

K-2 Knowledge Lesson Preparation Protocol

Understanding the backwards design of the knowledge-building units or modules of study within the HQIM is also important to understanding how to plan at the lesson level. Curriculum-embedded formative assessments assist teachers with determining student progress toward the end-of-unit assessment or culminating activities, making it essential to plan lesson supports that strategically guide students toward mastery. Additional support for this tool is provided on the [Louisiana Professional Learning Platform](#).

Step One: Review K-2 Knowledge Unit Preparation Protocol

- Review the completed **preparation protocol** for the current unit.
- Read the lesson introduction and consider **connections** to the overarching **unit** objectives.
- As you complete Step Two, evaluate the **connection** between the comprehension skill look-fors that you identified during the unit preparation and individual **lesson** look-fors.

Step Two: Supporting All Students with Lesson Annotations

Phase One: Initial Analysis

- Determine the **purpose** of each lesson segment, activity, and question in order to set a learning objective.
- Identify **formative assessment** opportunities to assess for mastery of the lesson's learning objective(s).
- Determine how you will **deliver** instruction so that students master the learning objective (modeling, direct and explicit instruction, opportunities for practice with feedback, etc.).

Phase Two: Advanced Analysis

- Use recent formative assessment data to **anticipate** possible comprehension difficulties or **misconceptions**.
- Adjust lesson **timing** if additional modeling, guided practice, and student response opportunities are needed.
- Develop **additional questions** to provide in-the-moment support based on student look-fors and anticipated student misconceptions as needed.
- Select additional recommended **supports** from the curriculum to include in the lesson as needed.
- Identify places where adjustments may need to be made to student **groupings** (e.g., whole group, small group, partner work).
- Determine whether or not any additional **small group** targeted support may be needed.

Note: Some knowledge-building curricula include data tools to guide instructional decision-making. At times, teachers may need to make adjustments to a lesson to meet the needs of students. When these changes are made, teachers should provide a rationale for the adjustments. See a sample **annotated teaching guide**.

Step Three: Materials Matter

- Identify which **materials** are needed for each segment and ensure student access to those materials.
- Plan clear **procedures** for distributing materials efficiently and minimize disruptions to instructional time.
- Create and display any anchor charts¹ or additional **visual supports** for students with the lesson.
- Secure **technology** needed for students to complete the lesson.

¹ For information about anchor charts, go to https://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf or <http://www.weareteachers.com/anchor-charts-101-why-and-how-to-use-them-plus-100s-of-ideas/>

FABLES AND STORIES

The Boy Who Cried Wolf

PRIMARY FOCUS OF LESSON *How does this connect to end-of-unit goals?*

Reading

Students will identify the characters, setting, plot, and moral of a fable. Students will review the characteristics of stories and fables, including characters, plot, setting, and moral.

[RL.1.3]

Language

Students will demonstrate an understanding of the Tier 2 word startled.

[L.1.5, L.1.5c]

Reading

Students will act out the main events of a fable.

[RL.1.2]

retelling

FORMATIVE ASSESSMENT

Exit Pass

Moral of the Fable. Students will identify the moral of a fable.
[RL.1.3]

Purpose:
SS must identify the moral

Knowledge

Skills

- story elements
- characteristics of a fable
- understand "startled"
- build literary knowledge
- learn a moral or life lesson

- identify characters
- identify setting
- identify plot
- identify moral
- act out main events (retelling)

60 minutes

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
Domain Introduction	Whole Group	10 min	<input type="checkbox"/> story map <input type="checkbox"/> world map
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	30 min	<input type="checkbox"/> Activity Page 1.1
"The Boy Who Cried Wolf"			
Comprehension Questions			
Word Work: <i>Startled</i>			
This is a good opportunity to take a break.			
Application			
On Stage	Whole Group	20 min	<input type="checkbox"/> paper and writing tools
Take-Home Material			
Caregiver Letter			<input type="checkbox"/> Activity Page 1.2

Materials

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare and display an enlarged version of the following **story map**.
Alternatively, you may access a digital version in the digital components for this unit. A story map will be created for each story in this domain. You may wish to **keep each displayed for students after it is created**.

Title	
Character(s)	Setting(s)
Plot	Beginning
	Middle
	End
Lesson	

Materials:
Make large anchor chart

Plan to take a photo of the completed chart; print 2 per page; students glue 1/2 sheet in response log

- You may wish to **display a world map** in order to **locate Greece**.

