

Lesson 1: The Boy Who Cried Wolf

Introducing the
Read-Aloud

Reading: Students will review the characteristics of stories and fables, including characters, plot, setting, and moral.

TEKS 1.6.E; TEKS 1.8.B; TEKS 1.8.C

DOMAIN INTRODUCTION (5 MIN.)

- Ask students if they like to listen to stories, and 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 in this domain they will hear stories different people made up long ago.
- Tell students that because these stories were made up they are called *fiction*. Have students repeat the word *fiction*.

**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information
and Ideas**Beginning**

Reframe as simple yes/no questions (e.g., “Is ‘The Ugly Duckling’ a fiction story?”).

Intermediate

Provide students with a specific sentence frame (e.g., “. . . is a fiction story I have heard before.”).

Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., “‘Goldilocks and the Three Bears’ is a fiction story I have heard before that has talking animals.”).

ELPS 2.C; ELPS 2.D



Check for Understanding

One-Word Answer: What would you call a story about an elephant who went scuba diving to find his favorite fish? (*fiction*)

- Ask students what stories they have heard before that are fiction.
- Tell students that fiction stories have several key parts they will learn about and discuss more throughout this domain. As you discuss each of these, refer to the Story Map you prepared in advance:
 - a title, or the name of the story
 - characters, or the people or animals who are featured in the story
 - a setting, or a place and time in which the story takes place

TEKS 1.6.E Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

- a plot, or a sequence of events that makes up the story
- a moral (sometimes), or lesson that is taught by the story
- Tell students that now they will also get to enjoy listening to some of these stories and making up some of their own.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Explain to students that a storyteller named Aesop [/ee/*s//o//p/] lived in Greece a very long time ago.
- Have students repeat the name *Aesop*.
- Tell students that 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.
- Tell students that fables are short, fiction stories intended to teach a lesson, or moral. Many, but not all, of these stories use animal characters.
- Explain to students that since fables are fiction stories, they have the same components of those stories, as shown on the Story Map (i.e., title, character, setting, plot, and—in the case of fables, always—a moral).
- Tell students that the stories they will hear today and over the next few days are just a few of the many stories known as "Aesop's Fables."

Support

Point out Greece on a world map.



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Does the shepherd boy feel lonely while tending the sheep?”)

Intermediate

Provide students with a specific sentence frame (e.g., “The shepherd boy feels lonely because . . .”)

Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., “The shepherd boy feels lonely while tending the sheep because he doesn’t have anyone to keep him company, or talk to.”)

ELPS 2.E; ELPS 3.F

Support

Here, *company* means to have someone to talk to. But *company* can also mean a business. What do you think is the shepherd boy’s plan to get some company?

Lesson 1: The Boy Who Cried Wolf Read-Aloud



Speaking and Listening: Students will listen actively to the Read-Aloud.

✦ **TEKS 1.1.A**

✦ Students will follow oral instructions. **TEKS 1.1.B**

Reading: Students will identify the characters, setting, plot, and moral of a fable.

✦ **TEKS 1.8.A; TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D**

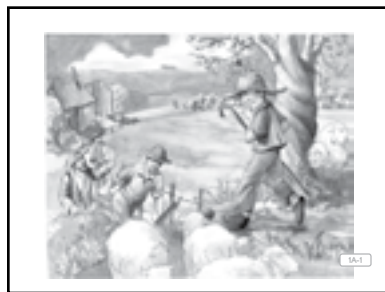
Language: Students will demonstrate an understanding of the word *startled*.

✦ **TEKS 1.3.B**

✦ **PURPOSE FOR LISTENING** **TEKS 1.1.A**

- Tell students to listen actively by asking and answering questions using detailed responses to learn the moral, or lesson, of the story.

“THE BOY WHO CRIED WOLF” (10 MIN.)



Show Image 1A-1: Shepherd boy chuckling

There was once a young **shepherd** boy who **tended** his sheep at the foot of a mountain near a dark forest. *The shepherd boy tended, or took care of, the sheep.* 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. *How does the shepherd boy feel about tending the sheep? Why might he feel lonely?*

One day the boy thought of a plan that would help him get a little **company** and have some fun.

He ran down toward the valley crying, “Wolf! Wolf!”

