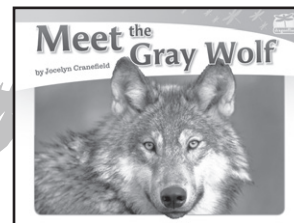


# Meet the Grey Wolf

by Jocelyn Craneffield



## Overview

This book introduces the grey wolf. The author uses humour and interesting facts to dispel myths about wolves and to describe the plight of this endangered animal. (Big idea: People need to care for animals that are in danger.)

### Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text **MC**
- identifying the main ideas **MI**
- asking questions. **AQ**

It supports the following **non-fiction strategies**:

- reading labels
- using a key to read maps
- gaining information from photographs
- using a glossary (boldface type)
- using bullets to list ideas.

### Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *animals, danger, habitat*
- Content words – *clothes, family, farmers, farming, fields, forests, fur, hunt, people, places, scared, wolf*
- High-frequency words – *as, back, down, from, here, make, not, one, over, some, that, they, with, your*

## Features of the text

- Non-fiction features:
  - cover flap, which provides support for identifying the big ideas and anchor words
  - the topic (endangered animals), which expands on pages 10 and 11 of the anchor book *Helping Planet Earth*
  - preview question on the back cover
  - historical photographs
  - bulleted list of facts
  - large photograph with labels
  - comparative maps with key
  - glossary (boldface type)
- Word study:
  - compound words – *grandma, eyesight*
  - varied word endings – “ing”, “ed”, “s”
  - initial consonant blends – “gr-”, “sc-”, “bl-”, “pl-”, “sm-”, “str-”, “cl-”
  - singular and plural forms – *wolf, wolves*
  - contractions – *it’s, won’t, aren’t, didn’t*
  - root word – *danger*
- Question marks and exclamation marks
- Simple, compound, and complex sentence structures
- Use of humour to dispel a popular myth
- Descriptive language



## Setting the scene

If you have already introduced the topic using the Whole-class Introduction and the anchor book (*Helping Planet Earth*), you can review the discussion and show the students pages 10 and 11 of the anchor book.

Discuss what happens when animals are in danger.

- *How might an animal be in danger?*
- *Who can take care of animals in danger?*

Discuss wolves and encourage the students to share their prior knowledge.

## ELL support

It is important to remember that ELL students' background knowledge is often different from that of other students. Provide opportunities to build their background knowledge.

## Introducing the book

**Front cover** – Discuss the photograph. *What is this animal?* Read aloud the title and the author's name. Tell the students that the grey wolf is special to our country and that they will find out why as they read. *In what ways do you think the grey wolf is special?*

**Back cover** – Read aloud the preview question. Discuss the students' predictions.

**Using the flap** – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Helping Planet Earth*. Read aloud the anchor words on the other side of the flap. Tell the students that they can point out the words when they find them in the book. Ask them to leave the flap open as they read.

**Title page** – Listen as the students read the title. Discuss the photograph. *What do you know about wolves?* List their responses on chart paper.

## The first reading

**Pages 2 and 3** – *The author wants you to think about how you feel about wolves. How do you feel about them? Are you afraid of them?* (Asking questions) What questions do you have about wolves? Discuss the photograph. Have the students read page 2. Encourage them to use expression to create a sense of drama. *Why has the author introduced this book with questions? How would you answer the questions?* (Making connections) What kind of story is she referring to? (fairy tales such as "Little Red Riding Hood" or "The Three Little Pigs") What do wolves do in these stories? Tell the students that they are going to find out whether wolves really want to harm us.

**Pages 4 and 5** – Look at the photographs. *What is a family of wolves called? Why has the author written "shy" and "pack" in bold?* Explain these are important words. Clarify the meanings using the glossary. (Making connections) *How do you feel when you are shy? What do you do?* (Main idea) *What do you know about wolves now?* (Wolves are shy and run away from people.) Look at the fact box on page 5. What is the purpose of this list? Discuss the purpose of the bullets.

**Pages 6 and 7** – Have the students read the labels. Discuss the information. Clarify "eyesight", using the glossary if necessary. *Why is it important for wolves to have good eyesight and a good sense of smell? Why do wolves need strong legs?*

**Pages 8 and 9** – *How can you tell this picture was taken a long time ago? Why was it easy for wolves to attack farm animals? Why do you think people didn't like wolves in 1886?*

**Pages 10 and 11** – *What word has the author used to describe the grey wolf's home? How did settlers take over the grey wolf's habitat? Clarify the meaning of "endangered" using the glossary. Why do you think people tried to get rid of the wolves?*

**Page 12** – (Main idea) Read the title of the maps. Discuss and compare them. Explain that a key helps us to understand a map. *What do these maps show? What has changed?* Emphasise that people now think differently about wolves. (Asking questions) *What questions do you have about this change?*

**Page 13** – *How can we help the grey wolf? Why would it help to tell people that wolves aren't dangerous? Refer to the facts on page 5 if necessary.*

