



## EDUCATOR'S CURRICULUM GUIDE

# The Boy Who Cried Wolf

presented by Premera Blue Cross

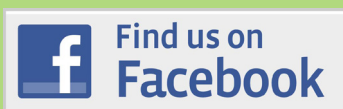


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## Welcome Teachers!

Thank you for choosing to bring your class to StoryBook Theater's virtual production of *The Boy Who Cried Wolf* presented by Premera Blue Cross. We are confident that you will find our show entertaining, even though it's not at a theater! We have created this packet for you to help make watching our play an even richer learning experience for your students. We have included some preshow preparatory materials and classroom activities and a few post-show discussion, writing and drawing prompts. All of our exercises were carefully developed to meet Washington States Learning Standards in the Arts and the Common Core State Standards for English Language Arts & Literacy. Not all activities may be practical for your particular grade level, so feel free to pick and choose from, as well as modify, the activities below to best meet your classroom's learning needs. They are not meant to be followed to the letter, but to be used as ideas for your own classroom's creative dynamic. Have fun, and we hope you enjoy the play!

## Theater Terms

*The activities that follow will incorporate these important terms and concepts:*

- **Character** – the “who” in a play, which can be a person, creature, or thing
- **Setting** – the “where” of a play, including the time and place in which the action occurs
- **Action** – the “what” of a play; incidents and events within the story (beginning-middle-end) which move the plot along
- **Prop** – any object used by an actor in a play
- **Set** – the scenery, furniture or background for a play
- **Costume** – what the actors wear during a performance
- **Improvisation** – drama created on the spur of the moment without any advance preparation; making it up as you go
- **Dialogue** – the words actors say in a play



## Story Synopsis

Two sheep start our story by talking to the audience, their fellow sheep. Sheep 1 would love for everyone in the flock to become more outspoken, while Sheep 2 just wants to enjoy life. Then we meet Sam, the new shepherd in this pasture. His mother and her friend try to impress upon Sam how important his job is. They make sure he knows how to call for help if he sees a wolf.

At first Sam is very excited about being the shepherd. He has a wonderful morning talking to the sheep. Then a strange girl comes into the pasture and Sam tells her all about his important job. When the girl leaves Sam is alone with the sheep...and starts to get bored.

Sam's mom and friend return to check on him and wonder if he's really ready to focus on this new job. They remember what it was like to be his age! After singing the adults head back to the village.

Sam continues to watch his sheep, but soon gets very bored. He decides it would be a great joke to cry, “Wolf!” and watch people run in -- so he does! His mom and friend run in, ready to fight the wolf. When they discover that Sam tricked them, they are not amused. Sam's mom sends him home to have a big talk about responsibility.

The girl, who is actually a wolf, returns and chooses three sheep from the audience to become her dinner. Soon it is morning, and the wolf has to hide her meal and herself from the humans, who have returned to the pasture. Sam promises his mom that he will do a good job and not play any more tricks. The adults return to the village, leaving Sam to watch the flock.

The wolf comes back on and decides to trick Sam. She tells him that he ought to cry “Wolf!” again so that they can have a good laugh at the grown-ups, but explains that she will take the blame so he doesn't get in trouble. Sam hesitates, but eventually agrees. After he cries, “Wolf!” the sly wolf runs off just before the villagers arrive, so that Sam is again alone facing the adults.

When Sam tries to explain that it wasn't his fault, his mom sings to him about taking responsibility for his actions. She sends him home without supper for another talk about telling the truth. The wolf eats Sam's lunch and takes a nap while Sheep 1 & 2 take over the story. They want all the sheep in the audience to stand up for themselves and to refuse to be anyone's dinner!

The next morning, Sam returns to the hills to watch his sheep. The wolf reveals herself and brags that she can control the whole flock, because Sam's mom won't believe him anymore. Sam cries “Wolf!” again. The wolf expects the sheep to come willingly to be her dinner, but instead they say “No!” The adults arrive ready to fight the wolf. Sam stops the wolf from getting away, and she admits to all that she tricked him. The wolf runs away, afraid, and Sam has learned a valuable lesson about trust and telling the truth.

