Once upon a time, there was a small village in the valley of a mountain.

Many of the people in the village were farmers.

Some of them tended the vegetables while others watched the animals.

One day, one of the older boys was told to watch over the sheep.

He started to watch the sheep, but soon he was bored.

In a loud voice, the older boy shouted: “Wolf!”

All of the villagers stopped what they were doing and ran to the mountain.
When the farmers arrived at the mountain, they saw the boy laughing at them.

Later, the boy was bored again and shouted out "Wolf!" a second time.

The boy laughed harder and the farmers were angrier.

But this time there really was a wolf, and it attacked and killed many sheep.

The angry villagers said: “Don’t cry wolf when there are no wolves in sight.”

Once again, all of the villagers ran to the mountain.

The boy cried "Wolf," no one came.

(The Boy Who Cried Wolf (Page 2) - Lesson Collection Set #4)
The Boy Who Cried Wolf

Language Target: Word order, sentence construction, articles, subject / verb agreement, use of punctuation such as commas, periods and quotation marks.

Setting Up: This lesson requires a little preparation time – but it only needs to be done once. Enlarge the worksheet as much as possible on a printer or copy machine.

Prepare 14 small envelopes or zip-lock bags. Cut the worksheets into individual sentences – there are 14 in total. Next, cut each sentence into individual words and put one set of words into each envelope.

[Note: Each sentence uses its own individual icon (printed in the upper right corner of the word boxes) so that the words, if misplaced, can be distinguished from the other sentences and put back into their original envelope.]

Write the following on the board: in park, a dog Two took walk the boys walk and

Students put the words into the correct order so that it reads: Two boys and a dog took a walk in the park.

Explain that they are about to do the same thing with 14 sentences, and that the sentences also need to be put into the correct order.

When finished, the students will have a famous story.

Getting Started Part 1: With the class divided into pairs or small groups (no more than four), explain that there are 14 sentences and each sentence has from 9 to 15 words.

Each pair or group of students is given one of the envelopes containing the words to one sentence.

[Note: Give the sentences to the students in random order otherwise it will be too easy.]

The students dump the words onto the table top and arrange the words into the correct order.

They will need to discuss a bit to do this. They will also be tempted to converse in their own language which is, of course, not allowed.

When the sentence is complete, students write it on a sheet of notebook paper.

Then the slips of paper are put back into the envelope which is then passed along to the next pair or group.

Now pairs or groups get a new envelope.

Continue the process until all pairs or groups have finished all 14 sentences.

Getting Started Part 2: Now that all of the words have been organized into 14 sentences (and have been written on notepaper), students assemble the sentences into the correct order. If done accurately, they will have a simple story about the shepherd boy who cried wolf.

Variation 1: Prepare one complete set of 14 envelopes for each pair or group in class. Give one set to each. The first pair/group to correctly finish the complete story is the winner.
Variation 2: For listening practice, the 14 envelopes are randomly divided among three groups (each group gets four or five envelopes).

After all of the words have been correctly arranged into sentences, groups read them to each other.

Through reading, writing and thinking, the three groups assemble the 14 sentences into the correct order.

Building Fluency: After all is finished and each student has the complete story written on paper, begin a discussion of this famous folktale.

Ask questions such as:

What does this story mean?

What can this story teach us about making false claims?

Can anyone give additional examples of “crying wolf”?

Writing Practice: This lesson is perfect as a dictation practice activity. While pairs or groups of students work with each sentence, only one of the students writes down the finished sentence.

After all 14 sentences have been put into order, the student with the “master” list dictates the sentences to the other students in the group.

Similar Lesson:
Six Blind Men
(Lesson Collection Set #3 – Lesson 05a)

Contributed by Kurt Scheibner