

The Boy Who Cried Wolf

B.G. Hennessy

Teacher Guide, 2nd Grade

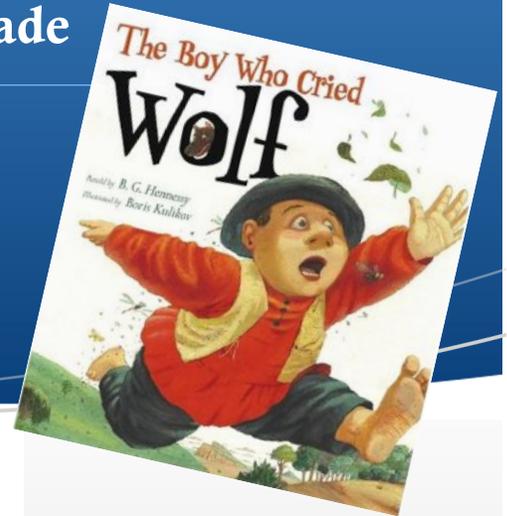
A fable / fairy tale

Interest level: grades 1-3

Grade level equivalent: 2.7

Retold by B.G. Hennessy

Illustrated by Boris Kulikov



Synopsis

This is a retelling of Aesop's Fable, The Boy Who Cried Wolf, with a touch of humor. It begins with a shepherd boy who is watching his flock of sheep and complaining of boredom. All the sheep do is eat and the boy wishes his friends could come to play with him. One way to spend his time productively is to teach the sheep some tricks, but the fun does not last long and the boy soon becomes bored again.

Another way to make the day more exciting, which is much less productive, is to run to the town below that shout that a wolf is after his sheep. He is so convincing that the entire town comes to the rescue, but when they come to the pasture, they do not see any wolf. Just to be sure that the sheep stay safe, the shepherd boy's friend stays with him all day and they play games and have fun together. The next day, the shepherd boy is bored again. He runs into town and shouts that two wolves were after his sheep. Again, the townspeople come rushing to his aid but they find no wolves. The shepherd's friend stays behind to make sure the wolf does not return, just like the last time.

The next day, while the shepherd boy is sitting in the pasture, bored again, three wolves appeared. This time, when the boy yells for help from the town, no one comes. The sheep run away in fear and the shepherd has to spend all his hours searching for his lost, scared sheep without any help.

Themes Definition

Honesty Not lying, stealing, or cheating.

Trust Belief in someone to be reliable and trustworthy.

Productivity Making use of one's time to the fullest.

Fear Being afraid of something that is dangerous.

Consequences The result of some event or activity.

“‘What I need is a little excitement,’ said the shepherd.

The shepherd boy jumped up from under his tree in the pasture and ran all the way to town, yelling, ‘WOLF! WOLF! WOLF!’”

Reading Habits to Promote in Your Class

What a student show do if s/he gets stuck on a tricky word...

1. Read the entire sentence, skipping over the tricky word. Then think about what word would make the most sense there.
2. Use the illustrations to give context clues to the tricky word.
3. Think about what you already know about the story or the word, and see if you can sound out the word.
4. Look at each part of the word and see if you can find parts you already know.
 - a. For example, take the word “protest.” Most students will know ‘p-r-o’ says /pr/ /Ō/. Most students will know ‘s-t’ says /st/. The student can use the parts s/he knows to figure out the word.
5. Use your finger to follow along the lines as you read, and cover up parts of words as you sound them out.



Strengths of The Boy Who Cried Wolf

This is a wonderful retelling of one of Aesop’s Fables. The humor conveyed through the text and the illustrations makes the story all the more enjoyable.

The patterns within the text allow for participation during read-aloud time. The text itself is laid out in a way that allows for more emotion and voice modulation when reading. Since it is a fable, it is recommended that teachers use the story when talking about morals, especially honesty and trust.



“All of the townsfolk came running as fast as they could to help the shepherd boy protect his sheep. They looked everywhere for the wolf. No wolf in the pasture. No wolf on the hill. No wolf in the forest.”

The moral of the story

Being honest and trustworthy is a trait we all value. It is just as important to teach children values and character like these as it is to teach them to read, write, add, subtract, etc.

After reading the story, discuss with your students why no one came to help the shepherd when it really mattered. Give a personal anecdote of a time you were or were not honest and the repercussions or rewards that came of it.

