



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 3B: Unit 1: Lesson 9**

## **Describing The Wolf in Fables: “The Wolf and the Crane”**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



**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 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 words by choosing from a variety of strategies.
- I can describe the characters in “The Wolf and the Crane” 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: “The Wolf and the Shepherd” (from homework)
- Character Analysis Chart and Text-Dependent Questions: “The Wolf and the Crane”
- Vocabulary cards



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <p>2. Work Time</p> <p>A. Determining the Gist and the Meaning of Key Terms: “The Wolf and the Crane” (20 minutes)</p> <p>B. Describing Characters and Forming an Opinion (30 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Reviewing Learning Targets: Narrative Elements and Who Is the Wolf in Fiction? (5 minutes)</p> <p>4. Homework</p> <p>A. Reread “The Wolf and the Crane” and self-assess fluency; Choose a fable from Lesson 6 or 7 to reread and complete the Character T-chart.</p>	<ul style="list-style-type: none"><li>• This lesson follows a pattern similar to Lessons 6 and 7. Students work independently and cooperatively with group members to read a new fable, “The Wolf and the Crane,” from page 69 of <i>Aesop’s Fables</i> by Jerry Pinkney.</li><li>• Determining the gist and the meaning of key terms is combined once again in Work Time A. However, in this lesson, students use a combination of the strategies they practiced in Lessons 6 and 7 to determine the meaning of key words from the story.</li><li>• Note that in Lessons 10–11, students will take Parts 1 and 2 of the End of Unit Assessment. Be sure to review both parts of the assessment in advance in order to clarify directions for students, as needed and determine whether or not you will conduct part 2, which is an optional fluency assessment.</li><li>• In advance:<ul style="list-style-type: none"><li>– Review Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix).</li><li>– Punch holes in index cards (six per student), to save time during Work Time A vocabulary instruction.</li></ul></li><li>• Post: Learning targets; Guiding Questions anchor chart; Opinion Writing anchor chart; Narrative Elements anchor chart; and Who Is the Wolf in Fiction anchor chart.</li></ul>



