



EXPEDITIONARY
LEARNING

Grade 3: Module 3B: Unit 1: Lesson 8

Describing The Wolf in Fables: “The Wolf in Sheep’s Clothing”



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)
I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4)
I can use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a)
I can use a known root word as a clue to the meaning of an unknown word with the same root. (L.3.4c)
I can use glossaries to determine or clarify the precise meaning of key words and phrases. (L.3.4d)
I can write opinion pieces, supporting a point of view with reasons. (W.3.1)
I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)

Supporting Learning Targets

- I can determine the meaning of unknown words using context clues, known root words, and a glossary.
- I can describe the characters in “The Wolf in Sheep’s Clothing” and explain how their actions contribute to the sequence of events.
- I can express an opinion about the wolf in this fable and support my opinion with reasons.

Ongoing Assessment

- Fluency Self-Assessment (continued from Lesson 2 homework)
- Character T-chart (from homework)
- Character Analysis Chart and Text-Dependent Questions: “The Wolf in Sheep’s Clothing”
- Vocabulary cards



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Homework and Engaging the Reader (5 minutes)2. Work Time<ol style="list-style-type: none">A. Determining the Gist and the Meaning of Key Terms: “The Wolf in Sheep’s Clothing” (20 minutes)B. Describing Characters and Forming an Opinion (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Reviewing Learning Targets: Narrative Elements and Who Is the Wolf in Fiction? (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread “The Wolf in Sheep’s Clothing” and self-assess fluency; complete Character T-chart: “The Wolf and the Shepherd.” | <ul style="list-style-type: none">• This lesson follows a pattern similar to Lessons 6 and 7. However, in this lesson students are expected to work more independently as they collaborate with group members to read a new fable, “The Wolf in Sheep’s Clothing,” from page 22 of <i>Aesop’s Fables</i> by Jerry Pinkney. Students analyze the characters and answer text-dependent questions to further their understanding of how the wolf is portrayed in fiction and how traditional stories like fables convey a lesson.• Students also write a short opinion paragraph to answer the questions: “What word best describes the wolf in this story? Why?” Continue to reinforce to students that opinions must be supported by reasons and evidence from the story.• Once again, determining the gist and the meaning of key terms is combined in Work Time A. In this lesson, students continue to practice using sentence-level context clues to determine the meaning of key terms, but they are also asked to use their knowledge of familiar root words and a glossary to help them clarify meaning.• Be sure to find time outside this lesson to meet with students one-on-one before Lesson 9, to help them reflect upon and determine strategies to meet fluency goals they have been working toward in this unit. Students will be assessed on fluency skills during the End of Unit 1 Assessment, Part 2 (in Lesson 10).• In advance:<ul style="list-style-type: none">– Review Milling to Music protocol and Fist to Five in Checking for Understanding Techniques (see Appendix).– Punch holes in index cards (five per student), to save time during Work Time A vocabulary instruction.• Post: Learning targets; Guiding Questions, anchor chart; Opinion Writing anchor chart and sample opinion paragraph; Narrative Elements anchor chart; and Who Is the Wolf in Fiction anchor chart. |



| Lesson Vocabulary | Materials |
|--|--|
| context, root words, glossary, opinion, support, reasons, stalking, devised, fold, amiss, seized | <ul style="list-style-type: none">• Guiding Questions anchor chart (from Lesson 1)• Journals (begun in Lesson 1)• <i>Aesop’s Fables</i> (book; one per student)• Index cards (five per student, with holes pre-punched)• Document camera• Glossary: “The Wolf in Sheep’s Clothing” (one per student)• Metal rings (students’ own; from Lesson 2)• Character Analysis Chart and Text-Dependent Questions: “The Wolf in Sheep’s Clothing” (one per student)• Opinion Writing anchor chart and sample class opinion paragraph (from Lesson 7)• Character Analysis Chart and Text-Dependent Questions: “The Wolf in Sheep’s Clothing” (answers, for teacher reference)• Narrative Elements anchor chart (from Lesson 4)• Who Is the Wolf in Fiction anchor chart (from Lesson 2)• Tape, glue, or staples (for each student)• Character T-chart: “The Wolf and the Shepherd” (one per student; for homework) |