Ways To Use This Book in School

Research has shown that lessons are more meaningful if they are connected to other subjects and parts of the school day. The following is a list of ways to utilize B.G. Hennessy's *The Boy Who Cried Wolf* in a variety of ways beyond story time and literacy lessons.

Related Common Core Standards for second graders have been matched with these activities for your convenience.



"I am the most bored boy in the world," thought the shepherd.

Writing

In at least four sentences, have students write about how the shepherd was dishonest and what came of his lying. CCSS.ELA-Literacy.W.2.1 and CCSS.ELA-Literacy.W.2.2

In at least four sentences, have students write about a time they were or were not honest (text-to-self). CCSS.ELA-Literacy.W.2.3

Students re-write an Aesop's Fable, like this one, and illustrate it. It can be about themselves or someone else, but there must be a moral at the end. Have students use Word Wall Words and vocabulary words. Over the course of a week, they will write, revise, revise a peer's, and re-write. CCSS.ELA-Literacy.W.2.5

Have students create their own comic strip or comic book from point of view of the shepherd, wolves, sheep, or townsfolk. Talk through how each point of view may differ from one another. See appendix for a comic strip template.

As a group, in small groups, or individually, have students create a story map. Discuss the beginning, middle, and end of book. Discuss plot, characters, setting, problem, and resolution. After students write and draw it, they can share with a friend and explain their thinking. See appendix for story map template.

Speaking and Listening

Draw a T-chart, labeled "Shepherd's choices" and

"Productive choices". In small group or whole group discussions, identify the activities the shepherd engaged in to stave off his boredom. The teacher writes these under "Shepherd's choice." Then identify other ways the shepherd could have more productively occupied his time with the sheep, such as reading a book, catching insects, drawing, etc. and the teacher writes these under "Productive choices." CCSS.ELA-Literacy.SL.2.1, 2.2, and 2.3

Comprehension

Make a PowerPoint as a whole group or have students make one on their own describing the story. Half the PowerPoint should be a retelling, and the other half should be an application of the story's moral to real life. Including photos, drawings, and links to the Internet is to be encouraged. Be explicit in whether you want students to write in complete sentences, create tables, make lists, or write in all types of styles.

Science

Look through the illustrations and have students identify the different geography, plants, landscapes, and insects/bugs. Where could this book take place (e.g. not by the ocean, as there's no beach or water in sight). Some illustrations have many bugs/insects. Ask about students' prior knowledge of flies, butterflies, dragonflies, etc., and build a one- or two-day lesson about those insects' bodies, habits, lifespan, where they can be found, etc. CCSS.ELA-Literacy.RL.2.7

More Ways to Use This Book

Math

Assign a group of students to be sheep. Rotate among other students to be the shepherd, who has to count the sheep and determine two things: 1. Is there an even number or odd number of sheep? 2. If the shepherd started with ___ number of sheep, and he fell asleep and found a fewer number of sheep remaining, how many are missing? E.g. The shepherd has 10 sheep. S/He pretends to fall asleep. S/He wakes up and counts only 7 sheep. The shepherd determines that 3 sheep are missing. CCSS.Math.Content.2.OA.C.3

The sheep ran away at the end of the story. How far away did they run? Using the map included in the appendix, measure the distance in inches and centimeters for the baby sheep, the black sheep, and the white sheep. Discuss the difference measurements between the sheep, as well as between inches and centimeters. Use the words *shorter than* and *longer than*. CCSS.Math.Content.2.MD.A2

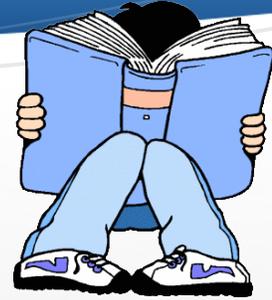
Extra: Create word problems for addition and subtraction using the story for inspiration. You can create these or the students can create their own.

- Challenge example: On the first day, the shepherd lied and said there was one wolf. On the second day, the shepherd lied and said there were two wolves. If the shepherd continued to lie and follow the pattern, how many wolves would he lie about on the tenth day? How many wolves *total* would he have lied about on the tenth day? Show your work. (answer 1: ten; answer 2: 55 because $1+2+3+\dots+9+10 = 55$ wolves total).

