



### About the Book

Text Type: Fiction/Folktale Page Count: 12 Word Count: 111

### Book Summary

In this retelling of the classic folktale, a young boy is bored while watching sheep, so he decides to play a trick and cries "Wolf!" After he plays the trick again, a wolf really does show up—and the boy learns a valuable lesson. Students will enjoy the humorous illustrations while they learn about sequencing events and past-tense verbs.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions

#### Objectives

- Make, revise, and confirm predictions to understand text
- Sequence events
- Discriminate initial consonant *tr*-blends
- Identify initial consonant *tr*-blends
- Recognize and use past-tense verbs
- Understand and arrange words in alphabetical order

#### Materials

Green text indicates resources are available on the website.

- Book—*The Boy Who Cried "Wolf!"* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of paper
- An extra copy of the book (copied single-sided)
- [Sequence events, initial consonant \*tr\*-blends, past-tense verbs worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *again*, *ran*, *there*
- Content words:  
Story critical: *cried* (v.), *liars* (n.), *sheep* (n.), *trick* (n.), *truth* (n.), *wolf* (n.)

### Before Reading

#### Build Background

- Ask how many students know what it means to play a trick or joke on someone. Discuss some types of tricks they have played on someone or someone has played on them.
- Ask students whether or not they think playing tricks on people is a good or a bad thing to do. Discuss why or why not.

## Lesson Plan *(continued)*

## The Boy Who Cried "Wolf!"

- Ask students whether or not they have ever heard the folktale about the boy who cried "Wolf." Have them share what they know about the story.

### Book Walk

#### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

#### Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Remind students that effective readers make predictions about what will happen in a story. Review with students that predictions are made on the basis of clues from the story and the reader's prior knowledge. Emphasize that knowing how to make predictions is more important than whether the prediction is confirmed, or right.
- Explain to students that making predictions can help readers learn new information and better remember the story. Point out that readers continue to make new predictions, or revise their predictions, as they read.
- Model making predictions using the cover and title page.  
**Think-aloud:** *On the cover, I see a picture of a boy running and his sheep following him. They all look scared. The title of the story is The Boy Who Cried "Wolf!" I know that wolves often chase sheep. Using these clues from the text and the information I already know, I predict the story will be about a boy and his sheep. I also predict the boy and his sheep will be chased by a wolf and someone will save them. As I read, I will watch to see if my predictions are confirmed.*
- Record your predictions on the board, using key words and pictures. Have students use the think-pair-share strategy to determine a prediction for the story: think about it, pair with a partner and discuss the prediction, and then share it with the class. Record student predictions on the board.
- Explain to students that as they read, they might learn new clues that change their predictions. Explain that they can change, or revise, their predictions when they read new details. Encourage students to revise or confirm their predictions as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Sequence events**

- Review or explain to students that stories usually must be told in a particular order from the beginning to the end. The correct order of a story is called the *sequence of events*.
- Explain that certain words are often used to describe a sequence of events. Write the transition words *first*, *next*, *then*, *after that*, and *finally* on the board. Encourage students to listen for these words as you describe the sequence of events from a story they know.
- Model sequencing the main events using a familiar tale, such as *The Little Red Hen*.  
**Think-aloud:** *If I want to tell someone the story of The Little Red Hen, I need to tell the events in the right order or else the story will not make sense. First, the Little Red Hen finds a grain of wheat and asks her friends to help her plant it. Then, they all say, "No!" Next, she asks her friends to help her harvest the wheat, and again they all say, "No!" After that, she asks them to help her grind the wheat into flour, but they all say, "No!" again. Then, she uses the flour to bake some yummy bread, and all her friends want to eat the bread. Next, the Little Red Hen tells them, "No!" because they did not help her with the work. Finally, she eats the bread all by herself.*
- Tell the story using key words on the board to sequence the events of the story out of order. Ask students to explain why the order of events is important (the sequence of events does not make sense when told out of order). Discuss with students that a story does not make sense when the events are out of order.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though the boy was bored while watching over his sheep and he decided to play a trick. What is a trick? Yes, a trick is a joke played on someone.*
- Write the following story-critical words on the board: *cried, liars, truth, and wolf.*
- Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand the story.
- Give each student a blank piece of paper. Have students divide the paper into four sections and write one vocabulary word in each section. Then, have students illustrate each vocabulary word on the basis of prior knowledge. Once students have illustrated each vocabulary word, have them share and discuss each word with a partner.
- As a class, discuss the meaning of each vocabulary word.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *cried* in the dictionary. Invite a volunteer to read the definition for *cried*. Have students compare the dictionary definition with their definition.
- Have students follow along on page 4 as you read the sentence in which the word *cried* is found to confirm the meaning of the word. Ask students to look at the picture on page 4 for clues about the meaning of the word *cried*. (The boy's mouth is open wide. This is usually the case when someone shouts or cries.) Remind students to use clues from the pictures in the story to help them with unfamiliar words. Repeat the exercise with the remaining vocabulary words.