## Character List

- Sam
- Wolf
- Villager
- Mother
- Sheep

## Settings

- The hilly pasture

## Vocabulary

Docile	Lurk	Hoe
Disposition	Fleece	Scythe
Meek	Shearing	Scrumptious
Independence	On the lam	Appetizer
Autonomy	Pasture	Luscious
Ewe	Staff	Misnomer
Ram	Rake	Braise
		Communicate



## BEFORE THE SHOW:

Here are some ways you can prepare your class to see the play.

- It's a good idea to have students eat a snack and use the restroom before the streaming starts, so they are not distracted during the play.
- Get your students excited about the show by sharing your knowledge and excitement! Reading a story book version of the play is often helpful so students can identify the characters in the play and also generate more discussion after seeing the production.
- Make sure students understand that what they will see on stage is make-believe, and that the actors in the costumes are safe people. This is especially important with potentially scary characters.
- Encourage your students to be active audience members. All StoryBook Theater performances include some audience participation, such as singing, laughing and clapping. There may be times when the characters on stage speak directly to the audience and ask questions. There are some times when the actors will be talking only to each other, and that's when the audience should be quiet.
- Try out a few of the activities in this guide! They are designed to make your StoryBook Theater experience last longer than the 55-minute show.







### ACTIVITY #1 – ‘PROUDLY PRESENTING’

(grades Pre-K - 4)

**Learning Targets:** Students will take turns sharing information about themselves with a partner and “presenting” them to the class. They will demonstrate understanding of “performance space” and the different roles of audience and performer.

**Materials:** none

**Room Arrangement:** Open space clearly divided into “performance space” and audience area.

**What the TEACHER does:**

1. Make sure each student has a partner.
2. Explain that partners will have 5 minutes to take turns telling each other things about themselves (favorite foods, how many pets, favorite sport, hobbies...etc)
3. After partners have shared, have them sit in the audience area with their partner.
4. Show them the “performance space” and explain that each student will have a chance to “perform” today by presenting their partner to the class.
5. Model for them by presenting a puppet or stuffed animal. “I am proud to present an amazing animal today who likes to swing on branches and make funny faces...please welcome Milton Monkey! (Milton appears and takes a bow.)
6. Discuss what the audience’s role is. (Active listening, quiet, applause after performances.)
7. Choose a student to come up to the performance space to present their partner. Partner waits until their name is presented to enter performance space and take a bow. Switch roles. Continue with all partners.
8. Encourage strong speaking voices and good posture.
9. Gather feedback after the activity. How many students enjoyed presenting their partners the best? How many liked being presented? How did you feel when you were in the “performance space”?

#### Learning Standards

Theater: Pr 4.1, Pr5.1, Pr 6.1, Re 8.1

### ACTIVITY #2 – ‘SOUNDINGS’

(grades Pre-K - 2)

**Learning Targets:** An actor’s voice helps create and express the **character**. Students will explore many variations of sound that are possible with their voices.

**Materials:** none

**Room Arrangement:** Open space, players in seated circle.

**What the TEACHER does:**

1. Discuss how actors use their voices to express different characters and emotions in a play. You may have volunteers name some specific characters with distinct voices. How would they describe the voice? (squeaky, nasal, low, shy...?)
2. Explain that players will take turns saying their first names as quickly/ slowly/unusually as they can, focusing on voice variations. The sound will be passed around the circle. The activity continues until everyone has experimented with and passed their own name.
3. Model for the students by exploring your own name, using a voice variation. Pass it around the circle. Try a different variation.
4. Ask for a volunteer to start the activity and continue until every player has had a turn. Encourage different voice variations—the more variety, the better!
5. Ask for feedback after the activity. What did they notice about exploring their voice? Was it easy/difficult to do?

#### Extensions:

List the characters from the story *The Boy Who Cried Wolf*. Describe and imitate how their voices might sound.

#### Learning Standards

Theater: Cr 1.1, Pr 4.1, Re 8.1, Re 9.1





### ACTIVITY #3 – ‘THE MORAL OF THE STORY’

(grades 1-4)

**Learning Targets:** Students will work in small groups to demonstrate story comprehension and understanding of the moral through tableaux. Guided by the teacher, the class will create a new story using the same moral that *The Boy Who Cried Wolf* teaches.

