



A Lesson on The Boy Who Cried Wolf! by Kasey Miller

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 2 hours

Lesson Keywords: Reading, writing, Wolf, Lie

Lesson Description: CCSS.ELA-Literacy.RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CCSS.ELA-Literacy.RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CCSS.ELA-Literacy.RF.3.4a: Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-Literacy.W.3.1a: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-Literacy.W.3.1b: Provide reasons that support the opinion.

CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.L.3.4a: Use sentence-level context as a clue to the meaning of a word or phrase.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCSS.ELA-Literacy.RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CCSS.ELA-Literacy.RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CCSS.ELA-Literacy.RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CCSS.ELA-Literacy.RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.ELA-Literacy.RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CCSS.ELA-Literacy.L.3.5b: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

Lesson Content: Book/Story/Reading Passage

Instructions: Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

The Boy Who Cried Wolf!

by

Content: There was once a boy who lived in a village up in the mountains. His family owned many sheep. The boy had a job, and that job was to watch the sheep. If a wolf came near, he needed to call for help. His sheep stayed on a hill near the village where he watched them every day.

One day, he thought of a trick he could play on the people who lived in the village. He was bored, so he thought this would be a way to have fun. He ran toward the village crying out loudly for help.

He shouted, Wolf! Wolf! Come and help! The wolves are at my lambs! The wolves are trying to eat them!

There were many villagers in the town. They heard him crying and thought that they had to help. So, the kind villagers left their work and ran to the field to help him. They would try to help him chase away the wolves and protect his lambs. However, when the villagers got there, the boy laughed at them. There was no wolf there. He just wanted to watch them come running! He thought it was funny.

Then another day the boy tried the same trick. Once again, the villagers came running to help him out, and once again the boy laughed at them.

Then, one day, a wolf really did come and it started chasing the lambs. In great fright, the boy ran for help. Wolf! Wolf! he screamed. There is a wolf! Help! Please! Help! Please!

All the villagers heard him, but this time they did not come. They thought he was pulling another mean trick. They had learned their lesson and did not need to be laughed at again. So, no one paid attention to him and the shepherd-boy lost all his sheep they all ran away.

When people in the village found out what had happened, they were sorry, but they told the boy it was his fault. That is the kind of thing that happens to people who lie. Even when they tell the truth, no one believes them. People are just so used to their lies.

Task 1: Vocabulary

Instructions: Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

Q: 1 WordPhrase: Village **WordPhraseTier:** 2

Question: "There was once a boy who lived in a village up in the mountains." What is a village?

- A: A place made of snow.
- B: A small town.
- C: A trampoline park.
- D: A large house where 100 families live.

Question: Which sentence uses the word "Village" correctly?

- A: Washington, D.C. is a village.
 - B: The people in the village work together to help each other.
 - C: The man at the store said that a village is a big city.
 - D: We all villaged down the road.
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Q: 2 WordPhrase: Paid **WordPhraseTier:** 3

Question: "So, no one paid attention to him and the shepherd-boy lost all his sheep ?they all ran away." What does "paid" mean in this sentence?

- A: They gave him money.
- B: The villagers did not noticed him.
- C: The villagers did notice him.
- D: The wolf was eating him.

Question: Please chose the sentence that "paid" is used in the same context as the story.

- A: She paid him for the groceries.
 - B: The Little boy paid attention to the dog instead of his homework.
 - C: The boy in my math class paid his homework.
 - D: I paid at the park.
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Q: 3 WordPhrase: Fright **WordPhraseTier:** 3

Question: "In great fright, the boy ran for help." What does "fright" mean in this sentence?

- A: The boy was happy.
- B: The boy was dancing.
- C: The boy was running scared.
- D: The girl was sitting in a corner.

Question: Which sentence uses "fright" in the same context that the story does?

- A: I like to fright with my sister.
 - B: He was so happy he was full of fright.
 - C: Yesterday mom got a fright tire on the way to school.
 - D: I broke my nose, and cried with fright.
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Q: 4 WordPhrase: "Fault" **WordPhraseTier:** 2

Question: \"When people in the village found out what had happened, they were sorry, but they told the boy it was his fault.\" What does fault mean in this sentence?

- A: That he ate the sheep.
- B: That the boy is the wolf.
- C: The people will not allowed back in the village.
- D: That they blamed him.

Question: Choose the sentence that uses fault in the same context as the story.

- A: It is my fault if I do not do all of my homework.
 - B: I fault on the ground.
 - C: My friend and I fault to the pool.
 - D: If I hurry, I can still fault.
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Task 2: Forum Discussion

Instructions: This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and two peer responses for each topic.

1 - Main Idea

What is the main idea of this story? Why do you think its important?

2 - Characters

Who are the characters in this story? Can you list them all??

3 - Theme

What is the theme in this story? Do you think it will continue??

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Task 3: Writing Activity

Instructions: You are to write and post here a 500 word?essay about the moral of the story. Why is the moral of this story important? How does the ending of this story makeyou feel, and how do you think the boy feels??

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