



WEEK 9 Day 1

Read Aloud
Wolves
 Read 1 of 3, Pages 1-5

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| Big Idea | Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding. |
| Unit Question | How do animals grow and change over time? |
| Guiding Questions | What do you want to learn more about animals and their habitats? How and where can you find this information? |
| Content Objective | I can identify the author’s purpose by closely analyzing key words and phrases in the text. (R.7.K, R.10.K) |
| Language Objective | I can explore the meaning of words in a text in order to understand the author’s purpose. (L.5.K) |
| Vocabulary | <p>eerie: scary or spooky</p> <p>misunderstood: not known or not understood</p> <p>trait: a characteristic; something typical of a place, a thing or a person</p> <p>domesticated: tamed, kept by humans</p> |
| Materials and Preparation | <ul style="list-style-type: none"> ● <i>Lon Po Po</i>, Ed Young ● <i>Wolves</i>, Seymour Simon ● <i>Wolves</i> vocabulary cards |
| Opening 4 minutes | <p>Review learning from the previous week.</p> <p><i>Last week we met the wolf in Lon Po Po. Let’s look at some illustrations of that wolf to remember how Ed Young, the author and illustrator, made us feel about the wolf.</i></p> |

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| | <p>Show the book's cover. <i>On the cover, the illustration gives me a spooky feeling because the eyes are bright white—almost like a ghost's eyes!</i></p> <p>Show page 5. <i>What feeling does this illustration give you? Why does the image give you that feeling?</i></p> <p>Harvest a few ideas and prompt as needed.</p> <p>Show page 7. <i>Again, on this page, this dark shadow of a leaping wolf makes me feel like wolves are really scary!</i></p> <p>Introduce <i>Wolves</i> and set a purpose for the lesson. <i>Today we will start an informational book about wolves. On the cover of this book, I see a photograph of a wolf. This helps me know that it's not a fictional story like Lon Po Po, it's an informational text.</i></p> <p><i>Authors write books for different purposes—or for different reasons. Ed Young wrote Lon Po Po because he wanted us to enjoy a story—a story that was a little scary and suspenseful at some points. Today we're going to closely read one page from this new book in order to understand what Seymour Simon wants us to think and feel about wolves and we'll learn why he wrote his book.</i></p> |
| <p>Text and Discussion 8 minutes</p> <p>page 2</p> | <p>Display the two-page spread at the beginning of the text. <i>Here I see that Seymour Simon decided to start this book with a big photograph of a wolf. From the photograph I can tell that the wolf lives in a snowy place. The color of the wolf's fur is almost camouflaged in the snow, so interesting. He doesn't look scary like the wolf in Lon Po Po at all!</i></p> |
| <p>page 5</p> | <p>Define vocabulary before reading. <i>Before we begin reading, I want to teach you a word. The word is eerie. Say "eerie." Eerie means scary or spooky. The wolf in the story of Lon Po Po was definitely eerie.</i></p> <p>Pause after reading the first paragraph. <i>The author didn't just use the word eerie, he also said wolves in stories, like Lon Po Po and Little Red Riding Hood, are sly and evil! Sly means sneaky. What's he telling us about wolf characters in stories?</i></p> <p>Harvest a few responses, then model thinking as needed (sample response: He's telling us that stories about wolves make us think that wolves are really bad creatures.)</p> |

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| | <p><i>Do you know any other stories with wolves? What did the wolves act like in those stories?</i></p> <p>Elicit a few responses.</p> |
| <p>page 5 continued</p> | <p>Read the 2nd paragraph once through.</p> <p>After <i>savage</i> and <i>destructive</i>, insert the word <i>violent</i> as a quick synonym.</p> <p>Closely reread focus sentences and analyze key details. <i>Seymour Simon asks, are wolves really violent, “Or are they one of nature’s most misunderstood creatures? It is possible that people don’t like wolves because they don’t know very much about them.”</i></p> <p><i>What do you think he means that wolves are misunderstood?</i></p> <p>Harvest a few ideas and prompt with scaffolded questions as needed.</p> <p><i>Yes, misunderstood means not understood, or not known well. So Seymour Simon thinks we don’t really know much about the real facts about wolves—we just have all these made up ideas from stories! Let’s reread the next sentence.</i></p> |
| <p>page 5 continued</p> | <p>Closely reread the focus sentence and analyze key details. <i>He says, “For example, there is no record”—nothing ever written down—“of a healthy wolf ever trying to kill a human in North America,” the part of the world that we live in.</i></p> <p><i>So what does Seymour Simon mean here—what is he telling us? Can you tell us in your own words?</i></p> <p>Harvest a few ideas and prompt with scaffolded questions as needed.</p> <p>Closely reread the last sentence and clarify key details. <i>Fables are like folktales, similar to Lon Po Po and Little Red Riding Hood. What do you think Seymour Simon is telling us here?</i></p> <p>Harvest a few ideas and prompt as needed. [sample response: Seymour Simon is telling us that there is a difference between made up wolves in stories, and real wolves—the ones in nature.]</p> |
| <p>Key Discussion and Activity 6 minutes</p> | <p><i>Seymour Simon is making me think that wolves must be pretty interesting.</i></p> <p>Invite children to Think, Pair, Share.</p> <p><i>Why do you think Seymour Simon wrote this informational book about wolves? What were his reasons for writing this book?</i></p> <p>[sample responses: Seymour Simon wants us to learn real information about wolves and how they act in nature. He doesn’t want us to think wolves are just scary and harmful.]</p> |

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| | Encourage children to reference details from the text to support their ideas. | | | | | | | | | | | | | | |
| Closing | <i>Tomorrow we'll look at the photographs in this text to begin learning about real wolves!</i> | | | | | | | | | | | | | | |
| Standards | <p>R.7.K With prompting and support, ask and answer questions about unknown words in a text.</p> <p>R.10.K With prompting and support, identify the reasons an author or character gives support to points in a text.</p> <p>L.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p> | | | | | | | | | | | | | | |
| Ongoing assessment | <p>Listen to children's responses during the partner and whole group share.</p> <p>What do children understand about the key details from the text?</p> <p>How do children make sense of words and phrases?</p> <p>How do children describe the author's purpose?</p> | | | | | | | | | | | | | | |
| Center Activities | <table border="1"> <tr> <td>Art Table</td> <td>Children create wolf habitat dioramas.</td> </tr> <tr> <td>Art Easel</td> <td>Children create paintings inspired by wolves.</td> </tr> <tr> <td>Blocks</td> <td>Children create wolf habitats.</td> </tr> <tr> <td>Dramatization</td> <td>Children create a wolf den and act like a wolf pack.</td> </tr> <tr> <td>Library & Listening</td> <td>Children research wolves.</td> </tr> <tr> <td>Discovery Table</td> <td>Children explore snow or ice.</td> </tr> <tr> <td>Writing & Drawing</td> <td>Children write information books about wolves.</td> </tr> </table> | Art Table | Children create wolf habitat dioramas. | Art Easel | Children create paintings inspired by wolves. | Blocks | Children create wolf habitats. | Dramatization | Children create a wolf den and act like a wolf pack. | Library & Listening | Children research wolves. | Discovery Table | Children explore snow or ice. | Writing & Drawing | Children write information books about wolves. |
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