Name:

Grade 3 Date:



Based on the Writing for Understanding Approach, Vermont Writing Collaborative

My Class Research Project on

Wolf Packs

Research Question:

How does living in a group help wolves?

Becoming an Expert

**Class Research Packet**

*Building Knowledge and Understanding through Research*



|  |
| --- |
| **Becoming an Expert** |
| Date Completed |  Steps |
|  | Where Am I Going? | Text Structure |
|  | First Read Part 1 | Close Read Part 1 |
|  | First Read Part 2 | Close Read Part 2 |
|  | The Fab Five | Rolling Knowledge Journal |
|  | Reading for Evidence |
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Research Question: How does living in a group help wolves?

**Where Am I Going?**

Work with your group to answer the questions below.

**?**

What is your research question?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Skim your source. In one or two sentences describe what this text is mostly about.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How will this source help you answer your research question?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the copyright information for your text to complete the section below.

Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of text: nonfiction book article website excerpt other

Publisher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Publication date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Text Structure**

With a partner, answer these questions about the structure of your text.

Let’s take a look at how your source is put together.

1. Take a look at the Contents page. After looking at this list, what do you think the author wants you to learn about wolves?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If you wanted to learn something about wolves “Talking” what page would you turn to? *\_\_\_\_\_\_\_\_\_\_\_\_\_*

Turn to that page. What information has the author included there?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Turn to page 11. What can you learn about a wolf by reading the “Super Skills” on that page?

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1. Turn to pages 20 and 21. What information is included in the red boxes on those pages?

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How do these support what the author has written about wolves that are “Off Duty”? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What can you learn from the glossary on page 30? How would this information help you understand the book?

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1. Turn to the Index on page 32. If you wanted to learn about a wolf’s teeth, what page would you turn to? \_\_\_\_\_\_\_\_\_\_

How would looking at a text’s index help you when you are researching a topic?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**First Read Part 1**

With your group, read the first part of the text aloud.

Use one of the options below to read pages 4 – 15 of the text aloud. Check a box to show the option you chose.

Ideas for a First Read:

* Take turns reading, have each person read a page or paragraph.
* Choose one or two people to read aloud. The rest of the group reads along silently while listening.
* Listen to a recording of your book, reading along silently while you listen.
* Another idea:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Close Read Part 1**

With a partner, reread parts of your book for deeper understanding.

Work together to follow the directions in each box.

|  |  |
| --- | --- |
| Reread pages 4 and 5.  | What is a group of wolves called?On these pages, the authors have included information about wolf packs. List three things that you learned about packs from reading these pages.1. 2. 3.  |
| Reread pages 10 and 11.  | Look up the term “prey” in the glossary. What does it mean? How do wolves work together to catch their prey?  |
| Reread pages 14 and 15. | Look up the term “recruits” in the glossary. Write the definition here.Why did the author call these pups new recruits? |

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**First Read Part 2**

With your group, read the second part of the text aloud.

Use one of the options below to read pages 16 – 29 of the text aloud. Check a box to show the option you chose.

Ideas for a First Read:

* Take turns reading, have each person read a page or paragraph.
* Choose one or two people to read aloud. The rest of the group reads along silently while listening.
* Listen to a recording of your book, reading along silently while you listen.
* Another idea:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Close Read Part 2**

With a partner, reread parts of your book for deeper understanding.

Work together to follow the directions in each box.

|  |  |
| --- | --- |
| Reread pages 16 and 17.  | Tell three ways that the pack helps the pups.1. 2. 3.  |
| Reread pages 22 and 23. | The author tells us ways that the pack learns how to be a “team” together. What are two things that the pack members do together that make them more of a team?*1.**2.* |
| Reread pages 26 and 27. | Look again at the first two sentences on page 26. How does the author use these two sentences together to show the meaning of the word “defend”?How do wolves work together to defend their pack? |

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**The “Fab Five”**

With a partner, identify 5 important words from the text.

From your central text, chose 5 words that are important to understanding the central idea of the text.

Next use your 5 words to write about the most important idea of the text. Write one sentence for each word that shows you understand the meaning of the word.

|  |  |
| --- | --- |
| **Important Word** | **Sentence about the Central Idea** |
| 1.  |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

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**Rolling Knowledge Journal**

Keep track of all you’re learning!