**Materials:** “Real” storybook version of the play the class is going to go see, a beanbag or any small object, and pen and paper or other writing materials for the teacher or assistant.

**Room Arrangement:** Chairs and desk pushed off to the side to create a large, open performance space.

#### Bridge In:

1. Go around the room and have each student explain in their own words what “the moral of the story” means. When a student has the beanbag/object, it’s his/her turn to speak.
2. Read the “real” version of the play the class is seeing and have a brief discussion about what the moral is. Again, the beanbag can be used to acknowledge speaking turns.

#### Warm Up:

1. Have the students get up and physically act out the moral of the story in small groups or individually by creating frozen pictures of actions and consequences, both positive and negative.
2. Ask a few students to share their pictures.

#### Main Event

1. Using the specific moral the class has been working with, they are now going to create their own story about the moral.
6. The teacher becomes the narrator and makes up a story as the class acts it out. The teacher or a class assistant writes it down for review at a later time.
7. At different points along the way, ask the students to raise their hands and suggest what could come next in the story.
8. The story can last as long as the teacher feels it is productive. To finish the story, have the students stand in a line and take a bow for a job well done!

#### Learning Standards

Theater: Cr 1.1, Cr 2.1, Cr 3.1, Pr 4.1, Re 9.1

### ACTIVITY #4 – ‘IDEAL COSTUMES’

(grades K - 4)

**Learning Targets:** Students will verbalize and draw pictures of what they imagine characters might look like in the play. They will develop a vocabulary with which to discuss their observations.

**Materials:** An outline of a boy or girl for each student and colored drawing instruments. Paper can be any size, but must be large enough to allow students adequate space to draw specific clothing.

**Room Arrangement:** Tables or other flat surfaces for all students.

#### Bridge In: (Before seeing the play, after reading the story)

Have a brief discussion about the characters the students expect to see in the play. Ask students to name the characters in the play as the teacher writes down a list. Ask students to add a few descriptive words to each character name. Have students share ideas about how costumes help the characters come to life, and add ideas about what each character might wear to your list.

#### Main Event:

1. Give each student a piece of paper with a boy or girl outline on it.
2. Tell them to choose a character in the play and draw the perfect costume for him/her.
3. When everyone is finished, have students set their drawings on their desks or on the walls and do a “gallery walk.” Ask students to make observations about each drawing, making specific comments on how the clothing indicates character traits.

#### Follow Up: (After seeing the play)

Come back to these drawings and the character list and have a discussion about what expectations were met and what was different than they expected.

#### Learning Standards

Theater: Re 8.1, Cn 11.1 Visual Arts: Cr 1.1, Cr 2.2, Re 7.1, Cn 11.1





## AFTER THE SHOW:

### DISCUSSION, VISUAL ART AND WRITING PROMPTS

Sam's mother comes to the pasture even after he has called "wolf!" twice without really needing help. Why does she do that? Would you still come to help if you had been tricked before? Did Sam learn his lesson about playing tricks? How can you tell the difference between a joke and something that could hurt someone?

The **setting** for a scene in a play is the place where things happen. Our play took place all in the pasture. What does a sheep pasture look like in real life? What do you imagine it might look like? Draw a picture of a pasture, maybe as if you had a magnifying glass to look at the earth, and draw the creatures you might find there.

Sam took on a lot of responsibility to take on the job of being the shepherd for his village. Is there a job you think you would like to have? Make a list of the tasks you would have to accomplish if you had that job. Write a paragraph about why you think you would do well in that job.

### SCRAMBLED SENTENCES

Put these sentences in the right order as they occurred:

- The Wolf tricks Sam into calling "Wolf!"
- Sam gets bored with his job and plays a joke on his mother.
- Sam takes over for his first day as Shepherd.
- Sam's mother teaches him about trust and telling the truth.
- The Sheep teach the audience to use their voices to say "No!"

### Learning Standards

Theater: Cn 10.1 Cn11.1, Cn11.2

Visual Arts: Cr 1.1, Cr 2.3

Common Core Language Arts K-5

Common Core Reading Standards for Informational Text K-5

Common Core Reading Standards: Foundational Skills K-5

Common Core Writing Standards K-5



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