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

|  |  |
| --- | --- |
| **Text Dependent Questions** | **Answers** |
| Using the illustration and text on page 185, 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. |
| Reread page 187. 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?(p. 191) How did the animals respond to the wolf and how did the wolf feel about that response? (pp. 188-191) | 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. (p. 191) | 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? (p. 192) | He decides to go to school to learn to read. |
| What does the text say about the wolf’s behavior in school? (p. 192) | 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. |
| Reread page 194. 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 illustration on page 195 help you to 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? (Pg. 196) | 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? (p. 196) | 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? (p. 196) | 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? (Pg. 196) | 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**? (p. 201) | 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? (p. 202 – 203) | 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

|  |  |  |
| --- | --- | --- |
|  | **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 | Page 196 - Style  Page 201 - Passion, confidence | Page 185 - Emergencies, wander  Page 188 - Concentrate  Page 191 - Dangerous  Page 192 - strange  Page 194 - Impress  Page 196 - Interrupt  Page 198 - Splendid, admire  Page 201 - Emerging, swashbuckling  Page 202 - Master |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 194 - Bothering  Page 196 - Racket | Page 185 - Ached  Page 187 - Peer  Page 188 - Complain, ignore, budge  Page 191 - Educated, dangerous  Page 192 - serious  Page 196 - 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. (pp.187, 188 192, 194, 196, 198, 202, and 203.)*

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

* Reread pages 187-193. 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.

Supports for English Language Learners (ELLs) to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.