Holidays

As a gift for a family member or friend, the students could write a letter or book about the traits they appreciate in that person. These important traits can include being trustworthy, skilled at something, courageous, knowledgeable, respectful, kind, etc. This is a great way to teach nouns, verbs, and adjectives. Demonstrate by writing on the board “The shepherd was not honest. The townsfolk did not help him when his sheep ran away.” Students could identify the nouns (shepherd, townsfolk, sheep), the adjectives (honest), and the verbs (help, ran). This is a good review for nouns (person, place, thing, idea), adjectives (describing word), and verbs (action word).

- For example, for Mother’s Day, write, “My mom is a hard worker. She works in a hospital. She loves to read and go to the museum with me. My mom is a great gardener and I love when she bakes me cupcakes.” As a whole or small group, identify the nouns, adjectives, and verbs by circling them in different colors. Then have students write their own letter/book to their mothers.



Meeting the needs of all children

Every classroom has children who love to read and children who do not. Here are some ways to encourage all children to enjoy reading, with B.G. Hennessy’s book and others.

- Set realistic goals. See Appendix for a Powerful Reading Plan from [The Reading Turnaround](#) by Jones et al (2010). Celebrate achievements, however small.
- Explicitly teach reading habits and model for your student so s/he knows exactly what to do.
- Invite your student to eat lunch with you or spend some time after school with you. **Find out what her/his interests are and try to find books that match those interests.** Maybe take a trip to the school library and help her/him choose a book that interests her/him, and then read it together.
- Play games that have to do with reading, spelling, and literacy in general.
- After completing a book together, offer incentives, like a special bookmark or the chance to read to a younger child in school or with an older child in school.
- If possible, read articles on the Internet that interest your student. Also, YouTube has many great videos for younger students that have to do with reading and literacy. If a camera and computer are available to you, allow the child to make a “book trailer” of a book s/he likes.

More ways to use this book

Theater

See page 6 under “Parent Night.”

Teaching Character

The following could be a writing activity, Circle Time discussion, or even a chance to act out scenarios as skits.

Give examples of possible scenarios in school, such as the ones listed below.

If this is a writing activity, have students choose one scenario to write their own ending to and describe how/why it is the right or wrong thing to do.

If this is a Circle Time discussion, make a T-chart on the board or on big paper, write Right Choice or Wrong Choice as the headers, and list the students’ answers as you talk through the scenarios. If this is a chance to do a skit or two, have your students vote on which scenario to use or just pick one for them.

Be sure to flesh out the “Right” and “Wrong” choice for each scenario. Talk about feelings, actions, the “golden rule,” and doing good to feel good. When appropriate, link back to The Boy Who Cried Wolf and how the shepherd seemed to make a lot of wrong choices. It may even be appropriate to take instances from the book itself and identify what the right choice would have been.

- You are walking down the hallway by yourself. You find a twenty-dollar bill on the floor. What do you do?
- You are at the library. The person ahead of you is holding too many books and accidentally drops them all over the floor. What do you do?
- You go to the restroom and wash your hands afterwards. You see there is a very leaky faucet at one of the sinks. What do you do?

- At recess, you are playing a game with your friends. You notice a quiet girl from your class is sitting by herself watching you and your friends from across the blacktop. She looks sad. If you leave the game, though, you lose your turn. What do you do?
- You are at your friend’s house after school playing with his toys. Your friend leaves to answer his mom’s question from downstairs. While he’s gone, you accidentally break his toy. What do you do?

Big Buddy / Little Buddy Program

If your school does not already have a program, ask a teacher of fourth or fifth grade classroom to pair up with your class so that your students can read and “hang out” with children who are more experienced in reading. You can do the same with a younger grade, like Kindergarten. Reading the story together and doing an activity, like the ones listed in the Writing section here, would be a great way to promote reading and school culture.

Ongoing Vocabulary

Have an ongoing vocabulary list somewhere in your classroom. Once a week, ask students to find unknown words in books like this one, chapter books, in newspapers, or magazines and bring them to class (or supply them yourself). This can take five minutes per week – put up or write the word where it’s visible and encourage students to use it in their writing or speaking. CCSS.ELA-Literacy.L.2.4

More ways to use this book

Phonemic Awareness Games (most helpful for students who need more work on mastering phonics, reading, and spelling skills) CCSS.ELA-Literacy.RF.2.3

Silly Words: Using vocabulary words, spelling words, theme words, or other relevant words, play around with the words sounds and allow the students to “fix” the word for you. The script could go as follows:

Teacher: The word is “beperd.”

Students: Bepered? Not beperd! Shepherd!

