WEEK 10 Day 4

<div style="text-align: center;">

Read Aloud
Wolves
Read 5 of 5 (pages 23-27)

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Big Ideas	Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors and advocates for the environment.
Unit Question	How do animals grow and change?
Guiding Questions	Why is it important to protect the environment?
Content Objective	I can determine the main topic and message of a section of informational text about wolves. (R.5.K.a, R.5.K.b, R.10.K)
Language Objective	I can follow routines in a group discussion about a text. (SL.1.K.a, SL.1.K.b)
Vocabulary	**pack**: a group of wolves **territory**: an area of land **warn**: to let someone know about possible danger **whimper**: a soft quiet cry **communicate**: to share ideas or tell information **mate**: to come together to make babies **litter**: a group of animals born to a mother at one time **roam**: to move around over a large area **extinction**: when a species of animal no longer exists **cruel**: very mean
Materials and Preparation	● *Wolves,* Gail Gibbons ● *Wolves* vocabulary cards ● Sentence Frames for Discussion chart, from Week 2, Day 3

	● Wolves KWLM chart, from Week 9, Day 2
	
	On the whiteboard, write:
	        How does Gail Gibbons believe humans should treat wolves? What details from the text make you think that?
	
	        Do you agree with Gail Gibbons? Why or why not?

Opening
1 minute
	Introduce the text and set a purpose.
	        Today we will finish reading Gail Gibbons' book, Wolves. *We know that Gail Gibbons organized her book into sections with main topics, or big ideas.*
	
	        Today we will determine not just the main topic of the section, but also Gail Gibbon's message to us. We'll discuss these questions.
	Refer to questions on the whiteboard.
	
	        How does Gail Gibbons believe humans should treat wolves? What details from the text make you think that?
	
	        Do you agree with Gail Gibbons? Why or why not?

Text and Discussion 10 minutes page 22	*Gail Gibbons wrote that wolves are shy and rarely attack people. What does she mean?* Harvest ideas and continue to reread the last sentence. *What does she mean in the last sentence? Why would a wolf ever attack someone?* Harvest ideas and prompt with scaffolded questions.
page 23	*Gail Gibbons thinks wolves are not **cruel**, or not mean. She says they are just very efficient, or very good hunters. This reminds me of the message in our other informational book about wolves. Seymour Simon thought wolves were interesting, not evil.*
page 25	*What does it mean that wolves are in danger of **extinction**?* Harvest ideas. Prompt as needed by rereading the page and referring to the vocabulary card.

Key Discussion and Activity
8 minutes
	Invite children to determine the main topic and author's message in a Think, Pair, Share.
	        In this last section of the book, Gail Gibbons wanted us to learn an important big idea about wolves.
	
	        What do you think is the most important thing Gail Gibbons wants us to learn in this last part of the book? What makes you think that?

	Circulate among partnerships with the text for reference. Highlight and share out children's responses that capture the author's message and main topic of the text with supporting evidence.
	
	Invite children to have a whole group discussion using the Sentence Frames for Discussion chart.
	  Let's use our chart to discuss the question on the whiteboard. How
	  does Gail Gibbons believe we should treat wolves? What details
	  from the text make you think that?
	
	  Do you agree with Gail Gibbons? Why or why not?
	
	  Let's add some of your ideas to our KWLM chart about wolves.
	As children share key learning, add their comments to the L part of the chart. Encourage children to build off the ideas of their peers.

Closing 1 minute	*This was the last book in our animals unit! Tomorrow we'll have a chance to discuss all that we've learned.*
Standards	**R.5.K.a** Retell familiar texts with prompting and support, including details about who, what, when , where and how. **R.5.K.b** Retell key details of text with prompting and support, including the main topic. **R.10.K** With prompting and support, identify the reasons an author or character gives support to points in a text. **SL.1.K.a** Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. **SL.1.K.b** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Ongoing assessment	Listen to children's responses during the partner and whole group share.
	  What key details are children able to retell from the text?
	  Do children identify the main topic of the section?
	  Do children identify the author's message?
	  How do children follow the routines for a group discussion?

Center Activities	

Art Table	Select and revise work for showcase
Art Easel	Select and revise work for showcase
Blocks	Select and revise work for showcase
Dramatization	Select and revise work for showcase
Discovery	Select and revise work for showcase

	Table	
	Writing & Drawing	Select and revise work for showcase

Notes