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. *If there really wasn’t a wolf, why would the boy cry out, “Wolf! Wolf!”?*

- ✦ **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

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. *A prank is a trick. Why does the shepherd boy play the prank again?*

A few days later, a real wolf came from the forest and began to steal the sheep. The **startled** or *surprised* boy ran toward the valley, and more loudly than ever he cried, "Wolf! Wolf!" *Do you think the men and women will come and help the shepherd boy? Why or why not?*

But the men and women, 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. *How do you think the shepherd boy feels now?*

Moral: If you often don't tell the truth, people won't believe you even when you are telling the truth. [Have students echo the moral and then discuss its meaning. Remind students that this Read-Aloud was short because fables are short.]

COMPREHENSION QUESTIONS (15 MIN.)

Ask students to recall the title of this fable. Write it on the Story Map. As students answer the following questions, record relevant information on the Story Map. Note: You may display images as well as text in the Story Map to support students. 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.** What elements of this story make it a fiction story? (*Answers may vary, but may include that it was made up to teach a lesson.*)
 - **Inferential.** Is this a true story or is it fiction? (*fiction*)
2. **Inferential.** 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*)
3. **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, but may include that the setting would have to include a field for the sheep.*)
4. **Literal.** What is the shepherd boy doing at the beginning of the fable? (*tending his sheep*) How does he feel? (*lonely*)
 - **Literal.** What does the boy decide to do because he is lonely? (*pretends that he sees a wolf to get company*) What happens at the end when a wolf really comes? (*No one comes to help because they think the shepherd boy is tricking them again.*)

Support

Point out Greece on a world map.

Challenge

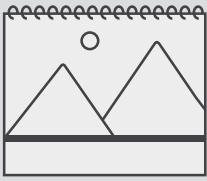
After completing Activity Page 1.1 independently, have students write a explaining what they think the boy in the story should have done instead of crying wolf.

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

Support

Display a picture of a mountain and valley to show students the setting of the story.



Show Image 1A-1: Shepherd boy chuckling

- **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*)
5. **Literal.** 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."]
- **Evaluative.** Is this an important lesson for you to remember? Why or why not? (*Yes, because people shouldn't tell lies.*)

[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. **TEKS 1.1.B**

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.

6. **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, but may include that he shouldn't have lied to the men so much or they may have believed him when it was true.*)

TEKS 1.1.B Follow, restate, and give oral instructions that involve a short, related sequence of actions.



Check for Understanding

Recall: Why don't the men and women come to help the shepherd boy the last time? (*They think the shepherd boy is playing a prank again.*)

WORD WORK: STARTLED (5 MIN.)

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.
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. I am going to read a sentence. If I describe a situation in which someone is surprised, say, "_____ was startled." If I describe a situation in which someone is not surprised, say, "_____ was not startled."

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

Support

Provide students with images, videos, recordings, or other examples of key words and actions in the statements in the Making Choices activity (e.g., play a sound of a siren or show a picture of a cat pouncing from a tree toward a bird).

Support

This activity may require additional instruction on topics such as timing and voice.

Support

Students may refer to the Story Map to determine the characters and settings.

Challenge

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

ENGLISH
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Speaking and Listening

Presenting

Beginning

Have students act out big events, such as the men running to the shepherd, as indicated.

Intermediate

Have students act out big actions and use facial expressions when indicated.

Advanced/Advanced High

Have students act out all actions and use facial expressions to show characters' feelings.

ELPS 2.E; ELPS 3.E

Lesson 1: The Boy Who Cried Wolf

Application



Reading: Students will discuss elements of drama and act out the main events of a fable.

TEKS 1.8.C; TEKS 1.9.C

ON STAGE (20 MIN.) **TEKS 1.9.C**

- 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 as you prepared in advance.
- 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 as you prepared in advance.
- Read the story and encourage “characters” to act out scenes in the story, such as the men running to the shepherd.
- Encourage students to use facial expressions to show how the characters are feeling, such as the shepherd being startled.



Check for Understanding

Turn and Talk: The moral of the story is “If you often don’t tell the truth, people won’t believe you even when you are telling the truth.” Turn to a partner and talk about one thing you should do and one thing you shouldn’t do so that people will always believe you. [Ask several students to share and record their answers on the board/chart paper.]

- Ask students to repeat the moral of the story, “If you often don’t tell the truth, people won’t believe you even when you are telling the truth.”

TEKS 1.8.C Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.9.C** Discuss elements of drama such as characters and setting.



Exit Pass

- Give each student an index card.
 - Ask students to answer the following question by writing “yes” or “no” on their index card:
 - Is the moral of “The Boy Who Cried Wolf” that if you often lie, people will still always believe what you tell them? (*no*)
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