| Opening | Meeting Students’ Needs |
|---|--|
| <p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their Character T-chart: “The Wolf and the Lean Dog” they completed for homework, then review directions for Milling to Music if needed.• Tell students to quickly mill to find a partner they have not worked with recently. Once students are partnered, ask them to share the ideas from their T-charts with one another.• After 1 or 2 minutes, invite a few students to share their ideas whole group.• Ask students to consider and discuss with their mill partner: “How are you progressing with your fluency goal? What strategies have you used to meet your goal?”• After 1 or 2 minutes, invite a few students to share ideas from their partner discussions with the class.• Direct students’ attention to the posted Guiding Questions anchor chart. Tell students that today they are going to read a new fable featuring a wolf and ask for volunteers to remind the class of the guiding questions for this unit:<ul style="list-style-type: none">* “What lessons can be learned from traditional stories?”* “Who is the wolf in fiction?”• Tell students they will continue to focus on these questions as they read a fable called “The Wolf in Sheep’s Clothing.” | <ul style="list-style-type: none">• Allow students who struggle with articulating their ideas aloud to exchange T-charts with their partners to read silently and then discuss.• Provide sentence starters as needed to allow all students access to group discussions. |



| Work Time | Meeting Students’ Needs |
|--|---|
| <p>A. Determining the Gist and the Meaning of Key Terms: “The Wolf in Sheep’s Clothing” (20 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their journals and join their group members.• Distribute the book <i>Aesop’s Fables</i> and allow students to conduct a brief Book Walk and then share out what they notice and wonder about the book.• After 1 or 2 minutes, invite a few students to share their thinking whole group.• Explain to students that this is a book full of stories by a man named Aesop, who lived in Greece over 2,000 years ago. Tell students that Aesop was a famous storyteller who shared his fables through “oral tradition,” as a way to convey meaningful lessons to listeners about how to do well, or succeed, in life.• Ask students to open their books to page 22 and follow along silently and try to determine the gist as you read “The Wolf in Sheep’s Clothing” aloud.• When students are ready, begin the read-aloud, starting with the title and reading through the italicized text. (Consider using this as an opportunity to model fluent reading and as time allows, ask students to share out examples of how you read with fluency.)• After reading the story aloud, ask students to discuss what they think the gist of the fable is with group members and then to record a gist statement on the next blank page in their journals.• After 1 or 2 minutes, cold call a few students to share their gist statements whole class and listen for suggestions such as:<ul style="list-style-type: none">– “The gist of this fable is that a wolf tries to be sneaky by dressing as a sheep, but he ends up being caught by the shepherd.”– “The wolf wants to eat the sheep, so he sneaks into the flock disguised as a sheep.”– “The sneaky wolf is caught by the shepherd who threatens the wolf with a knife.”• Remind students that reading for gist or to get the general sense of a text is one way to help deepen readers’ understanding of the story before rereading for deeper analysis, but that another strategy is to determine the meaning of key and unfamiliar terms to help clarify key ideas the story is trying to convey.• Ask students to read the first learning target aloud with you:<ul style="list-style-type: none">* “I can determine the meaning of unknown words using context clues, known root words, and a glossary.”• Underline the words: <i>context</i>, <i>root words</i>, and <i>glossary</i>. | <ul style="list-style-type: none">• Allow students who struggle with writing to draw a pictorial representation of the gist.• Encourage ELLs and struggling writers to draw pictorial representations of the meaning for each term before or in place of recording a definition. |



| Work Time (continued) | Meeting Students’ Needs |
|--|-------------------------|
| <ul style="list-style-type: none"> • Ask students what they know about the meaning of each of these terms. Listen for: <ul style="list-style-type: none"> – “Using <i>context</i> clues means to refer to other words and phrases in a sentence to help you figure out what an unknown word means.” – “A <i>root word</i> is the main part of a word.” – “A <i>glossary</i> is like a dictionary; it gives definitions for key words from texts, stories.” • If students are not able to define these terms, define for them. • Tell students that today, they will continue to practice using context clues to help them determine meaning, but they will also use their understanding of familiar root words and a glossary to help them clarify their understanding of key terms from the fable. • Distribute index cards. Using a document camera, display and distribute the Glossary: “The Wolf in Sheep’s Clothing.” • Ask students to record each of the following key terms onto its own index card: <i>stalking</i>, <i>devised</i>, <i>fold</i>, <i>amiss</i>, and <i>seized</i>. • Once students have recorded each term onto an index card, ask them to set aside the cards with “fold” and “amiss” and to focus on the cards for “stalking,” “devised,” and “seized” as well as their glossary page. • Focus students’ attention on the word “stalking” and the glossary term “stalk.” Point out that the “(v.)” next to this word indicates that it is used as a verb in the context of this story—something the character is “doing” (an “action” word). • Ask students to read the definition for “stalk” aloud with you, then point out that “stalk” is the root word of “stalking” and so the definition from the glossary can help students figure out what this word means. Model by using a think-aloud and say something like: “I know from the glossary that ‘stalk’ means to ‘follow someone; frequently cause someone trouble’ and ‘-ing’ tells me it is something that is happening right now, so I think stalking means following someone; frequently causing trouble for somebody.” • Ask students to record a definition for the word “stalking” onto their index cards. Then focus students’ attention on the next two words and point out they both end in “-ed.” Ask students what the ending “-ed” indicates about when something is being done. Listen for students to say: “in the past.” If students do not know this, clarify for them. • Ask students to use the glossary and their understanding of “-ed” to determine and record a definition for the words “devised” and “seized.” Circulate to support as needed. • After 3 or 4 minutes, cold call a few students to share the definitions they recorded whole class. Affirm or clarify students’ thinking and then ask students to revise definitions based on class discussions if needed. | |



