitten prowled underneath the bird cage.

Variation(s): prowl, prowls, prowling

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?		10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
Presenting the Read-Aloud	The Wolf in Sheep’s Clothing		15
Discussing the Read-Aloud	Comprehension Questions	T-Chart from Lesson 4	10
	Word Work: Disguise	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Sayings and Phrases: Wolf in Sheep’s Clothing		20
	Vocabulary Instructional Activity: Pretend		
	Syntactic Awareness Activity: Articles	classroom objects	



The Wolf in Sheep's Clothing

5_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that they recently heard a fable called “The Dog in the Manger.” Ask them how they know that this story is a fable. You may need to remind them of some of the characteristics of fables, e.g., they are short, they have a moral, and they use personification (giving animals human qualities). Have students echo the word *personification*. Tell students that today’s fable has all three characteristics as well.



Making Predictions About the Read-Aloud

◀ Show image 5A-1: The wolf covered with a sheepskin

Have students describe the illustration, making sure that they identify the setting and the various characters. You may need to remind them that the person tending the sheep is called a shepherd. After the wolf is identified, ask students to predict what the wolf is going to do.

Purpose for Listening

Tell students to listen carefully to find out whether or not their predictions are correct.



The Wolf in Sheep's Clothing

◀ Show image 5A-1: The wolf covered with a sheepskin

Night after night a wolf **prowled** around a **flock**¹ of sheep looking for one of them to eat, but the shepherd and his dogs always chased him away.²

But one day the wolf found the skin of a sheep that had been thrown aside. He pulled the skin carefully over him so that none of his fur showed under the white **fleece**. Then he strolled among the flock in this **disguise**.³ The shepherd, thinking that the wolf was one of his sheep, allowed the wolf to graze on the lush grass in the pasture, and even let him sleep in the warm barn with the sheep.

For many days and nights the wolf ate and slept better than he ever had. But one day the shepherd decided to sell one of his flock at the market. He chose the biggest, fattest sheep he could find and brought him into town. Can you guess who it was?⁴ It was the wolf!

*Morals: Things are not always as they seem; and, if you pretend to be what you are not, you might end up losing in the end.*⁵

1 or group

2 The wolf prowled, or walked silently about, looking for food.

3 He no longer looks like a wolf. Now, he looks just like the other sheep. What do you think the wolf is going to do?

4 [Pause for students to guess.]

5 [Have students echo the moral(s) and then discuss its meaning. Emphasize once more that this story is characteristic of fables because it is short, teaches a lesson, and uses personification.]

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. *Inferential* At the beginning of the fable, why does the wolf disguise himself? (to catch a sheep without being noticed)
3. *Evaluative* Does this fable have any of the same characters as another fable you have heard? (yes) What other fable have you heard where a flock of sheep and a wolf are characters? ("The Boy Who Cried Wolf")
4. *Inferential* Does the wolf's plan work? Why or why not? (At first it works because he is able to catch sheep, but later he is killed because of his disguise when the shepherd thinks he is the fattest sheep.)



◀ **Show image 5A-1: The wolf covered with a sheepskin**

5. *Evaluative* Does this illustration show the beginning, middle, or end of the fable? How do you know? (the middle, because the wolf is already in disguise)
6. *Evaluative* Do you think this is a true story? (No, it is fiction, told to teach a lesson.)
7. *Literal* Fables are written to teach a lesson. What is the lesson, or moral, of this fable? ("Things are not always as they seem," and "If you pretend to be what you are not, you might get caught.") [Accept reasonable paraphrasing by students, such as, "Be yourself. Pretending to be something that you are not may get you in trouble."]

8. *Inferential* What does the wolf's disguise have to do with the moral or lesson of this fable? (The wolf pretends to be a sheep, and he gets sold at the market!)
9. *Evaluative* How does the wolf in the fable act like a person? (dresses in a disguise) How does the wolf in the fable act like an animal? (wants to eat the sheep, prowls around the flock)
[Note: Record the answers to this question on the T-Chart started in Lesson 4.]

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask 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.

10. *Evaluative Think Pair Share:* Do you think the wolf's plan was smart and clever after all? Why or why not? (Answers may vary.)
11. 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: Disguise

5 minutes

1. In the read-aloud you heard, "Then [the wolf] strolled among the flock in this *disguise*."
2. Say the word *disguise* with me.
3. When someone wears a disguise, he or she puts on clothing or changes his/her appearance in other ways to look like someone or something else.
4. It is hard for Anna to disguise herself because of her red hair.
5. Have you ever worn a disguise or seen anyone else in a disguise? Try to use the word *disguise* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students' responses: "I saw someone in a disguise . . .")
6. What's the word we've been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a picture of a disguise you would like to wear or that you have seen someone else wear. Then, dictate or write a sentence about your picture, making sure you use the word *disguise*.



