



WEEK 9 Day 2

Read Aloud
Wolves
 Read 2 of 3, Pages 4-14

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 begin to research wolves by asking and answering questions about key details in photographs of wolves. (R.4.K, R.11.K.a, R.11.K.c)								
Language Objective	I can ask questions about wolves using question words. (SL.2.K.a, L.1.K.c)								
Vocabulary	research: to find out about a topic								
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Wolves</i>, Seymour Simon ● <i>Wolves</i> slides ● markers ● chart paper <p>Prepare the following KWLM chart. Note: The W captures questions asked prior to and during reading, the M captures questions on the topic remaining after the multi-day read</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <th colspan="4">Wolves</th> </tr> <tr> <td style="width: 25%;">K What we <u>k</u>now</td> <td style="width: 25%;">W What we <u>w</u>onder</td> <td style="width: 25%;">L What we've <u>l</u>earned</td> <td style="width: 25%;">M What we want to know <u>m</u>ore</td> </tr> </table>	Wolves				K What we <u>k</u> now	W What we <u>w</u> onder	L What we've <u>l</u> earned	M What we want to know <u>m</u> ore
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	<div data-bbox="483 149 1370 394" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;">about</td> </tr> </table> </div> <p>On the whiteboard, write: what, how, why, when, where</p>				about
			about		
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose.</p> <p><i>Yesterday we decided that Seymour Simon wrote this book in order to teach us real information about wolves. We will not read the rest of the words in this book; instead we will use the photographs from the book to begin researching wolves—or find out more about them.</i></p> <p><i>The photographs will help us think about what we think we know about wolves, and will also inspire us to ask questions. Today we will record what we know and want to know about wolves in this chart</i></p> <p>Refer to KWLM chart.</p>				
<p>Text and Discussion 12 minutes</p> <p>Slide 2</p>	<p>Model.</p> <p><i>I will show you how I use a photograph to think about what I know and want to know about wolves. First I look very closely.</i></p> <p><i>I see the snow here is pretty deep—it goes halfway up the wolf’s leg! That makes me think that wolves live in cold places where it snows a lot. I’m going to write that on the chart.</i></p> <p>Record in K column.</p> <p><i>I also see that the wolf looks like he is howling. This makes me wonder: Why do wolves howl?</i></p> <p>Record in W column.</p> <p><i>Remember, when we ask questions about these photographs, we use question words like “why,” “how” or “what.” Which question word did I use?</i></p> <p>Refer to words on the whiteboard.</p> <p><i>That’s right—I used “why.”</i></p> <p><i>What questions do you have about wolves and their howling?</i></p> <p>Harvest a few ideas and choose 1-2 to chart.</p> <p><i>What questions do you have about wolves and snow?</i></p> <p>Harvest a few ideas and choose 1-2 to chart by adding student initials after their comment.</p>				

<p>slide 3</p>	<p><i>Now let's try to do the same thing with this photograph. First, let's practice observing.</i></p> <p><i>What do you see in the photograph?</i> Encourage children to be specific and descriptive.</p> <p><i>Now, based on what you saw, what do you think you know about wolves?</i> Harvest a few ideas and chart 1-2 ideas with children's initials in the K column. [sample responses: Wolf pups sleep cuddled together, with their eyes closed. Wolves like to be in groups.]</p> <p><i>What does the photograph make you wonder?</i> Harvest a few ideas and chart 1-2 ideas with student initials in the W column. [Sample responses: When do wolves sleep? Why do wolf pups like being in a group? What's a group of wolf pups called?]</p>
<p>slide 4</p>	<p>Invite children to Turn and Talk. <i>What do you see in the photograph?</i></p> <p>Invite children back into the group. <i>Now, based on what you saw, what do you think you know about wolves?</i></p> <p>Chart 1-2 ideas with children's initials in the K column. [Sample responses: Not all wolves look the same. Some wolves are reddish brown; some are black. Wolves run fast. Wolves hunt.]</p> <p>Invite children to Turn and Talk. <i>What does the photograph make you wonder?</i></p> <p>Chart 1-2 ideas with children's initials in the W column. [Sample responses: What are the different kinds of wolves called? Why do wolves run fast?]</p>
<p>slide 5</p>	<p>Invite children to observe the image, then invite them to share their knowledge and wonderings as they did with previous photographs.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Review the "Know" column by reading children's ideas. <i>Does anyone want to add anything to this column; is there anything else you think you know about wolves?</i> Elicit and chart 1-2 more ideas with children's initials.</p> <p>Review the "Want to know" column by reading children's ideas. <i>Does anyone want to add anything to this column—is there anything else you want to know?</i> Elicit and chart 1-2 more ideas with children's initials.</p>

Closing 1 minute	<i>Tomorrow we'll have a chance to continue this same type of research about wolves.</i>															
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>L.1.K.c Understand and use question words (interrogatives) (e.g. who, what, where, when, how).</p>															
Ongoing assessment	<p>Listen to children's responses during the partner and whole group share.</p> <p>What observations do children make?</p> <p>What background knowledge do children bring about wolves?</p> <p>How do children formulate questions? What success and challenges do they have with generating questions?</p>															
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