Application

- Be prepared for students to perform "The Boy Who Cried Wolf." You may **designate students to be the various characters**—shepherd/shepherdess, wolf, sheep, men/women. You may include **additional men/women** and animals as characters to **increase active participation**. You may also designate areas of the classroom for each of the **two settings**—**one field with sheep and shepherd** and another **field with men**.

Materials:
Find a map of the world with Greece marked clearly

Grouping:
Assign roles to characters for students
Extra students can be "townsfolk" and take turns

Materials:
Print signs to designate the two fields

Materials
Collect images
and media in a
few PPT slides
Print smaller
copies for vocab.
journals

Note to Teacher

- The first read-alouds in this domain are from "Aesop's Fables." If you wish to add more fables to your reading lists, please do so.

Universal Access

Materials: Google images/print pictures

- Prepare and display an image of a mountain and valley to show students the setting of the story.
- Prepare and display several images, videos, or recordings of key words and actions in the Word Work section (e.g., a recording of a siren or a picture of a cat pouncing from a tree toward a bird).

CORE VOCABULARY

Materials: Print vocab cards with images

company, n. people who join you and/or talk to you

Example: I always like to have company when I go for a walk in the park.

Variation(s): none

prank, n. a trick or practical joke

Example: I am going to play a prank on my brother by filling his shoes with rocks.

Variation(s): pranks

shepherd, n. someone who guards, herds, and tends sheep

Example: The young shepherd watched over his sheep wherever they went.

Variation(s): shepherds

startled, v. surprised

Example: Juan was startled by the large spider on his bed.

Variation(s): startle, startles, startling

tended, v. watched over or took care of

Example: The boy tended the sheep.

Variation(s): tend, tends, tending

Vocabulary Chart for "The Boy Who Cried Wolf"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	shepherd	startled tended prank	
Multiple Meaning			company (<i>compañía</i>)
Sayings and Phrases	cry wolf tell the truth		

Lesson 1: The Boy Who Cried Wolf



Introducing the Read-Aloud

Purpose:

Reading: Students will review the characteristics of stories and fables, including characters, plot, setting, and moral.

[RL.1.3]

Whole Group

DOMAIN INTRODUCTION (5 MIN)

Delivery: (Whole Group) Thumbs up if you like to... like to... like to...

Ask students if they like to listen to stories, and if they like to make up their own stories to tell their friends or family.

Tell students that "People have been enjoying listening to stories and making up stories to tell others for many, many years." Explain that "In this domain, you will hear stories different people made up long ago." *Explicit language*

Tell students that "Because these stories were made up they are called fiction." Have students repeat the word fiction Echo 3x's



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Reframe as simple yes/no questions (e.g., "Is 'The Ugly Duckling' a fiction story?").

Transitioning/Expanding

Provide students with a specific sentence frame (e.g., "... is a fiction story I have heard before.").

Bridging

Encourage students to use key details in complete sentences (e.g., "'Goldilocks and the Three Bears' is a fiction story I have heard before that has talking animals.").



Check for Understanding

Form. Assess.

All students answer/echo 3x's

One-Word Answer: What would you call a story about an elephant who went scuba diving to find his favorite fish? (fiction)

Take note of students who respond incorrectly

Ask students "What stories have you heard before that are fiction?" *Delivers: Turn and tell a friend.*



Tell students that fiction stories have several key parts they will learn about and discuss more throughout this domain. As you discuss each of these, refer to the Story Map you prepared in advance:

- a title, or the name of the story
- characters, or the people or animals who are featured in the story
- a setting, or a place and time in which the story takes place
- a plot, or a sequence of events that makes up the story
- a moral (sometimes), or lesson that is taught by the story

Materials: Create a characteristics anchor chart

"Fiction stories have several key parts that you will learn about and discuss." *Explicit language*

- Tell students that ^{"N}ow ^{you} will also get to enjoy listening to some of these stories and making up some of ^{your} own."

