



WEEK 10 Day 1

**Read Aloud**  
***Wolves***  
 Read 3 of 5 (pages 16-18)

<b>Big Ideas</b>	<p>Animals need food, water, and air to survive.</p> <p>Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.</p>
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Questions</b>	<p>What do animals need to survive?</p> <p>How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people?</p>
<b>Content Objective</b>	I can retell key details from an informational text in order to learn about wolves. (R.5.K.a, R.5.K.b, R.7.K)
<b>Language Objective</b>	I can discuss key details from the text in order to determine the meaning of an unfamiliar word. (SL.1.K.a, SL.1.K.b, L.4.K)
<b>Vocabulary</b>	<p><b>pack:</b> a group of wolves</p> <p><b>territory:</b> an area of land</p> <p><b>warn:</b> to let someone know about possible danger</p> <p><b>whimper:</b> a soft quiet cry</p> <p><b>communicate:</b> to share ideas or tell information</p> <p><b>mate:</b> to come together to make babies</p> <p><b>litter:</b> a group of animals born to a mother at one time</p> <p><b>roam:</b> to move around over a large area</p> <p><b>extinction:</b> when a species of animal no longer exists</p> <p><b>cruel:</b> very mean</p>

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>Wolves</i>, Gail Gibbons Leave sticky notes in the book from the previous read in the “packs” section.</li> <li>● <i>Wolves</i> vocabulary cards</li> <li>● sticky notes</li> <li>● markers</li> <li>● <i>Wolves</i> KWLM chart, from Week 9, Day 2 Add learning from the last read along with children’s initials.</li> </ul>
<p><b>Opening</b> 4 minutes</p>	<p><i>We’ve thought about how living in a pack helps wolves survive. Let’s look at our sticky notes and remember some of the important information we learned about wolves and chart it on our KWLM chart in the “Learned” column.</i></p> <p>Turn to pages with sticky notes and read some notes.</p> <p>Introduce the text and set a purpose. <i>Today, we will research how wolves <b>communicate</b>. We’ll discuss why wolves make different sounds, and we’ll talk about what we think the word communicate means. I’m not going to tell you yet. We’ll also retell important information we learned and add it to our KWLM chart.</i></p>
<p><b>Text and Discussion</b> 7 minutes  page 16</p>	<p><i>A <b>whimper</b> is a sound like this, like a soft cry.</i></p> <p>Model a whimpering sound.</p> <p><i>Wolves make many different sounds! Let’s try making each sound, without being too loud. I’ll model the sound, then you echo me.</i></p> <p>Model and invite children to whimper, snarl and bark.</p> <p><i>Just like humans, wolves make different sounds for different reasons. Why do they snarl?</i></p> <p>Harvest ideas. Prompt as needed by rereading the text and clarifying the word <i>threatened</i>.</p>
<p>page 17</p>	<p><i>That’s so interesting. Wolves don’t howl just to sound spooky, they howl for a reason! Why do wolves howl?</i></p> <p>Harvest ideas and prompt as needed by rereading the text.</p>
<p>page 18</p>	<p>Pause after the first sentence. <i>There’s that word communicate. As I keep reading, think about what you think the word communicate means.</i></p> <p>Continue to the end of the page.</p>

<p><b>Key Discussion and Activity</b> 8 minutes</p>	<p>Invite children to have a whole group discussion. <i>Think about the information we learned in the last three pages. What do you think communicate means? What did we read that made you think that?</i></p> <p>Encourage children to use examples from the text to support their thinking.</p> <p>Invite children to Think, Pair, Share <i>What are some of the reasons wolves communicate?</i></p> <p><i>Let's record what we learned about how and why wolves communicate.</i></p> <p>Chart children's ideas in the "Learned" column of the KWLM chart with children's initials.</p>								
<p><b>Closing</b> 1 minute</p>	<p><i>Tomorrow we'll continue to research wolves!</i></p>								
<p><b>Standards</b></p>	<p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>R.7.K</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.1.K.b</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><b>L.4.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>								
<p><b>Ongoing assessment</b></p>	<p>Listen to children's responses during the partner and whole group share. What key details do children retell from the text? How do children use the illustrations to support comprehension? Do children use key details to determine the meaning of unfamiliar words?</p>								
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 1556 678 1623"><b>Art Table</b></td> <td data-bbox="678 1556 1406 1623">Select and revise work for showcase</td> </tr> <tr> <td data-bbox="451 1623 678 1690"><b>Art Easel</b></td> <td data-bbox="678 1623 1406 1690">Select and revise work for showcase</td> </tr> <tr> <td data-bbox="451 1690 678 1757"><b>Blocks</b></td> <td data-bbox="678 1690 1406 1757">Select and revise work for showcase</td> </tr> <tr> <td data-bbox="451 1757 678 1824"><b>Dramatization</b></td> <td data-bbox="678 1757 1406 1824">Select and revise work for showcase</td> </tr> </table>	<b>Art Table</b>	Select and revise work for showcase	<b>Art Easel</b>	Select and revise work for showcase	<b>Blocks</b>	Select and revise work for showcase	<b>Dramatization</b>	Select and revise work for showcase
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	<b>Discovery Table</b>	Select and revise work for showcase
	<b>Writing &amp; Drawing</b>	Select and revise work for showcase

**Notes**