Lesson Vocabulary	Materials
variety, strategies, opinion, support, reasons, dart, wary, desperately, anxiously, ungrateful, wicked	<ul style="list-style-type: none"><li>• Guiding Questions anchor chart (from Lesson 1)</li><li>• Journals (begun in Lesson 1)</li><li>• <i>Aesop's Fables</i> (book; from Lesson 7; one per student)</li><li>• Index cards (six per student, with holes pre-punched)</li><li>• Glossary: “The Wolf and the Crane” (one per student)</li><li>• Metal rings (from Lesson 2; students' own)</li><li>• Character Analysis Chart and Text-Dependent Questions: “The Wolf and the Crane” (one per student)</li><li>• Character Analysis Chart and Text-Dependent Questions: “The Wolf and the Crane” (answers, for teacher reference)</li><li>• Opinion Writing anchor chart (from Lesson 6)</li><li>• Narrative Elements anchor chart (from Lesson 4)</li><li>• Who Is the Wolf in Fiction anchor chart (from Lesson 2)</li><li>• Tape, glue, or staples (for each student)</li><li>• Character T-chart: “The Wolf and the Crane” (one per student)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Reviewing Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out the Character T-charts: “The Wolf and the Shepherd” they completed for homework.</li><li>• Ask students to turn to a nearby partner to share the ideas from their T-charts with one another.</li><li>• After 1 or 2 minutes, invite a few students to share their ideas whole group.</li><li>• Ask students to consider and then discuss with their partner: “What strategies have you used to meet your fluency goal?”</li><li>• After 1 or 2 minutes, invite a few students to share ideas from their partner discussions with the class.</li><li>• Direct students’ attention to the posted <b>Guiding Questions anchor chart</b>. Explain that today students will read another one of Aesop’s fables featuring a wolf, and ask a volunteer to remind the class of the guiding questions for this unit:<ul style="list-style-type: none"><li>* “What lessons can be learned from traditional stories?”</li><li>* “Who is the wolf in fiction?”</li></ul></li><li>• Tell students they will continue to focus on these questions as they read the fable “The Wolf and the Crane.”</li></ul>	<ul style="list-style-type: none"><li>• Allow students who struggle with articulating their ideas aloud to exchange T-charts with their partners to read silently and then discuss.</li><li>• Provide sentence starters as needed, to allow all students access to group discussions.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>A. Determining the Gist and the Meaning of Key Terms: “The Wolf and the Crane” (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out their <b>journals</b> and copies of the book <i>Aesop’s Fables</i>, then direct them to join their group members.</li> <li>• Ask students to open their books to page 69 and independently read “The Wolf and the Crane” to determine the gist.</li> <li>• 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.)</li> <li>• After reading the story aloud, ask students to discuss what they think the gist of the fable is with group members then record a gist statement on the next blank page in their journals.</li> <li>• After 1 or 2 minutes, cold call a few students to share their gist statements with the class and listen for suggestions like:             <ul style="list-style-type: none"> <li>– “The gist of this fable is that a wolf has a bone caught in his throat but most of the animals are scared of him so they don’t help.”</li> <li>– “The crane helps the wolf.”</li> <li>– “The wolf does not give the crane the reward he promised.”</li> </ul> </li> <li>• Next, focus students’ attention on the first learning target and ask them to read it aloud with you:             <ul style="list-style-type: none"> <li>* “I can determine the meaning of unknown words by choosing from a variety of strategies.”</li> </ul> </li> <li>• Underline the words <i>variety</i> and <i>strategies</i>. Ask a few students to remind the class what types of strategies they have used in previous lessons to determine the meaning of key terms and how understanding key terms helps readers to better understand the text. Listen for students to explain that they have used context clues, affixes, root words, and a glossary to help them determine the meaning of words and that understanding key terms helps them better understand the ideas conveyed in the text.</li> <li>• Distribute <b>index cards</b> and the <b>Glossary: “The Wolf and the Crane,”</b> then explain to students that today they will choose the most appropriate strategy to determine the meaning of each of the following key terms from the story (list these words where all students can see): <i>dart, wary, desperately, anxiously, ungrateful, and wicked</i>.</li> <li>• Ask students to record each word onto its own index card, then work with group members to use context clues, their knowledge of familiar affixes and roots, and the provided glossary to determine and record a definition for each term.</li> <li>• Clarify directions and/or strategies as needed, then ask students to begin working.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider reading the story aloud as a small group of struggling readers whisper read with you; OR provide an audio version of the text for students to listen to as they follow along by whisper reading.</li> <li>• Allow students who struggle with writing to draw a pictorial representation of the gist.</li> <li>• Encourage ELLs and struggling writers to draw pictorial representations of the meaning for each term prior to or in place of recording a definition.</li> <li>• Point out specific strategies students may employ to determine the meaning of terms and/or model using strategies, as needed.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Circulate to provide guidance and support. As you move throughout the room, pose probing questions like:               <ul style="list-style-type: none"> <li>* “What other words and phrases from the sentence make you think that’s what the word means?”</li> <li>* “How does the author connect these words? How can that help us determine the meaning of the word?”</li> <li>* “Do you recognize this affix? What does it mean?”</li> <li>* “What does this root word mean? Can you use context clues to help you determine the meaning of the root word?”</li> <li>* “Can you draw a quick sketch on the back of your card to show what the word means?”</li> </ul> </li> <li>• After 10 minutes, cold call students from each group to share their definitions and strategies whole group. Listen for ideas like:               <ul style="list-style-type: none"> <li>– “<i>Dart</i> means to move around quickly to different areas; I figured this out by reading and restating the definition from the glossary.”</li> <li>– “<i>Wary</i> means cautious, worried, concerned; I figured this out using context because it says the animals were wary of the wolf’s sharp teeth and it makes sense that the animals would be cautious of sharp teeth.”</li> <li>– “<i>Desperately</i> means that you are acting frantic, like you are in need of something right now or have lost hope; I figured this out using the glossary definition for desperate, the root word of desperately, which means frantic or losing hope.”</li> <li>– “<i>Anxiously</i> means acting nervous; I figured this out by using the glossary and the definition for the root word anxious.”</li> <li>– “<i>Ungrateful</i> means not thankful; I figured this out because I know ‘–un’ means ‘not’ and grateful means thankful, so ungrateful means not thankful.”</li> <li>– “<i>Wicked</i> means not nice, incredibly mean, evil; I figured this out from context because the last sentence of the fable says there is no reward for helping the wicked and the crane did not get a reward for helping the wolf, and the wolf was not nice to the crane,” or similar suggestions.</li> </ul> </li> <li>• Provide clarification and/or further model for students how to use these strategies as needed.</li> <li>• Ask students to quickly review key terms and their gist statements and then discuss with group members how they could revise their statements based on new understandings about key terms from the story.</li> <li>• 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.)</li> <li>• Ask students to add the new Vocabulary cards to their <b>metal rings</b>.</li> </ul>	



