LESSON PLAN

The Boy Hunting Locusts

GRADES	TIME	READING LEVEL
2–4	50 min	4

Lesson flow



5 min

Opening Hook

Start with a brief discussion on what it means to be cautious. Ask students if they have ever acted hastily and what happened as a result.

15–20 min

Story Exploration

Read "The Boy Hunting Locusts" aloud. Pause at key moments to discuss the boy’s actions and the scorpion's warning. Use pictures to illustrate the characters and events to enhance understanding.

15 min

Analysis Exercises

- Divide students into small groups to discuss the key themes of the story.

10 min

Application/Reflection

Have students write a short paragraph on a personal experience related to the story's moral. Encourage them to think about how they could have acted differently.

5 min

Assessment Strategy

Collect the paragraphs and provide feedback based on understanding of the moral and personal connections made.

STORY OVERVIEW

- **Title and moral/theme**: The Boy Hunting Locusts; Moral: Be cautious and discerning, as hasty actions can lead to losing what you have gained.
- **Plot Summary**: A boy is hunting locusts and successfully catches many. However, he spots a scorpion and, mistaking it for a locust, reaches out for it. The scorpion warns him that if he had touched it, he would have lost both the scorpion and all the locusts he had caught.
- **Key Characters**:
  - **The Boy**: Represents innocence and the tendency to act impulsively.
  - **The Scorpion**: Symbolizes danger and the consequences of hasty decisions.

LESSON FUNDAMENTALS

- **Learning Objectives**:
  - Students will understand the moral of the story.

    - Students will identify key characters and their roles.
    - Students will analyze the consequences of hasty actions.
    - Students will discuss how the story relates to personal growth.
    - Students will create a visual representation of the story.
- **Discussion Questions**:
    1. What lesson do you think the boy learned from his encounter with the scorpion?
    2. How can we apply this moral in our everyday lives?
    3. Can you think of a time when acting too quickly led to a negative consequence for you or someone you know?
- **Required Materials**:
    - Printed copies of the story
    - Whiteboard and markers
    - Art supplies for visual representation
    - Optional: Pictures illustrating key moments in the story