



The Wolf and the Seven Little Kids

4

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “The Wolf and the Seven Little Kids”
- ✓ Identify the sequence of events in “The Wolf and the Seven Little Kids”
- ✓ Identify the characteristics of subgenres of fiction, including folktales

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Retell “The Wolf and the Seven Little Kids” by sequencing four to six pictures illustrating events of the story in proper sequence (RL.K.2)
- ✓ Describe the role of an author and illustrator in a fiction text (RL.K.6)
- ✓ Describe an illustration of the wolf at the door in “The Wolf and the Seven Little Kids,” using the illustration to check and support comprehension of the read-aloud (RL.K.7)
- ✓ Explain that “The Wolf and the Seven Little Kids” is fantasy because animals cannot talk and do not live in houses

Core Vocabulary

bleated, v. Made the sound or cry of a goat or sheep

Example: The goat bleated when it was frightened.

Variation(s): bleat, bleats, bleating

disguise, v. Make oneself look like someone or something else

Example: Billy would often disguise himself with a hat and glasses when he tried to play a trick on his sister.

Variation(s): disguises, disguised, disguising

kids, n. Young goats

Example: The kids ate grass in the field with their mama goat.

Variation(s): kid

mill, n. One who works in, operates, or owns a mill—a building where grain is ground into flour


Example: The miller was covered in flour by the end of the day.

Variation(s): millers

terrified, adj. Deeply afraid

Example: The terrified mouse ran away from the cat.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Do We Know?		10
	Purpose for Listening		
Presenting the Read-Aloud	The Wolf and the Seven Little Kids		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Terrified		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Sequencing Events in the Story	Instructional Master 4B-1; paper	15
	Domain-Related Trade Book		



The Wolf and the Seven Little Kids

4_A

Introducing the Read-Aloud

10 minutes

What Do We Know?

Remind students that stories are often created from people's imaginations; they are not real. Ask if students have ever had someone *tell* them a story—not reading a book or story aloud, but simply telling the story from memory.

Explain to students that the next story they will hear is a folktale. A folktale is different from the kinds of stories found in many children's books. Folktales are stories that are passed from person to person orally, or by word of mouth, instead of being written down. For example, a grandmother might tell a story to her grandchildren, and later, those children will tell that story to their children, who in turn will pass it on to others. In this way, folktales are passed down from generation to generation. Every culture in the world—every nation and group of people—has its own folktales. It wasn't until very recently that some of these stories were actually written down. Be sure to emphasize that folktales are made-up stories. Remind students that stories that are made-up or created from someone's imagination are known as fiction. Folktales are one type of fiction.

Explain to students that over the next several days they will hear several folktales.

Purpose for Listening

Tell students that the first folktale they will hear is about a wolf who tries to become friends with a family of goats. Ask them to listen carefully to find out how the wolf and baby goats, or kids, become friends. (If some students are already familiar with this folktale, tell them to listen to see how this version might be different from the one they know.)



The Wolf and the Seven Little Kids

← Show image 4A-1: Mother talking with the seven kids gathered around

There was once a mother goat who had seven little **kids**, and she loved them as well as any mother has ever loved her children.¹

One day she gathered her seven kids around her and said, “Dear children, I must go into the forest to get food for us to eat. While I am away, do not open the door for anyone, especially the wolf. You will always know him by his rough voice, and by the dark grey fur on his paws.”

“Don’t worry, mother,” said the kids, “we will take good care of ourselves.” So the mother goat **bleated** goodbye, and went on her way with a calm mind.²

Meanwhile, the wolf was all alone in the forest. He never had anyone to play with, as the other animals were scared of him. This made him quite sad, but he thought maybe if the seven kids just got to know him they would want to play with him. The wolf decided he would **disguise** himself in order to get the kids to give him a chance.³

1 Kids is a word for baby goats.

2 Bleated means cried out.
[Demonstrate bleating noise.]

3 That means the wolf will change how he looks or sounds.



← Show image 4A-2: Wolf at the door⁴

Soon there came a knock⁵ at the door, and a voice called out, “Open the door, my dear children. Your mother is back and has brought you each something.” But oh, what a rough voice!⁶

The kids thought it surely must be too soon for their mother to be back. “No, we won’t open the door!” cried the kids. “Our mother has a sweet, gentle voice, and your voice is rough. You must be the wolf!” And so the kids went on playing, feeling very proud of themselves.

