Unit 2/Week 2

Title: Wolf!

Suggested Time: (5 days) (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7; RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.6

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Learning to read well opens many doors, broadens relationships, and builds confidence. Learning to read may require hard work, persistence and determination but the goal is worth achieving.

Synopsis

This fantasy tells the story of a wolf who learns to read to gain the respect and friendship of farm animals. The wolf, by nature, is usually seen as a one who typically likes to scare and intimidate other animals. However, in this story, at first he is really hungry and goes to the farm to find some food. The wolf wanted to scare the farm animals and maybe eat them. But as the relationships between the wolf and the animals grew, he had a desire to impress them by learning to read. Therefore he went to school to learn how to read because he admired them for being able to do so- and in turn gained new friends.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Using the text, describe the wolf at the beginning of the story. | The wolf was tired and hungry. His feet ached from lots of walking and he had very little money for food. He is also not wearing any clothing or glasses. His only possession is the sack on the end of his stick and he is by himself. |
| Why did the Wolf think his eyes were playing tricks on him? | When the wolf arrived at the farm, he saw a pig, a duck, and a cow. They were all reading in the sun. The wolf feels surprised because this is something farm animals don’t usually do. |
| What evidence does the author provide to show that Wolf is unhappy with the cow, pig, and duck’s response to his growling? How did the animals respond to the wolf and how did the wolf feel about that response? | The author writes, “The Wolf did not like to be ignored.” The Wolf also growls, “’What’s wrong with you?...Can’t you see I’m a big and dangerous wolf?’” This shows his disbelief. Because he growls these words rather than just saying them, I can also tell that he is angry and unhappy with their response. |
| Why does the pig tell the wolf to “go be big and dangerous somewhere else”? Use evidence from the text to support your answer. | The pig says they are trying to read, and the farm is a farm for “educated animals”. As displayed by the farm animals’ behaviors, they did not acknowledge or react to initial intimidation posed by the wolf because they were interested in reading more than anything else. |
| What does the story say about what the wolf decided to do as a result of the pigs’ response? | He decides to go to school to learn to read. |
| What does the text say about the wolf’s behavior in school? | The wolf works hard and put a lot of effort into learning to read and write. He becomes the best student in class. He didn’t even try to eat anyone like wolves usually do. |
| Based on the clues in the text, what is the meaning of the word “bothering”? | In this sentence, bothering means without taking the time to do something. |
| How does the reader understand why the farm animals might not have been impressed with the Wolf’s reading? | The Wolf’s book has a silly picture on the front of it, and it is small. The other animals’ books are bigger, they look older, and it looks like they have a lot of writing on each page. This makes it look like their books are much harder to read, whereas the wolf’s book looks like a little kid’s book. |
| When you are determined, you decide that you are going to do something and nothing can stop you. How does the wolf show that he is determined after the first time he returns to read to the farm animals? | He jumped back over the fence and went to the library to continue practicing his reading. The author writes, “[H]e practiced and practiced until he could read without stopping.” |
| “Style” is the way something is done. Why did the pig tell the wolf he needed to work on his style? | The pig suggested that Wolf work on his “style” because he read everything as one word like “onceuponatimetherewere…” (jumbled up) instead of phrasing and with great expression. A good reader reads with expression, at a good rate and pronounces each word accurately and clearly- pauses at the punctuation marks; a good reader reads like he’s talking. |
| What word did the duck use to describe the wolf’s reading?  What does this word mean? | The duck said, “Stop that racket!” He called the wolf’s reading “racket”. Racket is loud, confusing or annoying noises. |
| What evidence does the author provide to show that the wolf felt badly after the farm animal’s criticisms? | He tucked his tail between his legs and slunk away. When wolves or dogs do this, they are upset or scared about something. |
| “Confidence” is a belief in oneself or being self-assured. “Passion” involves doing something with great enthusiasm.  What was the animal’s response when the wolf read with **confidence** and **passion**? | The animals listened to the wolf reading without saying a word. They also asked him to read many other stories. |
| According to the plan that the new friends think of, how is the wolf’s life going to be different since he has learned to become such a good reader? | Wolf has friends who want to spend time with him and admire his reading ability. The Wolf no longer has a desire to harm them; Now that they are all good readers, the farm animals and the wolf have something in common and they plan to share the joy of reading as friends for many days to come by traveling all around the world telling their stories. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  **BIG IDEAS OF TEXT**  Words addressed with a question or task | **WORDS WORTH KNOWING**  Words to be part of systematic vocabulary instruction, not essential for understanding the big ideas of the text |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Style  Passion, confidence | Emergencies, wander  Concentrate  Dangerous  strange  Impress  Interrupt  Splendid, admire  Emerging, swashbuckling  Master |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Bothering  Racket | Ached  Peer  Complain, ignore, budge  Educated, dangerous  Serious  slunk |

Culminating Task

* *Citing phrases from the text, tell all the things the wolf did to gain the respect, attention and friendship of the farm animals. Use a Flow Map or Graphic Organizer to gather your ideas.  
  Write a short paragraph telling about the how the wolf’s attitude and intentions changed from the beginning of the story to the end. Include details from the story that show how the wolf and the farm animals, feel about hard work, confidence, determination and friendship.*

Answer:

Part I.

1. In the beginning, Wolf had intentions on acting dangerous and possibly trying to use the farm animals for his food; He wanted to leap and howl at them.
2. Instead, he chose to be nice, kind and be like the farm animals instead of scaring them away.
3. The Wolf befriended the farm animals and sought their advice on being a good reader and ultimately being a good friend.

Part II.

Steps in Becoming a Reader

1. He went to school to learn to read and write; He admired the animals for being good readers and decided to study and do the same
2. He went to the library and practiced and practiced.
3. He went to a bookstore and bought a new storybook. He read it over and over until he could read it well.

At the beginning of the story, the animals wouldn’t have anything to do with the wolf. The text states, “but the duck, the pig, and the cow didn’t budge”. It also states, “Just ignore it”, said the duck. “Now be a good wolf and go away.” Said the pig. “You’ve got a long way to go,” said the duck, without bothering to look up. At the end of the story the animals were impressed with the wolf’s reading. The text states, “The pig, the cow, and the duck listened and said not one word.” “each time he finished a story, the pig, the duck, and the cow asked if he would please read them another.” They also asked the wolf to join them for a picnic. At last the wolf got to spend time with the animals. He was happy to have such good friends.

Additional Tasks

* Give example in the story of events that are fantasy and events that are realistic. Provide at least two examples for each group.

Answer: Fantasy: 1) farm animals reading books, 2) wolf talking and walking upright, 3) a wolf going to school

Realistic: 1) Farms do have cows, pigs, and ducks, 2) wolves do leap at animals and howl, 3) schools do have teachers

and students.

Note to Teacher

* With the additional task above, you may have to spend some time going over the concepts of reality vs. fantasy.