| Work Time (continued) | Meeting Students’ Needs |
|---|-------------------------|
| <ul style="list-style-type: none"> • Focus students’ attention on the remaining two index cards with the terms “fold” and “amiss” written on them. • Ask students what they recall from the previous lesson and other modules about how to determine the meaning of a word based on context clues. • Listen for students to share that they look for words that are used to make connections between words, such as “and” or “instead,” which indicate the words are similar or different; they can look to familiar words within the same sentence to help them determine meaning; and so forth. Clarify and/or model as needed, then ask students to work with group members to determine and record a definition for the remaining two terms. • Circulate to offer guidance and support as needed. Pose questions such as: <ul style="list-style-type: none"> * “What other words and phrases from the sentence make you think that’s what the word means?” * “How does the author connect these words? How could that help you determine the meaning of the word?” * “Can you draw a quick sketch on the back of your card to show what the word means?” • After 3 or 4 minutes, invite several students to share out whole class their definitions and how they determined the meaning of each word. Listen for ideas such as: <ul style="list-style-type: none"> – “<i>Fold</i> in this context means the area where the sheep are, or into the middle of the sheep. I think this is what fold means because it says that the wolf slunk into the fold wearing a sheepskin disguise, and I know he was trying to get near the sheep without being seen by the shepherd.” – “<i>Amiss</i> means wrong; I think this because it says that the shepherd did not see anything amiss in the dark after the wolf had already snuck in, so I think it means the shepherd could not see that anything was wrong because it was dark.” • Ask a few students to remind the class why it is helpful to determine the meaning of key terms before analyzing a text more deeply and listen for students to share that working to determine the meaning of key terms helps them deepen their understanding of the ideas conveyed in the text. • Tell students to quickly review key terms and their gist statements, then discuss with group members how they could revise their statements based on new understandings about key terms from the story. • After 1 or 2 minutes, invite a few students to share their thinking aloud. Answers will vary but listen for students to incorporate key terms into their revised gist statements. • Ask students to add the new Vocabulary cards to their metal rings. | |



| Work Time (continued) | Meeting Students’ Needs |
|---|--|
| <p>B. Describing Characters and Forming an Opinion (30 minutes)</p> <ul style="list-style-type: none"> Ask students to read the second learning target aloud with you: <ul style="list-style-type: none"> * “I can describe the characters in ‘The Wolf in Sheep’s Clothing’ and explain how their actions contribute to the sequence of events.” Point out that this target is similar to ones from previous lessons, then ask students to discuss in groups: “What do you think you will be doing during the first part of Work Time?” After a brief moment, invite a few students to share out their thinking with the class. Then, distribute the Character Analysis Chart and Text-Dependent Questions: “The Wolf in Sheep’s Clothing.” Explain to students that this is just like the chart they completed whole group in the previous lesson. Tell students that today, they will complete the chart and questions more independently, by discussing their thinking within groups rather than as a whole class. Read the directions aloud as students follow along silently, review each column and row of the chart, and read each of the text-dependent questions aloud. Focus students’ attention on the fact that the last question is asking them to form and record an opinion about the best word to describe the wolf in this story, then remind students they may refer to the Opinion Writing anchor chart and class example of an opinion paragraph (from Lesson 7) for support. Provide clarification as needed, then ask students to begin working. Circulate to offer support and refer to the Character Analysis Chart and Text-Dependent Questions: “The Wolf in Sheep’s Clothing,” (answers, for teacher reference) as needed to help guide students. If necessary, briefly model again using the first one or two paragraphs of the story before releasing students to work with group members. After 8–10 minutes, pause students in their work and invite a few groups to share out details they added to each column of their charts. Affirm or clarify students’ thinking (see answers, for teacher reference), then allow students to revise or add to their charts based on ideas shared out whole group. Ask students to continue working with group members to answer the first four text-dependent questions. Again, circulate to support. After 6 or 7 minutes, pause students in their work and invite a few students to share their responses to the first four text-dependent questions aloud. Once again, affirm or clarify students’ ideas. | <ul style="list-style-type: none"> Consider adding details (in addition to the ones provided) to the Character Analysis charts to support students who have difficulty with writing. Consider working more closely with small groups of students who may struggle to complete this work. Consider providing an audio version of the text for struggling readers to listen to as they complete the Character chart and text-dependent questions. |