The wolf felt very sad, for he could not help that his voice was rough. He ran off to a store, where he bought a big lump of a

4 What do you see in this picture?

5 [Knock on something.]

6 Do you think the kids should open the door?

7 [Knock on something.]

special kind of chalk, which he ate to make his voice soft. Then he came back, and knocked at the door,⁷ and called out in a gentle voice, “Open the door, my dear children. Your mother is back and has brought you each something.” The wolf felt for sure that this time the kids would open the door and he could prove to them that he was actually a very nice wolf.



← **Show image 4A-3: Wolf’s paws at the door**⁸

8 What do you see in this picture? Who is at the door? How can you tell?

But the poor wolf had put his paws against the window, and the kids could see his dark grey fur.

“No, we won’t open the door!” cried the kids. “Our mother’s feet do not have dark grey fur. You must be the wolf!” Again, the kids went on playing, feeling even prouder that they had identified the wolf by his paws.

9 A baker is a person who makes and sells bread and cakes.

Again, the poor wolf felt sad, for he could not help that his fur was dark grey. And so, he ran to a baker.⁹ “Baker,” he said, “Please, spread some dough over my paws.”



← **Show image 4A-4: The wolf with the miller**

10 A miller is a person who works at a mill and makes flour.

And when the baker had coated his paws with dough, the wolf went to the **miller**.¹⁰ “Miller,” he said, “please sprinkle some white flour over my paws.” Now the wolf’s feet looked just like the mother goat’s!

11 [Knock on something.]

The wolf thought for sure this time the kids would open the door so he could show them what a nice and fun wolf he was. For a third time, the wolf went to the door, knocked,¹¹ and said in a gentle voice, “Open the door, my dear children. Your mother is back and has brought you each something.” The wolf was almost smiling, he was so excited to play with the kids.



← **Show image 4A-5: Wolf with flour on paws**

12 Why do the kids think it is their mother?

“First show us your feet,” said the kids. And the wolf put his white, flour-covered paws against the window. “Yes, this must be our dear mother,” said the kids, and they opened the door.¹²

13 *Terrified* means really scared.

In pounced the wolf, ready to play! The **terrified** kids tried to hide, because they did not know that the wolf was actually nice.¹³ The first ran under the table. The second crawled under the bed. The third hid under the rug. The fourth ran into the kitchen. The fifth jumped into the cupboard. The sixth ran under a tub. And the seventh climbed inside a big grandfather clock.

14 The kids are afraid of the wolf because they do not know that he is actually a nice wolf who just wants to play.

The wolf thought the kids must be playing a great game of hide and seek. He thought if he found them all, the kids would finally want to play with him. So the wolf found them all—all, that is, except the youngest, who was hiding in the grandfather clock. The other kids were so scared that when the wolf found them, they passed out asleep.¹⁴ The wolf was so scared that the other animals would blame him, so he took the kids into the forest to wait for them to wake up.

The wolf, tired from all of the excitement, strolled into the forest, lay down under a tree, and fell into a deep sleep next to the six sleeping kids.

A short while later the mother goat came home, and quite a sight met her eyes. The door stood wide open. Tables and chairs were thrown all about; dishes were broken; quilts and pillows were torn off the bed. She called out for her children, but they were nowhere to be found. She called each one again by name, but no one answered, until she called the name of the youngest kid.



← **Show image 4A-6: The mother goat finding the youngest kid**

15 If you are sensitive, you understand the feelings of other people.

“Here I am, mother,” a little voice cried, “here inside the big grandfather clock.” The mother goat helped her youngest child out of the clock. Now, the youngest kid was quite sensitive and had realized that the wolf thought the kids were playing a game of hide and seek.¹⁵ He told his mother so, and they went off into the forest to find the other kids and the wolf and explain the misunderstanding.