Delivery: Explicit Language

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN)

- Explain to students that ^{"A} storyteller named Aesop [/ee/* /s//o//p/] lived in Greece a very long time ago."
- Have students repeat the name Aesop.
- Tell students that ^{"In} Aesop's day, people did not have written storybooks, but they did have lots and lots of stories that they told aloud to one another. Aesop collected and told many of these stories. He became especially well-known for his fables."
- Tell students that ^{"F}ables are short, fiction stories intended to teach a lesson, or moral. Many, but not all, of these stories use animal characters."
- Explain to students that ^{"S}ince fables are fiction stories, they have the same components of those stories, as shown on the Story Map (i.e., title, character, setting, plot, and—in the case of fables, always—a moral)."
- Tell students that ^{"T}he stories ^{you} will hear today and over the next few days are just a few of the many stories known as "Aesop's Fables."

Delivery:
Echo 3X's

Delivery:
Explicit
Language

Note: This is a lot of teacher talk. Have kids echo key words/phrases.

- stories
- fables
- lesson
- moral
- animal characters

Delivery:
Use Anita Archer's strategies for echo/response to engage all students

Support

Point out Greece on a world map.



Speaking and Listening

Listening Actively

Entering/Emerging

Ask students simple yes/no questions (e.g., “Does the shepherd boy feel lonely while tending the sheep?”)

Transitioning/Expanding

Provide students with a specific sentence frame (e.g., “The shepherd boy feels lonely because . . .”)

Bridging

Encourage students to use key words from the story in complete sentences (e.g., “The shepherd boy feels lonely while tending the sheep because he doesn’t have anyone to keep him company, or talk to.”)

Support

Here, *company* means to have someone to talk to. But *company* can also mean a business. What do you think is the shepherd boy’s plan to get some company?

Lesson 1: The Boy Who Cried Wolf

Read-Aloud



Reading: Students will identify the characters, setting, plot, and moral of a fable. [RL.1.3]

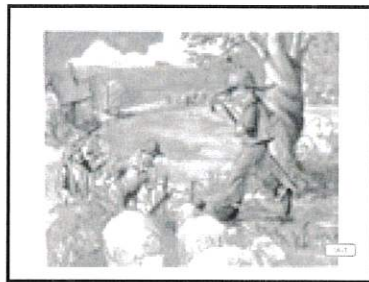
Language: Students will demonstrate an understanding of the word *startled*. [L.1.5, L.1.5c]

PURPOSE FOR LISTENING

- Tell students to listen carefully to learn the moral, or lesson, of the story.

“THE BOY WHO CRIED WOLF” (10 MIN)

UPP: Texts at Center



Show image 1A-1: Shepherd boy chuckling

There was once a young **shepherd** boy who **tended** his sheep at the foot of a mountain near a dark forest. *The shepherd boy tended, or took care of, the sheep.* It was lonely for him watching the sheep all day. No one was near, except for three farmers he could sometimes see working in the fields in the valley

below. *How does the shepherd boy feel about tending the sheep? Why might he feel lonely?*

One day the boy thought of a plan that would help him get a little **company** and have some fun.

He ran down toward the valley crying, “Wolf! Wolf!”

The men ran to meet him, and after they found out there was no wolf after all, one man remained to talk with the boy awhile. *If there really wasn’t a wolf, why would the boy cry out, “Wolf! Wolf!”?*

The boy enjoyed the company so much that a few days later he tried the same **prank** again, and again the men ran to help him. *A prank is a trick. Why does the shepherd boy play the prank again?*

A few days later, a real wolf came from the forest and began to steal the sheep. The **startled** or *surprised* boy ran toward the valley, and more loudly

than ever he cried, "Wolf! Wolf!" *Do you think the men will come and help the shepherd boy? Why or why not?*

But the men, who had been fooled twice before, thought that the boy was tricking them again. So no one came to help the boy save his sheep. *How do you think the shepherd boy feels now?*

Moral: If you often don't tell the truth, people won't believe you even when you are telling the truth. [Have students echo the moral and then discuss its meaning. Remind students that this read-aloud was short because fables are short.]

COMPREHENSION QUESTIONS (15 MIN)

Ask students to recall the title of this fable. Write it on the Story Map. As students answer the following questions, record relevant information on the Story Map. Note: You may display images as well as text in the Story Map to support students. If students give one-word answers and/or fail to use 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.

