



WEEK 9 Day 4

Read Aloud
Wolves
 Read 1 of 5, Pages 1-9

Big Idea	Animals need food, water, and air to survive.
Unit Question	How do animals grow and change over time?
Guiding Questions	What do animals need to survive?
Content Objectives	<p>I can retell key details from an informational text in order to learn about wolves. (R.5.K.a, R.5.K.b)</p> <p>I can explain how illustrations clarify the meaning of key details. (R.11.K.a, R.11.K.c, SL.1.K.a)</p>
Language Objective	I can use the text and illustrations to determine the meaning of unfamiliar vocabulary. (L.4.K)
Vocabulary	<p>pack: a group of wolves</p> <p>territory: an area of land</p> <p>warn: to let someone know about possible danger</p> <p>whimper: a soft quiet cry</p> <p>communicate: to share ideas or tell information</p> <p>mate: to come together to make babies</p> <p>litter: a group of animals born to a mother at one time</p> <p>roam: to move around over a large area</p> <p>extinction: when a species of animal no longer exists</p> <p>cruel: very mean</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>Wolves</i>, Gail Gibbons <p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins “Once, long ago...” “It is a snowy...”</p>

	<ul style="list-style-type: none"> ● <i>Wolves</i> vocabulary cards ● sticky notes ● marker ● <i>Wolves</i> KWLM chart, from Day 2 <p>Note that charting in the L column will happen after the lesson, without children present.</p> <p>On the whiteboard, write: How do wolves' bodies help them survive?</p>
<p>Opening 1 minute</p>	<p><i>Yesterday we looked closely at photographs of wolves and thought about what we know and want to know about wolves.</i></p> <p>Introduce the text and set a purpose for the read. <i>We will read this book, <i>Wolves</i>, by Gail Gibbons, who also wrote and illustrated the book <i>Owls</i>. Just like in her other books, Gail Gibbons uses drawings to provide information, instead of photographs like Seymour Simon.</i></p> <p><i>Today we're going to use the illustrations and the words in the text to continue our research. We will learn important information about where wolves live and how wolves' bodies help them survive in those places.</i></p> <p><i>Remember, to survive means to stay alive and get your basic needs like food, shelter and water.</i></p> <p>Refer to the question on the board. <i>If you hear and see information that helps us answer the question, How do wolves' bodies help them survive?, put a thumb up!</i></p> <p>Refer to KWLM chart. <i>We'll mark the information in the book with sticky notes and then later I can write our learning on our chart in the "Learned" column.</i></p>
<p>Text and Discussion 12 minutes page 2</p>	<p>Put up a thumb to model the process for children. <i>I'm putting up my thumb because I think we just learned something about how wolves' bodies help them survive! They have different colored fur depending on where they live. This makes me wonder if wolves can camouflage in their habitats. How might the color of their fur help wolves survive?</i></p> <p>Harvest a few ideas and model thinking as needed.</p> <p><i>I also wonder why some wolves don't exist, or aren't alive, anymore. Maybe Gail Gibbons will teach us later in the book.</i></p>

<p>page 5</p>	<p>Define vocabulary after reading the page. <i>The text says that people hunted them and took over much of their territory. What do you think territory means?</i></p> <p>Harvest a few ideas and prompt as needed by highlighting context clues in the text. <i>That's right, territory is an area of land.</i></p> <p>Display the map illustration. <i>This illustrated map of the world has a key that shows how to read the information. This light green shows us where wolves used to live, and the dark green shows us where they live now. Places in the northern part of the world, like the places in dark green here, have cold winters.</i></p> <p><i>The illustration helps us learn that wolves live in cold northern places.</i></p>
<p>page 7</p>	<p><i>I see some friends with thumbs up! Why are your thumbs up?</i></p> <p>Harvest responses, and prompt as needed for children to identify that wolves have really long legs that help them run fast and stand in snow in cold places. <i>Let's put a sticky note here to remember to write down that wolves have long legs.</i></p>
<p>page 8</p>	<p><i>As I'm reading this page, I want you to look at the illustration for support.</i></p> <p><i>I see lots of thumbs! What information did you learn?</i></p> <p>Harvest ideas and prompt children to refer to the illustration. Refer to the vocabulary card for the word carnivore, as needed.</p> <p><i>Here I see a diagram of a wolf's skull—the bones that make its head. What does this diagram teach us?</i></p> <p>Harvest ideas and prompt children by rereading the diagram labels.</p> <p>Mark the text with a sticky note and record children's initials so that initials can be recorded next to "Learned" comments on the chart later.</p>
<p>page 9</p>	<p><i>Gail Gibbons used the word roam. She wrote, "When wolves roam, they leave big paw prints behind."</i></p> <p>Invite children to Turn and Talk. <i>Look at the illustration. What do you think roam means? What makes you think that?</i></p> <p>After children engage in partner talk, use the vocabulary card to provide a definition.</p>

	<p><i>As I'm reading this page, I want you to look at the illustration for support.</i></p> <p><i>I see lots of thumbs! What information did you learn about wolves' bodies?</i></p> <p>Harvest ideas and prompt children to refer to the illustration.</p> <p><i>Here I see a close-up of a wolf's front and back paws. I notice that the front paw is a bit bigger than the back paw. I wonder how that helps the wolf.</i></p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Think, Pair, Share: <i>We learned some important information today about wolves' bodies. What are some ways wolves' bodies help them survive?</i></p> <p>Support children's retelling by showing key illustrations as needed.</p> <p>Gather children in the whole group. <i>How did the illustrations in the text help you learn new information?</i></p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we'll continue learning about what helps wolves survive.</i></p>
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</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.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during the partner and whole group share.</p> <p>Do children retell key details from the text?</p> <p>Do children demonstrate an understanding of the concept of survival?</p> <p>Do children use clues from text and illustrations to determine the meaning of new vocabulary?</p> <p>How do children use the illustrations to support comprehension?</p>
<p>Center Activities</p>	

	Art Table	Children create wolf habitat dioramas.
	Art Easel	Children create paintings inspired by wolves.
	Blocks	Children create wolf habitats.
	Dramatization	Children create a wolf den and act like a wolf pack.
	Library & Listening	Children research wolves.
	Discovery Table	Children explore snow or ice.
	Writing & Drawing	Children write information books about wolves.

Notes