| Work Time (continued) | Meeting Students’ Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Ask students to read the final question and criteria aloud with you and point out the “Word Bank” above the question. Clarify as needed, then ask students to refer to the Opinion Writing anchor chart and class paragraph from Lesson 6 to develop an opinion paragraph that answers the focus question: “What would be the best word to describe the wolf in this story? Why?”• Circulate to offer guidance and pose probing questions such as:<ul style="list-style-type: none">* “Why do you think that is the best word to describe the wolf in this story?”* “What details from the story support your opinion?”* “How can you connect your ideas by using linking words?”* “How can you conclude your paragraph by restating your opinion?”• After 6 or 7 minutes, invite a few students to read their opinion paragraphs aloud to the class.• Give students specific positive feedback about ways they worked independently and cooperatively with group members to complete their Character Analysis chart and opinion paragraphs during today’s lesson. | |



| Closing and Assessment | Meeting Students’ Needs |
|--|--|
| <p>A. Debrief and Reviewing Learning Targets: Narrative Elements and Who Is the Wolf in Fiction? (5 minutes)</p> <ul style="list-style-type: none"> • Focus students’ attention on the Narrative Elements anchor chart and briefly review the information added to the chart during Lessons 2–6. • Ask students to refer to their text-dependent questions and responses, as well as the fable “The Wolf in Sheep’s Clothing” to discuss with nearby peers: “What did we read today that could be added to the columns on our chart?” • After 2 or 3 minutes, invite students to share their ideas whole class. Add students’ ideas to appropriate columns of the Narrative Elements anchor chart, listening for suggestions like: <ul style="list-style-type: none"> – “The setting is unclear, but it’s near a flock of sheep and at one point it is nighttime.” – “The characters are the wolf, the shepherd (and the sheep).” – “The wolf’s motivation was to eat the sheep when the shepherd went to sleep; the shepherd’s motivation was to protect the sheep.” – “The central problem is that the sheep are in danger because the wolf wants to eat them.” – “Events are that the wolf comes up with a plan to disguise himself as a sheep, so he can sneak in and eat them after the shepherd falls asleep; the wolf is caught by the shepherd; the shepherd raises his knife to the wolf.” – “The problem is solved when the shepherd catches the wolf, because his sheep will be safe, not eaten,” etc. • Focus students’ attention on the Who Is the Wolf in Fiction anchor chart and ask them to discuss with nearby partners: <ul style="list-style-type: none"> * “What word would you use to describe the wolf in this fable? Why?” • After 1 or 2 minutes, invite a few students to share their thinking aloud and record their ideas onto the chart. • Ask students to tape, glue, or staple their completed Character chart and text-dependent questions: “The Wolf in Sheep’s Clothing” onto the next blank page in their journals. • Ask students to read each of the learning targets aloud, pausing between to use Fist to Five to demonstrate their level of mastery toward each target. • Then, distribute a Character T-chart: “The Wolf and the Shepherd” to each student. Read through the directions and provide clarification (or model) as needed. | <ul style="list-style-type: none"> • Provide sentence starters and frames as needed, so all students can share their thinking during the debrief. |



| Homework | Meeting Students’ Needs |
|--|---|
| <ul style="list-style-type: none">• Reread “The Wolf in Sheep’s Clothing” and self-assess fluency.• Read “The Wolf in Sheep’s Clothing” once again in a whisper voice, then aloud one more time to reassess fluency. Refine or revise your fluency goal as needed.• Read the story “The Wolf and the Shepherd” from page 79 of <i>Aesop’s Fables</i> and complete the Character T-chart. | <ul style="list-style-type: none">• Provide an audio version of “The Wolf in Sheep’s Clothing” for struggling readers to practice reading aloud with.• Provide an audio version of “The Wolf and the Shepherd” to support struggling readers.• Allow students who struggle with writing to dictate their Character T-chart responses to someone at home to scribe for them. |