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Describing Characters and Forming an Opinion (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to read the second learning target aloud with you:           <ul style="list-style-type: none"> <li>* “I can describe the characters in ‘The Wolf and the Crane’ and explain how their actions contribute to the sequence of events.”</li> </ul> </li> <li>• Remind students that this target is similar to ones from previous lessons then distribute the <b>Character Analysis Chart and Text-Dependent Questions: “The Wolf and the Crane.”</b></li> <li>• Tell students they will complete this chart just as they have in previous lessons.</li> <li>• Ask students to review the directions and each column and row of the chart and then read each of the text-dependent questions independently. Answer any clarifying questions and remind students they may refer to the <b>Opinion Writing anchor chart</b> and class example of an opinion paragraph (from Lesson 6) for ideas and support.</li> <li>• When students are ready, ask them to begin working. Circulate to offer support and refer to the <b>Character Analysis Chart and Text-Dependent Questions: “The Wolf and the Crane,” (answers, for teacher reference)</b> as needed to help guide students.</li> <li>• 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 students share out.</li> <li>• Direct students to continue working to answer the first four text-dependent questions. Again, circulate to support.</li> <li>• 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.</li> <li>• 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?”</li> </ul>	<ul style="list-style-type: none"> <li>• To support students who have difficulty with writing, consider adding details, in addition to the ones provided, to the Character Analysis charts.</li> <li>• Consider working more closely with small groups of students who may struggle to complete this work.</li> <li>• Consider providing an audio version of the text for struggling readers to listen to as they complete the Character chart and text-dependent questions.</li> <li>• For struggling writers, consider providing an opinion paragraph frame (based on the sample in the Character Analysis Chart and Text-Dependent Questions, answers, for teacher reference) for students to fill in.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Circulate to offer guidance and pose probing questions such as:<ul style="list-style-type: none"><li>* “Why do you think that is the best word to describe the wolf in this story?”</li><li>* “What details from the story support your opinion?”</li><li>* “How can you connect your ideas by using linking words?”</li><li>* How can you conclude your paragraph by restating your opinion?</li></ul></li><li>• After 6 or 7 minutes, invite a few students to read their opinion paragraphs aloud.</li><li>• Praise students for working both independently and cooperatively with group members to complete their Character Analysis charts, questions and opinion paragraphs.</li></ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief and Reviewing Learning Targets: Narrative Elements and Who is the Wolf in Fiction? (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Focus students’ attention on the <b>Narrative Elements anchor chart</b> and briefly review the information added to the chart during Lessons 2–7.</li> <li>• Ask students to refer to their text-dependent question responses, as well as the fable “The Wolf and the Crane,” to discuss with nearby peers:           <ul style="list-style-type: none"> <li>* “What did we read today that could be added to the columns on our Narrative Elements anchor chart?”</li> </ul> </li> <li>• After 2 or 3 minutes, invite students to share their ideas whole class. Add students’ ideas to appropriate columns of the anchor chart, listening for suggestions like:           <ul style="list-style-type: none"> <li>– “The setting is a forest.”</li> <li>– “The characters are the wolf and the crane (animals).”</li> <li>– “The wolf’s motivation was to get the bone out of his throat; the crane’s motivation was to get a reward.”</li> <li>– “Events are that wolf gets a bone caught in his throat; none of the animals will help him except the crane; after the crane helps the wolf, the wolf walks away without giving the crane the promised reward.”</li> <li>– “The central problem is that the wolf has a bone caught in his throat; the solution is/the problem is solved when the crane takes the bone out of the wolf’s throat,” etc.</li> </ul> </li> <li>• Focus students’ attention on the <b>Who Is the Wolf in Fiction anchor chart</b> and ask them to discuss with nearby partners: “How would you describe the wolf in this fable? Why?”</li> <li>• After 1 or 2 minutes, invite a few students to share their thinking aloud and record their ideas onto the chart.</li> <li>• Ask students to <b>tape, glue, or staple</b> their completed Character Chart and Text-Dependent Questions: “The Wolf and the Crane” onto the next blank page in their journals.</li> <li>• Ask students to read each of the learning targets aloud, pausing between to use Glass, Bugs, Mud to demonstrate their level of mastery toward each target.</li> <li>• Then, distribute a <b>Character T-chart: “The Wolf and the Crane”</b> to each student. Read through the directions and provide clarification (or model) as needed.</li> <li>• Tell students they will take Parts 1 and 2 of the end of unit assessment over the course of the next two lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide sentence starters and frames as needed, so all students can share their thinking during the debrief.</li> </ul>



Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Reread “The Wolf and the Crane” and self-assess fluency.</li><li>• Read “The Wolf and the Crane” twice more aloud, then reassess fluency. Refine and/or revise your fluency goal as needed.</li><li>• Choose a fable from Lesson 6 or 7 (classwork or homework) to reread, and then complete the Character T-chart: “The Wolf and the Crane.”</li></ul> <p><i>Note: Review Lesson 11 (Part 2 of the End of Unit 1 Assessment) to determine and set up centers that students may work in while individual fluency assessments are administered. Also, be sure to review each of the three texts that can be used for fluency assessment to determine which text you will ask each student to read and to establish an assessment schedule.</i></p>	<ul style="list-style-type: none"><li>• Provide an audio version of “The Wolf and the Crane” for struggling readers to practice reading aloud with.</li><li>• Allow students who struggle with writing to dictate their T-chart responses to someone at home to scribe for them.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3B: Unit 1: Lesson 9

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Glossary: “The Wolf and the Crane”

Word	Definition
dart ( <i>v.</i> )	To move quickly from one place to another.
desperate ( <i>adj.</i> )	Frantic; losing hope; in great need.
anxious ( <i>adj.</i> )	Nervous; worried; feeling concerned.



Character Analysis Chart and Text-Dependent Questions:  
“The Wolf and the Crane”

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.**

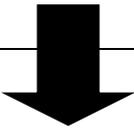




Character Analysis Chart and Text-Dependent Questions:  
“The Wolf and the Crane”

“The Wolf and the Crane”

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?
Crane	<p>SAYS/THINKS/FEELS:</p> <ul style="list-style-type: none"> <li>– Knows the wolf is rich.</li> <li>– Feels anxious.</li> </ul> <p>WANTS:</p>	<ul style="list-style-type: none"> <li>– Hears the wolf’s offer of a reward.</li> </ul>	



Result



Character Analysis Chart and Text-Dependent Questions:  
“The Wolf and the Crane”

**Lesson:** *There's no reward for helping the wicked.*

1. What is the wolf's problem? Use details from the story to support your thinking.

---

---

---

2. Why does the crane decide to help the wolf?

---

---

---

3. What happens after the crane helps the wolf?

---

---

---

4. Based on key details from your 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 and the Crane”

**Word Bank**

wary desperately bill relief reward  
anxiously ungrateful wicked devised slunk astonished

5. FOCUS QUESTION: What word 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 and/or Glossary.

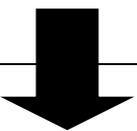


Character Analysis Chart and Text-Dependent Questions:

“The Wolf and the Crane”  
(Answers, for Teacher Reference)

“The Wolf and the Crane”

