



WEEK 9 Day 5

Read Aloud
Wolves
 Read 2 of 5, Pages 10-15

Big Ideas	Animals need food, water, and air to survive. Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.
Unit Question	How do animals grow and change over time?
Guiding Questions	What do animals need to survive? How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people?
Content Objective	I can retell key details from an informational text in order to learn about wolves. (R.5.K.a, R.5.K.b) I can explain why living in a pack helps wolves survive. (R.6.K.a, R.6.K.b)
Language Objective	I can follow routines and build off my peer’s ideas in a group discussion about a text. (SL.1.K.a, SL.1.K.b)
Vocabulary	pack: a group of wolves territory: an area of land warn: to let someone know about possible danger whimper: a soft quiet cry communicate: to share ideas or tell information mate: to come together to make babies litter: a group of animals born to a mother at one time roam: to move around over a large area extinction: when a species of animal no longer exists cruel: very mean

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Wolves</i>, Gail Gibbons ● <i>Wolves</i> (Gibbons) vocabulary cards ● <i>Wolves</i>, Seymour Simon ● sticky notes ● Wolves KWLM chart, from Day 2 Add learning from Day 4 along with children’s initials to the L column. ● Sentence Frames for Discussion Chart from Week 2, Day 3 <div data-bbox="534 487 1287 800" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Sentence Frames for Discussion</p> <p>I think ____ because (in the book) ____.</p> <p>I agree with you about ____, and I also think ____.</p> <p>I disagree with you about ____, because I think ____.</p> </div> <ul style="list-style-type: none"> ● Unit Question Chart <p>On the whiteboard, write: How does living in a pack help wolves survive? What could happen if wolves didn’t live in a pack?</p>
<p>Opening 1 minute</p>	<p><i>Yesterday, we began reading Gail Gibbons’ book, Wolves, and thought about how wolves’ bodies help them survive. I recorded some of the information we learned.</i></p> <p>Show the KWLM chart.</p> <p>Introduce the text and set a purpose. <i>Today we will learn about how living in a pack helps wolves survive. When we notice important information about packs we’ll mark the page with a sticky note to remind us to go back to that information later when we add to our KWLM chart.</i></p> <p><i>Today after we read, we’ll have a discussion about these questions.</i></p> <p>Refer to the whiteboard. <i>How does living in a pack help wolves survive? What could happen if wolves didn’t live in a pack? We will listen to each other in the discussion and use some discussion prompts, or sentence starters, to respond to each other’s ideas.</i></p> <p>Refer to the discussion chart.</p>
<p>Text and Discussion</p>	<p>Read the page. Use the vocabulary =cards to support comprehension of the words territory and warn.</p>

<p>12 minutes</p> <p>page 10</p>	<p>Model retelling key details.</p> <p><i>Readers and researchers think about what they've learned as they're reading. I learned that a wolf pack can have as few as 3 wolves in it, or as many as 20 wolves! I also learned that the packs live in territories, or areas of land, just for that pack.</i></p> <p>Mark the illustration with a sticky note.</p> <p><i>How do the wolves mark their territory? There's a clue in the illustration!</i></p> <p>Harvest a few ideas and prompt children as needed by rereading. Mark the illustration with a sticky note.</p>
<p>page 11</p>	<p><i>What is an alpha wolf?</i></p> <p>Harvest ideas and prompt children as needed by rereading.</p> <p>Show image from <i>Wolves</i> (Simon).</p> <p><i>I remember we saw a photograph of a wolf lying on it's back in the Seymour Simon book and licking another wolf's face. Now I know that it's licking the alpha wolf! Let's put a sticky note on this page so we remember this important information about alpha wolves.</i></p>
<p>page 12</p>	<p><i>This page had some really important information about living in a pack. I'm going to read this page again.</i></p> <p>Invite children to Think, Pair, Share.</p> <p><i>What did you learn on this page about the pack?</i></p> <p>During the share, highlight children's ideas about hunting in a pack and survival. Mark the page with a sticky note.</p>
<p>page 13</p>	<p><i>Yesterday, we read yesterday that wolves have long legs. Now I know those legs help them survive by helping them run really fast and long distances to catch their prey!</i></p> <p>Read to the end of page 15.</p>
<p>Key Discussion and Activity</p> <p>6 minutes</p>	<p>Invite children to sit in a circle. Have a whole group discussion using the Sentence Frames for Discussion Chart.</p> <p><i>How does living in a pack help wolves survive? What could happen if wolves didn't live in a pack? We're going to use our discussion starters to grow ideas together.</i></p> <p><i>You can use the silent signals to respond to what friends say in the discussion. If someone says something you agree with, you can do this [show a hand signal such as the "me too" signal or thumbs up]</i></p>

	<p><i>and can raise your hand if you want to add more. If someone says something you disagree with or if you have a different idea, you can do this [show a hand signal such as thumbs down] and raise your hand to share your thinking.</i></p>										
<p>Closing 1 minute</p>	<p><i>We'll continue researching wolves and have a chance to add some of the learning we marked with sticky notes to our KWLM chart.</i></p>										
<p>Unit Question Chart 3 minutes</p>	<p>Refer to the Unit Question Chart. <i>We have been thinking about this question: How do animals grow and change over time?</i></p> <p>Invite children to share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: wolves' bodies grow to have structures that help them survive; baby wolves are called pups.</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. R.5.K.b Retell key details of text with prompting and support, including the main topic. R.6.K.a With prompting and support, identify characters settings and major events in a story. R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. SL.K.1.a. Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. SL.1.K.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>Ongoing assessment</p>	<p>Listen to children's responses during the partner and whole group share.</p> <ul style="list-style-type: none"> • What key details do children retell from the text? • How do children use the illustrations to support comprehension? • How do children follow the whole group discussion routines? 										
<p>Center Activities</p>	<table border="1"> <tr> <td>Art Table</td> <td>Children create wolf habitat dioramas.</td> </tr> <tr> <td>Art Easel</td> <td>Children create paintings inspired by wolves.</td> </tr> <tr> <td>Blocks</td> <td>Children create wolf habitats.</td> </tr> <tr> <td>Dramatization</td> <td>Children create a wolf den and act like a wolf pack.</td> </tr> <tr> <td>Library &</td> <td>Children research wolves.</td> </tr> </table>	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 &	Children research wolves.
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	Listening	
	Discovery Table	Children explore snow or ice.
	Writing & Drawing	Children write information books about wolves.

Notes