**Pages 14 and 15** – *How can we make safe places for grey wolves to live? How do you feel about grey wolves now? Why has the author ended the book in this way?* (Main idea) *What was her purpose in writing it? How does she feel about wolves? Why do you think that?*

## Vocabulary activity

### Focus word: habitat

1. Turn to page 10. Read: *They took over the habitat of the grey wolf.*
2. Say “habitat” with me.
3. Explain that a habitat is a place where a plant or an animal lives. For animals, this includes places where they sleep, raise a family, and hunt. A jungle is a habitat for tigers. Explain that sometimes we use “habitat” to describe a person’s usual home or surroundings. *We can help make sure that animals have a clean, safe habitat.*
4. Give examples of ways that “habitat” can be used:
  - *A dead log is a habitat for all kinds of insects. If you turn over the log, you can see them scurrying.*
  - *Beavers live in a wet habitat. They build their homes in ponds.*
  - *Cement pathways are habitats for some plants. The plants grow through the cracks. Their roots are sheltered by the cement.*
  - *The top of a tropical jungle is a habitat for birds, monkeys, and spiders.*
5. Ask the students to visualise a grey wolf’s habitat. *Imagine a wolf running through the fields into a forest. The forest is a safe place. The wolf meets its pack in a den. Now tell the students to imagine that this habitat is changing. Imagine the forests are being chopped down and burnt. What has changed? What would you do? Have the students share with a partner.*
6. *What is the word we’ve been learning that means a place where an animal or plant lives? Say “habitat” with me.*

## ELL activity

### Language objective: Building background

**knowledge to support comprehension** (You will need copies of “The Three Little Pigs” and “Little Red Riding Hood”.) For many ELL students, the stories of “The Three Little Pigs” and “Little Red Riding Hood” will be unknown.

- Read the questions on page 2. Encourage the students to talk about how the author gets the reader interested by asking questions. *Why would the author ask them?*
- *Has anyone heard of “The Three Little Pigs” or “Little Red Riding Hood”?* Show the students the books.
- *What do you know about these stories?* Listen for information about how the wolf is mean, how he tries to eat the pigs and Little Red Riding Hood, and how he tries to trick them.
- *Now, let’s read one of these stories and see what we learn about the wolf. While I’m reading, I want you to think about the things the wolf does that would make people think it is mean.*

- Pause during the reading so that the students can process the information and reflect on the wolf’s behaviour. When you pause, ask the students to share their thinking with a partner. “I think the wolf is mean because\_\_\_\_\_.” “The \_\_\_\_\_ is afraid of the wolf because\_\_\_\_\_.”
- When you have finished reading, ask the students to share their ideas about how the story made us believe that the wolf is a scary animal.
- *Do you think the fairy tale is real? Why/why not? Do you think the wolves are mean and scary?*
- Review any facts that the students recall after reading *Meet the Grey Wolf*

## Ideas for revisiting the text

### 1. Review and check

- Listen as the students reread the text, observing their fluency and decoding strategies.
- Review the anchor and content words. Check that the students know what each word means and how it is used in context.

### 2. Stop and learn

#### a. Decoding/word attack activities

Practising building words from a root word

- Write “danger” on the board. Ask the students to practise saying it with you. Clap the syllables.
- Read the text on the flap and on page 12. “*Danger*” means *at risk of being hurt*. *If you are in danger, you are not safe.*
- Explain that some words have “danger” in them. On the board, write “endangered” and “dangerous”.
- Have the students practise saying “dangerous”. Clap the syllables.
- Read the sentence containing “dangerous” on page 13. Clarify the meaning.
- Have the students practise saying “endangered”. Clap the syllables.
- Read the sentence containing “endangered” on page 11. Clarify the meaning using the glossary.
- *What word in the book means the opposite of danger? (safe)*

Practising using past-tense verbs

On the board, write “Grey wolves live in forests and fields. People want to help gray wolves”. Write “lived” and “wanted” on the board. Ask the students to choose a word to complete each sentence.

- Many more grey wolves \_\_\_\_\_ long ago.
- People \_\_\_\_\_ to make clothes from their fur.
- What is the difference between these words?
  - “live” and “lived”
  - “want” and “wanted”
- Explain that the first word describes something that is happening now (present tense). The second word describes something that has already happened (past tense).

BLM – Using regular past tense verbs

The students can write the appropriate words in the spaces provided.

#### b. Comprehension Activities



- **(Main idea)** *As we read, we need to ask: What is the author trying to say? Why did she write this book? What information does she want us to remember? Doing this will help us find the main idea. Ask a few students to share their thinking. Record their responses on the board.*

BLM – Reading and completing sentences to identify the main idea

The students can complete the sentences, using the words from the list, then show which sentence best describes the main idea. They can then finish the drawing and add labels.

#### c. Writing activities

- Have the students write a letter to a newspaper about the grey wolf's plight.
- Have them write to a grey wolf, telling it what they think.

### 3. Suggestions for further activities

- Find out more about the grey wolf using a library and the Internet.
- Draw a picture or build a model of the grey wolf's habitat.
- Design a poster about saving the grey wolf.