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Supporting Materials



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Glossary: “The Wolf in Sheep’s Clothing”

| Word | Definition |
|-------------|--|
| stalk (v.) | To follow somebody; to frequently cause someone trouble. |
| devise (v.) | To think something up; to create; to develop. |
| seize (v.) | To grab; to take hold of something. |



Character Analysis Chart and Text-Dependent Questions:
“The Wolf in Sheep’s Clothing”

.....
Name:

.....
Date:

Directions:

For each character:

1. Make sure there are at least three details from the story in the “Motivation” column that describe what the character says, thinks and feels.
2. Make sure there are at least three details from the story in the “Actions” column that describe what the character does.
3. Look carefully at the details you recorded; then, in a few words, explain what you think the character “Wants.”
4. Based on what the character says, thinks, feels, wants, and does, add at least one additional idea about the character’s “Traits” in the third column.
5. What happens to the character as a result of his/her motivations, actions, and traits? Record your thinking in the “Result” box.

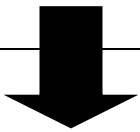
When you have finished analyzing all the characters, look back to the text and your chart to help you answer the text-dependent questions.



Character Analysis Chart and Text-Dependent Questions:
“The Wolf in Sheep’s Clothing”

“The Wolf in Sheep’s Clothing” (*Aesop’s Fables*, p. 22)

| Character | MOTIVATION: What does the character want? (what the character says, thinks, feels) | ACTIONS: What does the character do? | TRAITS: What is the character like? |
|-----------|---|--|--|
| Wolf | SAYS/THINKS/FEELS: – Hungry – “Aha!” WANTS: | – <i>stalking</i> a flock of sheep for days | Trickster |



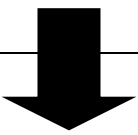
| Result |
|--------|
| |



Character Analysis Chart and Text-Dependent Questions:
“The Wolf in Sheep’s Clothing”

“The Wolf in Sheep’s Clothing” (*Aesop’s Fables*, p. 22)

| Character | MOTIVATION: What does the character want? (what the character says, thinks, feels) | ACTIONS: What does the character do? | TRAITS: What is the character like? |
|-----------|---|---|--|
| Shepherd | <p>SAYS/THINKS/FEELS:</p> <ul style="list-style-type: none">– Had a taste (hungry) for fresh mutton– <i>Astonished</i> <p>WANTS:</p> | <ul style="list-style-type: none">– Thinking only of his supper– grabbed the nearest sheep | Watchful |



| Result |
|--------|
| |



Character Analysis Chart and Text-Dependent Questions:
“The Wolf in Sheep’s Clothing”

Lesson: *Tricks often put the trickster in peril.*

1. Why would the wolf in this story be considered a “trickster?” Use details from the story to support your answer.

2. Why does the wolf try to trick the shepherd?

3. What “peril” was the wolf in as a result of playing a “trick” on the shepherd?

4. Based on key details from your analysis chart and your responses to the questions above, explain the lesson of this story in your own words.



Character Analysis Chart and Text-Dependent Questions:
“The Wolf in Sheep’s Clothing”

Word Bank

flock trick (v.) trick(s) (n.) shepherd mutton peril
stalking devised slunk astonished

5. FOCUS QUESTION: What word, other than “trickster,” would best describe the wolf in this story? Why?
- State your opinion (be sure to use key words from the focus question.)
 - Support your opinion with at least two reasons, based on key details from the story.
 - Write a concluding statement.
 - Use linking words to connect ideas.
 - Include at least two key terms from the Word Bank.



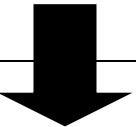
Character Analysis Chart and Text-Dependent Questions:

“The Wolf in Sheep’s Clothing”
(Answers, for Teacher Reference)

*Sample responses to questions and details students may have added to their charts are in **bold**.