Complete Remainder of the Lesson Later in the Day



The Wolf in Sheep's Clothing

5_B

Extensions

20 minutes

Sayings and Phrases: Wolf in Sheep's Clothing_s

Remind students that in the fable “The Wolf in Sheep's Clothing,” the wolf, hiding himself in the skin of a sheep, is able to fool the flock of sheep. Ask students why the wolf wants to hide in the sheep's skin. (to fool the sheep so he can eat them)

Ask students if they have ever heard the saying “wolf in sheep's clothing.” Explain to students that this saying means that people are not always whom they appear to be on the outside. On the outside, the wolf looked like a sheep—but he was not. Explain that in the same way, a person can seem very nice on the outside, but may not actually be very nice on the inside.

If someone is only nice to you when s/he wants to play with your toys, you might say s/he is a “wolf in sheep's clothing.” Ask students if they can think of times that they might use the saying.

↔ Vocabulary Instructional Activity

Word Work: Pretend

1. In the read-aloud today you heard, “If you *pretend* to be what you are not, you might get caught.”
2. Say the word *pretend* with me.
3. To pretend is to make believe, or to act like you are something that you are not.
4. Sometimes when I am laying down, I pretend that I am sleeping.
5. Tell about a time that you have pretended to be or to do something. Try to use the word *pretend* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: “When I play school, I pretend to be the teacher.”]
6. What's the word we've been talking about?

Use a *Movement* activity for follow-up. [You may want to have students stand.] Directions: I am going to read a list of activities or people that you will pretend to be or do!

Pretend to:

1. eat a bowl of cereal
2. tie a shoe
3. build a house
4. swim, or be a fish
5. be a puppy
6. be a teacher
7. be a bus driver
8. throw and then catch a ball with a partner
9. be the wind blowing
10. be asleep

↔ **Syntactic Awareness Activity: Using Articles *a* and *the***

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

Directions: Today we are going to learn about *the* and *a*. They are tiny words, but important words!

Complex Text Context-Based

1. Listen to this passage from the read-aloud we heard today. Pay special attention to how ***the*** and ***a*** are used to describe the wolf:

*“Night after night **a** wolf prowled around a flock of sheep looking for one of them to eat.”*

Notice that the first time we hear about the wolf, the author uses the word ***a*** to tell us that it can look like any wolf. The author says “a wolf” so we can think of a wolf in our heads when listening to the read-aloud. It doesn’t matter if it is a specific wolf; it just needs to be any wolf.

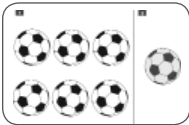


← **Show image 5A-1: The wolf covered with a sheepskin**

*“But one day **the** wolf found the skin of a sheep that had been thrown aside.”*

Notice that now the author switches to using **the** to talk about the wolf. The author says “the wolf” so that we think of this specific wolf, and only this specific wolf, in our heads when listening to the read-aloud.

Explicit Instruction



← **Show image 5B-1: Soccer ball and apple**

2. In this part of the image, there are many soccer balls. When you ask someone to give you **a** soccer ball, it does not matter which soccer ball they give you—any soccer ball is fine.
3. In this part of the image, there is only one soccer ball. When you ask someone to give you the soccer ball, you mean that specific soccer ball.
4. Which word let you know that I was talking about any one of the soccer balls? (a) Which word let you know that I was talking about a specific soccer ball? (the)

Real World

5. These tiny words are helpful when we ask questions, too.
[Create a real world situation by placing three or four pencils on a student’s desk. Go up to that student and ask for a pencil.]
For example, I might say, “May I please have **a** pencil?” When I asked this question, did I ask for a particular pencil, or will any pencil be okay? [Pause for student responses.] Because I used **a**, you know that any pencil will be okay.
6. [Create another real world situation by giving a few students pencils to hold. Go up to one of those students and ask for the pencil in their hand.] What if I say, “May I please have **the** pencil?” When I asked this question using **the**, did I ask for a particular pencil, or will any pencil be okay? [Pause for student responses.] Because I used **the**, you know that I must be talking about a specific pencil, most likely the one in your hand!

7. Work with your neighbor to ask and answer questions about things using **a** and **the**. [Note: You may wish to provide students with classroom objects to prompt questioning, such as pencils, crayons, erasers, etc.]