Teacher: The word is “fonesty.”

Students: Fonesty? Not fonesty! Honesty!

Beginning / Medial / Ending Sounds:

Using vocabulary words, spelling words, theme words, or other relevant words, play around with the words sounds and have the students tweak the word for you. The script could go as follows (do this in a sing-songy rhythm to make it more fun):

Beginning sounds example – Teacher: Say “sheep.”

Students: Sheep.

Teacher: Say “sheep.”

Students: Sheep.

Teachers: Take away the /sh/ and put a /p/ in front, so the word is...

Student: Peep!

Medial sounds example – Teacher: Say “run.”

Students: Run. (2x)

Teacher: Take away the /ŭ/ and add an /ă/ in the middle, so the word is...

Students: Ran!

Ending sounds example – Teacher: Say “truth.”

Students: Truth. (2x)

Teacher: Take away the /th/ and put /st/ at the end, so the word is...

Students: Trust!

P-O-P Popping Popcorn Time!

You can use this game for spelling, word sounds, giving a sentence, giving a synonym or antonym, etc. The teacher travels to each student with a question. This game must be fast-paced, so students are sitting down and standing up quickly, like popcorn popping! Ask each student a question, such as how to spell a word, what sound is in the middle of a word, identifying characters or other parts of the story, saying a synonym or antonym for a word, etc. If the student answers wrong, s/he sits down. If three students answer their questions correctly, the student before that group of three can stand back up again. The last student standing wins.

Syllables:

Use spelling words, theme words, other words from the book, children’s names, etc. Clap, tap, or stomp out the syllables of each word.

Spelling

Another way to practice spelling words, other than re-writing them again and again, is to use movement. For every letter, assign a movement the students should make. For ex., chop, cut (make scissors with fingers), stomp, clap, snap, clap, shrug, punch, and nod. So if the word is “shepherd,” and you say “Clap the word,” students clap out each letter of the word as they say it out loud together. The words should be visible on their desks or the board as they do this.

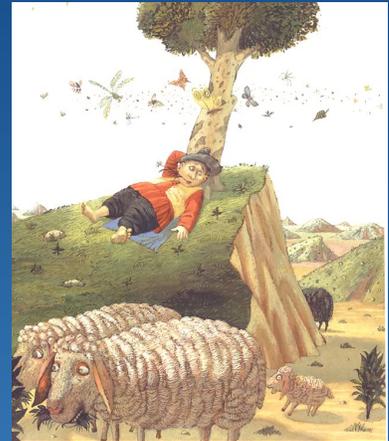
Parent Night – Act it out!

If a Parent Night or some kind of event coincides with the reading of this book, a possible activity could be to act out The Boy Who Cried Wolf. Using props and/or signs to signify who are the sheep, the townsfolk, the wolves, the shepherd, and the narrator adds to the fun of this drama. Acting out the story gives everyone a chance to read, speak, and play a part in the show. Practicing and preparing for the play is beneficial to students, both academically and socially.

This student-led activity is also a good way to demonstrate sequencing (first, then, next, last) as well as patterning (the repetition of the shepherd crying wolf, the sheep munching and baa-ing, etc.).

The basis for the show could be teaching morals through stories, such as this one. Other theater shows that could be put on during Parent Night or other events include *The Tortoise and The Hare* (if you work hard, you win), *The Lion and The Mouse* (friendship, kindness), and *the Ant and The Grasshopper* (hard work).

Not only will the students enjoy the show, but their parents and family members will love seeing their children act it out!



Other ELA Common Core Standards applicable throughout these lessons:

Conventions of Standard English

- CCSS.ELA-Literacy.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 1. CCSS.ELA-Literacy.L.2.1a Use collective nouns (e.g., group).
 2. CCSS.ELA-Literacy.L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 3. CCSS.ELA-Literacy.L.2.1c Use reflexive pronouns (e.g., myself, ourselves).
 4. CCSS.ELA-Literacy.L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 5. CCSS.ELA-Literacy.L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
 6. CCSS.ELA-Literacy.L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 1. CCSS.ELA-Literacy.L.2.2a Capitalize holidays, product names, and geographic names.
 2. CCSS.ELA-Literacy.L.2.2b Use commas in greetings and closings of letters.
 3. CCSS.ELA-Literacy.L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.
 4. CCSS.ELA-Literacy.L.2.2d Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*)
 5. CCSS.ELA-Literacy.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Other ELA Common Core Standards applicable throughout these lessons, cont'd:

Knowledge of Language

- CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 1. CCSS.ELA-Literacy.L.2.3a Compare formal and informal uses of English

Vocabulary Acquisition and Use

- CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 2. CCSS.ELA-Literacy.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.
 3. CCSS.ELA-Literacy.L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 4. CCSS.ELA-Literacy.L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 5. CCSS.ELA-Literacy.L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 6. CCSS.ELA-Literacy.L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- CCSS.ELA-Literacy.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
 1. CCSS.ELA-Literacy.L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 2. CCSS.ELA-Literacy.L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
 3. CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Phonics and Word Recognition

- CCSS.ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 1. CCSS.ELA-Literacy.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
 2. CCSS.ELA-Literacy.RF.2.3b Know spelling-sound correspondences for additional common vowel teams.
 3. CCSS.ELA-Literacy.RF.2.3c Decode regularly spelled two-syllable words with long vowels.
 4. CCSS.ELA-Literacy.RF.2.3d Decode words with common prefixes and suffixes.
 5. CCSS.ELA-Literacy.RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.
 6. CCSS.ELA-Literacy.RF.2.3f Recognize and read grade-appropriate irregularly spelled words.

Fluency

- CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
 1. CCSS.ELA-Literacy.RF.2.4a Read grade-level text with purpose and understanding.
 2. CCSS.ELA-Literacy.RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 3. CCSS.ELA-Literacy.RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Other Math Common Core Standards applicable throughout these lessons (Overview):

Operations and Algebraic Thinking

- CCSS.Math.Content.2.OA.A.1 Represent and solve problems involving addition and subtraction.
- CCSS.Math.Content.2.OA.B.2 Add and subtract within 20.
- CCSS.Math.Content.2.OA.C.3 and 4 Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

- CCSS.Math.Content.2.NBT.A.1 - 4 Understand place value.
- CCSS.Math.Content.2.NBT.A.5 - 9 Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- CCSS.Math.Content.2.MD.A.1 – 4 Measure and estimate lengths in standard units.
- CCSS.Math.Content.2.MD.B.5 – 6 Relate addition and subtraction to length.
- CCSS.Math.Content.2.MD.C.7 – 8 Work with time and money.
- CCSS.Math.Content.2.MD.D.9 – 10 Represent and interpret data.

Geometry

- CCSS.Math.Content.2.G.A.1 – 3 Reason with shapes and their attributes.

Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

**This list of Common Core Standards for 2nd grade at the end of this teacher guide is simply meant to keep the standards readily available to you at all times, so they can help guide your teaching if you choose to add onto the activities recommended above.*

***Attached documents include:*

- *An example of a map for the math measurement activity*
- *An example of a Powerful Reading Plan, to use with readers who need more help or greater challenge (The Reading Turnaround Jones et al, 2010)*
- *A comic strip template for the Writing activity*
- *A story map template for the Writing activity*

