

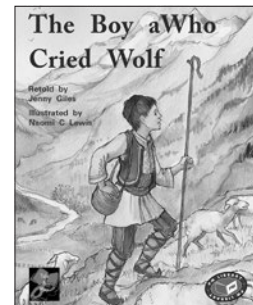
The Boy Who Cried Wolf

PM Level 19

Purple

Text Type Narrative

Running Words 1381



Preparing for Guided Reading

Orientation to the text

- Read some of the more popular fables written by Aesop. Discuss the moral or message portrayed in each story. Have students relate these to their everyday lives.

Prior knowledge

- Talk about the importance of being honest and trustworthy. Encourage students to recall occasions when they have or have not been trusted and why. Explain how trust has to be earned.

Building the Balanced Reader

Vocabulary

Key vocabulary

disappeared, distance, early, frightened, idea, learning, lonely, sight

Content Words

believe, bored, listened, meadow, moment, notice, pretend, shadow, terrible, terrified, trust, truth, village

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Discuss the story setting on the cover. Talk about the boy having responsibility for the sheep. Discuss his dress and appearance. Read the name of the person who retold the story and the illustrator's name. Ensure that students understand that this is a traditional tale and this particular version has been retold.
- Explain that during the 18th century many children didn't go to school, but had other responsibilities to their family and their village. Talk about the term *shepherd* and what it means.

Ask students how they would feel if they had to look after sheep all by themselves high up in the mountains.

- Look at the detail drawn by the illustrator. What information is given about life in that time? Read and talk about how Josef's father prepared him for work. Ask students to locate and read the sentences that tell how Josef was feeling.
- Read p. 6 and ask the children to predict what Josef's idea might be. Read p. 7 and discuss why Josef called 'Wolf' — was he lonely, frightened or just naughty? Have students give reasons for their answers.
- Discuss how the village men were going to protect Josef and the sheep. What was their response when they saw that there was no wolf?

Comprehension

- What was Josef learning to do? (*Literal*)
- Why was Josef bored up on the hillside? (*Inferential*)
- Why was Josef sorry about what he had done? (*Inferential*)

Follow-up activities

- Collect a range of collage materials to make a class mural. Have students revisit the illustrations, taking particular note of the setting. Encourage them to recreate the mountains, forest and village using different textured materials.
- Discuss the story sequence once again. In pairs have one student retell the story to their partner following the correct sequential order. Allow them to embellish the story and explain that they are not expected to tell it word-for-word. Discuss how they can improve their oral retelling by using facial expression, intonation, varying their voice volume and using pause appropriately.
- Create a 'Wanted' poster that might help the villagers find the wolves. Offer a reward. Display the posters in the classroom.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to make predictions about the text and to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can predict events in the text and use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up