1. After you read *each* resource, stop and think about what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
2. Then write, draw, or list how this new resource added to what you learned from the last resource(s). Add pages if needed.

|  |  |
| --- | --- |
|  | **Write, Draw, or List** |
| **Title** | **New and important learning about the topic** | **How does this resource add to what I learned already?** |
| *Wolf Packs* |  |  |
| *Living With Wolves* |  |  |
| *Wolf* |  |  |
| *Wolves* |  |  |



**Reading for Evidence**

Work as a group to gather and share information that will help you answer your research question.

Follow these steps to complete the graphic organizer together:

1. First, break into groups. Half of the groups will work on section 1 and half of the groups will work on section 2. Each group has a part of the text to reread and search. Record the assignments below.

|  |  |
| --- | --- |
| Section (page numbers) | People responsible |
|  Pages 4 – 15 Find information about wolves working together to find food and to defend themselves |  |
| Pages 16 – 29Find information about wolves working together to find food and to defend themselves |  |

1. As a group, look at the graphic organizer. Discuss: What is your Research Question? What kinds of information will go in each column?
2. Now reread the part of the text you were assigned. When you find a part of the text that will help you answer your research question **mark it with a sticky note.**

If the information is about the pack finding food, mark it with an “F”. If the information is about the pack defending itself, mark it with a “D.”

1. Repeat this process until all the important information from this section has been marked.



**Recording Evidence**

Share what you have found with your group to complete the graphic organizer.

Focusing Question: *How does living in a group help wolves?*

1. Meet with the full group again. Take turns sharing one piece of information you found. Talk about what words or phrases to write on the graphic organizer, then fill in the appropriate row on your own organizer. You will need notes on all the information found by the group for your final project.
2. Repeat this process until all the information from this source has been recorded on your graphic organizer.

***How does living in a group help wolves?***

Put one piece of evidence in each box.

|  |  |
| --- | --- |
| **Evidence***How do wolves work together to obtain food?* | **Elaboration***How is this helpful for wolves?* |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **Evidence***How do wolves work together to defend the pack?* | **Elaboration***How is this helpful for wolves?* |
|  |  |
|  |  |
|  |  |
|  |  |



**Additional Evidence**

On your own or with a partner, add additional information to the graphic organizer.

Read one or more additional sources. Mark information that will help you answer the research question with sticky notes. Add it to your own graphic organizer. Use a different colored pencil for each source, so you will remember where your information came from.

Using the same colored pencils, list your additional sources below.

Title: Wolf

Authors:

Publisher/URL: <http://animals.howstuffworks.com/mammals/wolf-info1.htm>

Title: Wolves

Authors:

Publisher/URL: <https://animalcorner.co.uk/animals/wolves/>

(Optional – Challenging Text)

Title: Living With Wolves

Author:

Publisher/URL: https://livingwithwolves.org/how-wolves-hunt/

*--------------------------------------------------------------------------------*

**THE FOCUS STATEMENT!**

Sum up what you have learned.

What is the “big idea”?

Look carefully at all of the evidence you have gathered. What is the “big idea” your evidence shows? Try to state what you have learned in just a sentence or two. Your teacher and classmates will help you.

Focus Statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Working with Evidence**

Work with your group to better understand the information you have gathered.

To prepare for the activity:

From your notes, choose two pieces of evidence about obtaining food and two pieces of evidence about defending the pack. Make a set of four cards using pictures and/or words to show what each of the notes mean. Your teacher will lead you in the following activity.

MUST (a full-class activity)

**M**ingle, **U**nderstand, **S**hare and **T**rade:

To begin the activity, mingle with your classmates. Find a partner and explain one of your note cards to your partner. Listen carefully as s/he explains a notecard to you. Be sure to include how your explanation shows how the information helps the pack.

When your teacher rings the bell, trade cards, so that each person gives a card and gets a card.

Mingle again, finding a new partner and repeating the process. Do this until you have a new set of cards.

Look at your new cards, and reflect. How did talking about your research and listening to your classmates deepen your understanding of how living in a pack helps wolves?

**Now you are ready to write!**

Use your Writing Resource Packet to write an informative explanatory piece. Put the date next to each step when you complete it



**Sharing Your Expertise Record Sheet**

|  |
| --- |
| *Use this record sheet with your Writing Resource Packet to deepen your understanding and communicate what you have learned.* |
| Date | Steps |
|  | Learn from the Model | Write an Introduction |
|  | Write Proof Paragraph 1 |
|  | Write Proof Paragraph 2 |
|  | Write a Conclusion |
|  | Revise and Edit | Add a Visual |
|  | Share and Celebrate! |