### Set the Purpose

- Have students read to find out more about the boy who cried "Wolf." Remind them to make predictions on the basis of clues in the story and the pictures as they read.

## During Reading

### Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 5. Encourage those who finish early to go back and reread.
- Model making and revising predictions.  
*Think-aloud: Now that I have read the beginning of the story, I can stop and check my predictions. One of my predictions was that this story would be about a boy and his sheep. I was right, so this prediction is confirmed. My other prediction was that the boy and his sheep would be chased by a wolf and someone would save them. So far, I have read that the boy decided to play a trick and pretend that a wolf was chasing his sheep. When the people of the town ran to help, the boy laughed. I want to revise my prediction. I predict that the boy might try to play other tricks on people because he thought this one was so much fun. I also predict that one day the boy will really need help and no one will help him. What new predictions can you make using the details we just read?*
- Write your revised prediction on the board. Write the letter C next to the confirmed prediction. Have students share with a partner at least one new prediction for the story. Invite students to share new predictions with the rest of the class, and record them on the board.
- Review with students the predictions they made earlier. Have students point out any predictions that were confirmed. Ask volunteers to write the letter C next to each confirmed prediction. Invite students to share any revised predictions they want to make. Add these predictions to the board.
- Cut out the pictures from an extra copy of the book. Place the pictures from pages 3 through 5 on the board. Have students describe the sequence of events to a partner, using the pictures as a guide. Encourage students to use the transition words *first, next, and then* as they share the sequence.
- Invite a volunteer to describe the sequence of events to the rest of the class. Record the words *first, next, and then* on the board above the appropriate pictures.

- **Check for understanding:** Have students read to the end of page 9. Remind them to continue making and revising predictions as they read. Discuss with students confirmed predictions and what details prompted them to revise predictions.
- Place the pictures from pages 3 through 9 on the board in the wrong order. Have students work with a partner to sequence the events. Invite volunteers to share the correct sequence of events with the class, and encourage them to use transition words to link events. Invite a volunteer to share the sequence with the class, and rearrange the pictures on the board.
- Invite volunteers to come to the board and record the appropriate transition word above each picture. Point out that the word *first* can only go with the first event, but the words *next*, *then*, and *after that* can be rearranged and repeated for all of the events in between the first and last events.
- Have students read the remainder of the book. Remind them to make, revise, and confirm predictions as they read and to pay attention to the correct sequence of events in the story.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Have students share with a partner any final predictions they made as they read the end of the story. Invite volunteers to share predictions with the rest of the class. Record them on the board.
- Have students point to confirmed predictions, and invite volunteers to come to the board and write the letter C beside them. Have students point out any predictions that need to be revised. Record these revisions on the board. Remind students that making valid predictions is more important than the predictions' being confirmed.
- **Think-aloud:** *Now that I have finished reading the story, I can review my predictions. One of my predictions was that the boy would try to play other tricks because he had so much fun with the first one. When I read the story, this prediction was partially confirmed—the boy played the same trick again, he cried, "Wolf!" and the people came running again. I also predicted that the boy would really need help someday and no one would come to help him. This prediction was confirmed. The wolf really did come and chase the sheep, but because the boy had played tricks on the people from the town, no one came when he cried "Wolf!" for a third time. When my predictions are not confirmed, I don't mind because making predictions is more important than whether they are right. Making predictions keeps me interested in the story and helps me remember the details of the story.*
- Discuss with students how making, revising, and confirming predictions helped them to better understand and remember the story.

### Reflect on the Comprehension Skill

- **Discussion:** Place the cut out pictures from the whole book on the board. Have students work with a partner to sequence events from the beginning to the end. Encourage them to use words such as *first*, *next*, *then*, *after that*, and *finally* to create their sequence. Invite volunteers to share their sequence of events with the rest of the class, and have them come to the board to rearrange the pictures into the correct order.
- Have students share with a partner how sequencing events helped them to remember and enjoy the story. Invite volunteers to share their ideas with the rest of the class.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). Discuss their answers.