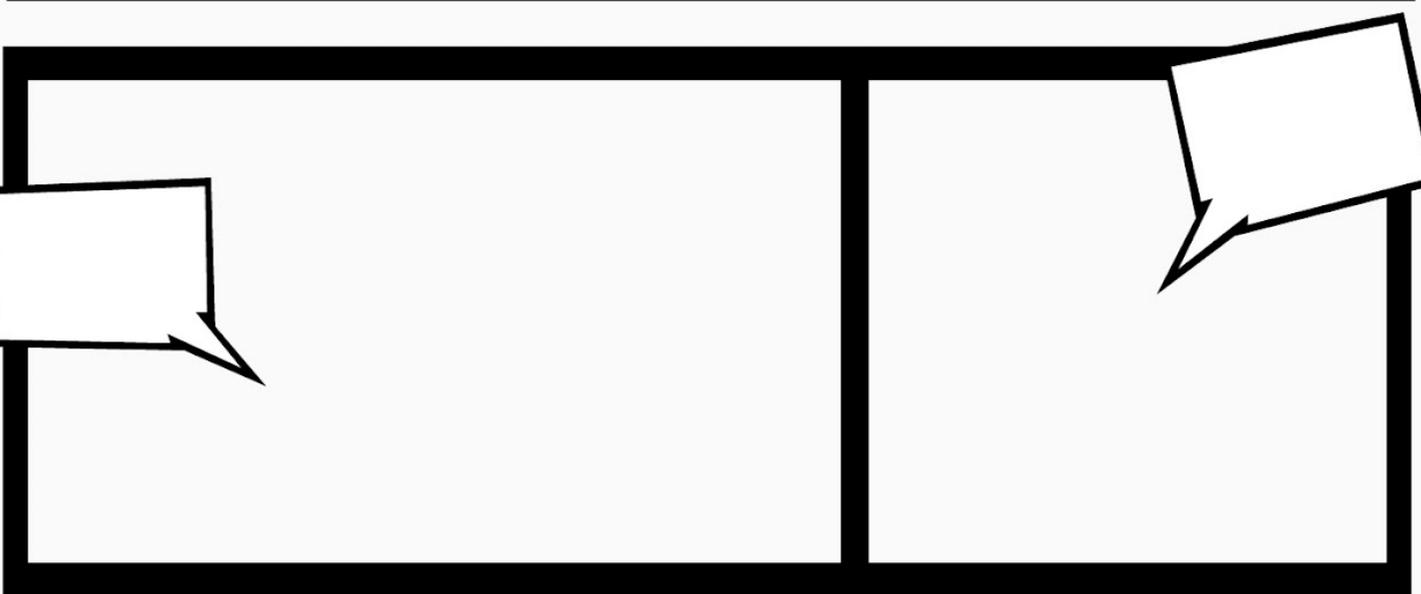
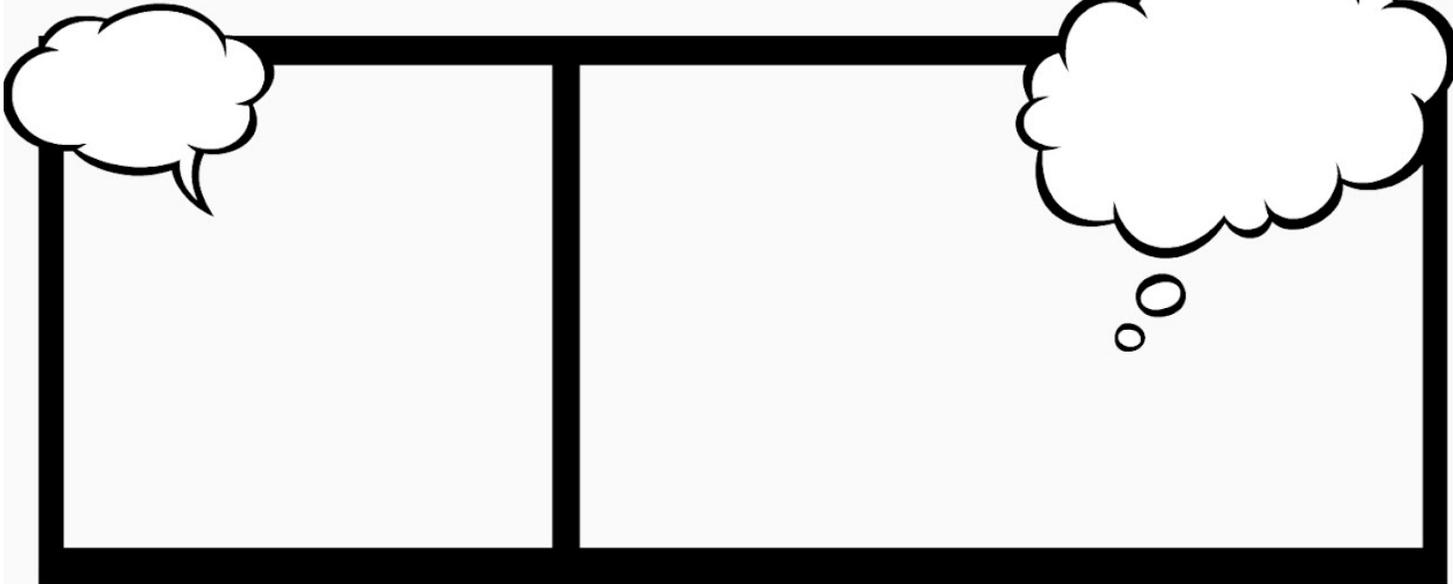
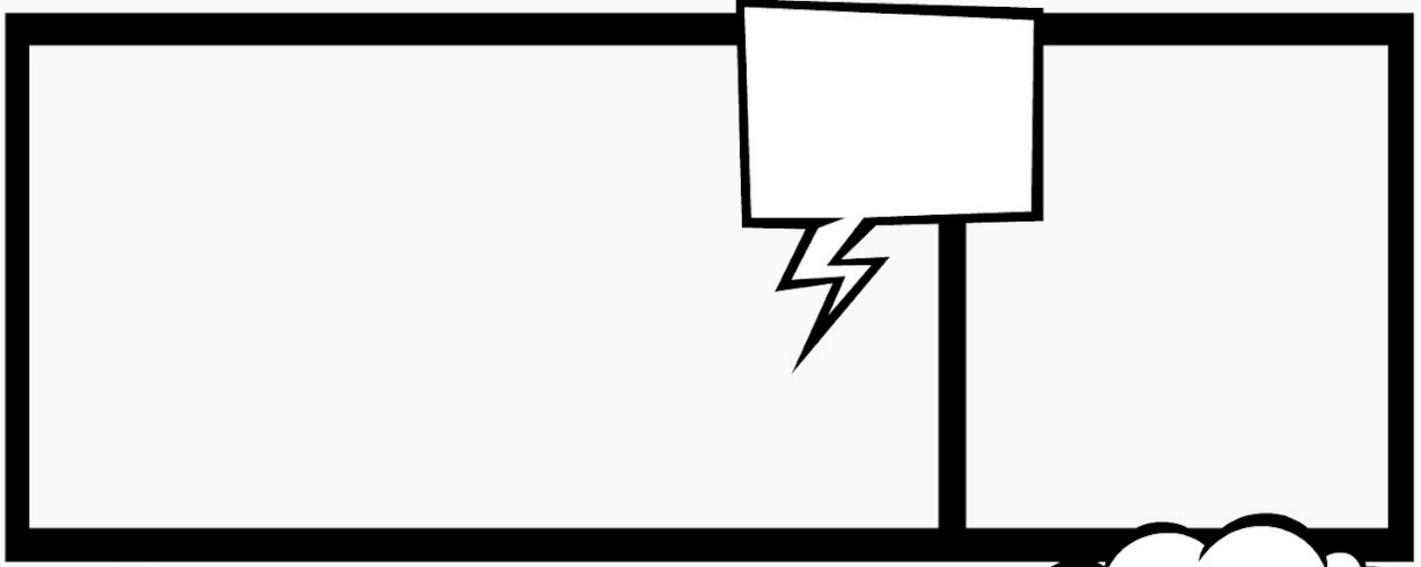
Observation Analysis