Materials

Delivery:
Model more complex oral language

Formative Assessments:

1. Evaluative What elements of this story make it a fiction story? (Answers may vary, but may include that it was made up to teach a lesson.) exemplars
 - Inferential Is this a true story or is it fiction? (fiction)
2. Inferential The people or animals in a story are called the characters of the story. Who are the characters in "The Boy Who Cried Wolf"? (shepherd boy, men, sheep, wolf)
3. Evaluative The setting of a story is where it takes place. What is the setting of this fable? (a field at the foot of the mountain near a dark forest) Could this fable have taken place in a different setting? (Answers may vary, but may include that the setting would have to include a field for the sheep.)
4. Literal What is the shepherd boy doing at the beginning of the fable? (tending his sheep) How does he feel? (lonely)
 - Literal What does the boy decide to do because he is lonely? (pretends that he sees a wolf to get company) What happens at the end when a wolf really comes? (No one comes to help because they think the shepherd boy is tricking them again.)

Purpose:
SS must identify story elements using a story map

Support

Point out Greece on a world map.

Challenge

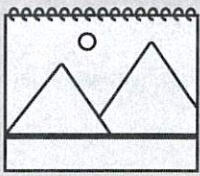
Students may use Activity Page 1.1 to fill in the Story Map independently.

Support

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images.

Support

Display a picture of a mountain and valley to show students the setting of the story.



Show image 1A-1: Shepherd boy chuckling

◦ **Evaluative** The beginning, middle, and end events of a story are called the plot of the story. Does this illustration depict the beginning, middle, or end of the fable? How do you know? (*the middle, because the boy is calling for help, but there is no wolf*)

5. **Literal** All of Aesop's fables, or stories, were meant to teach a moral, or a lesson, about how to behave. What is the moral of this fable? (*If you often lie, people won't believe you even when you are telling the truth.*) [Accept paraphrasing by students, e.g., "Don't lie."]

◦ **Evaluative** Is this an important lesson for you to remember? Why or why not? (*Yes, because people shouldn't tell lies.*)

[**Think Pair Share activities** encourage students' active involvement in class discussions by having them think through their answers to questions, rehearse their responses silently and through discussion with a peer, and share their responses aloud with the class. It is recommended that you **model** the Think Pair Share process with another adult (or a student with **strong language skills**) the first time you use it, and continue to scaffold students to use the process successfully throughout the year.

Grouping:
SS are learning how to T-P-S; develop a partnering routine

Delivery:
Model w/ student partner

In Think Pair Share activities, you will begin by asking students to listen to the **question** you pose. You will then **allow** students some time to **think** about the question and their response to the question. Next, you will prompt students to **discuss** their response in pairs. Finally, you will select several students to **share** their responses with the class. Directions to students are as follows.]

Delivery: Explicit Language

"I am going to ask you 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."

Formative Assessment: Track student responses

6. **Evaluative** **Think Pair Share:** Pretend that you live near the shepherd boy and hear the story of the wolf getting his sheep. What would you tell the shepherd boy if you had the chance to talk to him? (*Answers may vary, but may include that he shouldn't have lied to the men so much or they may have believed him when it was true.*)

Purpose:
identify the life lesson

VPP Connection
(K) - life lesson, moral
(S) - how to identify the moral or life lesson

Delivery:
T-P-S Routine
1. Question
2. Think
3. Discuss
4. Share

Purpose:

identify reason "why" behind character actions



Check for Understanding

Recall: Why don't the men come to help the shepherd boy the last time? (*They think the shepherd boy is playing a prank again.*)

Formative Assessment:

Track student responses

"They think he is playing a (prank)."

Add sticky note to response chart (exit ticket)

WORD WORK: STARTLED (5 MIN)

1. In the read-aloud you heard, "The startled boy ran toward the valley, and more loudly than ever he cried, 'Wolf! Wolf!'"