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"> <li>– <b>Promises a reward to anyone that will take the bone out of his throat.</b></li> <li>– <b>“At last!”</b></li> <li>– <b>Feels relief.</b></li> <li>– <b>Is ungrateful to the crane.</b></li> <li>– <b>“Isn’t it enough that you put your head in a wolf’s mouth and lived to tell the tale?”</b></li> <li>– <b>Tells the crane to fly away before he eats the crane.</b></li> </ul> <p>WANTS: <b>To get the bone out of his throat.</b></p>	<ul style="list-style-type: none"> <li>– <b>Got a bone stuck in his throat.</b></li> <li>– <b>Darted around the forest.</b></li> <li>– <b>Begged for help.</b></li> <li>– <b>Opens his jaws wide.</b></li> <li>– <b>Turns to go.</b></li> <li>– <b>Snarls at the crane.</b></li> </ul>	<ul style="list-style-type: none"> <li>– <b>Liar</b></li> <li>– <b>Ungrateful</b></li> <li>– <b>Wicked</b></li> </ul>



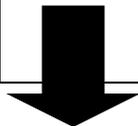
Result
<b>Gets the bone out of his throat; gets the crane to take the bone out of his throat.</b>



Character Analysis Chart and Text-Dependent Questions:  
“The Wolf and the Crane”  
(Answers, for Teacher Reference)

“The Wolf and the Crane”

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?
Crane	<p>SAYS/THINKS/FEELS:</p> <ul style="list-style-type: none"> <li>– Knows the wolf is rich.</li> <li>– <b>“But have you forgotten my reward.”</b></li> <li>– Feels anxious.</li> </ul> <p>WANTS: <b>To get a reward for helping the wolf.</b></p>	<ul style="list-style-type: none"> <li>– Hears the wolf’s offer of a reward.</li> <li>– <b>Steps forward.</b></li> <li>– <b>Pulls the bone free with her long bill.</b></li> <li>– <b>Called anxiously.</b></li> </ul>	<ul style="list-style-type: none"> <li>– <b>Helpful</b></li> <li>– <b>Fearless</b></li> <li>– <b>Greedy (wants reward)</b></li> </ul>



Result
<b>Does not get a reward for taking the bone out of the wolf’s throat; the wolf doesn’t eat the crane.</b>



Character Analysis Chart and Text-Dependent Questions:

“The Wolf and the Crane”

(Answers, for Teacher Reference)

**Lesson:** *There’s no reward for helping the wicked.*

1. What is the wolf’s problem? Use details from the story to support your thinking.

**The wolf’s problem is that he has a bone stuck in his throat and none of the animals he sees will help him (or similar ideas).**

2. Why does the crane decide to help the wolf?

**The crane helps the wolf because he wants a reward and knows that the wolf is rich (or similar ideas).**

3. What happens after the crane helps the wolf?

**The wolf does not give the crane a reward and tells him that he should be grateful that he put his head in a wolf’s mouth and lived to tell about it (or similar ideas).**

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

**The lesson of this story is that if you help someone who is bad or mean you cannot expect to be rewarded for helping them (or similar ideas).**

**Word Bank**

wary desperately bill relief reward  
anxiously ungrateful wicked devised slunk astonished



Character Analysis Chart and Text-Dependent Questions:  
“The Wolf and the Crane”  
(Answers, for Teacher Reference)

5. FOCUS QUESTION: What word 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 and/or Glossary.

**(sample paragraph)**

**The best word to describe the wolf in this story is wicked. I think wicked is the best word to describe the wolf because after the crane helps him, he snarls at the crane. Also, the wolf tells the crane that he should be grateful that he put his head in a wolf’s mouth and lived to tell the tale. In conclusion, the wolf is wicked because he is mean to the crane after the crane helps him.**



Character T-Chart:  
“The Wolf and the Crane”

**Directions:** After rereading “The Wolf and the Crane,” choose another one of the fables you read during Lesson 6 or 7 and reread it to help you complete the Character T-chart.

- First, record the name of the other fable you chose to reread on the line below “Wolf 2.”
- Complete the Character T-chart by listing at least two “traits” for each wolf character.
- Refer to the traits you list in the chart and details from both stories to help you answer each question.

<b>Wolf 1</b> “The Wolf and the Crane”	<b>Wolf 2</b> From the story: “_____”
<b>Traits</b>	<b>Traits</b>

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

---



---

2. What is one way they are different?

---



---