## Lesson Plan *(continued)*

## The Boy Who Cried "Wolf!"

- **Enduring understanding:** In this book, you learned about a boy that played a trick and didn't tell the truth. In the end, no one would help him when he really needed it. Now that you have read and thought about this information, why is it important to tell the truth and not play tricks on people?

### Build Skills

#### Phonological Awareness: Initial consonant tr-blends

- Say the word *trick* aloud to students, emphasizing the initial /tr/ sound. Have students say the word aloud and then say the /tr/ sound.
- Say the words *tip* and *trip* aloud. Have students discuss with a partner the difference between the two words.
- Point out that the second word has an extra sound in the initial phoneme, which gives the word a different sound at the beginning. Have students practice saying the /tr/ sound with a partner. Have students generate words that begin with the /tr/ sound. Have volunteers share some of the words generated with the whole group.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /tr/ sound: *truth, town, treat, cried, tried*.

#### Phonics: Initial consonant tr-blends

- Write the word *trick* on the board and say it aloud with students.
- Have students say the /tr/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /tr/ sound in the word *trick*.
- Ask students to share with a partner what the word would sound like if they took out the letter *Rr*. Discuss with students how the two letters *tr* blend together to create a new sound.
- Have students practice writing the letters *tr* on a separate piece of paper while saying the /tr/ sound.
- **Check for understanding:** Write the following words that begin with the /tr/ sound on the board, leaving off the initial consonants: *trap, track, truck*. Say each word, one at a time, and have volunteers come to the board and add the initial *tr* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant tr-blends worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: Past-tense verbs

- Review or explain that some words name actions. Remind students that action words are called *verbs*.
- Write the following sentences on the board: *I climb up the tree. I chase the butterflies*. Have volunteers come to the board and underline the action word in each sentence.
- Explain that when an action happened in the past, the *-ed* letter combination is usually added to the end of the verb. Explain that these words are called *past-tense verbs*. Add the word *yesterday* to each sentence. Have a volunteer come to the board and add the *-ed* letter combination to each verb.
- Have students turn to page 3 and read the last sentence. Ask them to locate the past-tense verb (*wanted*). Have a volunteer name the present-tense verb (*want*).



**Check for understanding:** Have students locate the past-tense verbs in the story and circle each one. Invite students to share their results with the class. As volunteers share their examples of past-tense verbs, have the rest of the class give the thumbs-up signal if they agree that the word is a past-tense verb.

- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their answers.

### Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students to look at the first letter of each word to determine which word would come first in alphabetical order.
- Write the words *sheep* and *cried* on the board. Have a volunteer explain which word would appear first in alphabetical order (*cried*) and why (because *c* comes before *s* in the alphabet).
- Write the words *wolf* and *boy* on the board. Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*boy*, because the letter *b* comes before *w* in the alphabet).
- **Check for understanding:** Write the following words on the board and have students work with a partner to arrange them in alphabetical order: *liars*, *trick*, *people*, *help*. Have a volunteer explain which word would appear first in alphabetical order (*help*) and why.
- **Independent practice:** Provide each student with a blank piece of paper. Write the following words on the board and have students record them in alphabetical order: *truth*, *laughed*, *bored*, *week*, *ran*, *next*. If time allows, discuss students' responses as a class.

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the sequence of events with someone at home.

### Extend the Reading

#### Narrative Writing and Art Connection

In this story the boy was watching over his sheep and was bored. He decided to play a trick and cried, "Help! Wolf!" This got him into trouble with the people from town when they found out there was no wolf. Then, when the wolf really did come, no one would come and help him. Ask students to think about the story, the trick the boy played, and the words he said. Ask them to think about something different the boy could have done and said. Have them write a short story telling what the boy could have done and said. Have students illustrate their story and share it with the class.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on narrative writing.

#### Science Connection

Discuss wolves and sheep, their habitat, what they eat, and so on. Provide Internet and other resources about both wolves and sheep. Have students locate at least one fact they learned about each animal. Provide each student with two large index cards. Have students record and illustrate their facts on the index cards. Discuss the students' findings and invite them to compare and contrast a sheep and a wolf using a large Venn diagram.



### Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

#### Monitor students to determine if they can:

- consistently use the strategy of making, revising, and confirming predictions to understand text during discussion
- accurately sequence events during discussion and on a worksheet
- accurately discriminate initial consonant *tr*-blends during discussion
- identify and write initial consonant *tr*-blends during discussion and on a worksheet
- correctly understand and identify past-tense verbs during discussion and on a worksheet
- understand the process of arranging words in alphabetical order during discussion and on a separate piece of paper

### Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)