
The Wounded Lion: A Tale from Spain

Retold by Suzanne I. Barchers

Illustrated by John Joven

Overview

Day after day, a poor young girl discovers a lion who needs her help. In time, her care for the lion and her dreams of a better life intersect in a most unusual way. Themes: compassion, perseverance

Before Reading

- Find Spain on a globe or world map. Read the brief description of Spain during the time of this story (p 32). Ask: *What do you think it was like to live in Spain hundreds of years ago?* Discuss what students know about countries in Europe who were/are ruled by kings and queens in the past.
- Show students the cover of the book. Ask: *How do you think the lion feels in the illustration? The girl?* (Accept reasonable answers.) *What does the title tell you about the lion and why the girl might be with him?*

During Reading

- Read through page 10. Ask: *What do you think is going to happen to the pigs?* (Accept reasonable answers.) Continue reading and confirm their predictions. Read through page 17 and ask: *What do you think the girl is going to do next?*
- Read through page 25. Ask: *Would you follow the order to kill the lion? Why or why not? What do you think will happen?* Finish reading the story and confirm students' predictions.

After Reading

- Ask the questions on page 31. Then ask: *What do you think would have happened if the girl had not followed the lion?* (Accept reasonable answers, discussing how she might have lost her job, lost more animals, etc.)
- Have students create a story map, identifying key events in the story. Key events may include: 1) Helps lion and loses cows; 2) Helps lion and loses donkeys; 3) Helps lion and loses pigs; 4) Follows lion and discovers prince; 5) Helps princess; 6) Breaks the spell; 7) Gets married.

Word Work

Have students look in the story and identify ways the author used different words for **said**: *murmured, thundered, begged, spoke, whispered, asked, promised, responded, called, answered, replied*. Discuss why these various words were used.

ELL Tip

Have students practice the correct **inflection** for statements, questions, exclamations, etc. Point out that a sentence such as "What can you do?" (p 18) has a rising voice and one such as "I'm sorry." has a falling voice.

Extension: Journalist

Have students turn to the illustration on pages 28-29. Discuss the components of a news article about weddings. If possible, bring in examples from local papers. Have students use the illustration to write an article about the wedding. If necessary, provide sentence starters such as: *The bride wore ____.* *Guests included ____.* *Music was provided by ____.*

Worksheet Note

Remind students that folk tales were often created as a way to explain everyday events (*such as animals escaping*) by creating mystery (*such as a giant or lion who turns into a prince*). Mystery and magic always have an explanation.

Common Core State Standards

ELA-Literacy: RL.2.1; RL.2.2; RL.2.3; RL.2.5; RL.2.6; RL.2.7

Recount stories, including fables, folktales, and myths from diverse cultures; determine central message, lesson, or moral and explain how it's conveyed through key details in the text.

Name _____

WHAT'S THE MYSTERY?

Read the list of actions in the box. Some are acts of mystery or acts that can not be easily explained. Some actions can be easily explained.

Sort the actions. Some may be written under **It's a Mystery**. Some may be written under **No Mystery Here**. If you are not sure, reread the story.

Actions

Taking care of cows
 Pulling out a thorn
 Cows disappearing
 Taking care of donkeys
 Donkeys disappearing
 Taking care of pigs
 Pigs disappearing
 Cleaning up a cave
 Brushing hair
 Weaving hair into a coat



It's a Mystery	No Mystery Here

Think about the two kinds of acts. Can the acts of mystery be explained by a real event or reason? Choose an example and explain how it could happen.