2. Say the word **startled** with me. **Echo 3x's**

Delivery:

3. "**Startled means surprised.**" Add that it may not feel like a "good" surprise (shades of meaning)

4. "**I was startled by the bee that landed on my nose.**"

5. Think of a time when you were startled by someone or something. Try to use the word *startled* when you tell about it. [Ask two or three students. If necessary, **guide and/or rephrase** students' responses: "My baby sister's crying startled me when I was sleeping."] **Delivery/Supports:** Clap once if _____ would startle you

6. "**What's the word we've been talking about?**" **startled (3x's)**

Use a Making Choices activity for follow-up. I am going to read a sentence. If I describe a situation in which someone is surprised, say, "_____ was startled." If I describe a situation in which someone is not surprised, say, "_____ was not startled." **Materials:** create a "startled" and a "not startled" card to hold up each time

- The sound of the loud siren made the boy jump. (*The boy was startled.*)
- The boy's father read a story to him before bedtime. (*The boy/father was not startled.*)
- The girl's grandmother helped her comb her hair. (*The girl/grandmother was not startled.*)
- The cat pounced from behind the tree and scared the bird. (*The bird was startled.*)
- When the girl entered the room, her brother jumped out from behind the couch and shouted, "Boo!" (*The girl was startled.*)

Delivery:

Consider moving this question here and use as a formative assessment "I was startled when _____."

Purpose:

Understand new vocabulary

Delivery/Supports:

Clap once if _____ would startle you

Provide students with images, videos, recordings, or other examples of key words and actions in the statements in the Making Choices activity (e.g., play a sound of a siren or show a picture of a cat pouncing from a tree toward a bird).

Support

This activity may require additional instruction on topics such as timing and voice.

Support

Students may refer to the Story Map to determine the characters and settings.

Challenge

You may also have the characters create some of their own dialogue that goes along with the story.



Speaking and Listening

Presenting

Entering/Emerging

Have students act out big events, such as the men running to the shepherd, as indicated.

Transitioning/Expanding

Have students act out big actions and use facial expressions when indicated.

Bridging

Have students act out all actions and use facial expressions to show characters' feelings.

Lesson 1: The Boy Who Cried Wolf

Application



Reading: Students will act out the main events of a fable.

[RL.1.2]

ON STAGE

Purpose: retell story through acting; identify story elements

• Tell students that you are going to read "The Boy Who Cried Wolf" again, and this time students will act out the fable. Ask students ^{"W"} what characters will be needed? (^{exemplar} shepherd/shepherdess, men/women, wolf, sheep) Designate students to be the various characters as you prepared in advance.

• Ask students ^{"W"} what settings will be needed? (^{exemplar} grassy field for shepherd and sheep, another field for men) Designate locations in the classroom for the two settings as you prepared in advance.

• Read the story and encourage "characters" to act out scenes in the story, such as the men running to the shepherd. Materials: Display story images as students act out scenes

• Encourage students to use facial expressions to show how the characters are feeling, such as the shepherd being startled.

Formative Assessment: understand vocabulary, retelling (track responses) Use the Story Map to record data

Supports: only use as needed

Check for Understanding



Formative Assessment:

Turn and Talk: The moral of the story is "If you often don't tell the truth, people won't believe you even when you are telling the truth." Turn to a partner and talk about one thing you should do and one thing you shouldn't do so that people will always believe you. [Ask several students to share and record their answers on the board/chart paper.]

Materials: create an exemplar before teaching the lesson

Echo Phrases / Repeat

• Ask students to repeat the moral of the story, "If you often don't tell the truth, people won't believe you even when you are telling the truth."

Do	Don't Do
• tell truth	• lie
• admit when you make a mistake	• deny your mistakes
• admit when you are wrong	• blame others
	• think you're always right

Purpose:

Assess whether SS can identify the moral of the story



Exit Pass

• Give each student an index card.

• Ask students to answer the following question by writing "yes" or "no" on their index card:

• Is the moral of "The Boy Who Cried Wolf" that if you often lie, people will still always believe what you tell them? (no)

Materials: Student helpers pass out cards (24 index cards)

Supports: allow identified students to place a ✓ or ✗ or tap a Yes/No Card

Collect cards as students exit room for ancillary class (student helper)

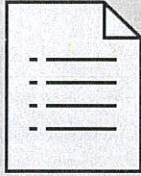
Formative Assessment:

What is the moral of the story, and how do you know? (Use checklist to record responses).

Student Exemplar:

The moral of the story is that telling lies will make people not believe you when you tell the truth. I know this because the boy in the story ~~did not~~ told lies. (Prompt: "Tell me why" or "Tell me how you know" as needed)

Activity Page 1.2



Lesson 1: The Boy Who Cried Wolf

Take-Home Material

CAREGIVER LETTER

- Send home Activity Page 1.2.

Materials:

- Make copies
- Send a Remind message to parents
- turn into basket in the a.m.