“The Wolf in Sheep’s Clothing” (*Aesop’s Fables*, p. 22)

| Character | MOTIVATION: What does the character want? (what the character says, thinks, feels) | ACTIONS: What does the character do? | TRAITS: What is the character like? |
|-----------|--|---|---|
| Wolf | <p>SAYS/THINKS/FEELS:</p> <ul style="list-style-type: none"> – Hungry – “Aha!” – As soon as the shepherd goes to bed, I’ll eat as many sheep as I please!” <p>WANTS: food; to eat the sheep</p> | <ul style="list-style-type: none"> – <i>stalking</i> a flock of sheep for days – devised a plan to outwit the shepherd – slunk into flock – disguised himself as a sheep | <p>Trickster</p> <p>Sneaky</p> <p>Devious</p> <p>Sly</p> |



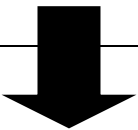
| Result |
|---|
| The wolf is captured by the shepherd, who threatens the wolf with a knife. |



Character Analysis Chart and Text-Dependent Questions:

“The Wolf in Sheep’s Clothing”
(Answers, for Teacher Reference)

| Character | MOTIVATION: What does the character want? (what the character says, thinks, feels) | ACTIONS: What does the character do? | TRAITS: What is the character like? |
|-----------|---|--|---|
| Shepherd | <p>SAYS/THINKS/FEELS:</p> <ul style="list-style-type: none">– Had a taste (hungry) for fresh mutton– <i>Astonished</i>– “What do you think you’re doing in my <i>flock</i>?”– “Rest <i>assured</i>, this is the last time I’ll find you <i>lurking</i> here.” <p>WANTS: to kill the wolf; to frighten the wolf away from his flock.</p> | <ul style="list-style-type: none">– Thinking only of his supper– grabbed the nearest sheep– found himself holding the wolf raises his knife | <p>Watchful</p> <p>Protective</p> <p>Strong</p> |



| Result |
|--|
| The shepherd discovers the wolf is wearing a disguise and threatens him with a knife. |



Character Analysis Chart and Text-Dependent Questions:

“The Wolf in Sheep’s Clothing”
(Answers, for Teacher Reference)

Lesson: *Tricks often put the trickster in peril.*

1. Why would the wolf in this story be considered a “trickster?” Use details from the story to support your answer. (RL.3.1)

The wolf is considered a trickster because he tries to fool the shepherd by dressing up as a sheep so the shepherd will think the wolf is part of his flock.

2. Why does the wolf try to trick the shepherd? (RL.3.1, RL.3.3)

The wolf is hungry, so he tries to trick the shepherd into thinking he’s a sheep so he can eat the sheep after the shepherd falls asleep.

3. What “peril” was the wolf in as a result of playing a “trick” on the shepherd? (RL.3.1, RL.3.3)

The wolf is in danger and ends up being killed when the shepherd discovers that the wolf is not really one of his sheep.

4. Based on key details from your analysis chart and your responses to the questions above, explain the lesson of this story in your own words. (RL.3.2)

The lesson of this story is that it’s a bad idea to try and play tricks on people because you might end up putting yourself in danger!

Word Bank

flock trick (v.) trick(s) (n.) shepherd mutton peril
stalking devised slunk astonished

What word, other than “trickster,” would best describe the wolf in this story? Why? (Sample Response)

I would describe the wolf as sneaky because he is *stalking* the sheep so he can sneak into their *flock* in disguise. He also waits for the *shepherd* to fall asleep so he can eat as many sheep as he wants. However, the wolf’s plan does not work and the shepherd catches him.



Character T-Chart

“The Wolf and the Shepherd”

Directions: After rereading “The Wolf in Sheep’s Clothing” and the new fable, “The Wolf and the Shepherd,” complete the Character T-chart with *key details* from the story and write a response to each question, based on the story and your T-chart ideas.

| Wolf 1 “The Wolf in Sheep’s Clothing” | Wolf 2 “The Wolf and the Shepherd” |
|---|--|
| <p>Motivation: Wants to eat the flock of sheep.</p> <p>Action: Disguises himself to sneak into the flock of sheep.</p> <p>Trait: Tricky</p> <p>Result: Is caught by the shepherd.</p> | <p>Motivation: Wants to find out where the mouthwatering fragrance is coming from.</p> <p>Action:</p> <p>Trait: Curious</p> <p>Result:</p> |

GLOSSARY

Fragrance /'frāgrəns/: smell; scent; aroma

Condemn /kən'dem/: say something is bad; disapprove

1. What is one way the wolves in these stories are the same?

2. What is one way they are different?