I had the opportunity to utilize one of my activities in the writing section (*In at least four sentences, have students write about a time they were or were not honest (text-to-self). CCSS.ELA-Literacy.W.2.3*) with three wonderful second graders at a charter school in Milwaukee, WI. I interviewed the three of them ahead of time to find out what their interests were in regard to reading and literacy (see notes attached). Then we read B.G. Hennessy's story together and they completed the activity individually. I would like to point out here that the three students I read with were all strong readers in second grade, so reading the story as a whole group might make more sense for teachers in grades 1-2.

These students were knowledgeable about book genres and they did a great job answering my questions about reading habits and how to figure out a word they do not know. Most of their comments seemed to reinforce my "reading habits" from the teacher guide. As for the activity, I found that two of the students really understood the activity well, in that they knew that the time they were dishonest was wrong and how to fix it for the next time. The third student did not quite understand that she was meant to talk about a time she told the truth – instead, she wrote about a time she told an adult about her friend getting hurt. However, she and I clarified that she definitely was being honest about her friend getting hurt and that instead of saying something that did not happen, she simply said what actually happened.

At the bottom of the students' activity sheets are several words I listed in case they wanted to use them in their writing. Two of the students were excellent spellers and did not need the words as a guide; however, the third student needed the words to help her write the story. What was so great about the students working together is they would help one another with spelling and writing in general, which reminded me of how important it is to have varying levels of learners in a classroom together so they can lead and teach one another (instead of the teacher constantly being the only leader in the classroom).

I would have liked to have tried more activities with more students, but as a former Kindergarten and first grade teacher, I feel like the activities and other information I listed in the teacher guide will be helpful and easily implemented in other classrooms!



Story Map

Name _____

Title: _____

Author: _____

Setting:

Characters: _____

Problem:

Event 1: _____

Event 2: _____

Event 3: _____

Event 4: _____

Event 5: _____

Event 6: _____

Solution:

The moral: _____

My opinion: _____