← **Show image 4A-7: The mother goat and kid finding the wolf in the forest**

There they saw the wolf, fast asleep under a tree, snoring so hard that he shook the branches. Then the mother goat saw the rest of her kids sleeping there, hidden behind the big wolf.

“Dear me!” she thought. “How peaceful they are sleeping!” No sooner had she had the thought, then one by one her little kids—and finally the wolf—woke up.



← **Show image 4A-8: Celebration**

When the kids woke up, they saw their dear mother and youngest brother smiling at them and they instantly felt happy. Their mother told them that the poor wolf was actually a kind animal who had just wanted to play, and they all danced around, celebrating their newfound friendship with the wolf.¹⁶

16 Now that they understand each other, the kids and the wolf can be great friends!

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who does the mother goat warn her kids about? (The mother goat warns her kids about the wolf.)
2. *Inferential* Why does the mother goat tell her kids that the wolf has a rough voice and dark grey fur on his paws? (The mother goat wants the kids to know what the wolf looks and sounds like so they will know not to let him into the house.)
3. *Literal* Where do the kids stay while the mother goat goes into the forest? (The kids stay at home while the mother goat goes into the forest.)

4. *Literal* Who knocks on the door and pretends to be the mother goat? (The wolf knocks on the door and pretends to be the mother goat.)
5. *Inferential* Why does the wolf eat chalk and put dough and flour on his paws? (The wolf wants to disguise himself so the kids will let him into the house. The chalk makes the wolf's voice sound softer, like the mother goat's voice. The dough and flour makes the wolf's paws look just like the mother goat's feet.)
6. *Inferential* What happens when the wolf gets in? (The wolf thinks they are playing a game of hide and seek, and accidentally scares the kids.)
7. *Literal* What does the wolf really want with the kids? (The wolf just wants to make friends and play with the kids.)
8. *Evaluative* Remember that "The Wolf and the Seven Little Kids" is a special kind of fiction story. Which part of the story tells you that "The Wolf and the Seven Little Kids" is fiction, or a made-up story? (Animals cannot actually talk.) What kind of fiction is this story? (This story is a type of fiction called a folktale.) What is a folktale? (A folktale is a story that is passed down orally from person to person.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* How do we make new friends? What else could the wolf have done to become friends with the kids? (Answers may vary.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Terrified

5 minutes

1. In the read-aloud you heard, “The *terrified* kids tried to hide, because they did not know the wolf was actually nice.”
2. Say the word *terrified* with me.
3. When someone is terrified, s/he is very scared.
4. Mia is terrified of thunderstorms because she doesn’t like loud noises.
5. Have you ever been terrified of something or heard a story about someone who was terrified? Try to use the word *terrified* when you tell about it. [Note: As a teacher you may want to talk about a time when you were terrified and how the situation was resolved. Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I was terrified when . . .” or “I heard about a time when _____ was terrified.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will name some things. If you think you would be terrified by the thing I name, say, “I would be terrified.” If you do not think you would be terrified, say, “I would not be terrified.” Remember to answer in complete sentences. (Answers may vary.)

1. a puppy
2. a thunderstorm
3. a rainbow
4. a tree
5. a wolf
6. a spider



Complete Remainder of the Lesson Later in the Day



The Wolf and the Seven Little Kids

4B

Extensions

15 minutes

10 Sequencing Events in the Story (Instructional Master 4B-1)

Give each student a copy of Instructional Master 4B-1.

Explain to students that this worksheet has pictures of events from “The Wolf and the Seven Little Kids.” Have students cut out the four pictures. Next, have them think about what is happening in each picture. Students should then arrange the pictures in their correct order to show the proper sequence of events. Have students glue the pictures on paper once they have been sequenced.

As students complete this activity, have them work with a partner to retell the folktale referring to the sequenced pictures.

Domain-Related Trade Book

Refer to the list of recommended trade books in the Introduction at the front of this Anthology, and choose one to read aloud to the class. As you read, use the same strategies that you have been using when reading the read-aloud selections in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where you can find this information on the cover of the book or the title page.